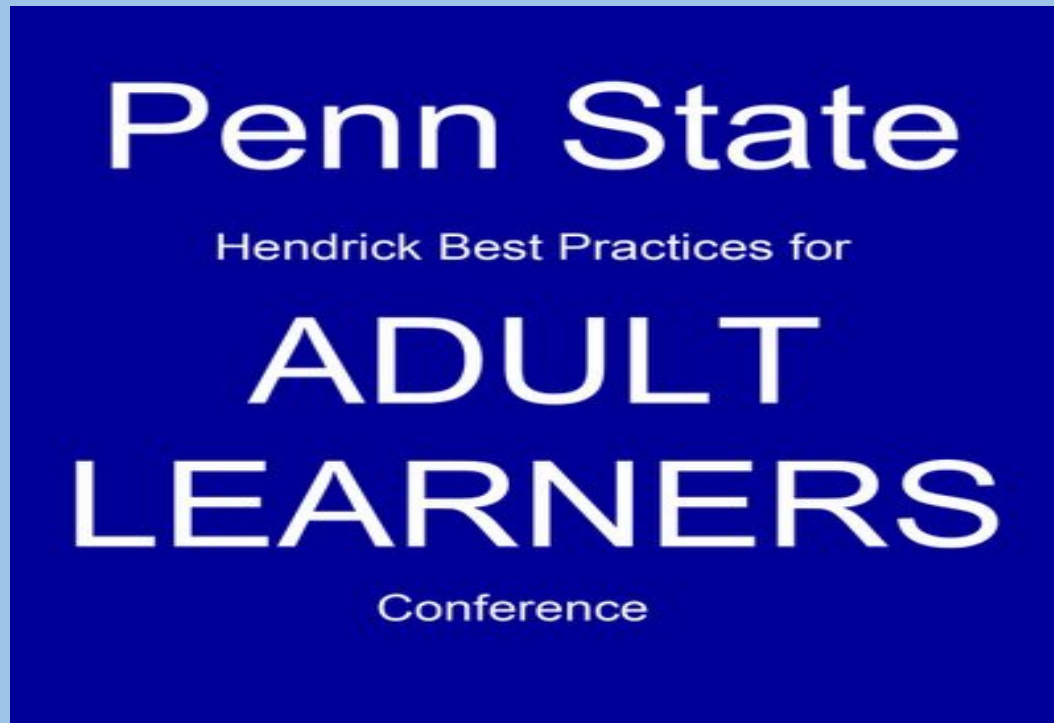


APPRECIATIVE EDUCATION TOOLS FOR SUPPORTING STUDENT SUCCESS



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Joseph Murray

MSHR



- Assistant Dean: Undergraduate Studies, University Advising Services, Florida Atlantic University
- Director of Advising & Retention, Miami (OH) 23 years
- Co-Chair: NACADA First Generation Interest Group, 2007-12
- Co-founder of OHIO REACH & FLORIDA REACH, supporting foster youth in higher education
- Certified Appreciative Advisor and National Trainer
- murrayj@fau.edu

So, how do we keep the focus on our students?

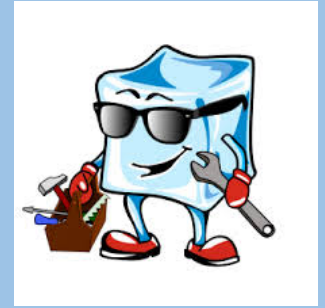
- Our Goals for today....



- **REMINDE** you of what you already know.
- **STIMULATE** what you may have forgotten.
- **CHALLENGE** you to think and act in new ways to connect with your students and each other.



Break the Ice



1. Greeting as a long lost friend
2. Greeting as a staff member to your presidents son or daughter



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.”

