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APPRECIATIVE ADVISING

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With the increasing student diversity in higher education settings and the demand to prepare the 21st-century workforce for a more globalized society, postsecondary administrators, faculty members, and staff face the task of best meeting the needs of their students, future employers, and communities. In addition to addressing the consistent gap between enrollment and retention (Habley, Valiga, McClanahan, & Burkum, 2010), institutions are charged with enhancing the academic success of college students so that they not only complete degree requirements to graduate, but also embark on their postgraduation plans with excellent communication, collaboration, critical thinking, and creativity skills (Partnership for 21st Century Skills, 2011, para. 1). As integral players in ensuring that these student retention and success objectives are met (Kuh, Kinzie, Schuh, & Whitt, 2005; Tinto, 1993), academic advisors are challenged to do more than just offer good advice about courses. To offer great advising support, they need to take the initiative in "engaging students in reflective conversation about educational goals," addressing "the nature of higher education, academic decisions, and the significance of those decisions," and "encouraging student change toward greater levels of self-awareness and responsibility" (Schulenberg & Lindhorst, 2010, p. 27).

Appreciative Advising (AA) is a framework for guiding advisors wishing to move from providing good service to providing great service to students (Collins, 2001). It entails 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). AA involves a six-phase model highlighting the appreciative mind-set that empowers advisors and students to a) build trust and rapport with each other (disarm); b) uncover their strengths and assets (discover); c) be inspired by each other's hopes and dreams (dream); d) co-construct plans to make their goals a reality (design); e) provide mutual support and accountability throughout the process (deliver); and f) challenge each other to set higher expectations for their educational experiences (don't settle) (Bloom et al., 2008).

Appreciative Advising Matters

AA is a social constructivist advising framework and approach rooted in appreciative inquiry (AI), an organizational change theory focused on the cooperative search for

the positive in every living system and leveraging this positive energy to mobilize change (Cooperrider & Whitney, 2005). The promotion of unconditional positive questioning, the engagement of people at both the individual and organizational levels, and the systematic approach to action research offer significant implications to the field of academic advising (Amundsen & Hutson, 2005; Bloom & Martin, 2002; Kamphoff, Hutson, Amundsen, & Atwood, 2007).

As one of the few research-based advising models, AA has demonstrated impact and effectiveness on student academic performance, academic success, and retention in various advising settings (Bloom et al., 2008; Bloom et al., 2009; He, Hutson, & Bloom, 2010; Hutson & He, 2010). At the University of North Carolina at Greensboro (UNCG), for example, AA was first introduced and used at the program level with students on academic probation. After the thoughtful integration of the AA model into academic retention programming at UNCG, the retention rate of students on academic probation improved 18% with a statistically significant grade-point average (GPA) gain of .73 ($p = .03$) (Kamphoff et al., 2007). Later, the AA model was expanded at UNCG and applied to first-year experience programming as well (Hutson, 2010a). The findings of an outcomes-based evaluation of the first-year experience program indicated that students participating in the AA-enhanced first-year experience program obtained higher GPAs (2.72 compared to 2.49) and higher retention rates (77.5% compared to 75.5%) than nonparticipants. More importantly, the evaluation results demonstrated students' enhanced perception of self-knowledge, academic preparedness, interdependence, social behavior, and confidence. Similar positive outcomes were uncovered with students enrolled in sophomore experience courses (Hutson, He, Davis, & Ross, 2009), those returning from dismissal and engaged in learning contracts (Clark & Hutson, 2007; Hutson, 2010b), and advisees needing to identify new programs of study (Hutson & Clark, 2007).

Similarly, at the University of South Carolina (USC), the AA framework has been adapted and used through the Academic Success Coaching in the Academic Center for Excellence (ACE) program, through which advisors and students focused on their strengths and engaged all students in applying academic strategies for success (Robinson & Bloom, 2011). Since its implementation in 2007, the ACE program experienced more than 10-fold growth in student visits. A significant increase was also observed with academic probation students' term GPA (1.93 postprogram compared to 0.91 preprogram). The survey results also revealed the strong relationships and rapport students built with their ACE coaches at USC.

