

**From Good Advising to
GREAT Advising
using
Appreciative Techniques**

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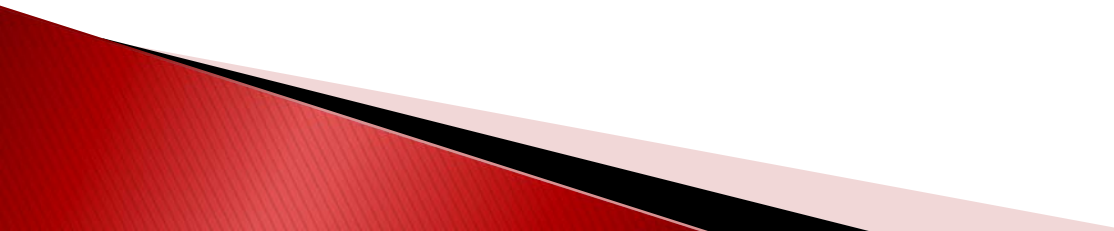
Why is advising so important?

“Academic advising may be the single most underestimated characteristic of a successful college experience”

Light, 2001

“It is at the heart of all of our efforts to educate and retain students.”

Tinto, 1998



GREAT Advisors

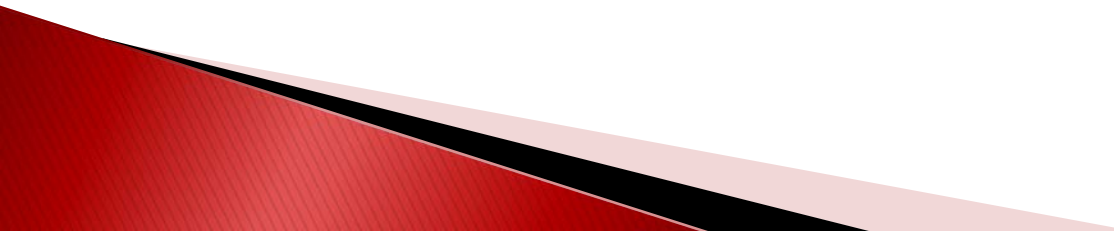
- ▶ Guide students in getting the most out of their college experience
- ▶ Enjoy being with students, know how to connect and realize that each student is unique. They believe all students can learn and succeed!
- ▶ Are knowledgeable, accessible and concerned.
- ▶ Facilitate advising sessions that are planning-centered, goal-directed, and focused on strengths and possibilities.

Appreciative Advising

- ▶ Builds on theories and ideas from:
 - Appreciative Inquiry (organizational development)
 - Strengths-Based Approaches to Personal Development/Employee Development
 - Positive Psychology

Appreciative Advising Defined

The **intentional** collaborative practices of asking **positive, open-ended** questions that help students **optimize** their educational experiences and **achieve** their goals, dreams and potential.



8 Assumptions of Appreciative Inquiry



In every human
situation something
works

From: The Thin Book of Appreciative Inquiry, by Sue Annis Hammond

8 Assumptions of Appreciative Inquiry

What we focus on becomes
our reality



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8 Assumptions of Appreciative Inquiry

