

The academic advising role is to support students holistically towards their goal completion. Discovering, learning, and understanding one's self (**Self-Authorship**) is necessary for students to achieve goals and become a contributing member of society (Tosati, Lawthong, and Suwanmonkha, 2015). Self-Authorship importance is outstanding is a student's ability to achieve their desired goal, and Appreciative Advising can positively influence it. "By using the principles of Appreciative Inquiry, our impact on these students can be far greater and more rewarding than we ever imagined" (Bloom, 2002).

**Appreciative Advising** is the application of **Appreciative Inquiry** as a foundation in Academic Advising (Bloom, 2002; Hutson & Bloom, 2007; Olsen, 2009). Advisors are continually supporting students to stretch their potential, and a fundamental tool to empowering students is asking questions (Bloom, 2002). Appreciative Inquiry teaches advisors to ask positive questions, targeting students' ability to explore their strengths, talents, and skills.

Academic advisors assist students in environmental transitions, course selection, major selection, achieving their goals, and develop career readiness (Frost, 1991; Schuh, Jones, Torres, 2017). In assisting students, Academic Advisors fosters success, retention, and perseverance in students throughout their career in higher education. An advisor is a liaison between the students, faculty, and staff of the university in relaying vital information.

The **constructionist** principle brings the understanding of the surrounding world as being created through individuals' language and perception of it and not of preconceived ideas (Cooperrider, Whitney, & Stavros, 2008; Fifolt & Lander, 2013; Reed, 2007; Watkins, Mohr, & Kelly, 2011). I support students who come from different backgrounds and experience, and I strive to develop competency in understanding each student. "The ongoing relationship established between advisor and student can engender a strong sense of understanding and

appreciation that will help motivate the student. A well-designed and operated advising office can also help guide the student through the various, ever-changing academic and social ‘discomfort zones’ that exist between high school and college graduation (Fife, 1991).”