

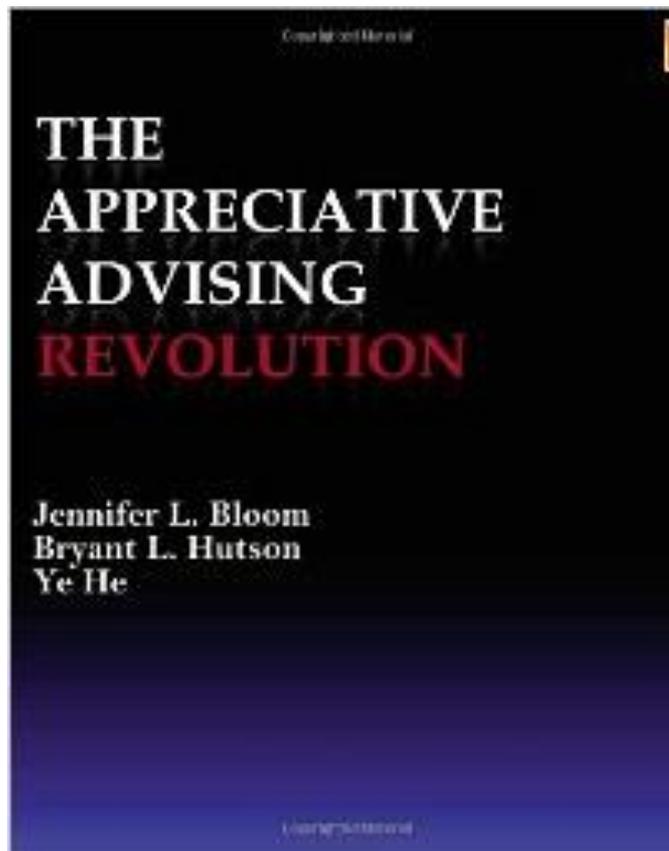
Creating Meaningful Interactions with Students



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Learn more with the Appreciative Advising Revolution



This presentation was presented with permission from Jennifer Bloom. The ideas in the presentation were written and presented by her and her colleagues. Permission granted on October 2, 2013.

What is the Appreciative Approach?

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

- Fully student-centered approach
- Emphasizes true value of each student
- Is both a privilege and a responsibility!