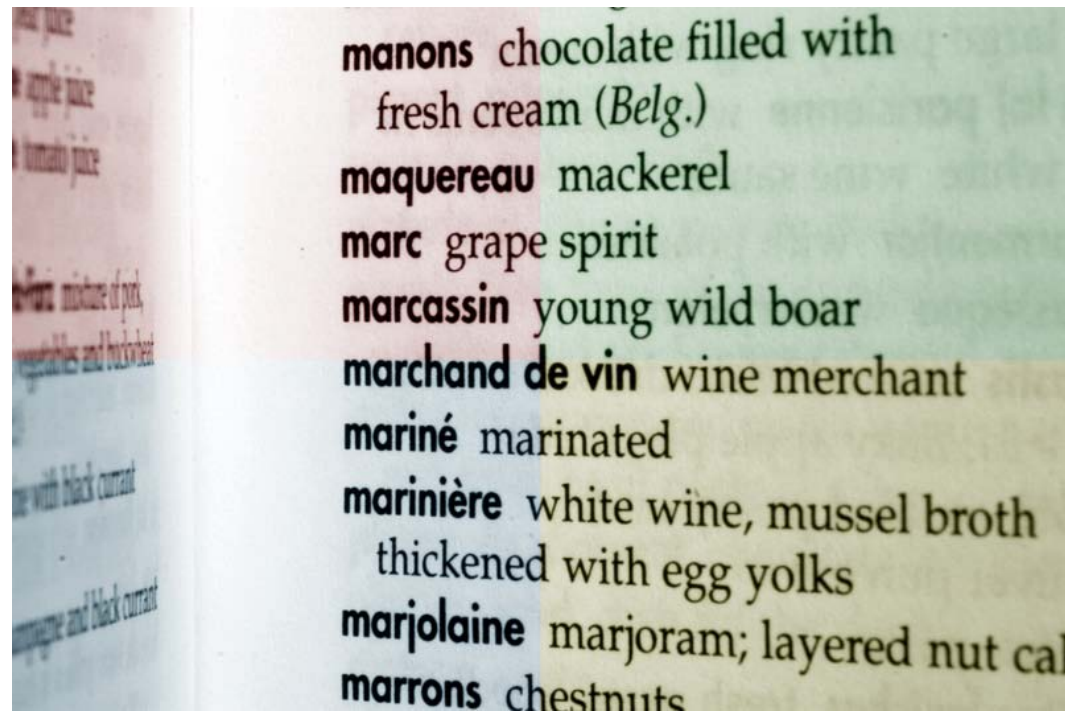
Reality is created
in the moment
and there are
multiple realities



From: *The Thin Book of Appreciative Inquiry*, by Sue Annis Hammond

8 Assumptions of Appreciative Inquiry

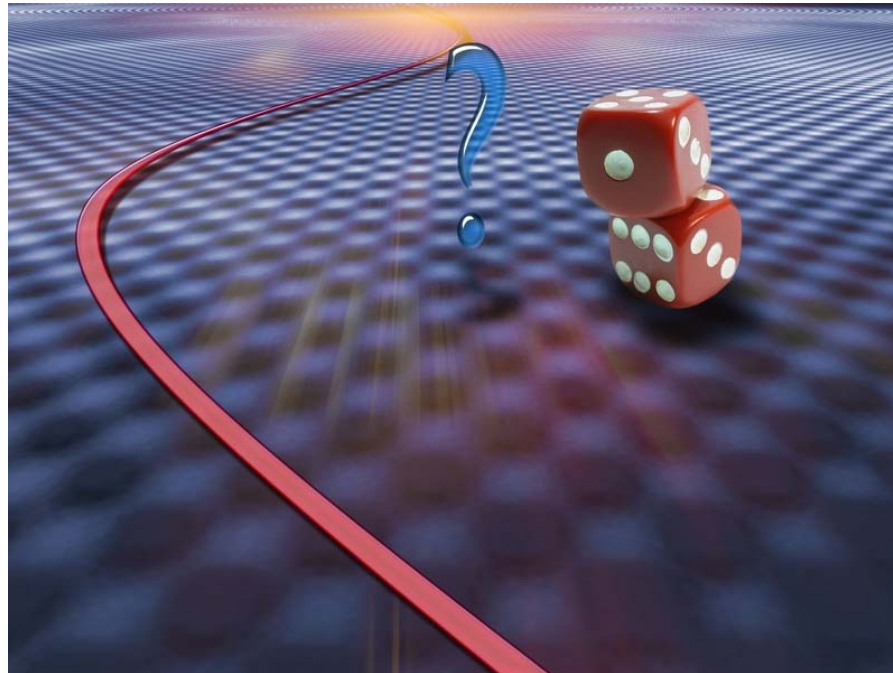
The language we use shapes our reality



From: The Thin Book of Appreciative Inquiry, by Sue Annis Hammond

8 Assumptions of Appreciative Inquiry

The act of asking questions influences the outcome in some way



From: **The Thin Book of Appreciative Inquiry**, by Sue Annis Hammond

8 Assumptions of Appreciative Inquiry



If we carry parts of the past into the future, they should be what are best about the past