▪ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



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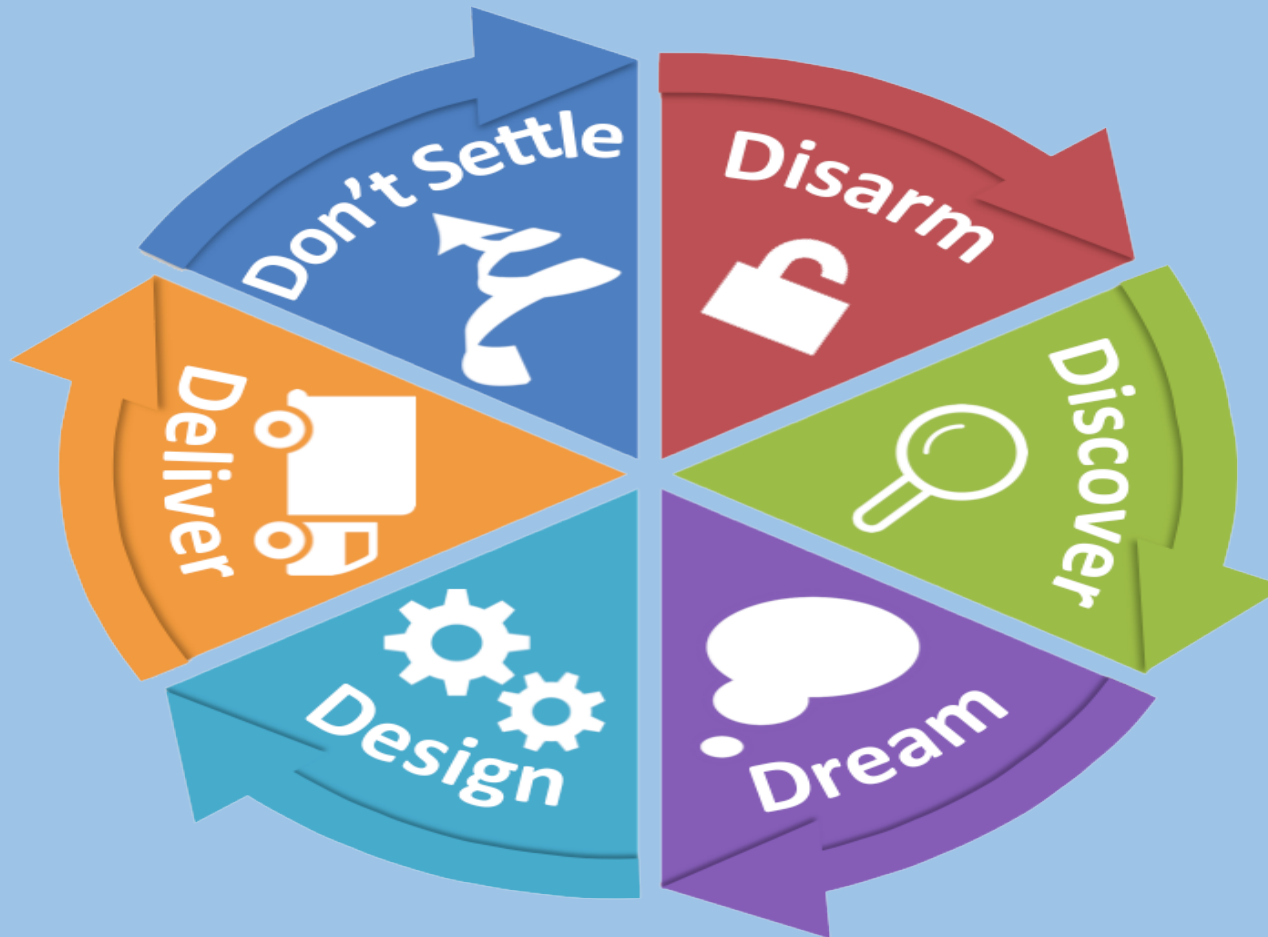
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6 PHASES for *optimizing* EDUCATIONAL *experiences*



DISCOVER
DREAM
DESIGN
DELIVER
DON'T SETTLE
DISARM



Intrusive



“With intrusive advising, the INSTITUTION takes the initiative in working with students and not waiting for them to come forward when they experience difficulties.”
(Glennen, 1975)



Disarm Phase

An orange wedge-shaped graphic pointing towards the top right, containing the word "Disarm" in white text.

Disarm

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

Which grade would you want to talk about?

Disarm

English -	A
History -	A
Biology -	B
Phys Ed -	B+
Math -	F



Rath, T., & Clifton, D. O. (2004). *How full is your bucket? Positive strategies for work and life*. New York: Gallup Press.