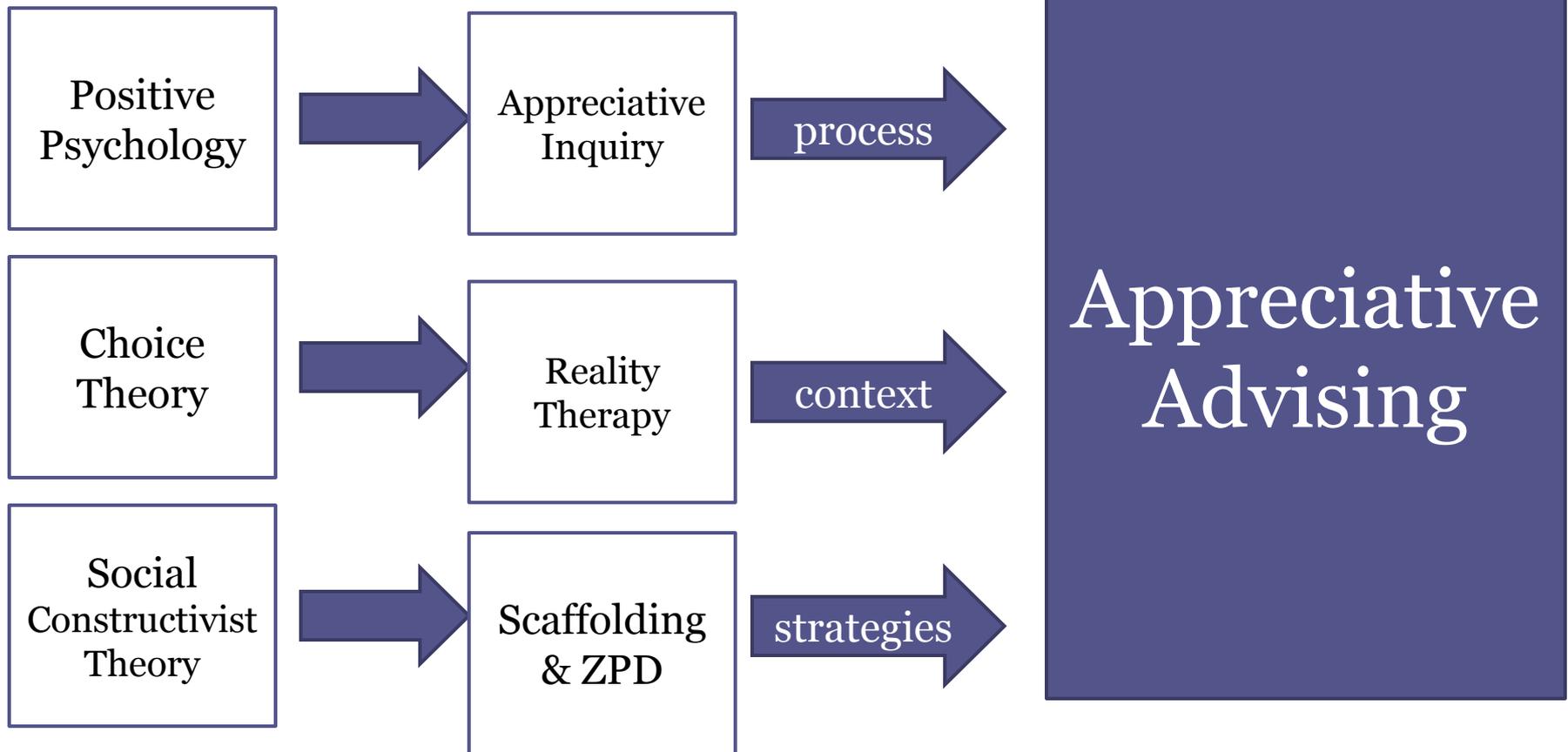
Reflection



Six Phases of Appreciative Advising



Theoretical Framework



Positive Psychology

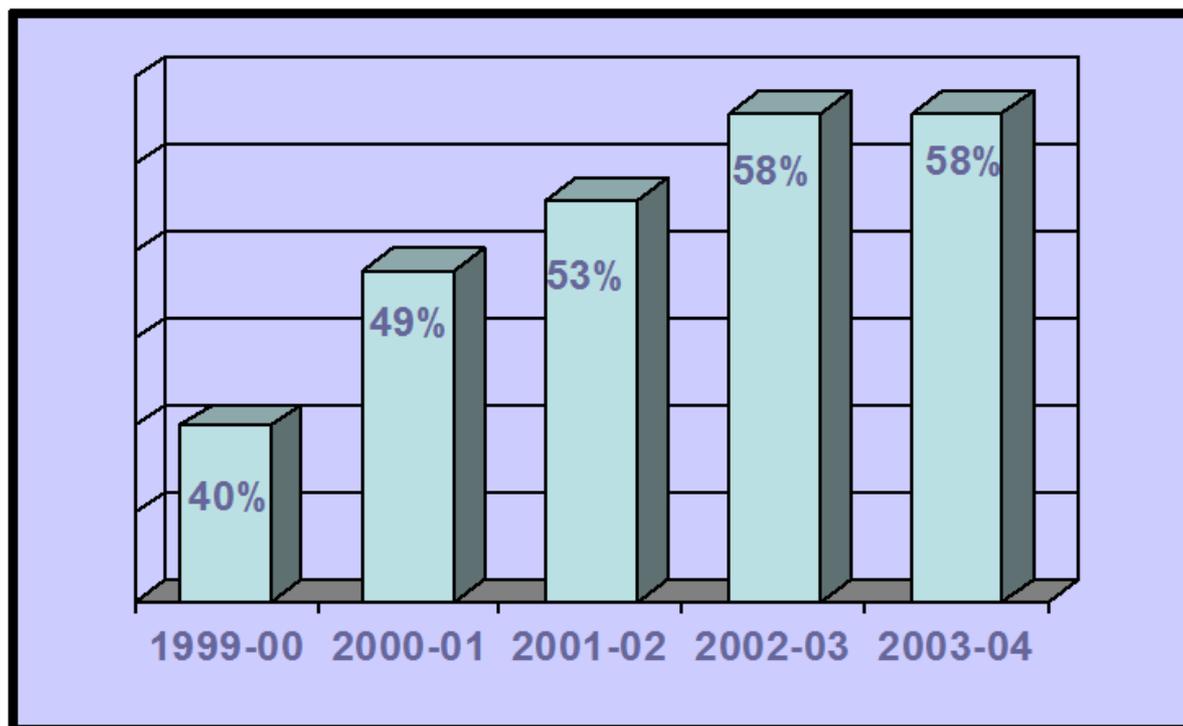


- Based on Positive emotions & wellness
- Explores mental health promotion and wellness
- Emphasizes inquiry into human goodness
- Scientific study affirming development
- What are the enabling conditions that make human beings flourish? How do we get from zero to plus five?” ~Martin Seligman

Who does Appreciative Advising Help?

Students!

One example University of North Carolina
Greensboro Retention Rates



Who does Appreciative Advising Help?

Faculty, Staff, and Advisers

“High impact practitioners realize that the positive outcomes of student interactions are not just limited to students; in fact, the real joy occurs when we understand how fulfilling it is to really impact other peoples’ lives and how much we can learn from our students.”

Paraphrased from Jennifer Bloom

Build a tree fort



Build a swimming pool



**WORDS ARE
POWERFUL,
USE THEM
CAREFULLY.**

POSITIVELIFETIPS.COM

Best Quote of the Book

- Always remember this one important fact: Every person you meet is wearing a sign around his or her neck that very few people know how to read. The sign only has four words on it, but 95 percent... don't have a clue as to what it says.

The four words are...



Disarm Phase

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

Disarm Features



Warm Welcome



Make a
good first
impression



Meeting
students at
the door

Welcoming
the student

Introducing
Yourself

Decorating
your office
in a
personal
way

Does this office make you feel welcome?



Does this office make you feel welcome?



