



## Effective Academic Advising Strategies Webinar Handout

### Moderator:

Jayne Drake, NACADA President  
Vice Dean for Academic Affairs  
Temple University  
[jdrake1@temple.edu](mailto:jdrake1@temple.edu)

### Panelists:

Maura Reynolds  
Director of Academic Advising /  
Associate Professor of Latin  
Hope College  
[mreynolds@hope.edu](mailto:mreynolds@hope.edu)

Janet Schulenberg  
Senior Undergraduate Studies  
Advisor  
Penn State University  
[jks142@psu.edu](mailto:jks142@psu.edu)

Kerry Kincanon  
Head Advisor  
University Exploratory Studies  
Program  
Oregon State University  
[kerry.kincanon@oregonstate.edu](mailto:kerry.kincanon@oregonstate.edu)

Robert Pettay  
Instructor/Advising Coordinator  
Dept of Kinesiology  
Kansas State University  
[pet7@ksu.edu](mailto:pet7@ksu.edu)

Jennifer Varney  
Director of Graduate Advising  
Southern New Hampshire  
University-Online  
[J.Varney@snhu.edu](mailto:J.Varney@snhu.edu)

Laurie Schreiner  
Professor and Chair of Doctoral  
Higher Education  
Azusa Pacific University  
[lschreiner@apu.edu](mailto:lschreiner@apu.edu)

Jeffrey McClellan  
Assistant Professor of  
Management/Advisor  
Frostburg State University  
[jmcclellan@frostburg.edu](mailto:jmcclellan@frostburg.edu)

Scott Amundsen  
Associate Dean  
University College  
University of North Carolina-  
Wilmington  
[amundsens@uncw.edu](mailto:amundsens@uncw.edu)

---

### Institutions Registered for this Webinar

Academic and Individual Mentoring  
Services  
Albany College of Pharmacy  
Albany State University  
Alpena Community College  
American Intercontinental  
University  
American International College  
Ancilla College  
Arcadia University  
Arizona State University  
Arizona Western College

Art Institute of California, Inland  
Empire  
Azusa Pacific University  
Baker College of Flint  
Bay de Noc Community College  
Bemidji State University  
Benedictine University  
Bergen Community College  
Berkeley College (NJ)  
Brevard Community College  
Brigham Young University  
BYU-Idaho  
Bryant University

California Baptist University  
California State University, Fresno  
Carteret Community College  
CCC-Wilbur Wright College  
Cedar Crest College  
Central Arizona College  
Central Connecticut State  
University  
Central Ohio Technical College  
Central Virginia Community  
College  
Central Washington University  
Chicago State University