From: The Thin Book of Appreciative Inquiry, by Sue Annis Hammond

8 Assumptions of Appreciative Inquiry

It is important to value differences



From: The Thin Book of Appreciative Inquiry, by Sue Annis Hammond

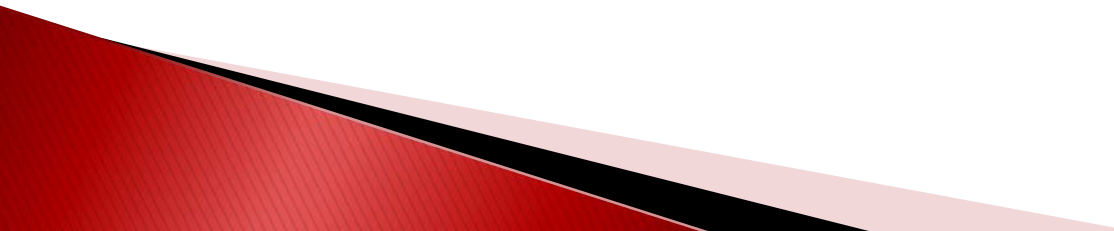
Problem Solving

AND

Appreciative Inquiry

- “Felt need” & identification of problem
- Analysis of causes
- Analysis of possible solutions
- Action planning
- Assumes: *There is a problem to be solved*
- *Back Door – what’s in the way of what we want?*
- *Deficit Thinking*
- Appreciate & value the best of *What Is*
- Envision: *What Might Be*
- Dialogue: *What Should Be*
- Innovate: *What Will Be*
- Assumes: *Student success is mystery to be discovered*
- *Front Door – what is it we ultimately want?*
- *Possibility Thinking*

Appreciative Advising

- ▶ More than being positive and supportive with students
 - ▶ Intentionally focuses on assets rather than deficits
 - ▶ Involves dreaming possibilities, planning steps to achieve the dream, and engaging in actions to make the dream come true
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Where do you focus?

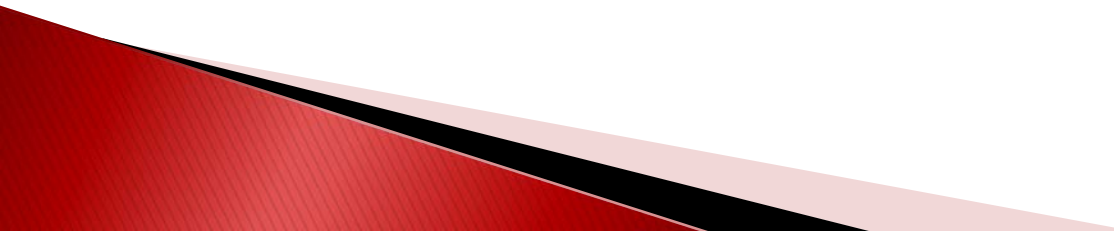
College Algebra B

Intro to Chemistry F

American History A

English Composition C

Let's Try It!

- ▶ Discuss the approach, questions, perspective you would use in this scenario
 - ▶ Activity
 - ▶ Debriefing
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The Traditional Approach: Deficit Based

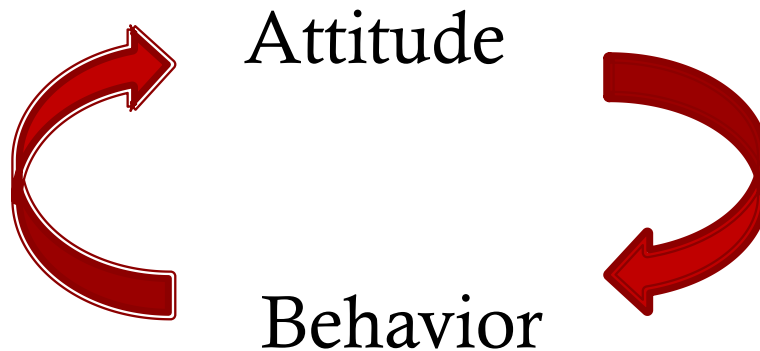
- ▶ Like the “medical model” focuses on diagnosing student problems and finding solutions to solve those problems
- ▶ Example - Students on probation or experiencing some sort of difficulty

