Appreciative Advising Overview

DEFINED
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.

THE SIX PHASES
- **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 determine to set their own internal bars of expectations high

Visit us online at appreciativeadvising.net to learn more about Appreciative Advising
An Appreciative Advising Toolkit

Disarm Behavior
- Warm welcome and small talk
- Create a safe and comfortable environment
- Appropriate self-disclosure (photos of family, personal memorabilia)
- Appropriate non-verbal behavior (smile, open body posture)
- Profile information available online

Discover Questions
- What are you enjoying most about your semester?
- What led you to apply to UM? What led you to apply to this program?
- What have you done this semester that has surprised you?
- What are you most looking forward to during (summer, study abroad, internship, spring break)?
- What is your greatest accomplishment?
- Tell me about a time that you positively affected someone’s life.
- Describe three life events that have helped you become who you are today.
- Who are your role models? Why? What qualities in them do you hope to emulate?

Dream Questions
- When you were 8, what did you want to be when you grew up? What about now?
- If money weren’t an issue, what would be your dream job?
- List the accomplishments that you’ll have already achieved in ten years.
- What are three adjectives that your family, colleagues and friends will use to describe you in ten years?
- What will success look like for you [for specific goal]?

Design Questions
- What outcome do you want? (backward designing)
- Let’s brainstorm the resources you’ll need to accomplish these goals and objectives.
- Who is on your personal Presidential Cabinet? What kind of support/advice can each personal advisor give you?
- What measures should we use to determine success?
- What can you do in the next week to move one step closer your goal?
- How will you celebrate the accomplishment of your goal?

Deliver Phase Questions and Practices
- Do you have any questions for me? Is there anything else I should have asked you?
- Which of the things we discussed are you most looking forward to doing?
- How and when will you keep me updates on your progress?
- What will you do if you run into roadblocks?
- What will you do if you think your goals may be changing?
- Review accomplishments made in the session (and between sessions)
- Review student and advisor’s responsibilities and the co-established deadlines
- Encourage student to contact advisor with problems or concerns
- Reiterate confidence in the student regarding the goals

Don’t Settle Questions
- You’ve done really well so far, but what’s one thing you could do even better?
- What would happen if I challenged you to become the best you could be possibly become? What would you do differently?
- If you were going to raise your own internal bar of expectations, what would that mean?