Clarkson University	Lourdes College	Texas Tech University
Coastal Bend College	Loyola University Maryland	The University of Texas-Austin
Coe College	Madison Area Technical College	Tulane University
Colby Community College	Marian College	Tyler Junior College
College of DuPage	Marshall University	University of Alabama-Birmingham
College of Saint Elizabeth	McGill University	University of Alaska Southeast
College of Southern Maryland	Metropolitan State University	University of Alaska-Anchorage
College of Saint Scholastica	Mid-South Community College	University of Alaska-Fairbanks
Collin County Community College	Moraine Park Technical College	University of Arizona
Columbia University	Mount Aloysius College	University of British Columbia
Columbia-Greene Community College	Mount Royal University	University of Calgary
Cornell University	New Mexico Highlands University	University of California-Berkeley
Culver-Stockton College	New Mexico State University	University of Central Florida
DePaul University	Norfolk State University	University of Colorado-Boulder
Dillard University	Northern Kentucky University	University of Connecticut
Dominican University of California	Northland Community and Technical College	University of Delaware
Eastern Michigan University	Oakland University	University of Hawaii-Manoa
Eastern Wyoming College	Ohio University	University of Houston
Everest College Phoenix, Online	Old Dominion University	University of Iowa
Excelsior College	Onondaga Community College	University of Kentucky
Fanshawe College	Oregon State University	Univ of Kentucky College of Engineering-Paducah
Feather River College	OSU-Cascades	University of Louisville
Franklin University	Pace University	University of Manitoba
Frostburg State University	Penn State-Altoona	University of Memphis
Georgia Institute of Technology	Penn State-Eria	University of Minnesota-Duluth
Georgia Perimeter College	Penn State-University Park	University of Mon
Georgia Southern University	Piedmont Technical College	University of Montana- College of Technology Missoula
Gonzaga University	Pueblo Community College	University of Nebraska-Omaha
Grand Rapids Community College	Purdue University-Calumet	University of Nevada-Reno
Grand Valley State University	Quinsigamond Community College	University of New Mexico
Greenville Technical College	Rhodes College	University of North Carolina-Wilmington
Grove City College	Rochester Institute of Technology	University of Pittsburgh-Bradford
Harper College	Saint Joseph College	University of Regina
Hill College	Salt Lake Community College	University of Southern Indiana
Hope College	Savannah College of Art and Design	University of Texas-Brownsville
Immaculata University	Seattle University	University of Texas-El Paso
Indiana Univ Purdue Univ-Indianapolis	South Louisiana Community College	University of Texas-Pan American
Indiana University-Kokomo	Southern Illinois University-Edwardsville	University of Texas-San Antonio
Ivy Tech Community College	Southern New Hampshire University	University of the Free State (South Africa)
John Tyler Community College	Southern State Community College	University of West Georgia
Johnson C. Smith University	Southern Utah University	University of Wisconsin-Oshkosh
Kankakee Community College	Southwestern University	University of Wisconsin-Parkside
Kansas State University	Stanly Community College	Upper Iowa University
Kent State University-Stark Campus	SUNY-Cobleskill	Virginia Military Institute
La Salle University	SUNY-New Paltz	Virginia Tech
Lake Superior College	SUNY- Purchase College,	West Chester University
Lamar University	Tacoma Community College	Western Carolina University
Lane Community College	TAMU-Kingsville	Western New England College
LECOM School of Pharmacy	Tarleton State University	William Paterson University
Lehigh Carbon Community College	Temple University	Woodbury University
Long Island University-CW Post Campus	Texas A&M University-Commerce	York Technical College
Louisiana State University-Alexandria		

## General References and Resources

Pettay, Robert. (2009, June). Motivational Interviewing in Advising: Working with students to change. *Academic Advising Today*, 32:2. [http://www.nacada.ksu.edu/AAT/NW32\\_2.htm#7](http://www.nacada.ksu.edu/AAT/NW32_2.htm#7)

Varney, Jennifer. (2007, September). Intrusive advising. *Academic Advising Today*, 30:3. [http://www.nacada.ksu.edu/AAT/NW30\\_3.htm#10](http://www.nacada.ksu.edu/AAT/NW30_3.htm#10)

## Advising as Learning Resources

From Maura Reynolds--most are QUICK reads, thought-provoking, on-line, and practical.

Angelo, T.A. (1993). A teacher's dozen: Fourteen general, research-based principles for improving higher learning in our classrooms, *AAHE Bulletin*, April, 3-13. [http://www.ualr.edu/star/www/teachers\\_dozen.pdf](http://www.ualr.edu/star/www/teachers_dozen.pdf)

Armstrong, C. & Heintz, H. Sound bites for sound advising. *Academic Advising Today*, 29:3. [http://www.nacada.ksu.edu/AAT/NW29\\_3.htm](http://www.nacada.ksu.edu/AAT/NW29_3.htm)

These young advisors have great ideas about phrasing our questions and offer some fine examples.

DeSousa, D. J. (2005). *Promoting student success: What advisors can do* (Occasional Paper No. 11) Bloomington, Indiana: Indiana University Center for Post secondary Research.

<http://nsse.iub.edu/institute/documents/briefs/DEEP%20Practice%20Brief%2011%20What%20Advisors%20Can%20Do.pdf>

Based on NSSE results and DEEP schools.

Hemwall, M. K. & Trachte, K. C. (2005). Academic advising as learning: 10 Organizing principles. *NACADA Journal*, 25:2, 74-83. <http://www.stolaf.edu/services/aac/Hemwall.pdf>

A classic piece, and the longest; you'll need some time to read and reflect on this one. Well worth it!

Lowenstein, M. (1999). Academic advising and the logic of the curriculum. *The Mentor*, 2:2.

