

SIX PHASES OF APPRECIATIVE ADVISING



Disarm

Make a positive first impression with students and create a safe and welcoming environment



Discover

Ask generative, open-ended questions that help advisers learn about students' strengths, passions, and skills.



Dream

Inquire about students' hopes and dreams for their futures.



Design

Students and advisers co-create a plan with concrete, incremental, and achievable goals for making the students' dreams a reality.



Deliver

Students deliver on the plan co-created during the Design phase, and advisers are available to encourage and support their students.



Don't Settle

Students and advisers set their own internal bars of expectations high.

Disarm



Make a positive first impression with students and create a safe and welcoming environment

Definition:

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

Key Features:

- Key Feature 1: Warm Welcome
- Key Feature 2: Safe and Comfortable Environment
- Key Feature 3: Appropriate Self-Disclosure
- Key Feature 4: Appropriate Non-Verbal Behavior

Important Adviser Behaviors:

- Pre-Meeting
 - Check your website - make sure you have a picture (preferably one that makes you look approachable) and a bio that tells a little bit about who they will meet.
 - Sit in the chair your advisees sit in to get an idea of what they experience when they are in your office.
 - Decorate your physical and/or virtual office in an intentional way - let your space tell something about you.
 - Be fully present.
- During Meeting
 - Meet students at the door or warmly welcome them to a virtual space.
 - Call students by name.
 - SMILE!
 - Self-monitor your body language; make sure you are open and relaxed.

Example Disarm Questions:

- What has been the highlight of your day/week/semester so far?
- I’m thinking of going for a walk on campus this afternoon. What is your favorite spot on campus?
- My family is coming into town this weekend and I cannot decide where to take them to eat. What’s your favorite place to eat around campus?
- What was one activity that you enjoyed this weekend?

Notes:

Discover



Ask generative, open-ended questions that help advisers learn about students' strengths, passions, and skills.

Definition:

- “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”

Key Features:

- Key Feature 1: Effective Open-Ended Questioning
- Key Feature 2: Attending Behavior and Active Listening
- Key Feature 3: Strengths-Based Story Reconstruction

Important Adviser Behaviors:

- Ask generative open-ended questions and LISTEN!
- Treat students as if they are full of potential.
- Get comfortable with silence; give students time to answer questions.
- Affirm what students are saying.
- Be curious instead of judgmental. Safe spaces are free of judgement to encourage students to share their authentic stories.
- Take mental notes of students' strengths, skills, passions, and accomplishments as well as their challenges and needs.
- Be authentic.
- Self-disclose personal stories when appropriate, but remember that the session is about the student.

Example Discover Questions:

- Describe a peak experience when you felt really good about yourself or what you accomplished.
- Who are your best sources of support and guidance?
- What college experience has been most impactful? Why/how?
- Tell me about your favorite class. What do you enjoy most about that class?
- Tell me about your time commitments outside of class/work.
- How do you define success? Why?

Notes:

Dream



Inquire about students' hopes and dreams for their futures.

Definition:

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

Key Features:

- Key Feature 1: Creating Powerful Images
- Key Feature 2: Prospective Framework for Dreaming
- Key Feature 3: Make Purposeful Connections between the Dream and Discover Phases

Important Adviser Behaviors:

- Encourage students to be open to possibilities – dreaming is not about choosing the most realistic path or the path of least resistance, it is about putting into words what they want in life.
- Listen purposefully – dreams are personal and important, and they deserve our full attention.
- Make connections between what you learned about students during the Discover phase and what they are sharing as dreams for their future. Take note of congruencies or incongruencies.
- Remind students that there is more than one right answer.

Example Dream Questions:

- When you were 8 years old, what did you say you wanted to be when you grew up? What about now?
- If you could get paid to do one thing for the rest of your life, what would it be? Why?
- What would your ideal workday look like?
- Imagine that you are on the front cover of a magazine 10 years from now. The article details your latest and most impressive list of accomplishments. What is the magazine? Why have you been selected to appear on the cover? What accomplishments are highlighted in the article?
- Envision yourself at our institution's graduation ceremony a few semesters from now. What do you hope your fondest memory of this place will be?

Notes:

Design



Students and advisers co-create a plan with concrete, incremental, and achievable goals for making the students' dreams a reality.

Definition:

- “To prepare the preliminary sketch or the plans for (a work to be executed)”

Key Features:

- Key Feature 1: Teach Students How to Make Decisions
- Key Feature 2: Positive Feedback and Encouragement
- Key Feature 3: Be Aware of the “Curse of Knowledge”
- Key Feature 4: Making Effective Referrals

Important Adviser Behaviors:

- Teach your advisees how to make decisions. This is not a natural skill for everyone, especially when it comes to making big decisions.
- Let your advisees ultimately be the decision makers, after all, they will have to live with the decisions that are made.
- Explain technical information in easy-to-understand language.
- Avoid confusing acronyms.
- Make referrals when you need to – you do not have to know everything.
- Express your confidence in your students' ability to make/execute decisions.

