



Appreciative Advising

May 13, 2021

Samantha Cusenza

Overview

- Origins of Appreciative Advising
- The Six Phases of Appreciative Advising
 - Disarm
 - Discover
 - Dream
 - Design
 - Deliver
 - Don't Settle

Origins of Appreciative Advising

Positive Psychology

• • •
• • •
• • •
• • •
• • •
• • •
• • •
• • •
• • •
• • •

“...the study of optimal human functioning and the strengths and virtues that enable individuals and communities to thrive.”

(Bloom, Hutson, & He, 2008)

Appreciative Inquiry

“Search for what is life-giving and possible within people and the world around us.

“Intentionally asking what we want to accelerate and grow, with the realization that what we appreciate, appreciates.”

(Bloom, Godwin, & Rivera, 2020)

Appreciative Advising

“...intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”

(Bloom, Hutson, & He, 2008)



Does Appreciative Advising work?

YES!



Appreciative Advising Research

Office of Appreciative Education

<https://www.fau.edu/education/centersandprograms/oae/>

Journal of Appreciative Education

<http://libjournal.uncg.edu/index.php/jae/index>

Peer-Reviewed Quantitative Studies on Appreciative Advising

<https://showcase.dropbox.com/s/Peer-Reviewed-Quantitative-Studies-on-Appreciative-Advising-XJpD02xWeoqgErZlvm7Yg>



The Six Phases of Appreciative Advising



Disarm Phase

Recognizing the importance of first impressions, create a safe, welcoming environment for students

Definition of Disarm

- ❖ “To overcome or allay the suspicion, hostility, or antagonism of.
- ❖ To win the confidence of.”

<http://www.dictionary.com>



Even Santa has to disarm!

Which grade do you want to talk about?

- English - A
- History - A
- Biology - B
- Phys Ed - B+
- Math - F



Important Advisor Behaviors

Meeting
students at
the door

Welcoming
the student

Introducing
yourself

Decorating
your office
in a
personal
way

What is Immediacy?

- The perception of *physical and psychological* closeness between communicators (specifically, between students and their advisors)
- Principle: “People are drawn toward persons and things they like, evaluate highly, and prefer; and they avoid or move away from things they dislike, evaluate negatively, or do not prefer.”

Direct Quotes from Rocca, K. A. Presentation at the “Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning” conference, Northfield, MN. February 12, 2007

Nonverbal Immediacy Behaviors

- ❖ Gestures
- ❖ Vocal Variety
- ❖ Smiling at students
- ❖ Relaxed body posture
- ❖ Removal of distractions
- ❖ Eye contact
- ❖ Professional casual dress

Verbal Immediacy Behaviors

- ❖ Calling students by name
- ❖ Use of inclusive pronouns
- ❖ Unrelated small talk
- ❖ Feedback to students
- ❖ Asking for student feedback
- ❖ Use of own first name

Discover Phase

“Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully before asking the next positive question.”

Definition of Discover

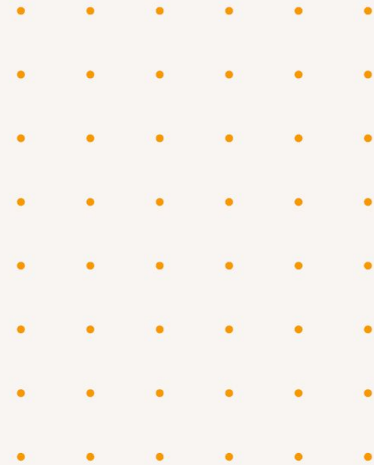
- ❖ “to see, get knowledge of, learn of, find, or find out; gain sight or knowledge of (something previously unseen or unknown)
- ❖ to notice or realize
- ❖ To identify (a person) as a potentially prominent performer”

Important Advisor Behaviors

Ask positive open questions that help us learn our students' stories

Taking
mental note
of the
students:

- Strengths
- Skills
- Passions
- Accomplishments



Important Advisor Behaviors

- Affirming/ rephrasing / summarizing what student is saying:
 - “I’m impressed by.....”
 - Pointing out specific times the student took initiative (creator instead of victim language)

Discover Questions for Students

Describe three life events that have made you into the person you are today.