<http://www.psu.edu/dus/mentor/000414ml.htm>

Great ideas about helping students see connections among their coursework.

Reynolds, M.M. (2010). An advisor's half dozen: Principles for incorporating learning theory into our advising practices.

<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/learning.htm>

More information and applications of the principles Maura talked about

NACADA *Clearinghouse of Academic Advising Resources* <http://www.nacada.ksu.edu/Resources/index.htm>

A treasure-trove of great information--if it involves advising, you'll probably find info about it here.

## Advising as Coaching Resources

### Executive and Leadership Coaching

Bono, J. E., Purvanova, R. K., Towler, A. J., & Peterson, D. B. (2009). A survey of executive coaching practices. *Personnel Psychology*, 62, 361-404.

Feldman, D. C., & Lankau, M. J. (2005). Executive coaching: A review and agenda for future research. *Journal of management*, 31:6, 829-848.

Hall, D. T., Otazo, K. L., & Hollenbeck, G. P. (1999). Behind closed doors: What really happens in executive coaching. *Organizational Dynamics*, 29:3, 39-53.

Joo, B.-K. (2005). Executive coaching: A conceptual framework from an integrative review of practice and research. *Human Resource Development Review*, 4:4, 462-488.

Kampa-Kokesch, S., & Anderson, M. Z. (2001). Executive coaching: A comprehensive review of the literature. *Consulting Psychology Journal: Practice and Research*, 53:4, 205-228.

Olivero, G., Bane, K. D., & Kopelman, R. E. (1997). Executive coaching as a transfer of training tool: Effects on productivity in a public agency. *Public Personnel Management*, 26:4, 461-469.

Orem, S., Binkert, J., & Clancy, A. L. (2007). *Appreciative Coaching: A Positive Process for Change* (1st ed.). San Francisco: Jossey-Bass/Wiley.

Peltier, B. (2001). *The Psychology of Executive Coaching: Theory and Application*. New York: Brunner-Routledge.

Stern, L. R. (2004). Executive coaching: A working definition. *Consulting Psychology Journal: Practice and Research*, 56:3, 154-162.

Wales, S. (2002). Why coaching. *Journal of Change Management*, 3:3, 275-282.

Wasylyshyn, K. M. (2003). Executive coaching: An outcome study. *Consulting Psychology Journal: Practice and Research*, 55:2, 94-106.

Whitmore, J. (1996). *Coaching for Performance* (2nd ed.). London: Nicholas Brealey Publishing.

### **Coaching in Academic Settings**

Farrell, E. F. (2007). Some colleges provide success coaches for students. *Education Digest*, 73(3), 44-47.

Green, T. D. (2004). Academic coaching: A new approach to supporting student success. *Innovation Abstracts*, 26:5, 1-2.

Nealy, M. J. (2008, February 15). A new retention tool: Personal coaches for students. *Diverse Issues in Higher Education*. [http://diverseeducation.com/artman/publish/article\\_10669.shtml](http://diverseeducation.com/artman/publish/article_10669.shtml)

Swartz, S. L., Prevatt, F., & Proctor, B. E. (2005). A coaching intervention for college students with attention deficit/hyperactivity disorder. *Psychology in the Schools*, 42:6, 647-656.

### **Institution Contacts**

Southern Methodist University - Business Associates Program <http://www.cox.smu.edu/web/undergraduate/business-associates-program>

Contact: Pat Kriska at [pkriska@cox.smu.edu](mailto:pkriska@cox.smu.edu)

Utah Valley University

Contact: Clint Moser, Director of Advisor Training & Development at [clint.moser@uvu.edu](mailto:clint.moser@uvu.edu)

### **Appreciative Advising Resources**

Bibliography in the NACADA Clearinghouse of Academic Advising Resources - <http://www.nacada.ksu.edu/clearinghouse/advisingIssues/Appreciative-Advising.htm>

Appreciative Advising Inventory. [http://www.appreciativeadvising.net/index\\_files/Page351.htm](http://www.appreciativeadvising.net/index_files/Page351.htm)

Appreciate Inquiry Commons Website. <http://appreciativeinquiry.case.edu/>

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The Appreciative Advising Revolution*. Champaign, IL: Stipes Publishing.