In addition to academic advising programming, the AA framework has been expanded to a broader appreciative education model that can be used in a variety of student affairs areas other than academic advising: adult/transfer student support, financial aid, admissions, career services, orientation, tutoring, parent programming, and other student success services (Bailey-Taylor, 2009; Bloom et al., 2009; Fippinger, 2009; Grogan, 2010; Hutson & He, 2010; Traynor & Bloom, 2012). At their core, all of these appreciative education variations feature the six phases of AA and demonstrate the potential of the campus-wide adaptation of a broader appreciative education model in promoting college student success.

The Six Phases of Appreciative Advising

Six phases guide academic advisors in implementing the AA framework: disarm, discover, dream, design, deliver, and don't settle (Bloom et al., 2008). The middle four phases are based on the 4-D cycle of the organizational development theory of AI; however, Bloom et al. (2008) supplemented the AI phases by addition of the disarm and don't settle phases. Advisors do not necessarily go through all six phases in each advising session nor necessarily employ them sequentially.

Disarm

The disarm phase is focused on helping advisors make a positive first impression with students and allaying any fear or suspicion that students might have about meeting with their advisor (Bloom et al., 2008). The disarm phase is a crucial component of successful appointments, especially first meetings, because many students have unclear ideas about the expectations of them, remember bad experiences they have had with high school or college institutional officials, or anticipate being unprepared for the appointments and fear being perceived as stupid. Thus, advisors need to make students feel welcomed and assured that the advisor wants to help advance, not impede, their academic progress.

The disarm phase begins before students arrive for their appointments. For example, the communications sent out to students inviting them to attend advising appointments should be positively worded and welcoming. Similarly, advising office staff should analyze their web sites to ensure that they are user-friendly and that they include pictures of advisors as well as some basic information about them. Advisors should design their office space as well as the office waiting area to make them safe and welcoming environments (Strain, 2009).

When students arrive for their appointments, advisors disarm them by walking to the waiting area and enthusiastically greeting them, shaking hands, and welcoming them to the office. This introduction gives advisors the opportunity to engage in some small talk with students on the walk back to their office, helping to put the students at ease. Nonverbal and verbal immediacy behaviors (Rocca, 2007) that advisors employ can make a positive first impression. Nonverbal behaviors include smiling, head nodding, maintaining appropriate eye contact, removing distractions (such as cell phones and computers), and displaying appropriate, welcoming gestures. Examples of verbal immediacy behaviors include calling students by the correct name, giving feedback to them, and using inclusive pronouns (Rocca, 2007). Advisors can utilize basic questions, such as the following, to break the ice with students:

- What has been the highlight of your day so far?
- Did you watch the game last night? What did you think of the outcome?
- What do you think of this weather we have been experiencing lately?

Discover

In the discover phase advisors continue to build rapport with students and learn about their strengths, skills, and abilities (Bloom et al., 2008). Advisors use positive, open-ended questions to learn about students and their stories. Because students arrive at college with an amazing breadth of experiences, the discover phase allows advisors to get a glimpse into their accomplishments and achievements to this point. This emphasis on understanding students' stories is congruent with the hermeneutics approach to advising as discussed by Sarah Champlin-Scharff and Peter Hagen in chapter 13. The discover phase is important because through AA one can build on students' feats to accomplish new objectives during their collegiate careers. To begin building their relationships and learn more about student accomplishments, advisors can employ the following examples of discover-phase discussion points:

- Describe a goal that was important to you and how you accomplished it.
- Who is the most important role model in your life right now? What do you admire about that person?
- If you were able to take a class for free and grades were not issued for it, what class would you take? Why?

Dream

In the dream phase, advisors elicit students' hopes and dreams for their futures (Bloom et al., 2008). "A dream is an inspiring picture of the future that energizes your mind, will, and emotions, empowering you to do everything you can to achieve it" (Maxwell, 2009, p. xiii), clearly helpful to students embarking on the college, and for many, the adult journey. Again, the key to learning about students' dreams lies in the power of the discussions academic advisors initiate with them. For example, advisors might ask advisees to

- draw a picture of your ideal life 20 years from now, including both your career and personal life. Tell me about what you have drawn in this picture.
- describe one career you have always wanted to pursue but did not think you could.
- imagine that you are on the cover or a magazine 15 years from now. What magazine is it and why are you on the cover?