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Important Behaviors

Disarm

Webpage has
picture & a
blurb about
each person

Sit in the
chair your
students sit
in

Decorating
your office in
a personal
way

Meeting
students at
the door



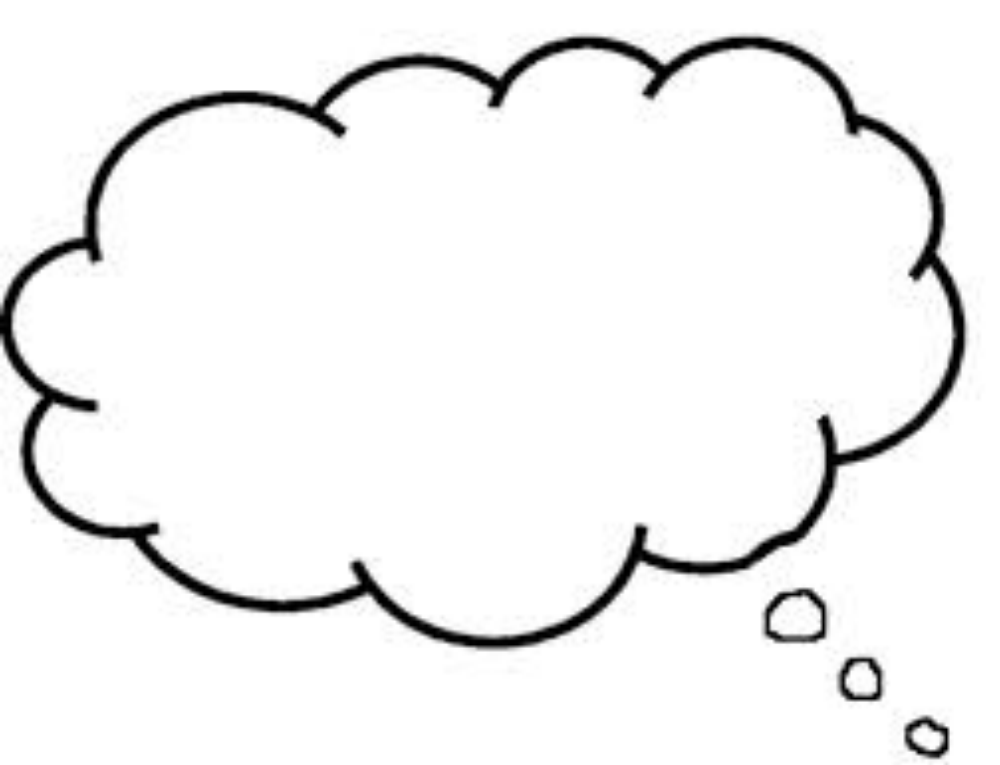
▪ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



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Disarm



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Discover Phase



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.

■ **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>

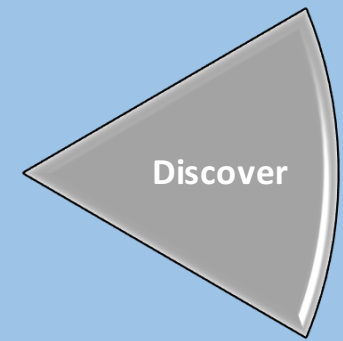


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Important Behaviors



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

Taking mental notes of the student's:

- Strengths
- Skills
- Passions
- Accomplishments

■ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

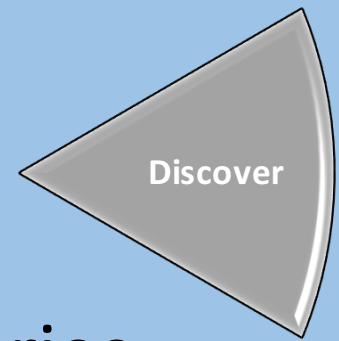


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Important Discover Behaviors



- Staff member self-discloses personal stories as appropriate
- Is comfortable with silence
- Treats student as if he/she is full of potential
- Is non-judgmental
- Is mindful of diversity/multi-cultural issues
- Is authentic

▪ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



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Discover Questions for Students



Discover

Describe three life events that have made you into the person you are today.

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?

