Advising Best Practices in Communication through Emotional Intelligence and Appreciative Inquiry

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National Association of Academic Advising (NACADA) Three Core Competencies

- Conceptual
- Informational
- Relational
Relational Competencies

1. Personal advising philosophy
2. Create rapport and build relationships
3. Communicate in an inclusive manner
4. Conduct successful advising interactions
5. Promote student understanding
6. Facilitate decision-making
7. Development of ourselves and advising
Three eras of advising

First era (1636-1870) – advising nonexistent
Second era (1870-1970) – student-centered philosophy, but relationship not valued
Third era

Formation of NACADA (1979)
Expansion of the profession

4th era = “Advising actively examined”

4th era = Global initiative
Advising Approaches

1. Prescriptive
   authority-based

2. Developmental
   personal growth

3. Learning-centered advising
   teaching & advising reciprocal
Purpose

Best practices to support student development using positive communication frameworks
Objective

advising model based on synthesis of communication principles, EQ and appreciative inquiry
Synthesize

- Positive communication frameworks to enhance language
- Developing Emotional Intelligence skills for healthy advisee relationships
- Appreciative Inquiry for engagement and positive outcomes
Communication Six themes

- Keep it simple
- Be credible and consistent
- Listen to your own voice (sound and texture)
- Creativity and the power of metaphors
- Language and value
- Your personal language

(Luntz, 2007)
Keep it Simple

Use straight-forward language. Short and to the point

Students lose interest with complex statements

Short sentences more effective because student trying to get a clear picture
Be Credible and Consistent

• Make what you say reliable and true
• Say and do what you say you are going to do
• Repeat your message until it is heard
Sound and Texture

Do you sound supportive or intimidating?
Do you inspire?

Oral communication aspects

words (5-10%)
paralanguage (35-40%)
body language (50-60%)
Use metaphors

• Visualize your message

• Painting a vivid picture helps student relate

• Pay close attention to the metaphors and their hidden meanings
Context and Value

• Inspirational and visionary

• Value your student listener

• Listen more than ask questions and ask questions more than talk

• Putting a statement in the form of a reflective question
Personal Language

• Be aware of the words that you use

• Be mindful of your thoughts and language patterns

• Students are more receptive to positivity

• Influences our environment, relationships and emotional impact
Words and Language

• Some of us are in such a hurry to make our point, that sometimes we forget the responsibility of choosing the right words and saying the right things (Fairhurst, 2011)

• Self-awareness most critical skill needed to start this process
Self-Awareness & Management

Self-Awareness
Understanding and observing your feelings; looking inward

Self-Management
Taking responsibility of your own behavior and well-being
Social Awareness & Management

Social-Awareness
You can recognize and understand the feelings of your students and understand how you react to them.

Relationship-Management
Connecting with your students in a way that helps them feel understood and supported.
EQ Practice

Self-awareness
Practice being aware of your feelings (good or bad), observe them but do NOT react to them

Self-management
Practice delaying reaction to difficult situations

Social-awareness
Practice doing things that enrich your personal life so you approach others with calmness and receptivity

Relationship-management
Be present and speak from the heart
Relationship Management
Themes

**Vision** – leading with inspiration

**Communication** – clearly expressing ideas and listening (keep it simple)

**Connecting** – developing and maintaining relationships

**Conflict management** – resolve by remaining calm and not reacting

**Teamwork** – effectively working with your advisees and team

**Mentoring** – developing your students and each other

(Weis, 2012)
**Ap-pre’ci-ate, v.**

1. Valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems.

2. to increase in value, e.g. the economy has appreciated in value.

   Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

**In-quire’ (kwir), v.,**

1. The act of exploration and discovery.

2. To ask questions; to be open to seeing new potentials and possibilities.

   Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.
Appreciative Inquiry (AI)

• A philosophical approach to organizational change

• ‘see’ the wholeness of the human system and “inquire” into that system’s strengths, possibilities, and successes

Appreciative Advising

*Ap pre ci ate* – value...prize...holding a person or thing in high regard

*Ad vice* – a recommendation offered as a guide to action

Appreciative Advising

“...designed to assist all students by changing their negative thinking pattern..., while assisting them to find what is the best of what was and what can be, through a positive interaction with an academic advisor.”

(Bloom, J. L., et al. 2008; Truschel, 2008)
Five Conversation Principles

1) **Constructionist** - Words create worlds
   • Seek to inspire generative theories and possibility thinking

2) **Simultaneity** - Inquiry is intervention
   • Serve to inspire new options for better living

3) **Poetic** - You have a choice in how you see things
   • Open your world to new possibilities

4) **Anticipatory** - We see what we expect to see; what we look for, we find
   • Challenge assumptions of the status quo

5) **Positive** - Positive images and positive actions produce positive results
   • Value all voices
Appreciative Tone

• builds on strengths rather than focuses on problems

• can be helpful to also focus on the differences that people bring, rather than similarities, stimulating, positive, potential—not necessarily agreeing on everything

• Intentionality is key!
Appreciative Advising: Six Phases (6Ds)

1. **Disarm.** Positive, active, and attentive listening and questioning strategies to build trust and rapport

2. **Discover.** Uncover strengths and skills based on past successes

3. **Dream.** Encourage and be inspired by students’ stories and dreams.

4. **Design.** Co-construct action plans with students to make their goals a reality

5. **Deliver.** Support students as they carry out plans

6. **Don’t Settle.** Challenge both themselves and their students to do and become even better

Positive Framing and Generative Questions

<table>
<thead>
<tr>
<th>Nature of Conversation</th>
<th>Inquiry Based</th>
<th>Statement Based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appreciative</strong></td>
<td>Conversations Worth Having</td>
<td>Affirmative Conversations</td>
</tr>
<tr>
<td><strong>Depreciative</strong></td>
<td>Critical Conversations</td>
<td>Destructive Conversations</td>
</tr>
</tbody>
</table>

**What Generative Questions Can Do**
- Elicit information, stories, ideas, and perspectives
- Tap experience
- Allow strengths to show up
- Show us best practices and elements of success
- Move toward solutions or to information and data that inform possible solutions
- Identify new ways of thinking, new possibilities, opportunities, and aspirations
- Inform what we might do, the results we might want
- Make room for new knowledge, creativity, and innovation
- Deepen connections
- Strengthen relationships
- Engage those on the sidelines
- Generate Understanding
Flip the Conversation Activity

Name it. Flip it. Frame it.

- What is the problem, complaint, or the thing you don’t want? What are the negative results/impact of the problem?

- Flip it to the opposite. Frame the positive impact of the flip.

- What is the positive impact of the flip? What is the desired outcome?

Stavros, J. and C. Torres (2018)
Advising Activity Scenario

1. Student comes to your office entirely apathetic about his college education making it incredibly difficult to provide assistance.

2. Student receives a probation letter for multiple classes in one semester/quarter.

3. Student expresses the anxiety that she has been experiencing over the last few weeks.

4. A student athlete who has a swimming scholarship demands to take a full load and declare two minors.

5. Your student enters your office and confesses that he/she has been partying too much and missing classes.
Takeaways

1. Be mindful of your voice

2. Keep communication positive

3. Think strategically about your thoughts and language

4. Developing these skills will enhance our school and the institution at large
References