Design

Helping students identify their life and career goals proves a vital step toward devising an effective plan for making their dreams a reality (Bloom et al., 2008). In the design phase, advisors partner with students to create plans for accomplishing the

visions shared in the dream phase. Students must participate in the creation of their plans to take ownership of them (Bandura, 1997). This cocreation echoes one of the hallmarks of the self-authorship and learning partnership model discussed by Janet Schulenberg in chapter 8. The plan needs to include not only the classes students should take, but also the experiences they should intentionally seek outside the classroom to meet their life and career goals. Such extracurricular activities include those associated with joining appropriate campus clubs, pursuing leadership positions on campus and in the community, and seeking out campus resources (such as tutoring and supplemental instruction) that can help them succeed academically.

Academic advisors can employ the following directives in the design phase:

- Brainstorm on the steps you will need to take to accomplish your dreams (goals).
- Identify people in your life who can help you reach your goals.
- Discover the campus resources you can utilize to help make your dreams a reality.

Deliver

In the deliver phase, students take responsibility for executing their plans created in the design phase while advisors express confidence in students' ability to follow through with the plans (Bloom et al., 2008). Devising a good plan is important, but it means little if students do not accomplish the tasks outlined in it. Advisors play a key role by reviewing the priorities in the plan, inviting students to return to them when they run into roadblocks, and reiterating their confidence in the students' ability to complete the objectives. Tichy (2002) stated, "Simply put, a leader's job is to energize others. Notice that I don't say it's part of their job; it is their job. There is no 'time off' when a leader isn't responsible for energizing others" (p. 297). Halvorson (2011) suggested writing the plan down on paper, thinking ahead about obstacles the students will likely encounter, and then anticipating strategies to work around those barriers. Either the student or the advisor can write down the specifics, including the obstacles and the work-arounds to circumvent them. Examples of deliver questions that advisors can ask students to motivate them to complete their plans include the following:

- In your opinion, what is the most important item on the to-do list we created together?
- What obstacles do you expect to face in executing this plan we developed together?
- What are some strategies you can use when you encounter roadblocks?
- When your motivation starts to run low, what specific steps can you take to reenergize yourself?

Don't Settle

During the don't settle phase advisors do not rest on their laurels but strive continually to encourage improved student performances (Bloom et al., 2008). Kuh et al. (2005) captured the essence of the don't settle phase through the term *positive restlessness.* They coined the term to refer to institutions in the DEEP Study, which retained students at a rate better than the entering-student demographics had predicted. In the context of AA, the term reminds and encourages students and advisors alike to strive for self-improvement. Advisors need to help students learn how to set increasingly higher expectations for themselves. By continuing to read, refining their skills, and demonstrating an unquenchable thirst for new knowledge, advisors serve as important role models, demonstrating a spirit for continually seeking to better themselves. In addition, depending on the students' situation, advisors and students may decide to update their initial plan during the design phase based on circumstantial changes experienced since the last appointment. Advisors can bring up these questions in follow-up conversations in the don't settle phase:

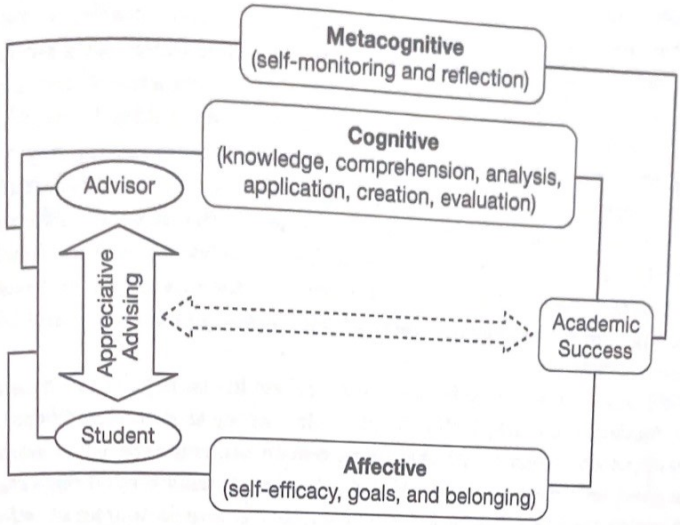
- What have you done well since our last meeting? What is one thing you could have done even better?
- When was the last time you thought you could not accomplish a goal but then completed it anyway?
- If I challenged you to become the best person you could possibly become, what would you need to do differently?

