

## *The New Advisor Guidebook: Mastering the art of advising*

### Chapter 12 - Academic Advising Approaches: From Theory to Practice

#### Reader Learning Outcomes

Readers will:

- Understand the basic principles of the six approaches discussed.
- Determine one approach to incorporate in their advising practice
- Assess the effectiveness of that approach with students including determining when approach best works and when another approach might be better
- Choose another approach and incorporate strategies from that approach into practice, repeat assessment

#### Aiming for Excellence

- Identify and review your notes for a specific advising session in which a student raised issues that warranted a prescriptive advising approach. Did the student subsequently ask questions that moved the discussion beyond simple, factual answers, requiring a different advising approach? If so, after reading this chapter, consider the approach (es) that may work best to respond to other questions and address the newly presented issues.
- According to a 2014 survey of 111 academic advising directors, 70% of campuses offer training for advisors to help them proactively reach out to students before small issues become big problems (Fusch & Phare, 2014, ¶8). Using information you have learned about the proactive advising approach, identify the proactive advising techniques that exist on your campus. Select techniques to implement in your own advising. Evaluate their effectiveness after six months and one year.
- Design questions that you can use in advising session to help students pinpoint their strengths. Determine the campus resources that offer assessments or programming to aid them in identifying their strengths and then help them match their strengths to majors and careers.
- Think of times when a student (or acquaintance) has maintained a familiar behavior that has proven ineffective. Based upon discussion of motivational interviewing, what strategies might help the individual break the cycle and achieve more success?
- Other than in relation to academics, when might student need to develop ideas, goals, values, and actions, and find a balance between those and external expectations and obligations? Create a case study (or review the file of a student) using a student generated topic other than one that describes struggling with a class. Apply self-authorship strategies in a response to the case study or student situation.
- Which of the advising approaches discussed in this chapter best resonated with you? Search the NACADA Clearinghouse <http://www.nacada.ksu.edu/Resources/Clearinghouse.aspx> for an in-depth look into that advising approach. Purchase or borrow the NACADA/Jossey-Bass book *Academic Advising Approaches: Strategies That Teach Student to Make the Most of College*: <http://www.nacada.ksu.edu/Resources/Product-Details/ID/B15.aspx>. Dig deeper into the advising approaches mentioned in this chapter and the others in **Approaches** to refine your practice. Use the Houston case study review questions and the case studies in Appendix B as well as case

studies included in other chapters to build your skill in applying the approach you have researched.

## **Reference**

Fusch, D., & Phare, C. (2014). *What advisors are being trained in*. Retrieved from <http://www.academicimpressions.com/news/survey-report-training-academic-advisors>