Modified Annotated Bibliography

Compiled by Angie Baskins, Summer 2012

Disarming Students

Lawson, T. (2009, July 22). Disarm: The art of first impressions. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090722tl.htm

Lawson provides an overview of the "first impression" literature in order to help advisors learn to better Disarm students and set the stage for positive interaction and relationship building. He references this literature in order to provide the reader with tips. Realizing that sometimes people fail at making positive first impressions, he offers advice to advisors about second impressions.

Palmer, E. (2009, June 17). Disarming the armed: Appreciatively advising unhappy students. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090617ep.htm

Palmer leans on customer-service literature to adapt the six phases of Appreciative Advising to better serve unhappy students. He states that each phase of appreciative advising needs to modified due to the students obvious disgruntlement. For instance, more preparation is required to deal with an unhappy, assuming you knew they were coming in. The Discover phase switches from discovering the student's skills and strengths to learning about the student's issues. The Dream stage changes from hearing the students actual dreams to hearing the students idea of the ideal solution to their problem. Deliver is a very important stage as a well-developed and understood plan can help to calm the student. The Don't Settle phase is turned into a learning experience through reflection.

Strain, A. L. (2009, October 7**).** What message is your office space conveying to students? *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/091007as.htm

The success that an academic advisor has during the Disarm phase of Appreciative Advising can be negatively or positively affected by the advisor's physical office space. Strain offers tips to improve your office space in a way that positively affects the advisors' attempts to disarm a student. Her suggestions include: eliminating clutter and distractions, adding personal photos, changing wall colors, adding appropriate types and amounts of artwork, bringing in plants, testing and in some cases, reconsidering furniture and office layout.

First-Year Experience

Hutson, B. L. (2010). The impact of appreciative advising-based university studies course on college student first-year experience. *Journal of Applied Research in Higher Education. 2(1).*

This study describes the evaluation of a first-year experience course which emphasised the "appreciative advising" theoretical model – a strength-based, relational approach to student development that aims to enhance students' self-efficacy and academic self-perception. In order to measure the effectiveness of the course and its impact on student academic achievement, an outcome-based evaluation was conducted. The evaluation focused on the impact of the course on

students' attitudes and perceptions towards their academic ability, their actual academic achievement and student retention. Using a number of comprehensive measures, including the tracking of academic outcomes, and assessment of students' attitudes and behaviors, the evaluation evidenced the positive impact of the course.

Program Implementation & Creation

Bloom, J. L., Hutson, B. L., He, Y., Amundsen, S., Buyarski, C., Christman, P. D., … Kucharczyk, L.M. (2009, April 22). How eight institutions have incorporated appreciative advising. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090422jb.htm

The focus of this article is to show how institutions have incorporated appreciative advising. The institutes referenced are the University of North Carolina-Greensboro, Indiana University – Purdue University Indianapolis, University of South Carolina-Columbia, Miami University – Hamilton, Eastern Illinois University, Prairie State College, and Grand Valley State University. The article goes in to details about the various ways appreciative advising has been used. These applications include advising nontraditional students, at-risk students, students on probation, graduate students as well as, training advisers and faculty, and in academic courses.

Bloom, J. and Martin, N.A. (2002, August 29). Incorporating appreciative inquiry into academic advising. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/020829jb.htm

Bloom and Martin introduce Appreciative Inquiry and its four phases in context of what academic advisors can learn from the theory. They suggest five specific ways to improve advising based on AI principles: believe in the goodness of each student, utilize positive, open-ended questions, help students create a vision of their future, help them to construct goals, and support them through their journey.

Cuevas, A.E.P., Robinson, C., Clark, A., Hutson, B., & Bloom, J. (2011). Adapting the implementing appreciative advising framework to train orientation leaders. *The Journal of College Orientation and Transition*, *19*(1), 86-98.