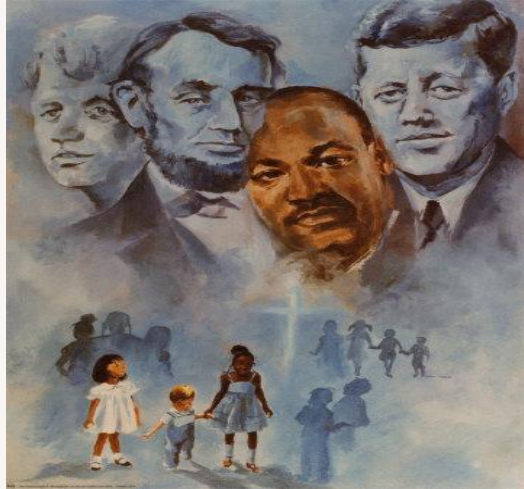
Since coming to this institution, what is something you've accomplished that you are proud of?

Who are the most important role models in your life? Why? What qualities in them do you hope to emulate?

Dream Phase

Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.

Great Dreamers



Important Advisor Behaviors

Dream

- Listen purposefully
- Make connections between information from the Discover phase and dreams being shared during this phase. Is there congruency between the two phases?
- Encourage students to be open to the possibilities and remind them that there is more than one right answer

Dream Questions for Students

1. Your magazine cover -- what is the subtitle and details?
2. When you were 8 years old, what did you want to be and why?
3. If salary, education and time were irrelevant, what is your ideal job and why?