Features of Appreciative Advising

AA provides a true theory-to-practice package for academic advisors. Not only is AA derived from research-based theories such as AI, it also provides concrete suggestions advisors can use to enhance the quality of advising services. With a focus on specific verbal and nonverbal behaviors in advising, AA emphasizes the process of communication, which is often the main means through which advisors deliver their services. In addition, action research efforts have been intentionally and systematically integrated into the development of the AA framework to make it more applicable in various advising settings (Bloom et al., 2009). The factors leading toward student success and retention through the AA framework demonstrate that advisors and students engaged in AA extend their cognitive understanding beyond that determined by educational settings and experiences.

In addition to the cognitive dimension, AA emphasizes student development of metacognitive and affective skills and strategies as well. The metacognitive dimension of AA encourages advisors and students to monitor their cognitive development through thoughtful reflection, and the affective dimension addresses motivational factors that guide the applications of learned skills and strategies. Figure 6.1 shows the metacognitive, cognitive, and affective dimensions of the AA framework.

Figure 6.1. Appreciative advising role in developing the metacognitive, cognitive, and affective skills that affect academic success



Similar to most advising approaches described in this book, AA emphasizes students' cognitive development through advising. While students' knowledge and comprehension of higher education processes and procedures are critical to their success, AA extends the students' abilities for analysis, application, creation, and evaluation (Bloom, 1956). Particularly in the design and delivery phases, students engage with advisors to co-construct academic plans, analyze campus resources, and seek alternative pathways to achieve academic goals. Different from traditional one-way knowledge delivery models of advising, the AA framework features two-way interactions through which the "curse of knowledge" (Heath & Heath, 2007) can be avoided and the academic decision-making process modeled.

In addition to the cognitive dimension, metacognitive skills are deliberately included in the AA framework that advisors scaffold and model to advisees. *Metacognition* refers to individuals' awareness and capability toward reflecting, monitoring, and intentionally developing their cognitive processes. In other words, in addition to using cognitive skills, such as note taking, to maximize comprehension and communication, students with strong metacognitive skills reflect on the best way to take notes in different contexts. In the AA discover phase, the advisor encourages student self-reflection by asking questions such as "What are your best learning experiences?" "When do you feel the most empowered in college?" and "When have you felt the most successful as a college student?" Such reflections are then paraphrased and summarized to connect to students' current academic environment and lead to

intentional monitoring of best strategies as discerned based on learner background and prior experiences rather than on advisors' knowledge.

Finally, the AA framework explicitly addresses the affective aspect in learning, which some may neglect in their work with students. However, advisors should recognize that students typically come to advising sessions with a problem of some kind, even if it only involves issues related to course registration. Depending on the nature of the concern, students may be armed with anxiety, frustration, and sometimes fear. Regardless of the extent of their cognitive and metacognitive skills developed through advising, if they are not disarmed of those negative affections, they may not be as motivated, willing, or intentional in applying the skills of learning, and therefore, the outcome of the advising session may be unsuccessful. In that sense, the affective aspect is probably the most important feature of AA that advisors need to consider. The affective factors that the AA framework explicitly addresses are highly connected to student motivation and influence students' self-efficacy, goals, and sense of belonging (Alderman, 2004).

Self-efficacy is typically defined as one's beliefs in the capabilities to achieve in certain domains (Bandura, 1997). People with a strong sense of self-efficacy express a positive outlook when facing challenges, remain resilient even when experiencing failures, and feel more confident in their abilities to acquire additional knowledge to overcome challenges. Bandura (1997) identified four main sources of self-efficacy: physiological state, mastery experiences, vicarious experiences, and verbal persuasion. In the AA framework, these sources are intentionally integrated through the disarm, discover, and don't settle phases. During the disarm phase, the advisors attend to the physical environment and their own assumptions to create a safe and welcoming environment that eases students' physiological state. Through discover, advisors ask students to revisit their mastery and vicarious experiences to set models for future achievement. During all phases and especially in don't settle, advisors use verbal persuasion (e.g., "I believe you can accomplish your goals") to challenge students to set higher expectations and continue challenging themselves.