Expanding up on the work of Hendley (2010) who introduced the concept of adapting the six phase Appreciative Advising framework (Bloom, Hutson, & He, 2008) to orientation leader training, this article demonstrates how to construct and implement an effective training program for orientation leaders. It provides practical application of each phase of Appreciative Advising for both orientation training facilitators and orientation leaders. In doing so, this article demonstrates how the six phases of Appreciative Advising offer a framework that incorporates and emphasizes the development of the informational, conceptual, and relational skill sets desired from orientation leaders. This development begins during training and transcends to leaders' interaction with incoming students. Appreciative approach to training has the power to positively impact the orientation leaders as well as new students.

Hall, L. R. (2008, July 23). Appreciative Advising: How the Academic Centers for Excellence at the University of South Carolina are using this breakthrough concept. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/080723lh.htm

The Academic Center for Excellence (ACE) was created in response to concerns about low retention rates of students on probation. Though some students are required to participate, all students may use the center. Hall describes how coordinator of Academic Success Initiatives, Claire Robinson, adopted the Appreciative Advising into how ACE operates. First, Robinson explored how appreciative advising was being used at UNCG. Then, she began modifying letters notifying students eliminating the overall negativity. The next step was to change the model of the sessions. Students were now strongly encourage to meet with an ACE coach at least three times (up from 1). Finally, they utilized the Appreciative Advising Instrument as a means to determine what line of positive, open-ended questions to use**.**

Huebner, C. (2009, July 15). Academic hope: Its uses and implications for academic advisers. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090715ch.htm

In this article, Huebner's main objective is to introduce advisors to the Academic Hope Scale, explain his benefits, and explicate the consequences of advisors utilization of this scale in advising sessions. Huebner discusses the various types associated with various levels of hope and suggests specific ways in which advisors may help student increase these levels.

Hutson, B. L. (2006). UNCG Doctoral Dissertation: Monitoring for success: Implementing a proactive probation program for diverse, at-risk college students.

This study examined the impact of the University of North Carolina Greensboro's Strategies for Academic Success (SAS 100) program on the self-efficacy and academic achievement of students on academic probation...The results showed a significant difference between participants' pre- and post-scores, indicating improved levels of Social Behavior, Academic Preparedness, Interdependence, Dedication, Self-knowledge, and Confidence. Qualitative data were collected through individual student interviews and document review to capture reasons why students performed poorly enough to be placed on academic probation and how the SAS 100 program facilitates the development of improved academic strategies. The factors that impact student retention were examined based on the collection of both quantitative and qualitative data.

Hutson, B. L. & Bloom, J. L. (2007).The impact of appreciative advising on student success. *National Center for the First Year Experience E-Source for College Transitions Newsletter*, *5*(1), 4, 7.

Hutson and Bloom use this article to discuss the impact of AA on student success. After discussing ways in which the phases can be used, they point to the University of North Carolina at Greensboro's (UNCG) Student Academic Services (SAS). UNCG has implemented appreciative advising techniques to range populations. The article discusses SAS's details as well as its successes.

Hutson, B. L., & He, Y. (2011, Spring). Appreciative advising inventory: Identifying college student assets for successful transition. *Journal of College Orientation & Transition*, *18*(2), 23-36.

The major purpose of this study was to illustrate how the Appreciative Advising Inventory (AAI) can be used in student success programs to identify students' assets and strengths in order to promote their successful transition to college. The results of the study indicated that college students who are placed on academic probation shared internal assets related to their commitment to learning and positive values. The student success programming described in this study appeared to facilitate students'

development of external assets, especially regarding boundaries and expectations, and constructive use of time. Students' positive values, positive identity, and support/connectedness were noted as indicators for their academic success in college. Implications of the study for college administrators, staff, instructors, and students were also discussed.

Sanchez, L. M. (2008, July 2). Two's company, three's a crowd: Can group advising be appreciative and effective? *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/080702ls.htm

Recognizing growing enrollment and increased advising loads throughout universities, Sanchez notes that many advisors are turning to group advising session because there simply is not enough time in the day. With this in mind, Sanchez explains how an academic advisor might successfully incorporate Appreciative Advising techniques into group advising sessions.