Design

Help students devise
concrete, incremental,
and achievable goals

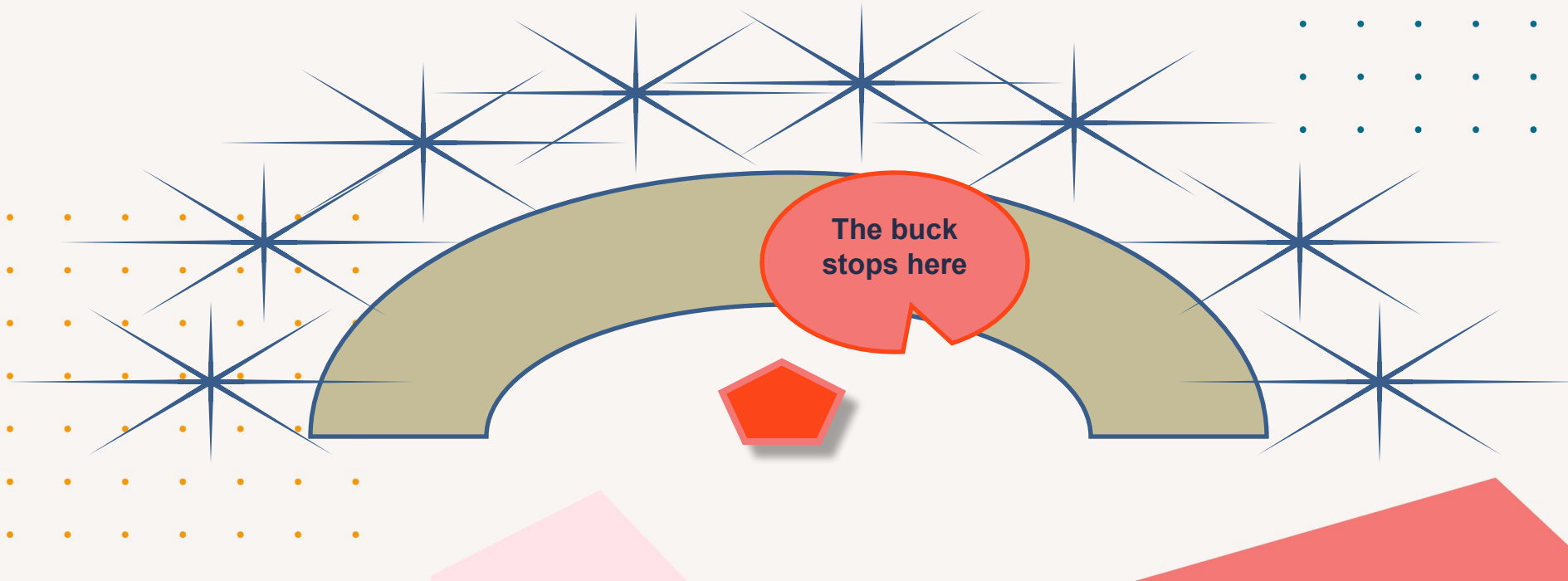
Important Advisor Behaviors

- Explain Technical information in easy to understand language.
- Avoid confusing acronyms.
- Teach your advisees how to make decisions.
- Let your advisees ultimately be the decision makers.
- Make referrals when you need to.
- Be positive!



Design

Your Personal Board of Directors



Design Phase

Developing an Action Plan

- Work together to set goals and specific sub-goals
- Establish a realistic timeline for accomplishment of goals
- Clarify who is responsible for what by what date

Design Questions for Students

What can you do in the next week to move one step closer to at least one of your goals?

Let's brainstorm on the resources you will need to accomplish these goals and objectives.

How will you celebrate the accomplishments of these goals?

Deliver

The students follow through on their plans.
The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their as they go.

Delivery Key Features

- ❖ Motivate and Energize Students to be their Best
- ❖ Engender Academic Hope
- ❖ End the Conversation Well
- ❖ Follow-up

Important Advisor Behaviors

- Review what you have accomplished in this session
- Review the student's responsibilities and your responsibilities and the deadlines you have co-established
- Encourage the student to contact you with any problems or concerns
- Reiterate your confidence that the student can indeed accomplish the goals set forth

Deliver Phase

Questions for Students

- ❖ How and when will you keep me updated on your progress?
- ❖ What will you do if you run into roadblocks?
- ❖ What will you do if you think your goals may be too challenging?

Deliver Phase

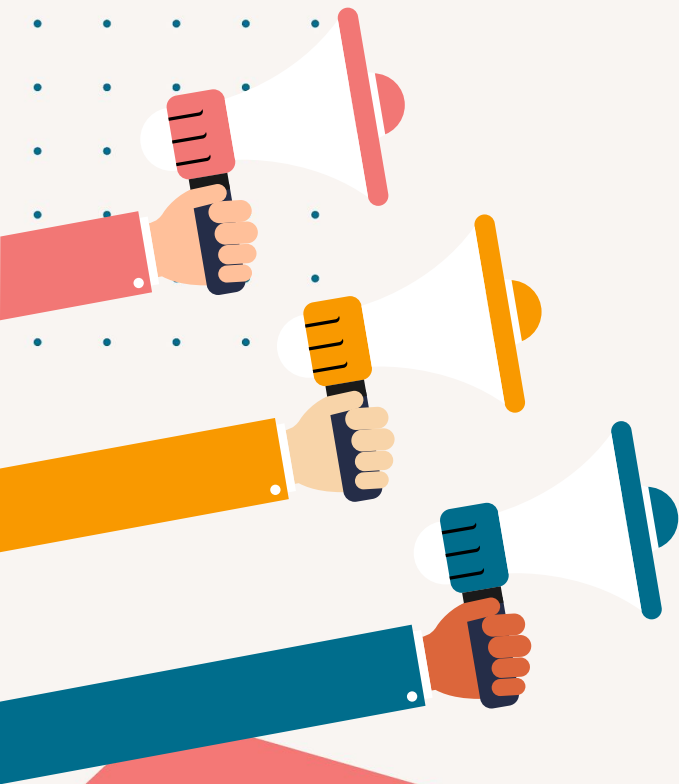
Ending the Conversation

- ❖ “Do you have any questions for me?”
- ❖ “Is there anything else that I should have asked you?”
- ❖ “Thanks so much for coming in – I really enjoyed meeting with you. Please don’t hesitate to contact me if you have any questions.”