Clifton, D. & Rath, T. (2004) *How Full is your Bucket?: Positive Strategies for Work and Life*. NY: Gallup.

Kamphoff, C.S., Hutson, B.L., Amundsen, S.A., & Atwood, J.A. (2007). A Motivational/Empowerment Model applied to students on academic probation. *Journal of College Student Retention: Research, Theory, and Practice*, 8(4), 397-412.

VIA Survey of Character Strengths – available through Martin Seligman's Positive Psychology Center at the University of Pennsylvania. [www.authentichappiness.com](http://www.authentichappiness.com)

## Self-Authorship Resources

### General Self-Authorship Theory

- Baxter Magolda, M. B. (1992). *Knowing and Reasoning in College: Gender-Related Patterns in Students' Intellectual Development*. San Francisco: Jossey-Bass.
- Kegan, R. (1982). *The Evolving Self*. Cambridge, MA: Harvard University Press.
- Kegan, R. (1994). *In Over Our Heads: The Mental Demands of Modern Life*. Cambridge, MA: Harvard University Press.
- Pizzolato, J. E. (2005). Creating crossroads for self-authorship: Investigating the provocative moment. *Journal of College Student Development*, 46:6, 624-641.
- Pizzolato, J. E. (2007a). Assessing self-authorship. *New Directions for Student Services*, 109, 31-42.
- Pizzolato, J. E. & Ozaki, C. C. (2007). Moving toward self-authorship: Investigating outcomes of learning partnerships. *Journal of College Student Development*, 48:2, 196-214.

### Self-Authorship Theory Applied to Academic Advising

- Baxter Magolda, M. B. (2002). Helping students make their way to adulthood: Good company for the journey. *About Campus*, 2-9.
- Baxter Magolda, M. B., & King, P. M. (2008). Toward reflective conversations: An advising approach that promotes self-authorship. *Peer Review*, 10:1, 8-11.
- Kincanon, K. (2009). Translating the transformative: Applying transformational and self-authorship pedagogy to advising Undecided/exploring students. *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Transformative-Theory.htm>.
- Laughlin, A & Creamer, E.G. (2007). Engaging differences: Self-authorship and the decision making process. *New Directions for Student Services*, 109, 43-51.
- Pizzolato, J. E. (2008). Advisor, teacher, partner: Using the learning partnerships model to reshape academic advising. *About Campus*, 13:1, 18-25.
- Pizzolato, J. E. (2006). Complex Partnerships: Self-authorship and Provocative Advising Practices. *NACADA Journal*, 26(1), 32-45.
- Pizzolato, J. E. (2007b). Impossible selves: Investigating students' persistence decisions when their career-possible selves border on impossible. *Journal of Career Development*, 33:3, 201-223.

### Self-Authorship and Higher Education

- Baxter Magolda, M. B. (2003). Identity and learning: Student affairs' role in transforming higher education. *Journal of College Student Development*, 44:1, 231-247.
- Baxter Magolda, M. B. (2005). The developmental nature of self-authorship: The World of students. In L. Lattuca, F. Haworth & C. Conrad (Eds.), *ASHE Reader on College and University Curriculum* (pp. 393-408). Boston: Pearson.
- Baxter Magolda, M. B. (2007). Self-authorship: The Foundation for twenty-first-century education. *New Directions for Student Services*, 109, 69-83.
- Baxter Magolda, M. B. (2009). Promoting self-authorship to promote liberal education. *Journal of College & Character*, 10:3, 1-6.

**Excerpt from a Penn State pre-orientation assignment – Planning Homework**

**Where are you headed?**

Use the University Bulletin (<http://bulletins.psu.edu/bulletins/bluebook>) to find information about the major(s) you are considering. Refer to the “Understanding Degree Requirements” module for instructions on how to read the Bulletin.

Possible major	College offering major	Seriousness of interest		
		High	Medium	Low
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What are you trying to learn?**

In the “Understanding Degree Requirements” module, you learned that your Penn State degree will help you develop problem-solving, communication, and intercultural skills, along with specific skills and knowledge related to your choice of major. Look at the Bulletin description of your highest rated major(s).