Major Changes

Huebner, C. (2009, March 18). How to effectively use Appreciative Advising with students who are ineligible to continue the pre-nursing program. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090318ch.htm

This paper first discusses the conceptual foundations of Appreciative Advising and then describes how each phase of Appreciative Advising can specifically help Up-Tighters to be successful. This paper refers to a subset of the Up-Tighter population—students who no longer meet eligibility requirements to remain in the pre-nursing program—to exemplify how Appreciative Advising can be utilized to help students transition into new majors.

Parents

Buyarski, C. Bloom, J. L., Murray, J. E., and Hutson, B. L. (2011, Spring). Engaging parents in supporting their students: An appreciative approach. *Journal of College Orientation & Transition*, *18*(2), 75-85.

Parents and families are a key factor in college student success. As such, it is critical that institutions develop positive relationships with the families of students, particularly during new student orientation programs. Appreciative Advising has been used as a solid model for advisors and mentors to work with students on nurturing meaningful partnerships, generating co-constructed paths to success, and providing individualized sets of tools and timelines for personal development. Appreciative Advising is an effective, proven framework for enhancing student success which can be applied to working with parents during new student orientation. The six-phase model can be taught to parents as a way to empower them to assist their student in achieving their educational and personal goals.

Cuevas, A.E.P., Robinson, C., Clark, A., Hutson, B., & Bloom, J. (2011). Adapting the implementing appreciative advising framework to train orientation leaders. *The Journal of College Orientation and Transition*, *19*(1), 86-98.

Expanding up on the work of Hendley (2010) who introduced the concept of adapting the six phase Appreciative Advising framework (Bloom, Hutson, & He, 2008) to orientation leader training, this

article demonstrates how to construct and implement an effective training program fro orientation leaders. It provides practical application of each phase of Appreciative Advising for both orientation training facilitators and orientation leaders. In doing so, this article demonstrates how the six phases of Appreciative Advising offer a framework that incorporates and emphasizes the development of the informational, conceptual, and relational skill sets desired from orientation leaders. This development begins during training and transcends to leaders' interaction with incoming students. Appreciative approach to training has the power to positively impact the orientation leaders as well as new students.

Oyler, K. L. (2008, January 9). Utilizing parents as a resource: The use of Appreciative Inquiry in academic advising. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/080109ko.htm

In this article, Oyler explains that parental involvement in the college process has risen thanks to the millennial generations and the emergence of helicopter parents. She advocates that academic advisors begin to view these parents as resources, not obstacles. Using appreciative advising principles, advisor can help create relationships with students and parents which are centered on student success. Critical to the creation of this type of relationship is clearly defining roles at the beginning of the relationship. Furthermore, Oyler provides strategies for how to implement appreciative advising principles into the conversations between advisors and parents.

Subpopulations

Adult/Nontraditional Students

Bailey-Taylor, A. (2009, July 8). Advising adult students: Connecting Schlossberg's Transition Theory to the Appreciative Advising model. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090708ab.htm

The number of adult students is expected to continue to rise as people try to make themselves more marketable in a country experiencing a recession. These adult students face a very difficult challenge in balancing work, school, and a family. Because of these challenges, adult student are at a risk for failing to complete courses and degrees. Just as much as the younger undergraduate population, adult students need support in order to adapt to the college system. Baily-Taylor suggests academic advisors, which are those in the best position to provide support, integrate Schlossberg's Transition Theory and Appreciative Advising in their interactions with adult students. He explains this hybrid-model in depth.

Redfern, K. (2008, November 4). Appreciative advising and the nontraditional student. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/081104kr.htm

Redfern proposes that academic advisors use Appreciative Advising as an effective methodology when working with nontraditional, distance learners. Redfern documents the distinct characteristics of adult students. Because of these characteristics, adult learners have different needs. These needs can be discovered and addressed through the use of appreciative advising and the creation of a positive advisor-advisee relationship.

Students At-risk or on Probation

Hably, W. R. & Bloom, J. L. (2007). Giving advice that makes a difference. In G. L. Kramer (Ed.), *Fostering student success in the campus community* (pp. 171-192). San Francisco: Jossey-Bass.

