

Appreciative Advising--FTIAC Model

Stages of Aprec. Adv.	Application	Implications
Discovery	<ul style="list-style-type: none"> *asking students for a narrative that illustrates a personal triumph *listening carefully to student's needs *asking the student about her strengths and passions *listening carefully to responses *asking only positive, affirmative questions *identifying a profile of academic strengths to use as the basis for discovery 	<ul style="list-style-type: none"> *student enters WSU as an undecided student *student tells her advisor about classes in which she excelled in high school *she meets with her advisor and tells stories of some of the things in which she is interested *she doesn't know how her interests match up with college majors *her parents want her to major in a medical field but she doesn't feel she has the ability needed
Dream	<ul style="list-style-type: none"> *working with student to build on her strengths, aspirations and interests *formulating with student a plan for her life and career 	<ul style="list-style-type: none"> *student discusses w/ advisor types of careers that would match with her positive career and academic experiences, interests and talents; feels a career in the health professions may be an alternative, but not sure-- English is an option *student discusses w/ advisor how she can develop a plan to achieve deciding on a major *student discusses how her plan would promote a career path
Design	<ul style="list-style-type: none"> *working with student to devise strategies to accomplish short- and longer-term goals *discussing skills she needs to develop *identifying and developing support networks 	<ul style="list-style-type: none"> *student has reservations about abandoning a major her parents want for her; but, she agrees to get more information about careers of interest *she devises a set of short-term and long-term goals with her advisor; which includes making a timeline for making a decision about the major choice *she works with the advisor to identify resources that will help her narrow her career choices *the student commits to make a follow-up meeting with her advisor in the future
Deliver/Destiny	<ul style="list-style-type: none"> *allowing student room to accomplish goals *contacting student at intervals to provide guidance and support 	<ul style="list-style-type: none"> *advisor makes contact with student at intervals to see how she feels about her academic status and career plans *student meets with advisor to reflect on what has been accomplished over the semester, what behaviors need to be adjusted, and whether her current goals are still realistic