A *goal* defines an individual's aspirations for achievement (Locke & Latham, 1990). The best goals are those "that spell out exactly what needs to be accomplished and that set the bar for achievement high," which "result in far superior performance than goals that are vague or that set the bar too low" (Halvorson, 2011, p. 5). Through dream and don't settle in the AA framework, advisors solicit students' dreams and goals to trigger their intrinsic motivation for success and to encourage them to set challenging, desirable, yet feasible goals.

A *sense of belonging* is an important aspect of one's basic social needs (Maslow, 1954). It entails one's fundamental need to feel connected and related to others. College students experience higher levels of self-efficacy and are more likely to be academically successful when they feel that they belong (Astin, 1993; Bean, 1980; Tinto, 1993). Freeman, Anderman, and Jensen (2007), for example, examined college students' sense of belonging as it related to their academic motivation and found that instructors' warmth and openness, enthusiasm, organization, and encouragement for

student participation directly influence students' sense of belonging. The AA framework offers a unique interactive process in which advisors and students engage in learning from each other through disarm, discover, dream, design, deliver, and don't settle. The advisor–student relationship developed from such a process shifts the traditional dynamic in which advisors hold the authority in providing help to students. Instead, this relationship empowers students because they quickly see the attributes they bring to the institution and ways to align their hopes and dreams to meet institutional expectations and values.

The impact of the AA framework is not only evident in students' development; it is seen in advisors' professional growth as well. Through the co-construction of the academic plan (design) and systematic follow-up (deliver), advisors enhance their cognitive abilities in analyzing and evaluating resources to facilitate students' academic development. As an important aspect of the AA framework, advisors also focus on their reflection of their own professional beliefs and visions, and uncover their strengths (discover) to further their metacognitive understanding of the profession (Hutson, Bloom, & He, 2009). From an affective perspective, advisors examine their assumptions (disarm), become reenergized through students' hopes and dreams (dream), and challenge—and are challenged by—the needs and expectations of new generations of students (don't settle). In addition, in her qualitative study, Howell (2010) found that participants felt more effective as advisors and better able to utilize their own strengths and skills after adopting the AA approach; they also acknowledged enjoying better relationships with their students as well as with friends and family members outside of the advising setting. In essence, the AA framework not only provides a list of steps that guide the advising process, but more important, it inspires advisor thinking that leads to thoughtful, reflective, and intentional verbal and nonverbal communication behaviors.

Appreciative Advising Scenario

To illustrate how the AA framework can be used in daily advising with students, AA interactions are applied to Scenario I. The phases of AA and their impact on students' cognitive, metacognitive, and affective development are discussed.

Scenario I

A first-generation college sophomore, Riley, says to an advisor, Skylar, "I'm having trouble in two of my classes. I don't understand what the professor is talking about in one of them, but it's a required course in my major. The other is only a gen ed course, but I keep getting low grades on the writing assignments. I was always good in writing in high school. If I do poorly, this will lower my GPA, and I just got off academic probation last term. I want to stay in my major, but I don't know if I can pass this one course and that would really disappoint my family. What do you suggest I do?"

Advisor–Advisee Interactions	AA Phase and *Related Skills*
SKYLAR: Hi Riley! How are you doing? Thank you for stopping by today. How can I help you?	Disarm Welcome students and make them feel comfortable. Ask open-ended questions to draw stories from students. *Affective* Foster relationship and belonging.
RILEY: I am doing all right, but I'm having trouble in two of my classes. That's why I am here to see you today.	
SKYLAR: Here, have a seat. Why don't you tell me more about it?	
RILEY: Well, I don't understand what the professor is talking about in one of them, but it's a required course in my major. The other is only a gen ed course, but I keep getting low grades on the writing assignments. I was always good in writing in high school. If I don't do well, this will lower my GPA, and I just got off academic probation last term. I want to stay in my major, but I don't know if I can pass this one course and that would really disappoint my family. What do you suggest I do?	
SKYLAR: It sounds like this has got you worried. First, let's back up for a minute before we start brainstorming about your options together. Could you please remind me how many courses you are taking this semester?	Disarm Shift away from problem-focused conversation. Discover Refocus the conversation from problem-solution to discovering and highlighting student strengths, assets, and prior/other successes. *Affective* Ease student anxiety and frustration.
RILEY: Oh, I am taking five courses. I like the other three. It's just the two courses I am having trouble with.	
SKYLAR: Why don't we talk a little more about the courses you like first? What are they? Why do you like them?	
RILEY: Well, two of those are gen ed courses and the other one is in my major, education. The two gen ed courses are great. I love the discussions going on in class. I feel like I know what's going on and I always have something to share in class too.	
SKYLAR: How about the course in your major?	
RILEY: That class is different. There is a field experience component to it. So you are not only reading the stuff, but also seeing how it is in action in the classrooms and putting it to use. We have a lot of writing assignments in that class too, but I am pretty good with that type of writing. It's different.	