1. How will the major(s) you are targeting help you develop the basic problem-solving, communication, and intercultural skills needed by all college graduates?

2. What other skills and knowledge do you hope to develop through your college education?

3. How will the major(s) you are targeting help you develop these areas?

**What will the major look like over your college career?**

Advisers have developed “Recommended Academic Plans” that suggest semester schedules for most Penn State majors. Look up the Recommended Academic Plan for your top major(s) at <http://www.psu.edu/advising> under “Quick Links” and “Recommended Academic Plans.”

Examine the plans and think about the following:

- How do these courses fit what you imagined you would be taking in this major?
- What surprises you about the recommended academic plan?

**What are the courses about?**

Review the titles and descriptions of three 400-level courses included in your top major(s). What are your impressions after reading these descriptions? Do you think you will like them?

Course number	Course name	Like it?	Why or why not?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	

Excerpt from a Penn State orientation assignment – Goal Planning

Fast-Forward to Your Graduation	
<p><b>YOUR GOALS FOR YOURSELF</b></p> <p>List five reasons you decided to attend college.</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>	<p><b>EXPECTATIONS OTHERS HAVE OF YOU</b></p> <p>What does your family hope you gain?</p> <p>What does Penn State intend for you to learn?</p> <p>What does society expect of you as a college graduate?</p>

Picture yourself four years from now—A Penn State graduate.  
Who do you hope to be?



Write or draw three *experiences* you will seek

Write or draw three *skills* you will try to develop

Write or draw three *areas of knowledge* you will seek to deepen

To start achieving my goals, in my first semester I will:

**University Exploratory Studies Program (UESP) – Sample Intake Sheet**

Name \_\_\_\_\_ Email Address \_\_\_\_\_

Date \_\_\_\_\_ Phone \_\_\_\_\_ This is my \_\_\_ cell \_\_\_ home (check one)

<b>Classes I am currently taking</b>	<b>Grade I'm getting right now</b>	<b>Grade I expect to receive at the end of the term</b>	<b>I like this class? (Yes/No)</b>

If you have considered some classes for fall term, please list them below:

- |    |    |
|----|----|
| 1. | 3. |
| 2. | 4. |

**Use the back of this sheet if you need more space to respond to these prompts.**

Since you've been at OSU, what has been your favorite class and why?

Think about the types of classes, subjects, and learning environments you've encountered thus far at OSU and respond to these prompts.

I've found that I enjoy...

I seem to be good at ...

Mark some specific actions you have taken since *you started with UESP* to make progress in deciding on a major? (Check all that apply)

- Visited with professors in a major(s) that interests me
- Visited with advisors in a major(s) that interests me
- Attended an open house or information session for a major(s) that interest me
- Attended a Career Fair and/or visited Career Services
- Took ALS 114 Career Decision Making
- Took a class or classes that introduced me to an academic field
- Used web or print resources to learn more about a major
- Completed an informational interview or a job shadow
- Other \_\_\_\_\_

## Case Studies: Self-Authorship and Advising

Apply the concepts of self-authorship to thinking about how advisers might handle the following situations.

1. A student is dissatisfied with an instructor who is asking students in his class to gather information on a topic, and evaluate that information from several view points. The student says, "I feel like this instructor isn't even teaching us. He makes us do all the work."
  - What might be this student's concept of herself as a knower?
  - How could you help the student understand that she is being challenged to see how knowledge is created?
2. A student you've been working with for the past semester is targeting a business major, but is not doing well in math or economics classes. He is, however, excelling in his history courses and confesses a love for the field. He says he wishes he could major in History, but his parents are concerned that he chooses a major that he can "do" something with.
  - How might this student be balancing internal knowledge with external knowledge? What kind of knowledge is guiding his decisions?
  - How might you talk to this student about careers without inadvertently undermining his decision-making by validating external knowledge as superior to internal?
3. A student arrives at the advising office at 4:55 with an urgent need to schedule calculus.  
Scenario 1: The on-duty adviser sees the student, makes a phone call and gets calculus added to his schedule.
  - What opportunities to foster self-authorship were missed in this perfunctory exchange?Scenario 2: The on-duty adviser sees the student, discovers that the student has much larger issues (e.g. he can't meet entrance to major requirements, has failed pre-calculus in the previous two semesters).
  - What opportunities to foster self-authorship are available to the adviser?
  - How might the adviser respond to this student and on what time line?
4. One of your advisees is on the verge of graduating and has been active in pursuing potential next steps. She has two job offers from companies with very distinct work environments and has been accepted to two different graduate schools in her chosen field of study. She comes to you mired in confusion about her choices and overwhelmed and pressured by the varying opinions of her friends and family.
  - As an adviser, you recognize a student encountering disequilibrium. What is your role in this situation?
  - What strategies might you employ to help this student maintain internal definition relative to this decision?

