

THE APPRECIATIVE ADVISING REVOLUTION

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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.
- **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
- **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.
- **Don't Settle** – The advisor challenges the student to proactively raise the student's internal bar of self-expectations

Disarm Phase

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

Important Advisor Behaviors

- Meeting students at the door
- Welcoming the student
- Introducing Yourself
- Decorating your office in a personal way

Immediacy

- The perception of *physical and psychological* closeness between communicators (specifically, between students and their professors)
- 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."

Non-Verbal

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

Verbal

- 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.

Important Advisor Behaviors

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

- Affirming/rephrasing/summarizing what student is saying:
 - "I'm impressed by....."
 - Pointing out specific times the student took initiative (creator instead of victim language)
- Tell me about a time that you positively impacted someone else's life.
- What accomplishment are you most proud of? Why?
- 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

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

Questions

- When you were 8 years old, what did you say you wanted to be when you grew up? What about now?
- If salary, education, and time were irrelevant, what is your ideal job?

Design Phase

- Help students devise concrete, incremental, and achievable goals

Important Advisor Behaviors

- Explain technical info in easy to understand language
- Avoid confusing acronyms
- “That’s a good question”
- Making 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
- Making effective referrals
 - Campus offices
 - Counseling Center
 - University College
 - Financial Aid
 - Billings
 - On-line resources
 - Catalog
 - Advising Page
- **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

Questions

- 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 Phase

- 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 dreams as they go.

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

Questions

- 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?

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

Don’t Settle Phase

- The advisor challenges the student to proactively raise the student’s internal bar of self- expectations
- Challenge and Support
- The Power of High Expectations

Questions

- You have done great so far, but what is one thing that you could do even better?
- If you were going to raise your own internal bar of expectations, what would that mean?
- What would happen if I challenged you to become the best you that you could possible become? What would you need to do differently?

Resources

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>

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