

Appreciative Advising Overview

Based on the 8/29/02 article "Incorporating Appreciative Inquiry into Academic Advising" by Jennifer Bloom and Nancy Archer Martin in *The Mentor: An Academic Advising Journal*, 4 (3). See article for quote citations.

Jennifer L. Bloom, Ed.D.

Clinical Associate Professor & Director of the Higher Education & Student Affairs Master's Degree Program
University of South Carolina
jenny.bloom@sc.edu

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Overview

- Advising Definitions from the Literature
- Latest in the Advising Literature
- Overview of Appreciative Advising
 - Phases
 - Advisor behaviors during each phase
 - Sample questions

The Privilege of Working in Higher Education

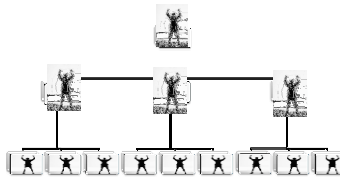
"Education is the most powerful means of increasing individual opportunity and creating more prosperous, fairer, and more just societies. So to have the privilege of participating in that mission is as much as anybody could hope for in life."

- B. Joseph White,
President of the University of Illinois

"There is no such thing as a 'self-made' man. We are made up of thousands of others. Everyone who has ever done a kind deed for us, or spoken one word of encouragement to us, has entered into the make-up of our character and of our thoughts, as well as our success."

- George Adams, Philosopher

Pay It Forward!



Important Role Advisors Play at Universities

- Front-line of the institution
- High impact on students
- Help humanize the institution
- Help students through one of the most lonely and scary transitions in life
- Help assimilate students into the institution

Definitions of Advising from the Literature

O'Banion's Definition

- O'Banion's key elements of academic advising:
 1. "Exploration of life goals
 2. Exploration of vocational goals
 3. Program choice
 4. Course choice
 5. Scheduling courses"

ACT's Definition

"Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and the advisor."

Chickering's Definition

"The fundamental purpose of academic advising is to help students become effective agents for their own lifelong learning and personal development. Our relationships with students – the questions we raise, the perspectives we share, the resources we suggest, the short-term decisions and long-range plans we help them think through – all should aim to increase their capacity to take charge of their own existence."

"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

So, What Does the Literature Say About Academic Advising?

"No student service is mentioned in the retention research more often as a means of promoting student persistence than academic advising."

- Hossler, Bean and Associates (1990). *The Strategic Management of College Enrollments*

Richard Light's Book – *Making the Most of College*

- "Good advising may be the single most underestimated characteristic of a successful college experience (p. 81)."

Appreciative Advising Overview

- What is Appreciative Inquiry (AI)?
- The differences between AI and Appreciative Advising
- Appreciative Advising Phases

What is Appreciative Inquiry?

- "Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them...AI involves the art and practice of asking questions that strengthen a system's capacity to heighten positive potential" (Cooperrider and Whitney, p. 10).
- "The focus of attention is on positive potential – the best of what has been, what is, and what might be. It is a process of positive change" (Whitney & Trosten-Bloom, p. 15)

Appreciative Advising Definition

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

Does Appreciative Advising work?

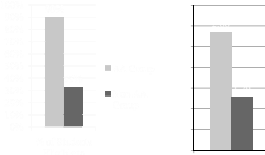
YES!

Dismissal Contracts - UNCG

- Participants: In a Fall 2006 pilot, the AA approach was used with students who were readmitted to the university after academic dismissal.
- Procedure: Students were asked to voluntarily commit to several AA sessions over their first semester back.

Courtesy of Bryant Hutson of UNCG

UNCG Dismissal Contract Results



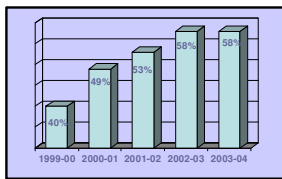
Courtesy of Bryant Hutson of UNCG

SAS 100 - UNCG

- Participants: all students who are placed on academic probation at the end of their first-degree-seeking semester at UNCG.
- Program Description: an eight-week, pass/fail, non-credit course that combines mandatory classroom attendance with regular face-to-face meetings with the instructor.

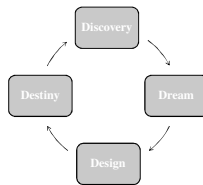
Courtesy of Bryant Hutson of UNCG

UNCG SAS 100 Retention Rates

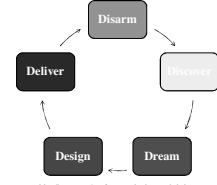


Bryant Hutson, UNCG

The Four Phases of Appreciative Inquiry



The Five Phases of Appreciative Advising



Bloom, Hutson, & He (in press). *Appreciative advising*

Appreciative Advising Prerequisite

- Believe in the goodness of each student who walks through your door. Treat them like you would want your son/daughter/best friend treated.
- "The people who make a difference in your life are not the ones with the most credentials, the most money, or the most awards. They are the ones that care."
- Author Unknown

Appreciative Advising Phases

- Disarm – Recognizing the importance of first impressions, create a safe, welcoming environment for students.
- Discover - 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.