Example Design Questions:

- What is one thing you can do in the next week to get one step closer to making your dream/goal become a reality?
- What are some strengths/skills/resources you have that you can utilize to achieve your goals? What strengths/skills/resources might you need to overcome obstacles?
- What kind of experiences can you obtain now to help you reach your goals?
- What change might you need to change in order to meet your goals?
- Who are some people in your life who can help you reach your goal?
- What are some other pathways you can take to achieve your goal?
- How can I help you achieve your goals?

Notes:

Deliver

Students deliver on the plan co-created during the Design phase, and advisers are available to encourage and support their students.



Definition:

- “To produce or achieve what is desired or expected”

Key Features:

- Key Feature 1: Motivate and Energize Students to be their Best
- Key Feature 2: Engender Academic Hope
- Key Feature 3: End the conversation well
- Key Feature 4: Follow-Up

Important Adviser Behaviors:

- Review what you have accomplished during the meeting, including co-established deadlines.
- Establish a communication plan. Let the student know you want to hear about their progress toward accomplishing their plan.
- Encourage students to contact you with any problems, questions, or concerns.
- Reiterate your confidence that students can accomplish their goals.

Example Deliver Questions:

- Is there anything else that I should have asked you?
- Do you have any further questions for me?
- How and when will you keep me updated on your progress?
- What can you do/are you doing to reenergize/motivate yourself when you get off track?
- How will you celebrate when you accomplish your goals?
- Which of the things that we discussed today are you looking most forward to doing?

Notes:

Don't Settle



Students and advisers set their own internal bars of expectations high.

Definition:

- “To produce or achieve higher than what is desired or expected”

Key Features:

- Key Feature 1: Challenge and Support
- Key Feature 2: Raising the Bar
- Key Feature 3: Virtuous Cycle
- Key Feature 4: Positive Restlessness
- Key Feature 5: Pocket of Greatness

Important Adviser Behaviors:

- Review students’ accomplishments and celebrate what they have achieved.
- Draw on the rapport you already have established to let them know that you believe in them and that you support them.
- Challenge them to set and achieve new goals and support them in achieving them.
- Help students raise their internal bar of expectations and encourage them to believe that they are capable of accomplishing even more.

Example Don't Settle Questions:

- What have you done particularly well?
- Tell me about a time you accomplished something you initially thought you would not be able to do.
- What would happen if I challenged you to be the best you that you could possibly be? What would you need to do differently?
- You have done great so far, but what is one thing you could do even better?

Notes:

6 TENETS OF AN APPRECIATIVE MINDSET



CARE ABOUT AND BELIEVE IN THE POTENTIAL OF EACH STUDENT

- Encourage and affirm students • Help students with goal setting
- Offer students opportunities • Body language • Strengths focused
- Intentional and active listening • Give students undivided attention

POSSESSES AN ATTITUDE OF GRATITUDE

- Recognize what is going well • Reinforce positive language
- Holding space • Celebrate success • Recognize student achievements
- Gratitude wall • Modeling gratitude and a positive mindset

CONTINUALLY HONE YOUR CRAFT

- Seek professional development opportunities • Be open to change
- Get outside of your comfort zone • Collaborate with students
- Seek feedback • Stay humble • Life-long learning and reflection

REMEMBER YOUR POWER

- Recognize your influence and impact • Promote self-construction
- Be a partner in the process • Know your scope • Check your privilege
- Advocate for students and teach them to advocate for themselves

BE INSATIABLY CURIOUS ABOUT YOUR STUDENTS' STORIES

- Maintain trust and confidentiality • Attend student activities
- Eliminate distractions • Self reflection and sharing • Active listening
- Validation • Give undivided attention • Stay attentive and present

BE CULTURALLY AWARE AND RESPONSIVE

- Be empathetic and adaptive • Attend cultural events on campus
- Know and confront your biases • Engage in self reflection
- Do your research • Value the importance of names • Don't assume

Appreciative Advising QuikGuide Cards

Instructions: These cards are designed to be a quick reference resource. Print out this page (doublesided), laminate it (optional), and cut along the dotted lines. Keep them at your desk, use them in team meetings, or share them with your staff and colleagues; the possibilities are endless!



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Office of Appreciative Education

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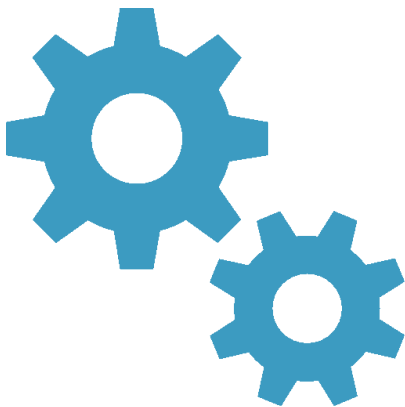
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