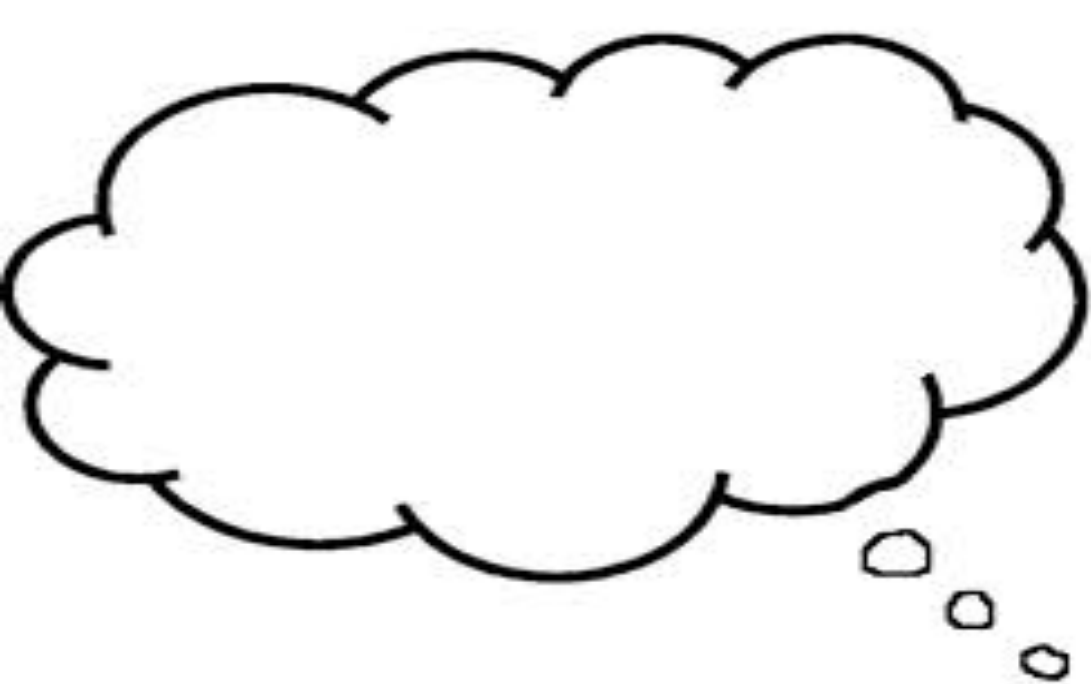
Habley, W. R., & Bloom, J. L. (2007). Giving advice that makes a difference. In G. L. Kramer (Ed.), *Fostering student success in the campus community* (pp. 171–92). San Francisco: Jossey-Bass.



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Discover



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THE X FACTOR



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Dream Phase

Dream

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

■ **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>

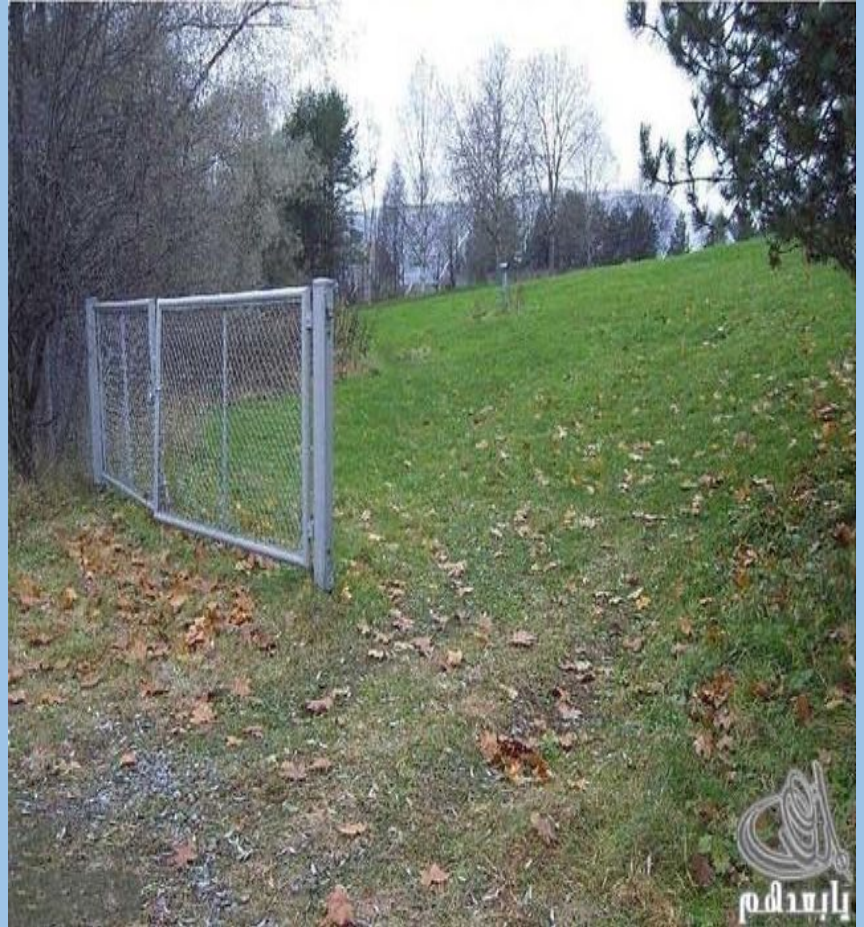


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Take the Chains off the Dreams!