Don't Settle

Advisors and students alike
need to set their own internal
bars of expectations high

<https://www.appreciativeadvising.net/>

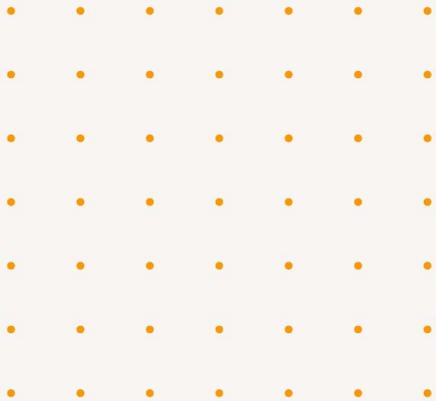
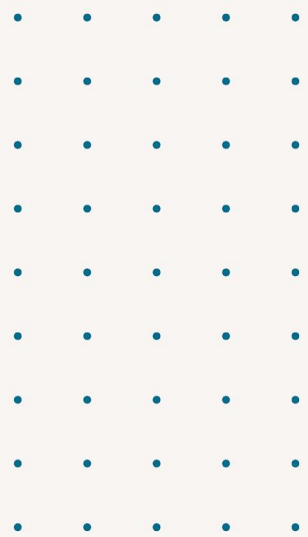


"Good is the
enemy of
great."

-Jim Collins

Key Features

- Support and Challenge
- Raising the Bar
- Virtuous Cycle




Prerequisite for Don't Settle

Strong Rapport

Don't Settle Questions

- You have done great so far, but what is one thing you could do even better?
- What have you you done particularly well? Could you have improved upon that?
- Tell me about something you accomplished that you didn't think you could accomplish, but did...

The background features abstract geometric shapes in light gray, red, orange, and pink. On the left side, there is a vertical column of small orange dots. On the right side, there are several parallel blue diagonal lines.

“High impact advisors realize that the positive outcomes of advising sessions are not just limited to students; in fact, the real joy of advising occurs when advisors understand how fulfilling it is to really impact other peoples’ lives and how much they can learn from their advisees.”

- Jennifer Bloom



Thank you!

Questions?

samanthaburroughs@weber.edu



References

Appreciative advising institute 2020 participant's handouts [Handout]. (2020). Office of Appreciative Education, Florida Atlantic University, Boca Raton, Florida.

Bloom, J. L. (2008). Moving on from college. In V. Gordon, W. R. Habley, & T. Grites (Eds.), *Academic advising: A comprehensive handbook (2nd ed.)*. San Francisco, CA: Jossey-Bass.

Bloom, J., Godwin, L., & Rivera, J. (2020, November 17). *The higher ed pivot: Voices from the field on how educators are innovately supporting students in Today's World* [Webinar]. Florida Atlantic University.
<https://www.fau.edu/education/centersandprograms/oe/webinars/higher-ed-positive-pivot/>

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Bloom, J. and Martin, N.A. (2002, August 29). Incorporating appreciative inquiry into academic advising. *The Mentor: An Academic Advising Journal*, 4 (3). <http://www.psu.edu/dus/mentor/020829jb.htm>

Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York: Harper Collins Publishers.

Habley, W. R., & Bloom, J. L. (2007). Giving advice that makes a difference. In G. L. Kramer (Ed.), *Fostering student success in the campus community* (pp. 171-192). San Francisco: Jossey-Bass.

Tichy, N. M. (2002). *The Leadership Engine*. Harper Collins Publishers Inc., New York.