APPRECIATIVE EDUCATION TOOLS FOR SUPPORTING STUDENT SUCCESS

Penn State
Hendrick Best Practices for ADULT LEARNERS Conference
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....

  • REMIND 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 president's son or daughter
“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.”

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

Which grade would you want to talk about?

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

Important Behaviors

- 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

Discover Phase

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.

Important Behaviors

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

Taking mental notes of the student’s:

• Strengths
• Skills
• Passions
• Accomplishments

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

Discover Questions for Students

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?

Dream Phase

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

Take the Chains off the Dreams!
SOMEDAY I’LL BE A UNICORN
Important Behaviors

• 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

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Dream Questions for Students

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?

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

Design Questions for Students

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?

Your Invisible Gorilla

Photos provided by Daniel Simons. Photo illustration by Diana Yates.
Deliver Phase

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.

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

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?

Don’t Settle Phase

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

Don’t Settle Questions

• 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 possibly become? What would you need to do differently?

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The Appreciative Transformation
Some are Petrified of Change
And it may not turn out the way you thought.
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“This will change your career outlook, interaction with students, and your life.”

- 2013 Institute Participant

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Appreciative Book Resources

- **Appreciative College Instruction:** A Workbook for Coaching Teachers in the Classroom
- **THE APPRECIATIVE ADVISING REVOLUTION**
  - By Jennifer L. Brown and Bryan L. Larson
- **CAREER ASPIRATIONS & EXPEDITIONS**
  - By Nancy A. Zech
- **INCREASING PERSISTENCE**
  - By Penny R. Miller
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