

## Appreciative Advising-Intake Model

Stages of Appreciative Advising	Application	Implications
Discovery	<ul style="list-style-type: none"> <li>• Asking students for a narrative that illustrates a personal triumph</li> <li>• listening carefully to student needs</li> <li>• asking students about their strengths and passions;</li> <li>• listening carefully to responses</li> <li>• asking only positive, affirmative questions</li> <li>• identifying a profile of academic strengths to use as the basis of planning</li> </ul>	<ul style="list-style-type: none"> <li>• A student enters UNCG with a declared Business Administration major.</li> <li>• She meets with her advisor, and describes how she become interested in business administration through becoming involved in FBLA and through an after-school job.</li> <li>• The student tells her advisor about classes in which she excelled in high school.</li> </ul>
Dream	<ul style="list-style-type: none"> <li>• working with students to build upon their articulated strengths, aspirations, and interests</li> <li>• formulating with students a plan for their lives and careers</li> </ul>	<ul style="list-style-type: none"> <li>• The student and advisor devise a course schedule reflecting their interest in Business Administration and the coursework in which they have had previous success.</li> <li>• The student and advisor discuss how the coursework may be made more congruent with career plans.</li> </ul>
Design	<ul style="list-style-type: none"> <li>• working with students to devise strategies to accomplish short- and longer-term goals</li> <li>• discussing the skills they need to develop</li> <li>• identifying and developing support networks</li> </ul>	<ul style="list-style-type: none"> <li>• The advisor maintains contact with the student at intervals to see how she feels about her academic status and career plans.</li> <li>• The student devises a set of short-term and long-term academic goals with her advisor; this includes developing a timeline that includes learning more about career options and internships that correspond with her interests.</li> <li>• She works with her advisor to identify contact people and academic resources that will help her reach these goals.</li> <li>• The student commits to make follow-up meetings with his advisor in the future.</li> </ul>
Delivery/Destiny	<ul style="list-style-type: none"> <li>• allowing students room to accomplish these goals</li> <li>• contacting students at intervals to provide guidance and moral support</li> </ul>	<ul style="list-style-type: none"> <li>• The advisor continues to make contact with the student at intervals to see how he feels about her academic status and career plans.</li> <li>• Student meets with the advisor to reflect on what has been accomplished over the semester, what behaviors needs to be adjusted, and whether her current goals are still realistic.</li> </ul>

## Appreciative Advising-Recovery Model

Stages of Appreciative Advising	Application	Implications
Discovery	<ul style="list-style-type: none"> <li>• Asking students for a narrative that illustrates a personal triumph</li> <li>• listening carefully to student needs</li> <li>• asking students about their strengths and passions</li> <li>• listening carefully to responses</li> <li>• asking only positive, affirmative questions</li> <li>• identifying a profile of academic strengths to use as the basis of recovery</li> </ul>	<ul style="list-style-type: none"> <li>• Student enters UNCG as a Pre-Nursing major.</li> <li>• His GPA does not make him competitive as a Nursing school applicant.</li> <li>• He meets with his advisor, and tells stories of family members working in the healthcare field, and how he loved his job as a CNA the previous summer.</li> <li>• His interest in nursing was reinforced when he discovered he could work easily with people who were distressed; he believes he can make a difference in society by working to improve individual's quality of life.</li> </ul>
Dream	<ul style="list-style-type: none"> <li>• working with students to build upon their articulated strengths, aspirations, and interests</li> <li>• formulating with students a plan for their lives and careers</li> </ul>	<ul style="list-style-type: none"> <li>• The student discusses with his advisor the types of careers that would correspond with this positive career and academic experiences, interests, and talents; he feels public health may be an alterative career.</li> <li>• The student discusses with his advisor how he can develop an academic plan to achieve this goal.</li> <li>• The student discusses how his academic plans would promote a career path.</li> </ul>
Design	<ul style="list-style-type: none"> <li>• working with students to devise strategies to accomplish short- and longer-term goals</li> <li>• discussing the skills they need to develop</li> <li>• identifying and developing support networks</li> </ul>	<ul style="list-style-type: none"> <li>• The student has reservations about abandoning the nursing major; however, he commits to learn more about Public Health by meeting with career councilors and faculty in that department.</li> <li>• He devises a set of short-term and long-term academic goals with his advisor; this includes developing a timeline that includes making a decision about the major change.</li> <li>• He works with his advisor to identify contact people and academic resources that will help him reach these goals.</li> <li>• The student commits to make a follow-up meeting with his advisor in the future.</li> </ul>
Delivery/Destiny	<ul style="list-style-type: none"> <li>• allowing students room to accomplish these goals</li> <li>• contacting students at intervals to provide guidance and moral support</li> </ul>	<ul style="list-style-type: none"> <li>• The advisor makes contact with the student at intervals to see how he feels about his academic status and career plans.</li> <li>• Student meets with the advisor to reflect on what has been accomplished over the semester, what behaviors needs to be adjusted, and whether his current goals are still realistic.</li> </ul>