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SOMEDAY I'LL BE A UNICORN

ICANHASCHEEZBURGER.COM 🍔 🍷 🍔



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Important Behaviors



Dream

- 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

▪ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



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Dream Questions for Students



Dream

Magazine/Journal question

If you had money given to you, how would you use it to achieve your dreams?

How can we help you achieve your dreams?

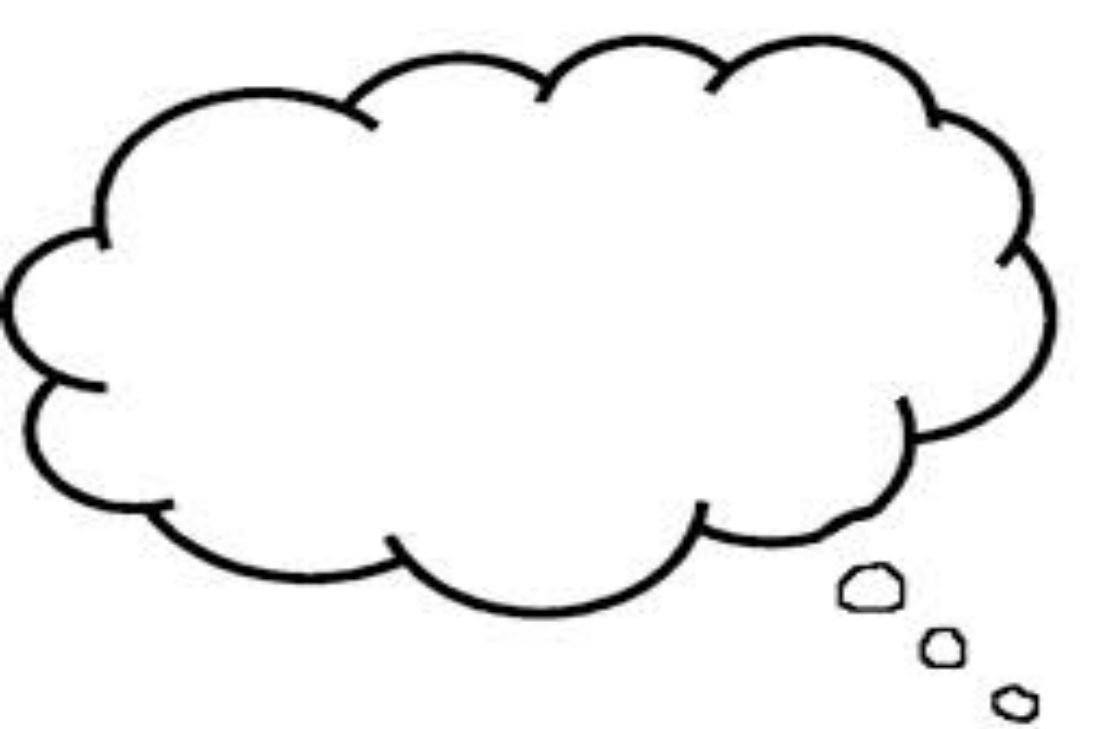
▪ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



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Dream



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Design Phase

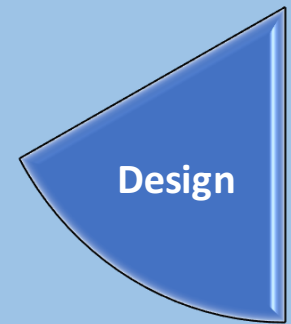


Design

Help students
devise concrete,
incremental, and
achievable goals

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

▪ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



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Design Questions for Students

Design

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?

Habley, W. R., & **Bloom, J. L.** (2007). Giving advice that makes a difference. In G. L. Kramer (Ed.), *Fostering student success in the campus community* (pp. 171-192). San Francisco: Jossey-Bass.