## Questions for Each Phase of Strengths-Based Advising

Laurie A. Schreiner, Ph.D.

STEP 1: **Identify** students' strengths.

Questions to ask to help students identify their strengths:

1. What did you learn with the greatest ease in high school?
2. What was your favorite assignment?
3. What subjects do you enjoy studying the most?
4. What did your teachers compliment you about?
5. What do your friends say they like best about you?
6. What fascinates you?
7. Tell me about a time in your life when you accomplished something you were proud of.
8. What can do you for hours on end?
9. If money were no object and you knew you could not fail, what would you love to do?
10. Tell me about a time recently when you were "in the zone" – you were thoroughly enjoying yourself and doing something well.
11. Think about what you are like when you are at your best. What would I see if I were watching you "at your best"?
12. Tell me about a really good day you've had recently. What made that such a good day? How did you make that day "good"?
13. Tell me about a challenge you've experienced in your life that you have overcome. What did you do to overcome that challenge? How did you do it?
14. What do you think are specific things you have done so far in your life that got you to college?
15. What brings out your best? As you think about a time when you did something well, what were the ingredients of that success? What kind of environment and what kind of people tend to bring out the best in you?

STEP 2: **Affirm** their strengths and increase their awareness of their strengths.

1. Which of your strengths do you feel you rely on most to be successful?
2. What strengths are most characteristic of you? Give me an example of a time when you used one of these strengths.
3. Talk to three people who know you well—how do they see your strengths operating in your daily life or in your interactions with them?
4. Which of your strengths do you think will be most useful to you in succeeding academically? Relationally? In your career?
5. What have you sometimes been teased about or even criticized for? How could this be a "shadow side" of something that is actually a strength in you that helps you achieve excellence? What would it take for others to perceive it as a strength rather than as a problem?

STEP 3: **Envision** a future by discussing their aspirations and how their strengths can help them reach their goals.

1. What are you most looking forward to while in college?
2. Imagine yourself graduating from college. What do you see yourself doing as a result of being a college graduate?

3. Where do you want to be five years from now?
4. How would you describe the person you want to become? What is that person like? What is that person able to do? What kind of relationships does that person have? What will it take for you to grow toward becoming that person?
5. What strengths do you think are your biggest asset? What skills and knowledge do you need to add to that natural talent in order to develop it into consistently excellent performance?
6. How can you capitalize on your strengths to become the person you want to be in 5 years?

**STEP 4: Plan** specific steps that students can take to meet their goals.

1. Select one aspect of yourself that you would like to develop while you are in college—academic, interpersonal, physical, and/or spiritual. Select one that is personally meaningful and that is key to you becoming the person you want to be as a college graduate.
2. Hone that aspect of yourself so that it is a SMART goal—specific, measurable, attainable, realistic, and timely. For instance, an aspect of yourself that you want to develop may be that you want to be a good leader so you can get a job in management in a corporation. Translate this into a “smart” goal:
  - a. Specific—“a good leader” isn’t very specific. “I want to become someone that is able to positively influence the people with whom I work” is more specific, and “I will take a Public Speaking course so that I learn effective communication skills” is even more specific.
  - b. Measurable—what does it mean to positively influence someone? Define it in terms that you can see and measure. For instance, “I will take a Public Speaking course and ask my professor and peers in the class for feedback on my communication skills.”
  - c. Attainable—the goal needs to be under your control and able to be attained by you, regardless of what others around you do. For instance, “I will have a good relationship with my peers” isn’t completely under your control. But “I will ask my peers for feedback” is.
  - d. Realistic—your goal needs to be something you can accomplish as a college student with your particular constellation of talents. “I will get a job as the president of a corporation when I graduate” isn’t realistic. But “I will apply to at least five companies for management training opportunities” is.
  - e. Timely—your goal needs to be something you can accomplish while you are in college—and the shorter the time frame, the easier it is to stay motivated! “I will graduate with honors” may be a long-term goal, but “I will turn in all my assignments early this semester so I can get feedback and then revise them” is an intermediate step toward the long-term goal that may keep you more motivated this semester!
3. What strengths do you have that can help you progress toward your goal? How can you capitalize on those strengths?
4. What could keep you from accomplishing your goal? What obstacles may get in the way? How can you use your strengths to overcome those obstacles?
5. What campus resources or people in your life can help you reach your goal? What campus organizations would help you most?

STEP 5: **Apply** their strengths to challenges they face. Help students identify the skills and knowledge they need to add to their natural talents in order to develop strengths.

- Course Selection
  - What kinds of courses do you tend to do well in or enjoy most?
  - What courses sound most interesting to you? Which of these meet graduation or major requirements?
  - What kinds of things do you need to learn in order to be successful in meeting your life goals? What skills and knowledge do you need to add to the talents you already have?
  - What other demands do you have this term—sports, family, work, and other obligations that will affect your commitment to classes? How do these courses fit with your other obligations?
  - What courses are most likely to play to your strengths?
- Career Planning
  - What are some past jobs or hobbies or volunteer opportunities you have had that were especially enjoyable to you? What made this experience so enjoyable?
  - What kind of environment tends to bring out your best? Describe this in as much detail as possible.
  - Who do you admire or want to be like? What is it about this person that you admire most? What do they do that you would like to do?
  - Given your strengths, what approach might work best to find out the types of careers that would be a good fit for you? (Example: not everyone enjoys taking interest inventories, but that could be a good suggestion for someone whose strengths include curiosity about themselves.)
- Academic Struggles
  - What are some academic tasks that you do well or that come easily for you?
  - What strengths are you using when you are engaging in these tasks?
  - How could you use those same strengths when you are struggling with an academic task?
- Adjustment Difficulties
  - When have you experienced loneliness/homesickness/conflict before in your life?
  - What did you do in those situations that seemed to help you?

### Sources

Clifton, D., Anderson, E., & Schreiner, L. (2006). *StrengthsQuest: Discover and develop your strengths in academics, career, and beyond, 2<sup>nd</sup> ed.* Princeton, NJ: The Gallup Press.

Schreiner, L., & Anderson, E. (2005). Strengths-based advising: A new lens for higher education. *NACADA Journal*, 25(2), 20-29.

## **Some Questions that Might Be Used in Advising as Coaching**

### 1. Active Listening

### 2. Identify Dream or Problem

- Please describe the problem for me?
- What is the history of the problem? What caused it?
- Why does it concern you?
- What is the worst thing about the problem?
- When do you feel the weight of the problem most significantly?
- What is the worst case scenario outcome of the problem
- What would it be like if the problem were gone? How would things be different?
- What do you envision as the best possible outcome in relation to this problem?
- What is it that you most want to attain, become, do, or be able to do in relation to this situation?
- What are you trying to accomplish?
- What is your dream?
- Without changing the realities of your life as a student, what would things be like in your life if things were as they ideally could be?

### 3. Examine Current Reality

- What have you done so far to address this problem, achieve this dream, etc.
- Are things currently improving or getting worse? Why?

### 4. Brainstorm

- What knowledge, skill do you need to better understand or resolve the problem?
- What have you thought about doing to fix the problem?
- What have others suggested?
- What have you done in the past to overcome similar problem?
- What would you tell someone in a similar situation?
- What do you see as your next step?

- What would have to change in you or others in order for the best (or worst) outcome to occur?
- Thinking about your dream, what would make it come to life?
- What accomplishments would make you feel as if you were close to accomplishing your dream?
- What habits would you need to develop to accomplish your dream?
- How might you experience experiment with your dream?
- May I offer some suggestions?

