

Appreciative Advising

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

The Six Phases of Appreciative Advising



Disarm: Make a positive first impression with the student, build rapport, and create a safe, welcoming space.

Discover: Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.

Dream: Inquire about students' hopes and dreams for their futures.

Design: Co-create a plan for making their dreams a reality.

Deliver: The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.

Don't Settle: Advisers and students need to set their own internal bars of expectations high.

How can I implement Appreciative Advising in my appointments?

**If this were the President's son or daughter, how would I advise?
How do I want them to feel after working with me?**

Disarm:

- Welcome students personally
- Be mindful of your nonverbal communication:
 - Gestures
 - Smile
 - Eye contact
 - Focus on them
- Be mindful of your Verbal Communication
 - Call students by name/Be sure they know your name
 - Use inclusive pronouns “Let’s look at this together.” “We can find the answer to that.”
 - Small talk
 - Give feedback to students. “That’s great!” “Wow, you are making great progress.” You’ve had some great experiences.”
 - Ask for student feedback. “Am I going too fast?” “Would you like some help?” “Any questions?”

Discover:

- Everybody has a story. Ask positive questions to help us learn our students' stories.
- Notice the student's
 - Strengths
 - Skills
 - Passions
 - Accomplishments
 - Make students feel "heard" by: Affirming, Rephrasing, or Summarizing what the student is saying in a positive empowering way--"I'm impressed by..." or "It sounds like you..."
- Some discover questions:

Schedule Planning:

- Tell me about a time when you enjoyed doing class projects or assignments. How did you feel? Why do you think you enjoyed it?
- Tell me about a time when you experienced academic success. Why do you consider that a success? What did you do to make it successful? Who helped you?
- What activities were you involved with in high school?
- What do you like to do in your spare time? (Books, movies, travel, hobbies, etc...)

If you have more time with an individual student:

- What accomplishment are you most proud of? Why?
- Describe some life events that have made you into the person you are today?
- Who are the most important role models in your life? Why? (Board of Directors activity)

Dream

- Listen purposefully, really listen to what the student is trying to convey.
- Make connections between information from the Discover phase and dreams being shared during this phase.
- Encourage students to be open to the possibilities and remind them that there is more than one right answer. (UNI Bucket List or Traditions Challenge).

Design

- Explain technical information in easy to understand language
 - Avoid confusing acronyms
- Encourage inquiry and engagement from the student: "That's a good question."
 - Share options
 - Discuss pros and cons of each option
- Student makes the decision
- Make effective referrals (Take the student to the person they need to speak with, or call someone over, or if it is something they need to do after appointment, write it down- remember to be thorough: who, what, when, where, how)
- Work together to set goals and specific sub-goals:
- Clarify who is responsible for what by what date – talk about approaches and ideas (i.e. take a friend with you to Study Abroad for questions and inquiry).

Deliver

- At the end of the advising session: Review what you have accomplished in this session (Components of your UNI degree (Academic Requirements), Liberal Arts Core requirements, SIS, campus resources, how to plan a schedule for your major)
- Review the student's responsibilities and your responsibilities and deadlines you have 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.
- Energize Students to be their best: *"Simply put, a leader's job is to energize others. Notice that I don't say it is part of their job; it is their job. There is no 'time off' when a leader isn't responsible for energizing others. Every interaction a leader has is either going to positively energize those around them or negatively energize them."* (Tichy, N.M. [The Leadership Engine](#))
- Conversation closure:
 - "Do you have any questions for me?"
 - "Is there anything else that I should have asked you?"
 - "Thanks so much for coming. I really enjoyed meeting with you. Please don't hesitate to contact me if you have any questions."

Don't Settle

- Have high expectations for yourself
- Don't just deliver but go to next degree—every time. (Video: Simple Truths: The Next Degree)

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Adapted from: The Appreciative Advising Revolution

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