

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 1 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

<i>Scale: Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1	2	3	4	5

APPRECIATIVE MINDSET

Treats student as if he/she is full of potential	1	2	3	4	5	Comments:
Actively seeks out the best in each student	1	2	3	4	5	
Reframes through a positive lens	1	2	3	4	5	
Truly enjoys working with students	1	2	3	4	5	
Believes learning between students and advisers is reciprocal	1	2	3	4	5	

VERBAL IMMEDIACY BEHAVIORS

Correctly calls the student by name early and often	1	2	3	4	5	Comments:
Uses inclusive pronouns (i.e. we, us)	1	2	3	4	5	
Gives feedback to student	1	2	3	4	5	
Explains meaning of acronyms	1	2	3	4	5	
Tone of voice conveys that the adviser is truly engaged	1	2	3	4	5	
Speaks at a comfortable pace	1	2	3	4	5	
Appropriately paraphrases and summarizes student comments	1	2	3	4	5	
Identifies specific examples of the student's strengths and/or accomplishments	1	2	3	4	5	

NON-VERBAL IMMEDIACY BEHAVIORS

Authentic Smile	1	2	3	4	5	Comments:
Appropriate eye contact	1	2	3	4	5	
Conveys enthusiasm throughout the meeting	1	2	3	4	5	
Appropriate, open, and welcoming gestures	1	2	3	4	5	
Relaxed, yet appropriate, body posture	1	2	3	4	5	
Squarely faces student	1	2	3	4	5	
Mirrors student's non-verbal behavior as appropriate	1	2	3	4	5	

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 2 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

Scale: *Strongly Disagree* *Disagree* *Neutral* *Agree* *Strongly Agree*
 1 2 3 4 5

DISARM

Has perused the student's file prior to the appointment	1 2 3 4 5	Comments:
Meets the student in the waiting area or at the door (as appropriate)	1 2 3 4 5	
Warmly greets the student	1 2 3 4 5	
Clarifies how to pronounce the student's name (as appropriate)	1 2 3 4 5	
Clarifies how the adviser prefers the student address the adviser (e.g. by first name)	1 2 3 4 5	
Engages in appropriate small talk with the student	1 2 3 4 5	
Explains that any notes the adviser takes will be copied for and given to the student at the end of the appointment	1 2 3 4 5	

DISCOVER

Asks positive, open-ended questions designed to elicit student's stories	1 2 3 4 5	Comments:
Asks appropriate follow-up questions in response to student's stories	1 2 3 4 5	
Gives student adequate time to respond to questions	1 2 3 4 5	
Summarizes/paraphrases student's main points	1 2 3 4 5	
Positively reinforces student when the student takes responsibility for past actions/ mistakes (as appropriate)	1 2 3 4 5	

DREAM

Asks good open-ended questions about the student's hopes and dreams for the future	1 2 3 4 5	Comments:
Appropriately reacts to student's dreams	1 2 3 4 5	
Makes connections between student's answers to Discover questions and the answers to Dream questions	1 2 3 4 5	

APPRECIATIVE ADVISING SKILLS RUBRIC (P. 3 OF 3)

Mark One: Rubric #1 (Self-Evaluation): _____ Rubric #2: Supervisor : _____ Rubric #3: Peer/Student : _____

Evaluator Name: _____ Person Seeking Certification: _____

Scale: *Strongly Disagree* *Disagree* *Neutral* *Agree* *Strongly Agree*
 1 2 3 4 5

DESIGN

Partners with student to co-develop plan for accomplishing student's goals	1	2	3	4	5
Encourages and positively reinforces student engagement in brainstorming options	1	2	3	4	5
Encourages student to create manageable goals to achieve larger plan	1	2	3	4	5
Monitors student's non-verbal behaviors to make sure student has confidence in ability to achieve the plan	1	2	3	4	5
Clarifies who is responsible for which pieces of the plan.	1	2	3	4	5
Writes down goals and action steps	1	2	3	4	5
Provides appropriate campus & community resources	1	2	3	4	5

Comments:

DELIVER

Brainstorms with the student how to meet potential challenges that may occur in pursuit of the plan	1	2	3	4	5
Encourages student about the student's ability to carry out the co-created plan	1	2	3	4	5
Encourages student to return if the student runs into roadblocks or decides to change majors	1	2	3	4	5
Reviews what has been accomplished during the appointment	1	2	3	4	5
Makes a copy of the notes to give to the student	1	2	3	4	5
Thanks student for coming in and encourages the student to keep the adviser notified of progress	1	2	3	4	5

Comments:

DON'T SETTLE

Turns mistakes into a "win-learn" process	1	2	3	4	5
Appropriately challenges the student to raise (or lower) own expectations, as appropriate	1	2	3	4	5
If student has not followed through, adviser helps student refocus on designing a new plan and regain positive momentum	1	2	3	4	5

Comments: