**Sprit of Motivational Interviewing**

* Collaboration
* Evocation
* Autonomy

**Five General Principles of Motivational Interviewing:**

* Express empathy
* Develop discrepancy
* Avoid argumentation
* Roll with resistance
* Support self efficacy

**Specific MI Strategies:**

* Ask open-ended questions
* Listen reflectively
* Affirm
* Summarize
* Elicit self motivational statements

**Strategies for Handling Resistance:**

1. **Simple Reflection**: simple acknowledgement of the student’s disagreement, emotion, or perception
2. **Double sided Reflection**: acknowledge what the student has said and add to it the other side of the student’s ambivalence
3. **Clarification**: verify your understanding matches the student’s perspective
4. **Shifting Focus**: shift the student’s attention away from what seems to be a stumbling block
5. **Emphasizing Personal Choice and Control**: assure that in the end, it is the student who determines what happens

**USE ‘RULE’ skills:**

**R**esist the ‘righting reflex’

**U**nderstand the student’s motivation

**L**isten

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**Six Phases of Appreciative Advising**

**DISARM**

* Recognize the importance of first impressions, create a safe, welcoming environment for students
	+ *Believe in the goodness of each student who walks through your door. Treat them like you would want your son/daughter/best friend treated*

**DISCOVER**

* 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
	+ *Take mental notes of the student’s: Strengths, skills, passions, accomplishments*

**DREAM**

* Help students formulate a vision of what they might become, and then assist them in developing their life and career goals
	+ *Encourage students to be open to the possibilities and remind them that there is more than one right answer*

**DESIGN**

* Help students devise concrete, incremental, and achievable goals
	+ *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*

**DELIVER**

* The students follow through on their plans. The advisor is 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
	+ *Review what you have accomplished during the session as well as the student’s responsibilities and your responsibilities and the deadlines you have established*
	+ *Encourage the student to contact you with any problems or questions*
	+ *Reiterate your confidence that the student can indeed accomplish the goals set forth*

**DON’T SETTLE**

* The advisor challenges the student to proactively raise the student’s internal bar of self-expectations.
	+ ***RAISE THE BAR – Good is the enemy of great!***

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