# Handout 1

# NEW ADVISOR DEVELOPMENT CHART: BUILDING THE FOUNDATION

**CONCEPTUAL COMPONENT: *GUIDEBOOK* PARTS ONE & TWO**

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| **Foundations** | **Year One** | **Year Three & Beyond: Foundational Mastery** |
| **Pillars of Advising**   * *The NACADA Concept of Academic Advising* * *The NACADA Statement of Core Values of Academic Advising* * *The CAS Standards for Academic Advising Programs* | Reads, understands, explains, and summarizes CAS Standards and NACADA Statement of Core Values of Academic Advising. | Reviews Pillars of Advising annually, analyzing and evaluating individual, office, and campus-wide advising practices to set goals for individual improvement. Uses analysis to recommend changes in office or campus advising practice. Participates in revisions to office or campus advising practice. |

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| **Theory** | Reads and summarizes foundational student development theories. Able to place student behavior in simulations, advising notes, case studies, or advising observations into a theoretical construct.  Selects one theory to apply regularly in advising sessions to gain skill in the questioning techniques and advising strategies associated with it.  Reads, understands, describes, and summarizes one career model. Recognizes career-related questions and applies career model in advising sessions, returning to the model as needed to clarify phases and questioning techniques as necessary. | Consistently applies a number of theories in advising. Analyzes and evaluates most appropriate theories to use based on student’s questions and behaviors. May use multiple theories in one session. Continues to add to repertoire of theories. May serve as model, mentor, for trainer for new advisors on the application of theory.  Fully integrates advising theories and career model(s) and their respective strategies into advising practice. Analyzes student situation and selects most appropriate model and/or theory. |