Appreciative Advising Phases (continued)

- Dream - Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.
- Design – Help students devise concrete, incremental, and achievable goals

Appreciative Advising Phases (continued)

- Deliver – The students 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.

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.dictionaries.com>

Disarm Phase Important Advisor Behaviors

- The importance of the first impression
- Meeting students at the door
- Introducing yourself
- Welcoming the student – “I am glad that you came by to see me. Please have a seat”
- Remember how intimidating you are
- Decorate your office in a way that discloses who you are and what your interests are. Try to make a connection early – hometown, baseball, t-shirt, etc.

Disarm Phase Important Advisor Behaviors

- SMILE!!
- Lean forward in your chair
- Keep arms uncrossed
- Look at the student directly in the eye
- Minimize distractions
- Use the student’s name early & often in the conversation
- Act interested

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”

<http://www.dictionaries.com>

Discover Phase Important Advisor Behaviors

- Wait until they complete their sentence before responding
- Asking positive follow-up questions that help clarify students dreams
- Affirming/rephrasing what student is saying:
 - I’m impressed by.....
 - Pointing out specific times the student took initiative (creator instead of victim language)

Discover Phase Important Advisor Behaviors

- Listening specifically for students passions & interests
 - Non-verbal communication
 - Para-linguistics
 - Recurring themes
 - Skill sets
 - What they are not saying

Discover Phase Important Advisor Behaviors

- Taking mental notes of the student's:
 - Strengths
 - Skills
 - Passions
 - Accomplishments

Discover Questions to Ask Your Team

- Tell me about a time that you positively impacted someone else's life.
- What accomplishment are you most proud of? Why?

Discover Questions for Students

- What would your friends say are your top three strengths?
- Describe a peak experience when you felt really good about yourself and/or what you accomplished.
- Tell me a story about a time you positively impacted another person's life?
- What are your most cherished values? From whom do you think you learned those values?

Habley & Bloom - "Giving Advice that Makes a Difference"

Dream Phase

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

Definition of Dream

- "An aspiration; goal; aim
- A condition or achievement that is longed for"

<http://www.4dfactory.com>

Dream Phase Important Advisor Behaviors

- 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

- What was your answer as a kid when people asked you, "What do you want to be when you grow up?" What is your answer to that question now?
- How is the world going to be a better place because you lived on this planet?
- 20 years from now, what will your ideal work day be like?
- What are your life goals?

Design Phase

- Help students devise concrete, incremental, and achievable goals

Definition of Design

- "To prepare the preliminary sketch or the plans for (a work to be executed)
- To have as a goal or purpose; intend"

<http://www.4dfactory.com>

Design Phase Important Advisor Behaviors

- Explain technical info in easy to understand language
- Avoid confusing acronyms
- "That's a good question - "
- Encourage them to get involved in things that they are passionate about

Design Phase Important Advisor Behaviors

- Model to make informed decisions
 - Share options
 - Discuss pros and cons of each option
 - Discuss ramifications of each option
 - Do homework on each option
 - "Trusting your gut" - an informed gut tends to make better choices.
 - Coin flip idea.
 - Student makes the decision

Design Phase Important Advisor Behaviors

- Make effective referrals
 - Campus offices
 - Alumni
 - People in the community
 - Other students
 - Courses
 - On-line resources

Design Phase Coaching Students on Making the Most of Referrals

- Clarify why you are referring the student
- Encourage them to read up on the person
- Co-create a list of questions to ask the person
- Encourage them to take notes during the visit
- Good manners!
- Send thank you notes afterward

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 steps do you need to take during your college career to achieve your most important life, career, and college 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?

Habley & Bloom - "Giving Advice that Makes a Difference"

Deliver Phase

- The students 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.

Definition of Deliver

- "To produce or achieve what is desired or expected"

<http://www.deltatimes.com>

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."
- Shake hands and escort them out of the office

Deliver Phase 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 changing?

Habley & Bloom - "Giving Advice that Makes a Difference"

Nancy Twiss Quote

"Most of us will not find answers to the causes of cancer, or solve the problems of homelessness, or defuse international conflicts, but we feel that through our advising, we may be able to make a small but pivotal contribution to our students' ultimate work...It seems to me that our students represent an unequivocal reply to Margaret Mead, when she famously said: 'Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it's the only thing that ever has'" ("Scholarship Advising", 2001).

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Acknowledgments

