**Appreciative Advising**

**Overview**
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.

**Practical applications**

*Positive open-ended questions examples:*

**Disarm**
- How is your day going so far?
- What’s been the best thing about uni so far?

**Discover**
- Tell me your story?
- What are your strengths?

**Dream**
- What does the best version of yourself look like?
- What is your dream job?

**Design**
- How can you use your strengths to overcome obstacles?
- What can you do this month to get started?

**Deliver**
- What steps have you taken, how has that gone?
- How will you know you are on track to achieve your goals?

**Don’t settle**
- Are there any further steps you could add to better achieve your goal?
- What is your next goal?

**Resources**
http://www.appreciativeadvising.net/
Coaching

Overview
The term coaching typically refers to methods of helping others to improve, develop, learn new skills, find personal success, achieve aims, manage life change and personal challenges. Coaching commonly addresses attitudes, behaviours, and knowledge, as well as skills.

Credit: A Practical Approach to Advising as Coaching Authored By: Jeffrey McClellan and Clint Moser

Practical applications

Active listening: the adviser paraphrases back to student, building rapport and mutual comprehension. Body language is important here too. Qu: It sounds like you... is that right?

Determine, Desire, Dream, Problem: the adviser asks questions to understand the student’s situation, what would the student like to focus on? Qu: What would you like to work on during this appointment?

Evaluate what has been done: the student describes steps they’ve taken so far, this also allows the adviser to get more insight into the student’s development, skills and motivations. Qu: Tell me about what you’ve done so far?

Identify options: the student brainstorms creative solutions but no analysis at this stage; criticism kills creativity. Qu: Tell me all the ideas you have to address this, there’s no such thing as a silly idea.

Select options and develop plan: the student evaluates options that feel right for them. The adviser facilitates the student’s development of a plan with action steps, timelines and clear goals. Qu: Which idea is the best option for you? Why? Tell me how you’d like to do this?

Engage and evaluate: the student returns to discuss progress with their adviser; this completes and renews the coaching cycle. Qu: Tell me about your successes and challenges? What’s next?

Resources
http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-as-coaching.aspx
Motivational Interviewing

Overview
“Motivational interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance and compassion”. Miller and Rollnick 2012

Practical applications

<table>
<thead>
<tr>
<th>Stage of Change</th>
<th>Motivational Interview Strategies</th>
</tr>
</thead>
</table>
| Precontemplation             | • Establish rapport  
   The student is unwilling, unable, or uncommitted to change            | • Elicit student’s perception of problem  
   • Explore pros and cons of behaviour  
   • Express concern, keeping door open                                  |
| Contemplation                | • Discuss ambivalence  
   The student acknowledges concerns and considers change                | • Examine student’s values in relationship to change  
   • Emphasise student’s free choice                                       |
| Preparation                  | • Clarify goals and strategies for change                               | • Offer menu of options for change  
   The student is committed to making change in the near future            | • Enlist social support                                                  |
| Action                       | • Encourage student to maintain behaviour                               | • Help identify high risk situations  
   The student is actively taking steps to change, but is not at the maintenance level | • Assist in finding support for change                                    |

Further information
Positive Psychology

Overview
Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organisations to thrive. Positive psychology shifts the focus away from what is clinically wrong, to the promotion of wellbeing and the creation of a satisfying life filled with meaning, pleasure, engagement, positive relationships and accomplishment.

Martin Seligman developed the PERMA wellbeing model with five essential elements

![PERMA wellbeing model](image)

Practical applications
- Ask students to identify their strengths using the online VIA character strengths survey: [www.viacharacter.org](http://www.viacharacter.org). Ask them to describe how their strengths can be used to overcome obstacles.
- Ask students to describe their best (realistic) version of themselves. Ask them to create actions (SMART steps) to get them on the path to achieving this.
- Ask students to reflect on a time when things were going well and describe why this was the case. Can they adapt and apply some of those positives to their current and future selves?
- Ask students to create a map of their lives and find connections between different aspects.
- Help students to reframe situations towards optimism.
- Ask students to rate their current selves against the 5 elements of well-being and if there is imbalance to think about steps they could take to redress this.
- Discuss mindfulness and flow; let the student find opportunities to enhance these.

Resources
[http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology](http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology)