

The Pedagogy of Advising and Career Mentoring: Blending Appreciative Advising and Brain-Based Career Development

Kickoff Session

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Introduction

- Academic Advising is perhaps the only structured campus endeavor that can guarantee students sustained interactions with a caring and concerned adult.
- NACADA describes an advisor as “a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.”







Appreciative Advising

- Appreciative advising encourages us to focus on the positive potential of students with a framework for leveraging the power of asking generative questions to learn about our students' strengths, skills, and dreams before co-creating a plan with students to accomplish their goals. In other words, a strengths-based approach to advising.
- The six phases of appreciative advising are:
 - 1) Disarm
 - 2) Discover
 - 3) Dream
 - 4) Design
 - 5) Deliver
 - 6) Don't Settle

Brain Based Career Development

- Brain based career development is informed by five principles: 1) the client is the driver; 2) the practitioner serves as a supportive guide; the focus is on 3) preventing the student from feeling overwhelmed; 4) optimizing cognitive function; and 5) enhancing motivation and progress.
- Brain based career development has nine structural components.
 1. Greet the Client
 2. Explain the Process
 3. Identify and Chunk the Topics
 4. Prioritize
 5. Ask Questions
 6. Visualize
 7. Check In
 8. Develop Action Steps (Goal Pursuit)
 9. Create Feedback Loops

Blending Appreciative Advising and Brain Based Career Development

Appreciative Advising		Brain Based Career Development
Disarm		Greeting the Client, Explaining the Process, Chunking, Prioritizing
Discover		Asking Questions
Dream		Visualizing
Design		Develop Action Steps, Visualizing, Checking In
Deliver		Develop Action Steps - Goal Pursuit
Don't settle		Feedback Loop

Disarm and Discover

Disarm Phase (Greeting the Client, Explaining the Process, Chunking, Prioritizing)

- Creating a positive first impression by engendering a safe and inclusive physical and psychological space for students
- Helping student know what to expect and what their role is
- Structuring the discussion in such a way as to not overwhelm students

Discover Phase (Asking Questions)

- Using open ended questions to learn about the student's strengths, motivation, and skills
- Recognizing the power of questions to build rapport with students and to get to know them better

Dream and Design

Dream Phase (Visualizing)

- Inviting students to boldly imagine the life they have always dreamed of leading
- Engaging students to visualize their best possible future self

Design Phase (Develop Action Steps, Visualizing, Checking In)

- Designing with the student a plan for accomplishing their goals
- Helping students solidify effective goal planning and behavior while continuing to visualize how they will strive to meet their goals

Deliver and Don't Settle

Deliver Phase (Develop Action Steps – Goal Pursuit)

- Supporting the student as they follow through on the plans created during the design phase
- Reiterating belief in the student's potential and capacity to achieved designed goals

Don't Settle (Feedback Loop)

- Demonstrating to students what lifelong learning involves
- Celebrating accomplishments and encouraging students to reach for more

Summary

- Academic and career choices go hand in hand
- Building on the strengths and synergies of and between the appreciative advising and brain-based career development frameworks, advisors can optimize their interaction with students and position them to accomplish their academic and career goals
- Incorporating career conversations into Academic Advising will increase student engagement and create equitable student success

Additional Resource: Questions to Ask

Phase	Questions
Disarm	<i>What brings you in today? What is the best thing that has happened to you today or this week? What would you like to accomplish in our meeting today? Which topic would you like to discuss first?</i>
Discover	<i>What is your proudest accomplishment? Who or what had the biggest influence on you to go to College? What is your favorite class and why? Who are the key people in your life who support you?</i>
Dream	<i>What does your dream job look like in your mind? If time, money, education, and fear were no obstacles, what would do? Imagine 10 years from now that you are on the cover of a major magazine or academic journal. What publication is it, and why are you on the cover?</i>
Design	<i>Let's brainstorm on the resources you will need to accomplish your goals. What is the next step you can take in the next 24 hours toward accomplishing this goal? On a scale of one to ten, how committed are you to this action? Let's walk through an ideal timeline to accomplish this goal. When would you like to begin seeing concrete or noticeable progress toward this goal?</i>
Deliver	<i>What obstacles do you anticipate encountering in pursuing your goals? What strategies can you call upon if you encounter these obstacles? How will you know if you have achieved your goal? How can I best help you as you move forward to accomplish the goals we have co-created?</i>
Don't settle	<i>What feedback will help you know you're on the right track? What action steps have you completed, and what do your next steps need to be? You have done great so far but what is one thing that you would like to improve upon for next time? What would happen if I challenged you to become the best possible you? What would you need to do differently?</i>