Safe and Comfortable Environment

- Brainstorm 5 things you can do to make your office more disarming



Improve your Disarm Phase

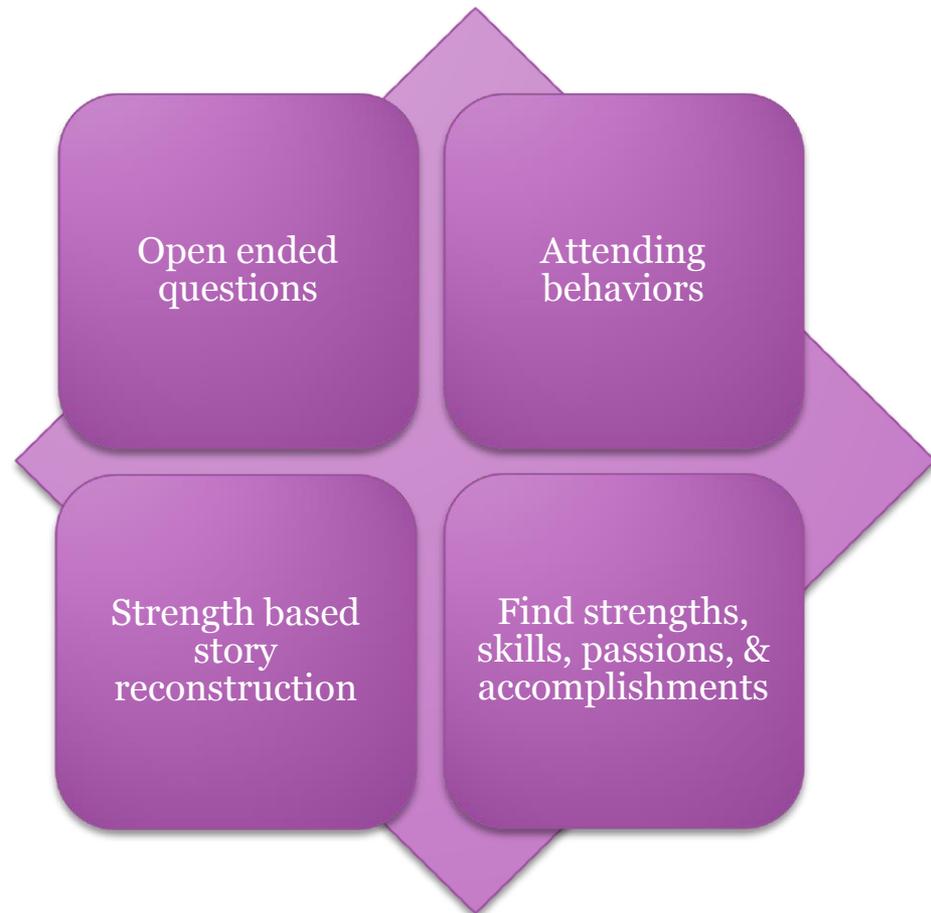
- Goal is to help students feel safe in our presence so they'll want to return
- Investment on our part required
- Will be more likely to share struggles
- Will open up more if they feel we care about them and their success
- Result is student engagement (and, hopefully, retention!)

The Advisers that care are the ones that
make the biggest difference!

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.

Discover Features



Positive open ended questions

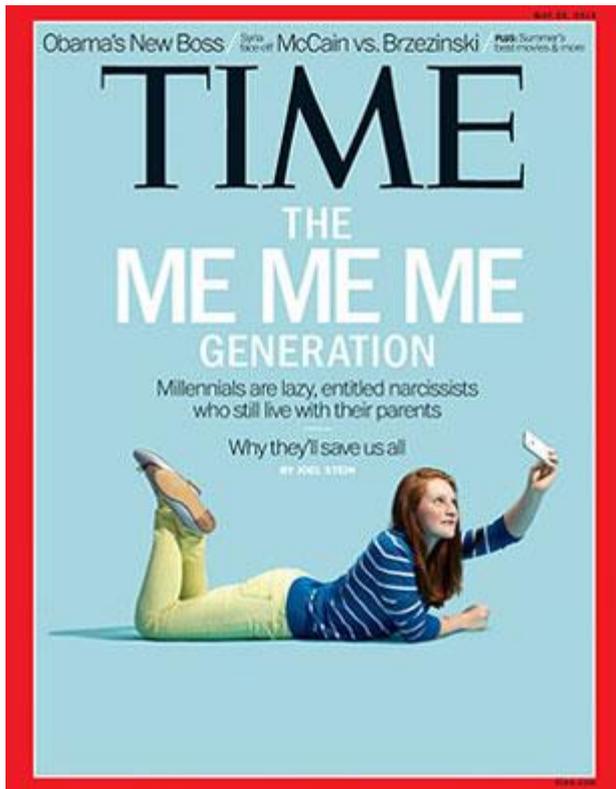
- Since coming to OU what is something you've accomplished that you are proud of?
- Tell me about a time that you positively impacted someone's life
- What do you want for your life?
- Big questions that are not always easy to answer, so I usually add the qualifier "if you know, and if you don't, that's okay too!"