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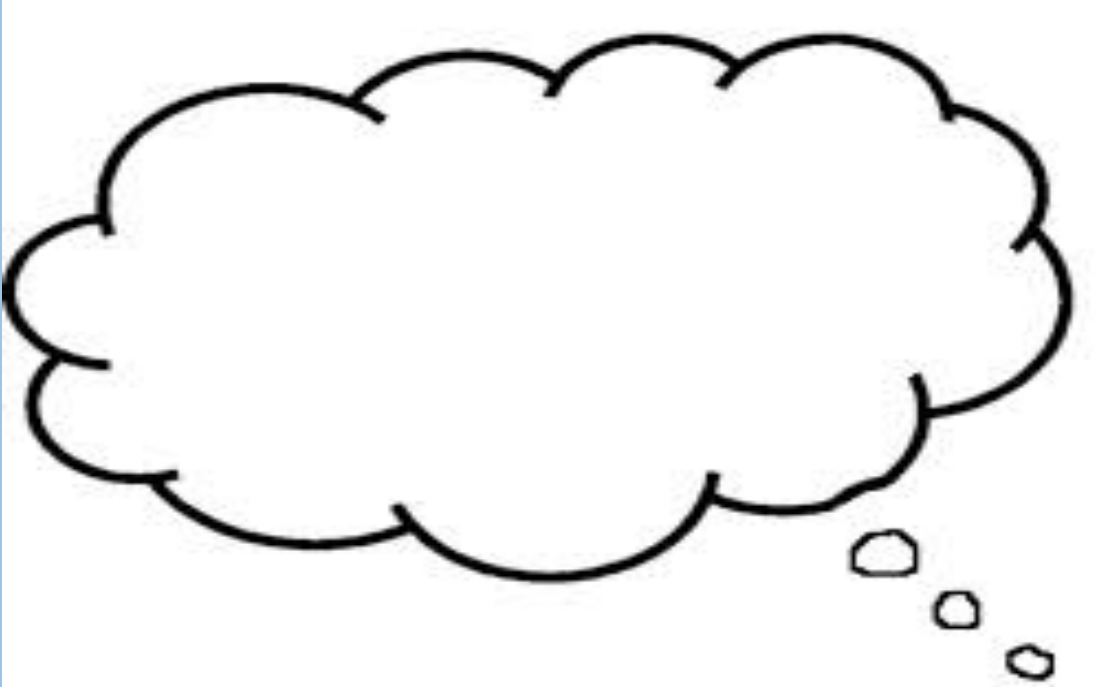
Your Invisible Gorilla



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Design



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Deliver Phase



Deliver

The students follow through on their plans. Be 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.