Most everyone dispenses advice informally, on any and all topics, on an almost daily basis, to whomever will listen, whether it's requested or not. The focus of this chapter is not on such advice or on informal advice givers. Rather, its goal is to define and discuss a set of considerations for those who are charged by a college or university with giving advice to students to help them identify and realize academic goals and objectives…This chapter includes five sections: institutional imperatives for quality advising; the roles advisors should play; advisor understanding of student development, diversity, and the stages of engagement; the relationship-building process; and the institutional and personal leadership necessary for advising to make a difference.

Kamphoff, C.S., Hutson, B.L., Amundsen, S.A., & Atwood, J.A. (2007). A Motivational/Empowerment Model applied to students on academic probation. *Journal of College Student Retention: Research, Theory, and Practice. 8(4*), 397-412.

This article outlines a motivational/empowerment model for students on academic probation implemented at The University of North Carolina Greensboro (UNCG). The model draws from several theoretical orientations, and includes individual and group interaction as well as discussion in four key topic areas: personal responsibility, positive affirmations, goal setting/life planning, and self-management. Since implementation, the percentage of UNCG students eligible to return to the institution after being placed on academic probation has increased from 40% to 58% over a four-year period. When comparing the net gain in grade point average of students completing the program to a control group, students enrolled in the program had a significantly higher academic achievement ($p = 0.036$). Generalizability of the model and future research recommendations are explored in the article.

Truschel, J. H. (2007, July 6). Using Appreciative Inquiry in advising at-risk students: Moving from challenge to success. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/070706jt.htm

Truschel explains that AI principles provide a platform to help students change behaviors and achieve academic success. Additionally, the article sites a survey in which at-risk students reported enjoying the AI format, feeling more optimistic and confident.

Truschel, J. (2008). Does the use of appreciative advising work? *Learning Assistance Review, 12*(2), 7-16.

This paper discusses the results of a survey completed by students who were on academic warning and agreed to attend advising sessions. The format of the advising sessions focused on the 4 Ds of Appreciative Advising with a requirement of three advising sessions and a follow-up survey. The goal of the research was to determine whether Appreciative Advising could be used as a student retention model. This paper will provide the reader with what Appreciative Advising is, how it is incorporated into the advising process, and the results of students' perception of the process through the use of an assessment.

Disabilities

Ormsby, M. (2010, March 17). ADHD and appreciative advising. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/100317mo.htm

It is estimated that 2 to 4 percent of college students exhibit signs of ADHD. Ormsby defines ADHD. He describes challenges commonly face by students with ADHD like difficulty sleeping, low self-esteem, and depression. Then, he suggests specific ways in which the six phases of Appreciative Advising can be adapted to empower these students.

First-Generation

Ashcraft, M. (2008, July, 16). From non-helicopter parent to appropriate support system: Appreciative Advising strategies for empowering parents of low-income, first-generation college students. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/080716ma.htm

Ashcraft breaks down the reasons for reduced parental support of low-income, first-generation college students. She emphasizes the importance of parental support for college students in general. Paying close attention to the uniqueness of the parents of this group and using the six phases of Appreciative Advising, academic advisors may begin to establish relationships with the parents and aid them in providing more parental support. After establishing a constructive relationship, Ashcraft supports the creation of parent programs like parent orientation, student-parent advising or counseling sessions, and financial aid workshops, specifically for parents of first-generation college students. She suggests that collaboration may be very helpful in this process.

Beer, G., Livingston, M.M., Tobacyk, J.J., (2011, November 11). Promoting college access for first-generation college students: Creating a college-going culture. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/2011/11/promoting-college-access/

In this article, the authors describe the multipronged systemic approach implemented in Louisiana. The Summer/Academic-Year Learning Projects (SAYLP) was designed to create a college going culture in low-income schools. They provide extensive explanation of the various aspects of SAYLP which included summer learning camps, academic professional development workshops, academic year explorer club, mentoring, and an educational planning and assessment system. Furthermore, though not done intentionally, the authors found that SAYLP supported appreciative advising elements.

