

## Appreciative Advising--FTIAC Model

Stages of Aprec. Adv.	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's needs</li> <li>*asking the student about her 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 for discovery</li> </ul>	<ul style="list-style-type: none"> <li>*student enters WSU as an undecided student</li> <li>*student tells her advisor about classes in which she excelled in high school</li> <li>*she meets with her advisor and tells stories of some of the things in which she is interested</li> <li>*she doesn't know how her interests match up with college majors</li> <li>*her parents want her to major in a medical field but she doesn't feel she has the ability needed</li> </ul>
Dream	<ul style="list-style-type: none"> <li>*working with student to build on her strengths, aspirations and interests</li> <li>*formulating with student a plan for her life and career</li> </ul>	<ul style="list-style-type: none"> <li>*student discusses w/ advisor types of careers that would match with her positive career and academic experiences, interests and talents;</li> <li>feels a career in the health professions may be an alternative, but not sure-- English is an option</li> <li>*student discusses w/ advisor how she can develop a plan to achieve deciding on a major</li> <li>*student discusses how her plan would promote a career path</li> </ul>
Design	<ul style="list-style-type: none"> <li>*working with student to devise strategies to accomplish short- and longer-term goals</li> <li>*discussing skills she needs to develop</li> <li>*identifying and developing support networks</li> </ul>	<ul style="list-style-type: none"> <li>*student has reservations about abandoning a major her parents want for her; but, she agrees to get more information about careers of interest</li> <li>*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</li> <li>*she works with the advisor to identify resources that will help her narrow her career choices</li> <li>*the student commits to make a follow-up meeting with her advisor in the future</li> </ul>
Deliver/Destiny	<ul style="list-style-type: none"> <li>*allowing student room to accomplish goals</li> <li>*contacting student at intervals to provide guidance and support</li> </ul>	<ul style="list-style-type: none"> <li>*advisor makes contact with student at intervals to see how she feels about her academic status and career plans</li> <li>*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</li> </ul>