The importance of Discovery

Monkey Business

http://www.youtube.com/watch?v=IGQmdoK_ZfY

Millennial Generation

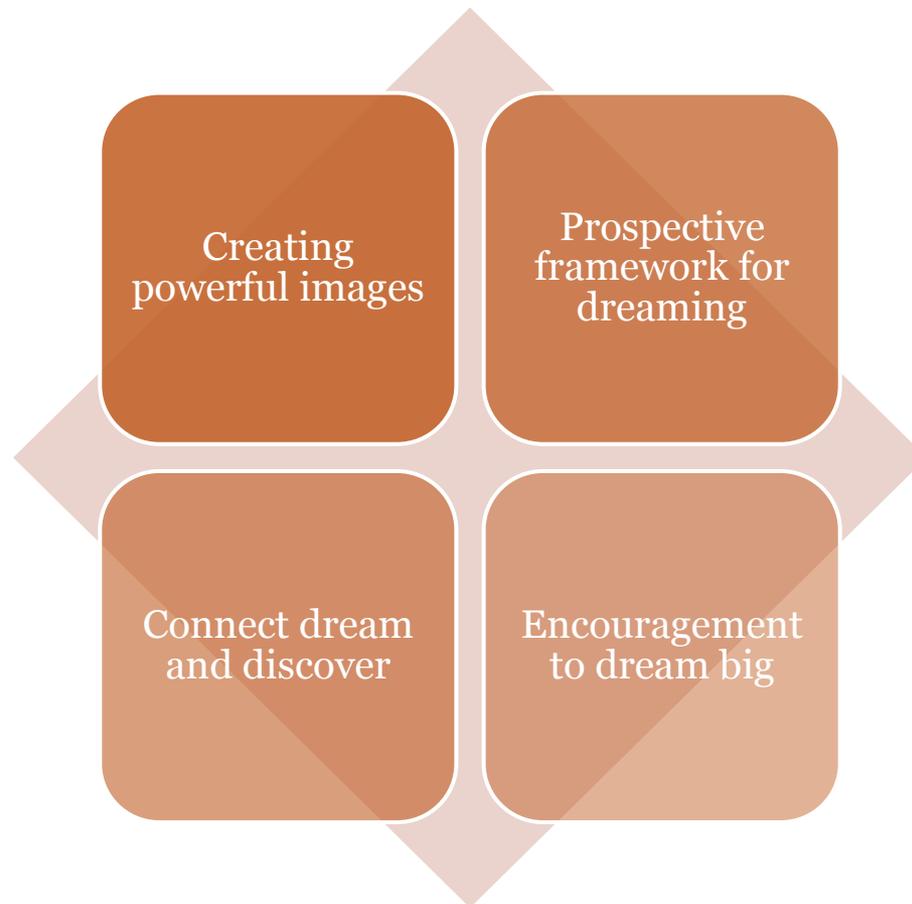


The millennial generation has been raised on a steady diet of praise and compliments. Strengths based story reconstruction is the opposite of this type of compliment. It is helping students see what makes them unique- its pulling out specific details and helping them realize their strengths.

Dream Phase

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

Dream features





- A dream is an inspiring picture of the future that energizes your mind, will, and emotions, empowering you to do everything you can to achieve it Maxwell- 2009
- If you have properly disarmed and discovered your student will feel safe and encouraged to dream

5 Reasons People Have Trouble Identifying their Dream

People...

- have been discouraged from dreaming by others
- are hindered by past disappointments and hurts
- in the habit of settling for average
- lack confidence needed to pursue dreams
- lack the imagination to dream

Passion Scale

- 10- My passion is so hot that it sets other people on fire
- 9- I cannot imagine my life without my dream
- 8- I willingly sacrifice other important things for it
- 7- I am fired up by it and often preoccupied with it
- 6- I enjoy it as one of many interests
- 5- I can take it or leave it
- 4- I prefer not to think about it
- 3- I go out of my way to avoid it
- 2- I've put it on my list of least favorite things
- 1- I would rather have a root canal without anesthesia

Dream questions...