Asset (Appreciative) Approach

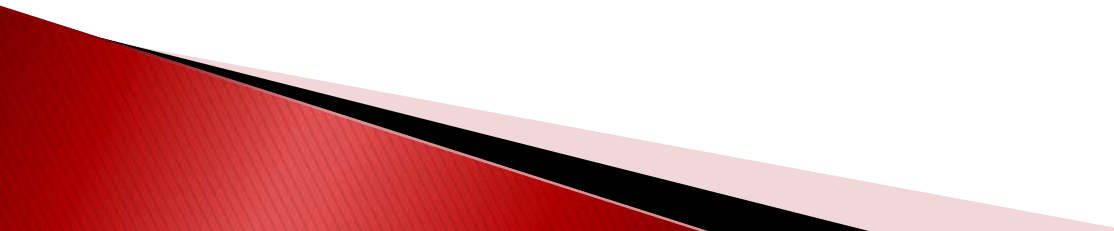
- ▶ Looks at successes and strengths
 - Reframing or a question of focus
 - Benefit Finding
 - Analyzing versus replaying (Lyubomirsky et al. 2006)

Asset (Appreciative) Approach

- ▶ Create ways to repeat the behaviors and utilize the strengths and skills that have led to past success to create future success



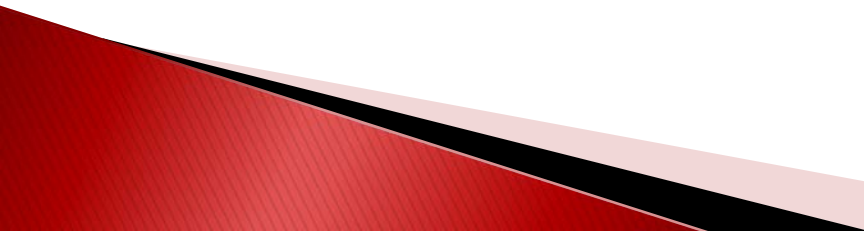
From Deficits to Assets

- ▶ A significant shift in our mental model
 - ▶ More complex and intentional than it seems on the surface
 - ▶ Requires intentional effort and on-going training
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Let's Start with YOU!

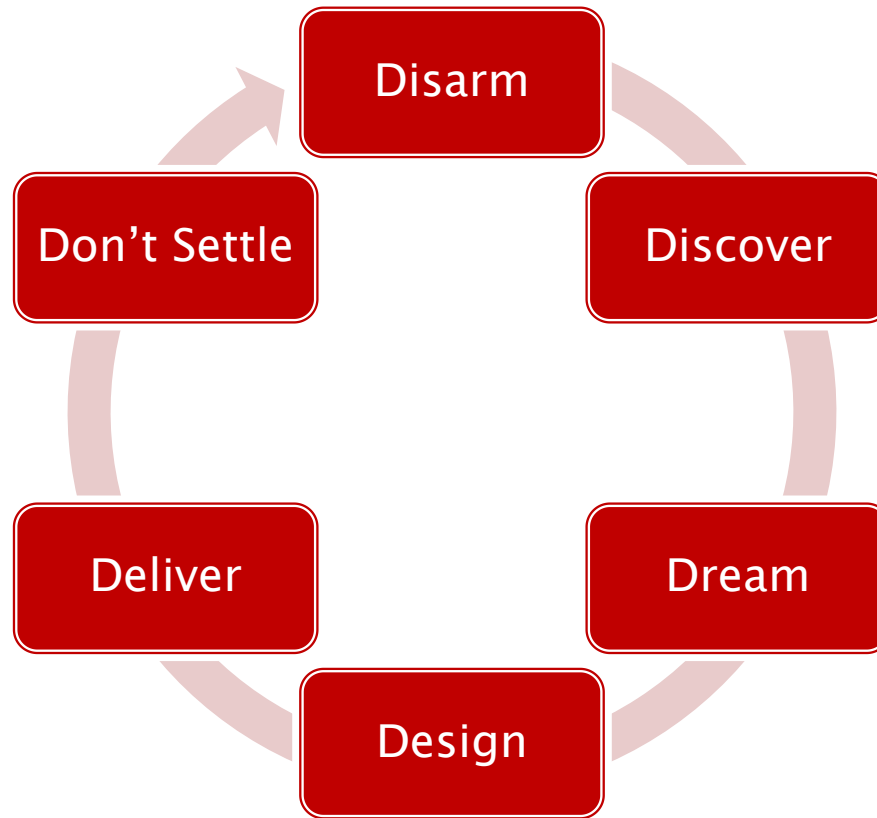
ACTIVITY

Think back to when you were a student.