■ **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>

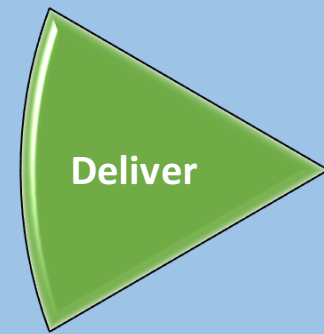


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Important Behaviors



- ✓ 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

▪ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

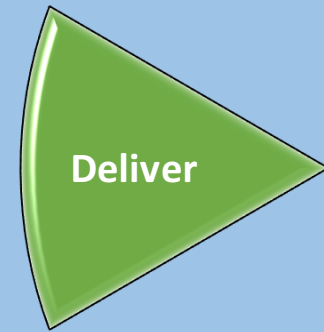


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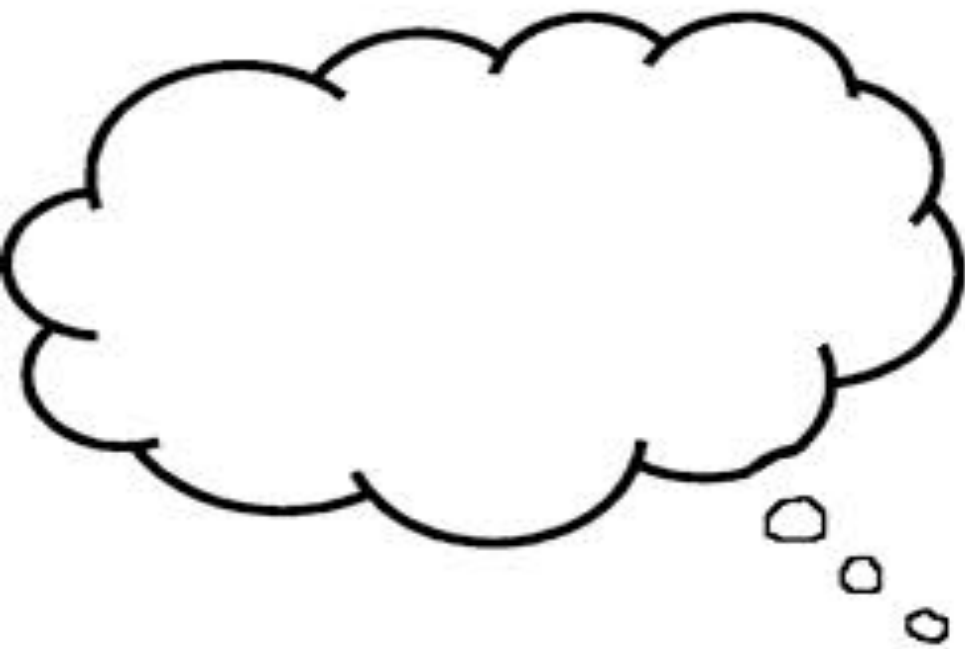
Deliver Phase Questions for Students



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?



Deliver



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Don't Settle Phase

Don't
Settle

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

■ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



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Don't Settle Questions

Don't
Settle

- 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?

▪ Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



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The Appreciative Transformation



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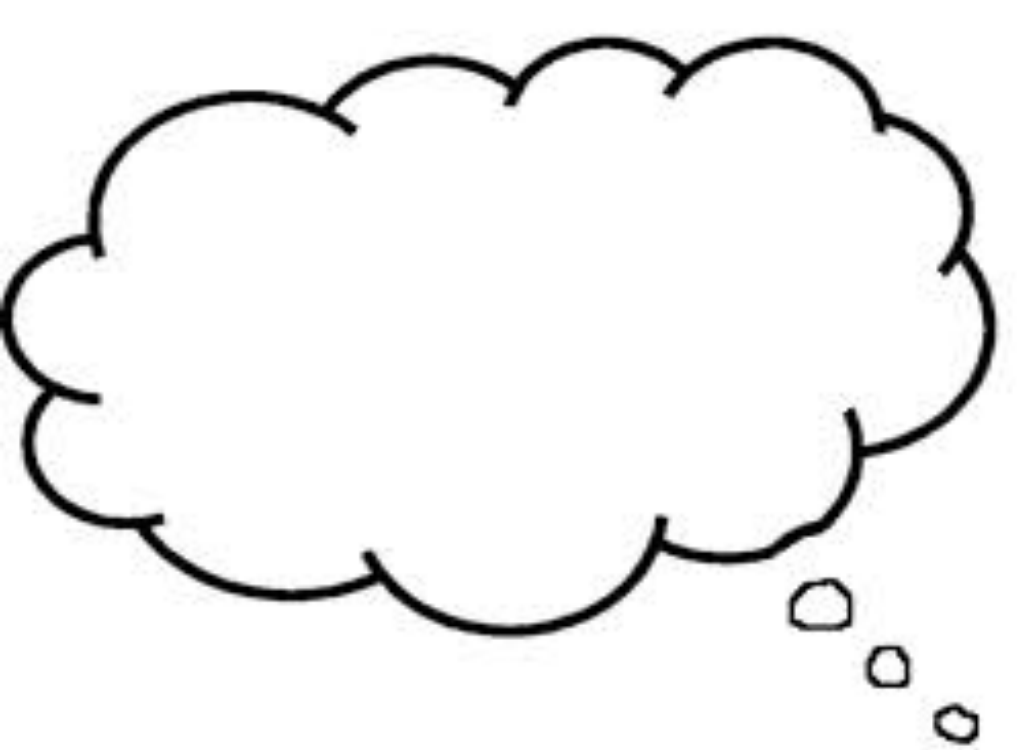
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Don't Settle



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Some are Petrified of Change



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And it may not turn out the way you thought.



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Appreciative Advising 3G

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78%



*"This will change your career outlook,
interaction with students, and your life."*

-2013 Institute Participant
https://epay.fau.edu/C20081_ustores/web/store_main.jsp?STOREID=127&SINGLES_TORE=true

or Type "Appreciative Advising" in the search bar at www.fau.edu



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