- If salary, education, and time were irrelevant, what is your ideal job?
- When you were 8 years old, and your aunt asked you what you wanted to be when you grew up what did you say? What do you say now?
- Magazine question- its 10 years from now, you are on the cover of a magazine. What magazine and what for
- Twenty years from now what will your ideal work day be like?
- "Less than 20% of people feel that they are able to use their strengths a majority of the time in their workplace." (Buckingham & Clifton, 2001) Ask- What makes you feel strong? and do more of that!

Dream Builders

- The appreciative practitioner never discounts the student's idea about his/her own future but they raise the student's awareness of other options and emphasize the validity in making alternate choices should circumstances or situations change.

Design Phase

Help students
devise concrete,
incremental, and
achievable goals

Design Features



Teach
Students
how to
make
decisions

Provide
Positive
feedback

Be Aware
the Curse
of
knowledge

Make
effective
referrals

Decision making

- Brainstorm/Pros and Cons
- Do homework on each option
- Possible Ramifications of each
- Trust themselves and listen to gut reactions – especially once they're informed!
- Student makes decisions/will likely have greater self-involvement



Provide Positive Feedback

- When they ask a question, validate them!
 - That's a great question!
 - Thanks for your email!
- When they share their plans
 - Excellent idea!
 - It sounds like you've done a great job in making a plan

Avoid the curse of knowledge

- Use easy to understand language and simplify
- Keep monitoring yourself
- Check in with the student

NAME

that

TUNE

Making Effective Referrals

- Point the student to the correct resources
- Explain why you think this resource will be helpful
- Brainstorm through the steps
- Example

Develop 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.
- Set the bar for achievement high!
- Design 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?

Items for toolbox

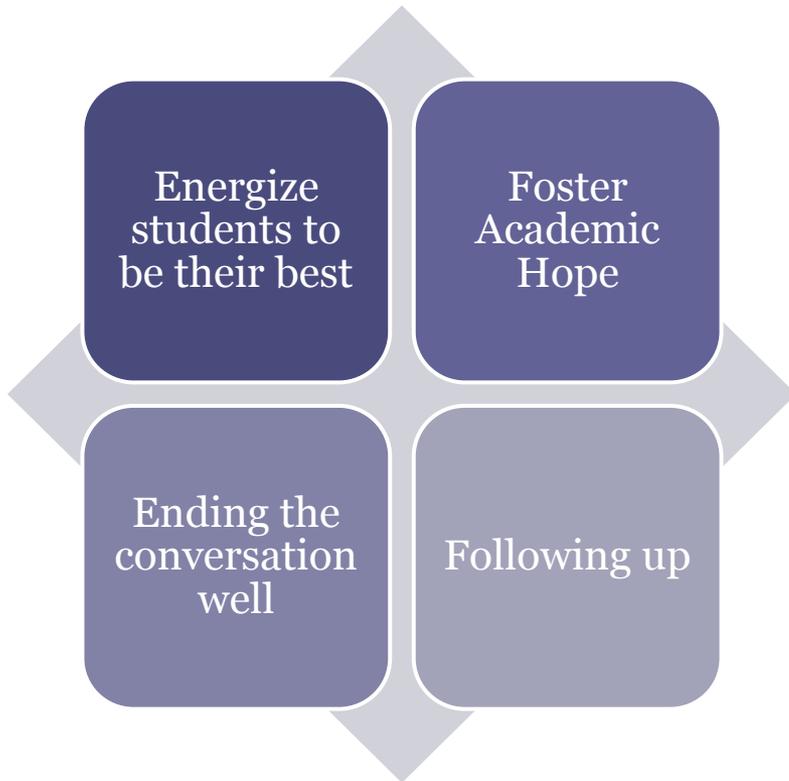
- Backward Designing
- Personal Presidential Cabinet



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.

Deliver



Deliver tasks- Energize the student to be their best!

- ✓ Our most important role is to motivate!
- ✓ Review what has been accomplished prior to and 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

Engender Academic Hope/Follow Up

- There is more than one way to achieve a goal
- We offer support/strategies to overcome obstacles
- How will you keep me updated on your progress?
- What will you do if you run into road blocks?
- What will you do if you think your goals might be changing?