1. Tell a story about a time when you felt on top of the world – you were the IDEAL college student.
 2. What strengths, assets, abilities allowed you to achieve in this situation?
What was your mental “model” in this situation?
 3. Give an example of how the strengths used in this situation played out another time in your life – preferably a time when you overcame a challenge.
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The Appreciative Advising Model

Bloom, Hutson, Ye (2009)



Disarm Phase

- ▶ Creating a safe, welcoming environment for students
- ▶ Advisors can:
 - Smile and welcome the student
 - Meet them at the door
 - Engage in “attending” behaviors
 - Make the student your sole focus
 - Find something in common
 - Remember that you can be intimidating!

Discover Phase

- ▶ Utilize positive, open-ended questions to draw out what students enjoy doing, their strengths and passions. Listen to each question carefully and clarify before asking the next question
- ▶ This phase helps the student reframe the conversation on themselves and their success as well as helping you get to know them better.

Dream Phase

- ▶ Help students formulate a vision of what they might become, and assist them in developing their life and career goals
- ▶ For some students, dreaming may be about passing their math class for others it may be their future career.
- ▶ Advisors can:
 - Make connections between what was shared in discovery – is there congruence?
 - Encourage students to be open to possibilities

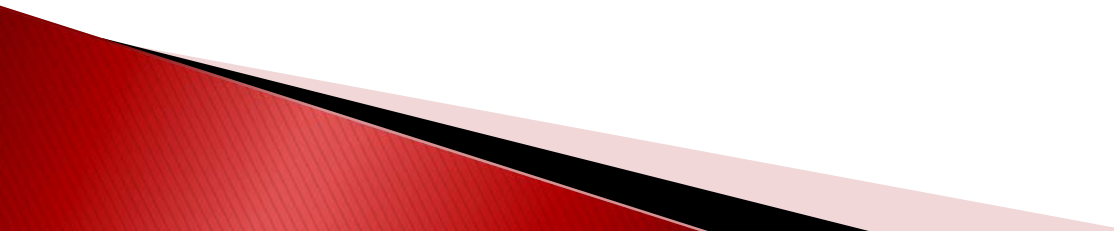
Design Phase

- ▶ Help students devise concrete, incremental and achievable goals
- ▶ Self-Concordant Goals
- ▶ Advisors can:
 - Share options and information, ask questions, guide
 - Help the student commit to small actions they can do today, tomorrow, this week
 - Discuss the pros/cons/ramifications of options
 - Remember, it is the student's decision!

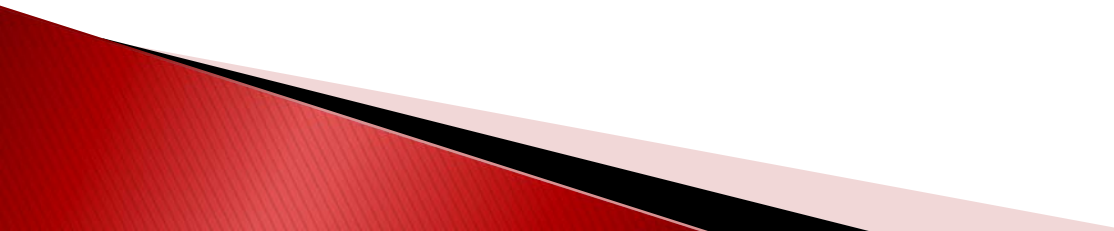
Deliver Phase

- ▶ The student follows 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 dreams as they go.
- ▶ Advisors can:
 - Check-in regularly
 - Hold students accountable
 - Help students replay successes

Don't Settle Phase

- ▶ Challenge students to go beyond what they thought was possible
 - ▶ Remember Nevitt-Stanford: students need both challenge and support
 - ▶ Advisors ask the questions, students set the goals
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Things to Keep in Mind

- ▶ While we want to students to do long-term planning, some will only be able to focus on tomorrow or one class or their first term
 - ▶ You don't have to work through all of the phases and make a course schedule and fill out the paperwork and learn to sing the fight song all in one meeting
 - ▶ Advising isn't just the formal, scheduled meetings in your office
- 

Questions to Ask Students

▶ Discover Questions

- Who is your best self?

▶ Dream

- What is your future perfect?

▶ Design

- How might you apply your best self to achieve your future perfect?

▶ Deliver

- What actions will you take to apply your best self to achieving your future perfect?

▶ Don't Settle

- What would you want to accomplish if anything were possible?

Questions and Discussion