Kocel, K. C. (2008, March 12). Advising first-generation college students for continued success. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/080312kk.htm

Kocel's article focuses on the academic advisor has one critical part of the first-generation student's college success. As first-generation college students traditionally have less knowledge about college processes, culture, and bureaucracy, students often turn to their academic advisor for information on all of those areas. Kocel advocates that an effective advisor is crucial and academic advisors should carefully consider both their advising formats (individual or group) and advising styles. She presents appreciative advising as an academic advising style that is particularly helpful to first-generation college students.

Olsen, N. S. (2009, April 2). Appreciative Advising and first-generation college students. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090402no.htm

First-generation students face many unique challenges. Olsen explains that first-generation college students may be less academically prepared, lack specific types of college knowledge, and receive less help from their parents than students whose parents attended college. In this respect, first-generation college students may need to lean on academic advisors more than other student populations. Olsen displays ways in which an advisor can use the six phases of Appreciative Advising to help first-generation students navigate college culture and process and become successful students.

Graduate Students

Bloom, J. L., Cuevas, A. E. P., Evans, C. V., & Hall, J. W. (2007, Fall). Graduate students' perceptions of outstanding graduate advisor characteristics, *NACADA Journal*, 27(2), 28-35.

The advising literature confirms the graduate student-graduate advisor relationship as the most important factor in graduate student success. To better understand the characteristics of graduate advisors that students find most helpful, we conducted a grounded theory study with a constructivist design that involved a qualitative textual analysis of Outstanding Graduate Advisor of the Year Award nominations from MD-PhD students enrolled in the Medical Scholars Program at the University of Illinois at Urbana-Champaign. Five major themes emerged from this analysis, and the results indicate that students perceive the following graduate-advisor characteristics to be most helpful: demonstrated care for students, accessibility, role models in professional and personal matters, individually tailored guidance, and proactive integration of students into the profession.

Pembleton, H. L. (2009, February 5). Master's students, Appreciative Advising, and the transition, *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090205hp.htm

Pembleton identifies key stressors in the master's student's life: stipend levels, parking, assistantships/workloads, time management, and living arrangements. He notes that graduate students frequently look to their program and the program's advisors for help with these issues. Pembleton frequently references the University of South Carolina's Higher Education and Student Affairs master's program and director as examples of how the phases of Appreciative Advising may be tailored to the master's students needs.

Honors Students

Braunstein, M. (2009, March 4). Advising honors students within the Appreciative Advising framework. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090304mb.htm

Honor students are often overlooked by advisors as they show incredible motivation and academic aptitude. However, Braunstein states that one major challenge that honor students face and desire help with is determining career path and educational goals. Simply, they need help focusing their talents to a field. Braunstein explains how the six phases of AA may be used to honor students develop career goals and reach their full potential. He notes that the dream phases may be particularly difficult with Honors students because of their aptitude and interests in many fields.

International and Third Culture Students

Palmer, E. (2009, September 9). Using Appreciative Advising with international students. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090909ep.htm

Palmer introduces the topic of international students by citing the increasing amount of international students seeking a degree in the U.S. As a result, positions titled international student advisers are increasingly popular and important. Palmer explains the unique challenges international students face such as lifestyle adjustment, cultural differences, language difficulties, and learning a very different education system. Palmer suggests using Appreciative Advising when working with international students to help smooth their transition and encourage success. Furthermore, he walks through the six phases of Appreciative Advising with tips for successful usage.

Plath, A. (2009, February 18). Using Appreciative Advising to optimize interactions with Third Culture Kids. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090218ap.htm

In this article, Plath takes the time to introduce readers to Third Culture Kids (TCK). A TCK is someone who has been influenced by three cultures: where they grew up, the culture of their parents' home country, and the local expatriate community. These TCKs often return to their parents' home country for higher education. They appear like the rest of the students but have very different experienced and sometime view this "home" country as foreign. Plath discusses TCK strengths and challenges. She explains that appreciative advising is the best method to use when working with TCKs because of its emphasis on understanding the student's story.

Males

Forche, B. M. (2009, January 16). Appreciative Advising as a means of increasing the number of males in higher education. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090116bf.htm

Concerned about the plummeting numbers of males in higher education, Forche proposes that academic advisers use Appreciative Advising to help males succeed in college. A major portion of the article is spent pointing out gender differences in order to better understand how to work with male students. Forche then shows the reader how knowledge of those differences in conjunction with Appreciative Advising techniques may be applied to advising relationships.