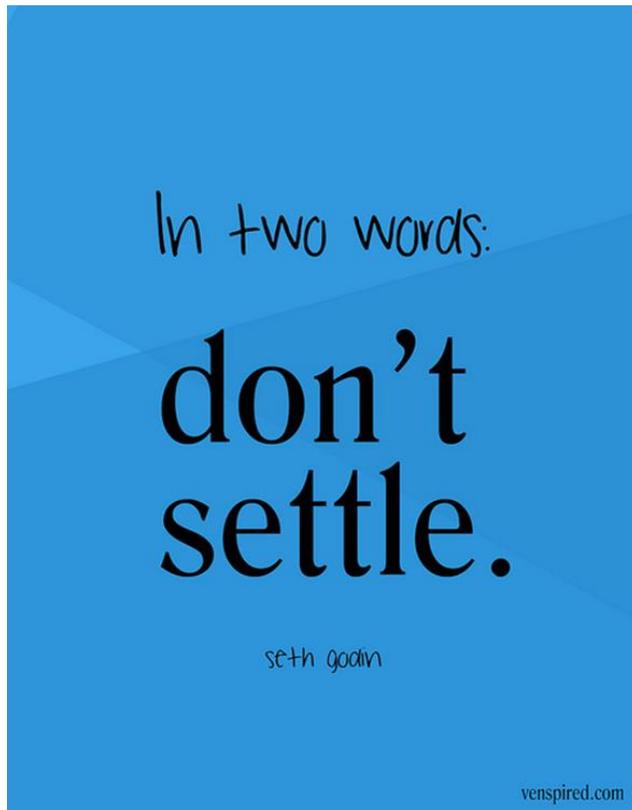
Finish the conversation strong!

- Make sure they have written notes of the next steps
- Ask if they have further questions
- Send them off with confidence
- Leave a positive last impression

Don't Settle

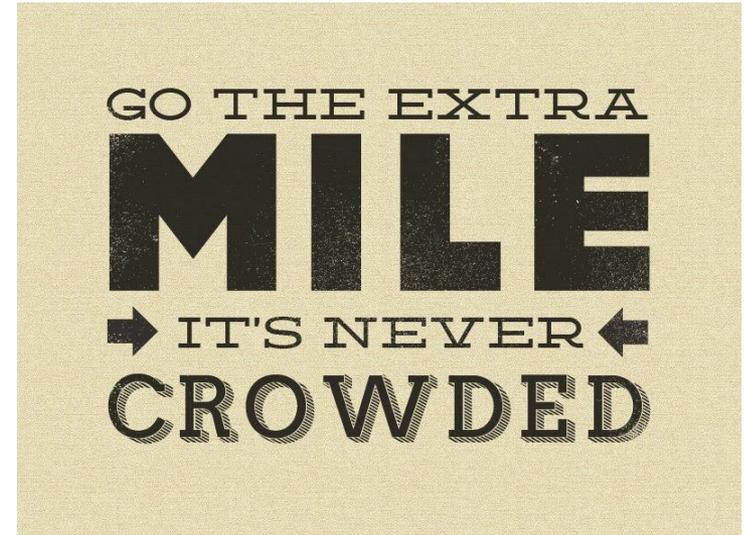
Challenge the
student to
proactively raise
their internal bar of
self- expectations

Don't Settle



Good, Better, Best

- Never let it rest
- Until your good becomes your better
- And your better becomes your best!



Don't Settle 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?

Six Phases of Appreciative Advising



How appreciative are you?

Give yourself a point for each statement that describes you

- I care for and believe in the potential of each student
- I possess an attitude of gratitude: I am fortunate to positively impact the lives of others
- I acknowledge that I can always become better at my craft
- I recognize that my position comes with power and responsibility
- I am truly curious and interested in students and enjoying learning from them
- I am intentionally aware and responsive to cultural differences

Questions