SKYLAR: I see. It sounds like you really enjoyed the courses where you can participate in the discussion and liked the field experience component to get more hands-on experiences.	**Discover** Summarize and paraphrase. *Cognitive* Demonstrate ways to articulate strengths.
RILEY: Yes, exactly.	
SKYLAR: You mentioned that you are an education major; are you planning on teaching in schools here after graduation?	**Dream** Solicit students' goals, hopes, and dreams. Remind students their purpose of learning. *Affective* Encourage motivation and goal setting.
RILEY: Yeah, I want to teach in an elementary school after I graduate. My mom is an elementary teacher, and I always wanted to be an elementary teacher just like her.	
SKYLAR: That's great. I had some really good elementary teachers too. Looking back, they really taught me a lot.	**Disarm** Self-disclosure to relate to students' experiences to build connections. *Affective* Promote sense of belonging.
RILEY: I know! It's really rewarding in elementary classrooms this semester to see how the kids learn. I really enjoyed that.	
SKYLAR: But you are a little concerned about the two courses you are taking this semester. One is in the major and the other is a gen ed course with a heavy writing emphasis?	**Discover** Recast students' concerns. *Cognitive* Invite students to summarize.
RILEY: Yes. The one in my major is actually a math class. I have never been really good at math since elementary school. I don't think we worked that much on those probability problems, you know. I have no idea what the professor is asking us to do, and I am afraid that I may do really poorly in that one.	

SKYLAR: I see. The math that is being taught in elementary schools is becoming more and more challenging. I think fifth grade students are learning about probability now. If you really want to be an elementary school teacher, it is probably an area worth investing more effort in.	**Design** Connect back to dream. Identify potential resources. *Affective* Encourage goal setting and motivation.
RILEY: You are right. My mom is actually team teaching with another teacher this semester and she is teaching fifth grade math and science.	
SKYLAR: That's a great resource you have! Your mom can probably give you some tips!	
RILEY: I have not thought about that, but I guess you are right.	
SKYLAR: Have you talked with anyone about it? The professor or maybe some classmates or friends?	**Design** Co-construct a plan with students to identify academic resources and support. *Cognitive* Analyze and evaluate learning strategies. *Metacognitive* Demonstrate ways to seek alternative paths (e.g., discussing with professors teaching other courses).
RILEY: Some of my classmates feel the same way. They probably do better on those quizzes, but they said they didn't understand that professor either. We sometimes get together and study for those quizzes, you know.	
SKYLAR: That's a really good strategy. It would be very helpful to join a study group and you can share your notes and get ready for the midterm. How about tutors? Have you thought about getting some tutoring help?	
RILEY: You mean having a private tutor?	
SKYLAR: You could do that, or there is also a tutoring service on campus. You can be paired with a tutor to work one hour every week to help you prepare for this course.	
RILEY: Really? I didn't know that.	
SKYLAR: Yes, the University Tutoring Center offers that service. Here's their web site [showing the brochure with the web URL listed]. You can also check with the Math Department. They also offer walk-in tutoring services for students.	

