USING APPRECIATIVE ADVISING TO GUIDE TOUGH CONVERSATIONS IN ADVISING HIGH ACHIEVING STUDENTS

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OBJECTIVES

- Identify common challenges related to advising high-achieving students

- Gain an understanding of Appreciative Advising principles and how they apply to advising high-achieving students

- Give participants opportunity to apply Appreciative Advising techniques through case studies
BACKGROUND OF PRESENTERS

- Academic Advisors and Coaches
  - University Honors Program (UHP) at the University of Minnesota, Twin Cities
  - College of Education and Human Development (CEHD)
  - Center for Academic Planning and Exploration (CAPE)
A VERY BRIEF OVERVIEW OF UHP

- Centralized program in a very decentralized campus
- Academic advising is hallmark of program
- Advise students across 8 undergraduate colleges/schools
- Emphasis on undergraduate research and engagement
CHARACTERISTICS OF HONORS STUDENTS

○ “Honors” is an umbrella term:
  • High Ability
  • High Achieving
  • Gifted/Talented
  • “Smart”

○ Honors students can fall outside of common stereotypes
CHARACTERISTICS DEFINED

- High Achieving
- High Ability
- Some students are both High Ability and High Achieving
CRASH COURSE IN APPRECIATIVE ADVISING

- Appreciative Advising is a Social-Constructivist advising philosophy with influences from...
  
  - Positive Psychology (Maslow, Seligman)
  - Appreciative Inquiry (Cooperrider, Sorenson, Whitney, & Yeager)
  - Reality Therapy/Choice Theory (Glasser)
  - Self-Worth Theory (Covington)
  - Zone of Proximal Development and Scaffolding (Vygotsky)
CHARACTERISTICS OF AN APPRECIATIVE ADVISING INTERACTION

- Reciprocal with benefits to student and advisor
- Based on empowerment/human potential
- Emphasis on positive open-ended questions
- Fosters hope--leading to action, engagement, and change
APPRECIATIVE ADVISING MINDSET—IT ALL STARTS HERE!

- Believe in, expect, and look for the best in all students
- Encourage students to believe in and foster development of the best in themselves
- Advisor as example: “walk the talk”
DEFINITION

“Appreciative Advising is the intentional and collaborative practice of asking positive open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials”
Bloom, Hutson, & He (2008)
FRAMEWORK: PHASES OF THE APPRECIATIVE ADVISING PROCESS

- **Disarm**: build rapport, positive working relationship
- **Discover**: learn student hopes, dreams, strengths, narrative
- **Dream**: create/articulate positive vision of the future
FRAMEWORK: PHASES OF THE APPRECIATIVE ADVISING PROCESS

- **Design**: co-create vision and plan toward student goals/aspirations

- **Deliver**: student takes action on plan, advisor supports through challenges

- **Don’t Settle**: challenge student to keep working toward potential
WHY USE APPRECIATIVE ADVISING WITH HONORS STUDENTS?

- Appreciative Advising can help High Ability/High achieving students...
  - Move beyond identity foreclosure in a supportive context
  - Increase engagement in educational and career development
  - Shift the focus from “What I can do” to “What I decide to do”
  - Develop enhanced sense of ownership of choices and actions
  - Learn to balance passion, ability, and drive with action and clarity of vision
APPLYING APPRECIATIVE ADVISING: CASE STUDIES

- Break into groups of 3-4
- Each group will receive one case study
- 15 minutes, then back to large group
APPRECIATIVE ADVISING PHASES

- Disarm
- Discover
- Dream
- Design
- Deliver
- Don’t Settle!
DISCUSSION OF CASE STUDIES

• List of Compelling Questions:
CLOSING THOUGHTS
REFERENCES


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