Student-Athletes

Lyons, R., Sandeford-Lyons, S., Singleton Jackson, A. E. (2010). Examining the appreciative advising model for student athlete advising. *Academic Athletic Journal, 21*(1), 23-35.

Appreciative advising is a relatively new advising model that is rooted in appreciative inquiry business model whose goal is to actively search for the best in people and organizations. To this end, appreciative advising seeks to determine via probing inquiry the means and methods by which a student can create a plan to achieve academic success. The aim of this study was to examine the appreciative advising model. The authors compared various types of prominent advising models to the appreciative model. Detailed analyses of the components of the appreciative model are illustrated with examples on

how academic athletic advisors can implement each component. Moreover, the authors will present a conceptual model that attempts to galvanize the methods and components of appreciative advising.

Reflection

Larkin, M. (2008, February 6). Creating reflection on international experiences through appreciative advising. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/080206ml.htm

Larkin advocates the use of Appreciative Advising principles to aid students returning from study abroad reflect upon their experiences. She states that these positive, open-ended questions will encourage critical thinking about intercultural differences as well as promote connection of learning from their experience to reaching future goals. Larkin provides strategies for applying the phases to the process of student reflection.

Olsen, N. S. (2009, July 10). Appreciative Advisers: Be advised. *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090710no.htm

Olsen advocates "practicing what you preach" in this article about how advisers can use appreciative advising techniques related to self-reflection. Olsen provides suggestions as to how adviser can use the phases of AA to self-reflect on their strengths, hopes, and dreams.

Howell, N.G. Appreciative Advising from the Academic Advisor's Viewpoint: A Qualitative Study. Dissertation. May 2010.

Appreciative Advising represents a revolutionary new approach to the field of academic advising. Based on Appreciative Inquiry, which was developed by David Cooperrider at Case Western Reserve University in the 1980's, Appreciative Advising is also influenced by positive psychology, reality therapy, and strengths based advising. The Appreciative Advising model makes use of positive, open-ended questions and the development of a reciprocal relationship between student and advisor to help students achieve their academic and career goals.

Training/Hiring

Bosselait, L. R. (2009, February 11). Appreciative interviewing: A tool for hiring academic advisers, *The Mentor: An Academic Advising Journal*. Retrieved from http://dus.psu.edu/mentor/old/articles/090211lb.htm

In this article, Bosselait points out the difficulty that hiring units have deciding upon what applicants would actually be the best match with the organization. Bosselait cites Centralia College who uses appreciative interviewing as an example of how appreciative interviewing can aid in making the best hires. He gives specific suggestions to how AA can be used throughout the interview process breaking the interview down into AA phases.

Fippinger, A. (2009, Summer). An appreciative approach to training undergraduate admissions student workers. *College and university: Educating the modern higher education administration professional, 85(1).*

Fippinger explains the benefits to using the Appreciative Training method to train student telecounselors and tour guides. A few of the benefits listed are closer employee-employer relationships, learning, reflection, increased self-efficacy, and increased goal-orientation. The suggested application of the six phases of AA in the training of student workers is designed to take a semester to complete.

He, Ye. (2009). Strength-based mentoring in pre-service teacher education: a literature review. *Mentoring & Tutoring: Partnership in Learning, 17(3)*, 263-275.

In order to better prepare pre-service teachers for potential challenges in their first year of teaching, it is critical for both teacher educators and supervising teachers to provide strategies to strengthen pre-service teachers' beliefs and maintain their motivation. In this article, strengths-based theories are reviewed to provide a discussion on teacher mentoring approaches that offer an alternative to the more common problem-based models. A strength-based mentoring model in teacher education is presented, and measures and strategies developed from different strength-based theories are applied to the six elements of this model.

Licitra, J. (2012). The appreciative tutor. *Journal of College Reading and Learning.*

Licitra proposes to a new tutoring framework which combines the MacDonald's Tutoring Cycle with the Appreciative Advising phases. She refers to this new framework as the Appreciative Tutoring Cycle.