RILEY: I see. I will check those out.	
SKYLAR: You said that you haven't talked directly with the professor yet, right?	
RILEY: Well, I don't know if I should do that. I mean, I don't really have a question, you know. I just feel like I don't know the content well enough.	
SKYLAR: How about the professors teaching those other three classes you like, especially the one in your major? Maybe you can find a time to chat with them and see if they have any tips for you.	
RILEY: Oh, yeah, I can do that. I really like Dr. Smith. She teaches the other course in my major. She would be good to talk to.	
SKYLAR: So for this class, we said that you will continue with your study group, find out more about the tutoring services, and get some tips and suggestions from Dr. Smith and maybe your mom. That would probably be a good starting point to get some support for that course.	<u>Design</u> Present summary of plan. <u>Deliver</u> Create follow-up plans. <u>Don't Settle</u> Challenge students to reach their potential. *Cognitive* Demonstrate summarizing. *Affective* Encourage students to develop self-efficacy.
RILEY: Yeah, I think that might help. But what if it still doesn't work?	
SKYLAR: I really think these strategies will help a lot. You will see the results once you try them out. Also, you know that you do have the option to drop this course before the deadline and register for it again next semester. Maybe you can try the tutoring out for two weeks and then decide. We can touch base in two weeks and see how it goes.	
RILEY: Okay, that sounds good. So how about that other course?	
SKYLAR: Well, what ideas do you have?	<u>Design</u> Encourage students to participate in the co-construction of the plan. *Metacognitive* Guide students to follow similar cognitive process in analyzing and summarizing learning strategies.
RILEY: I guess I can work with my study group and get someone to read my writing too. Is there a tutoring service for writing on campus too?	
SKYLAR: Yes, there's actually a writing center on campus. You can definitely get some support there. They recently launched an online chat function and they also can give you feedback through e-mail.	
RILEY: Oh, that's great.	

SKYLAR: You also mentioned that you have always been good at writing and are doing well with the writing assignments in other classes. I wonder what makes this class different.	**Discover** Connect to students' strengths and assets. *Metacognitive* Encourage students' reflection.
RILEY: I don't know. I guess it's the style of writing. That professor wanted all theories and citations, and he said I cannot use "I" in my writing. How am I supposed to write what I think then?	
SKYLAR: I see. So it's really not that you are not good at writing, it's the specific genre of writing that is challenging.	**Discover** Recast and model appreciative, rather than deficit-based, thinking. *Affective* Build students' self-efficacy.
RILEY: I guess so.	
SKYLAR: You know, the library offers some workshops on searching for academic journals and using correct citation styles. In fact, there are some workshops scheduled for next week. Will that be something you might be interested in?	**Design** Identify campus resources. *Cognitive* Analyze and apply campus resources. *Affective* Articulate concrete steps toward goals.
RILEY: Sure.	
SKYLAR: Great. So we said that you will find someone to give you feedback on your writing, check out the Writing Center, and register for some workshops offered by the library. I think this will really help you to see how you can write in that particular style. You could probably get some feedback from your professor too.	
RILEY: Yeah, I can definitely try those things. Thank you so much for the suggestions.	
SKYLAR: You are welcome. I am glad I can help. Here is my contact information. In two weeks, could you send me a quick e-mail just to update me on your progress? I will also call or send an e-mail to the Writing Center and see if they have any other recommendations for working on academic writing skills. I will let you know if I find out any new information that might be helpful.	**Deliver and Don't Settle** Set expectations for following up. *Affective* Enhance belonging through collaboration in steps toward students' goals (e.g., advisors take on tasks rather than leaving all the responsibilities to the students to carry out the plan).
RILEY: That would be great. Thank you.	

While the scenario presented in this chapter may be oversimplified compared to the complex nature of advising, it illustrates how advisors might use the AA framework in their daily interactions with students and intentionally facilitate students' cognitive, metacognitive, and affective development. As is demonstrated in the scenario, AA phases do not project a list of sequential steps. Instead, the phases reflect the adaptable applications of the AA mind-set.

Summary

The AA framework provides a theory-to-practice approach to enhance the success of both advisors and students. As an action research-driven advising framework, AA not only offers specific techniques and questions through the six phases (disarm, discover, dream, design, deliver, and don't settle), but also highlights the connections among advisors' professional development, the advising process, and student success from cognitive, metacognitive, and affective perspectives. Many advisors may find that they are already implementing the strategies that the AA framework promotes. Rather than a new way of advising, AA is a reflective, systematic, and adaptive framework that enhances advisors' intentional facilitation through all advising sessions. It calls for advisors to not only know what to do in advising but also to reflect on why and how to provide better services for all students through advising.

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