

Don't Settle



The three features:

1. Challenge & Support
2. Raise the Bar
3. Virtuous Cycle

Through all the steps of appreciative advising the advisor is building rapport with the student, so they can support and challenge students as they progress and grow!

The **Don't Settle** phase (according to Vygotsky's theory) recognizes that a student can achieve more with the guidance of a knowledgeable adult than they can achieve alone.

The advisor is always drawing connections between student expectations and their hopes and dreams, with this the advisor can raise the bar and challenge the student's expectations to grow of themselves!

The **Don't Settle** phase has a virtuous cycle that happens when advisors meet with students multiple times and highlight strengths and the student's success. They do this by reminding students to create and maintain positive self-reinforcing cycles of thought, emotion and actions. This will help students to deal with unforeseen roadblocks that come up when trying to accomplish their dreams.

Tools:

- You've been handed the Self-Assessment for Appreciative Advising
 - Use this assessment to evaluate and monitor your own growth.

Book Recommended Resources:

The Dash: Making a Difference (Simple Truths)

<https://youtu.be/zsY6UrFlsNs>

212 Movie (Simple Truths)

<https://youtu.be/GzWgPJL0fRo>

Six Phases of Appreciative Advising

Appreciative Advising Phase	Key Features
Disarm	Warm welcome; safe/comfortable environment; appropriate self-disclosure; appropriate nonverbal behavior
Discover	Effective open-ended questioning; attending behavior and active listening; strength-based story reconstruction
Dream	Creating powerful images; prospective framework for dreaming; making purposeful connections between Dream/Discover phases
Design	Teach students how to make decisions; provide positive feedback; being aware of "curse of knowledge"; making effective referrals
Deliver	Energizing students to be their best; academic hope; ending the conversation well; following up
Don't Settle	Challenge and support; raising the bar; virtuous cycle

Adapted from *The Appreciative Advising Revolution* by J. Bloom (2008)

What are the differences?

Dimensions of Developmental and Prescriptive Advising

Dimension	Developmental	Prescriptive
Ability	Focus on student potential	Focus on limitations
Rewards	Achievement, mastery, acceptance, status, recognition, fulfillment	Grades, credit, income
Maturity	Growing, maturing, responsible, capable of self-direction	Immature, irresponsible, must be closely supervised and carefully checked
Initiative	Taken by both advisor and student	Advisor takes initiative on fulfilling requirements; rest up to student
Control	Negotiated	By advisor
Responsibility	Negotiated	Advisor advises, student acts
Learning output	Shared	Primarily in student
Evaluation	Collaborative	By advisor to student
Relationship	Based on nature of task/high trust	Based on status and low trust

Adapted from *A Developmental View of Academic Advising as Teaching*, by B. Crookston (1994)