#### 5. Goal setting and Planning and Develop Plans

- Which of the options that we have discussed appear to be most viable/effective?
- What more would you need to do to turn these ideas into a plan?
- What are the action steps you need to take?
- When will you take them?

#### 6. Seek Support

- What kind of support will you need?
- Who could you recruit to help with the plan?
- How will you recruit them?

#### 7. Implement and Follow-up

- How are things different from when we started discussing this plan?
- What accomplishments are you most proud of so far?
- What do you want to see or do more of to accomplish your dream?
- When can we meet again to discuss your progress?
- What success have you had so far?
- How close are you to accomplishing your goal?
- What do you need to do next?
- Is your plan sufficient to achieve your goal?

## Institutions that use Appreciative Advising

<b>Institution</b>	<b>Carnegie Classification*</b>	<b>2008 Enrollment**</b>	<b>Unit Using Appreciative Advising (AA)</b>	<b>How the Institutional Unit Is Using AA</b>
<i>University of North Carolina at Greensboro</i>	Research university (high research activity)	16,872	Student Academic Services Office	Advising, adviser training, undergraduate academic courses (First-Year Experience and class for probation students), advising pre-nursing students who do not meet standards, Appreciative Advising Inventory, and graduate-level ESL courses
<i>University of North Carolina at Wilmington</i>	Master's (larger programs)	12,098	University College	Advising, adviser training, TEAL Learning Community, and Academic Recovery Program
<i>Indiana University-Purdue University Indianapolis</i>	Research university (high research activity)	29,764	University College	Advising students on probation, workshops for students on probation, and adviser training
<i>University of South Carolina at Columbia</i>	Research university (very high research activity)	27,390	Academic Centers for Excellence; Higher Education and Student Affairs program	Advising students on probation, adviser training, Appreciative Advising Inventory, advising master's degree students in Higher Education and Student Affairs program, and graduate-level course that focuses on Appreciative Advising
<i>Miami University Hamilton</i>	Special focus institution	2,522	Office of Academic Advising and Student Retention	Advising all students, including probation students; advising syllabus; adviser training; and Appreciative Advising Inventory
<i>Eastern Illinois University</i>	Master's (larger programs)	12,349	Bachelor of Arts in General Studies program	Advising adult and non-traditional students, electronic advising
<i>Prairie State College</i>	Associate's public suburban	5,294	Collegewide	Advising at-risk students, faculty and adviser training
<i>Grand Valley State University</i>	Master's (larger programs)	23,295	CLAS Academic Advising Center (pre-professional advising)	Advising pre-professional students

## Appreciative Advising Inventory

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1. I am committed to being a life-long learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am committed to earning a degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I attend all my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. College is preparing me for a better job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a commitment to self-development and personal growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have a strong desire to get good grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. At the present time, I am actively pursuing my academic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. It is important to help others and I do so on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When challenged, I stand up for my beliefs and convictions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I take personal responsibility for my actions and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have a strong desire to make something of my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I'm good at planning ahead and making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I know and feel comfortable around people of different cultural, racial, and/or ethnic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe in myself and my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have built positive relationships with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel that I have control over many things that happen to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I feel good about being a college student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I feel positive about my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Right now I see myself as being pretty successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. At this time, I am meeting the goals I have set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. If I should find myself in a difficult situation, I could think of many ways to get out of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I can think of many ways to reach my current goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree Nor Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
23.	I feel that my family supports my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I feel loved by my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	I value my parents' advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	I know at least 3 people who work at my university that I can go to for advice and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	It is important that I not let my professors or teachers down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	I participate in community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Someone outside my family supports my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	My parents support my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	My close friends support my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	My university is a caring, encouraging place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	I feel valued and appreciated by my fellow students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	I have at least 2 adults in my life that model positive, responsible behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	My best friends model responsible behavior. They are a good influence on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	I participate in activities on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	It is important for me to consider social expectations while making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	I seek the opinions of my family when faced with major decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	I seek the opinions of my friends when faced with major decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	The values of my institution are consistent with my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	I am working hard to be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	I have good time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	I turn in all my assignments on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	I successfully balance my academic pursuits with my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>