## Appreciative Advising-Intake Model

<table>
<thead>
<tr>
<th>Stages of Appreciative Advising</th>
<th>Application</th>
<th>Implications</th>
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</table>
| Discovery                       | - Asking students for a narrative that illustrates a personal triumph  
- listening carefully to student needs  
- asking students about their strengths and passions  
- listening carefully to responses  
- asking only positive, affirmative questions  
- identifying a profile of academic strengths to use as the basis of planning |  
- A student enters UNCG with a declared Business Administration major.  
- She meets with her advisor, and describes how she became interested in business administration through becoming involved in FBLA and through an after-school job.  
- The student tells her advisor about classes in which she excelled in high school. |
| Dream                           | - working with students to build upon their articulated strengths, aspirations, and interests  
- formulating with students a plan for their lives and careers |  
- The student and advisor devise a course schedule reflecting their interest in Business Administration and the coursework in which they have had previous success.  
- The student and advisor discuss how the coursework may be made more congruent with career plans. |
| Design                          | - working with students to devise strategies to accomplish short- and longer-term goals  
- discussing the skills they need to develop  
- identifying and developing support networks |  
- The advisor maintains contact with the student at intervals to see how she feels about her academic status and career plans.  
- 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.  
- She works with her advisor to identify contact people and academic resources that will help her reach these goals.  
- The student commits to make follow-up meetings with his advisor in the future. |
| Delivery/Destiny                | - allowing students room to accomplish these goals  
- contacting students at intervals to provide guidance and moral support |  
- The advisor continues to make contact with the student at intervals to see how he feels about her academic status and career plans.  
- 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. |
## Appreciative Advising-Recovery Model

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<tbody>
<tr>
<td>Discovery</td>
<td>• Asking students for a narrative that illustrates a personal triumph&lt;br&gt;• listening carefully to student needs&lt;br&gt;• asking students about their strengths and passions&lt;br&gt;• listening carefully to responses&lt;br&gt;• asking only positive, affirmative questions&lt;br&gt;• identifying a profile of academic strengths to use as the basis of recovery</td>
<td>• Student enters UNCG as a Pre-Nursing major.&lt;br&gt;• His GPA does not make him competitive as a Nursing school applicant.&lt;br&gt;• 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.&lt;br&gt;• 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.</td>
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<tr>
<td>Dream</td>
<td>• working with students to build upon their articulated strengths, aspirations, and interests&lt;br&gt;• formulating with students a plan for their lives and careers</td>
<td>• 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.&lt;br&gt;• The student discusses with his advisor how he can develop an academic plan to achieve this goal.&lt;br&gt;• The student discusses how his academic plans would promote a career path.</td>
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<tr>
<td>Design</td>
<td>• working with students to devise strategies to accomplish short- and longer-term goals&lt;br&gt;• discussing the skills they need to develop&lt;br&gt;• identifying and developing support networks</td>
<td>• 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.&lt;br&gt;• 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.&lt;br&gt;• He works with his advisor to identify contact people and academic resources that will help him reach these goals.&lt;br&gt;• The student commits to make a follow-up meeting with his advisor in the future.</td>
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<td>Delivery/Destiny</td>
<td>• allowing students room to accomplish these goals&lt;br&gt;• contacting students at intervals to provide guidance and moral support</td>
<td>• The advisor makes contact with the student at intervals to see how he feels about his academic status and career plans.&lt;br&gt;• 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.</td>
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