Beyond Foundations: Developing as a Master Advisor

Chapter 2 - Theory as the Foundation of Advisng

Reader Learning Outcomes

Readers will use knowledge gained on use of theory to summarize key points of:

- Erikson's (1963) psychosocial theory of development,
- Chickering and Reisser's (1993) theory of identity formation,
- Marcia's (1980) ego identity theory,
- Schlossberg's transition theory (Schlossberg et al., 1995),
- Maslow's (1970) hierarchy of needs, and
- Holland's (1997) theory of career development.

Aiming for Excellence discussion questions and activities

- Stay current with existing and new theories by reading comprehensive literature on theories, such as Student Development in College: Theory, Research and Practice (Evans et al., 2010). Periodically review the NACADA Clearinghouse to see articles on theories and approaches to advising.
- Send interesting research articles on theory to colleagues with an invitation to meet and discuss new ideas and trends. For example, schedule a casual meeting, such as a brown bag lunch, for colleagues to discuss ways theory informs advising practice on campus.
- Develop competence in different advising approaches by reading Academic Advising Approaches: Strategies That Teach Students to Make the Most of College (Drake, Jordan, & Miller, 2013).
- Connect with other professionals through NACADA by attending conferences and seminars. Become an active member of the NACADA Theory, Philosophy, and History of Advising Commission.
- Present a PowerPoint on an area of theory at a NACADA conference and send a related write-up for Academic Advising Today: Voices of the Global Community. In addition, use the information gained to conduct extensive research, possibly in collaboration with others, and submit the results to the NACADA Journal. The following ideas may help you generate topics for publication and venues for research:

  o Write a case study that features use of a specific theory and an advising approach.
  o Identify at least 10 Clearinghouse articles concerning the use of theory in advising and write a summary of each using APA citations (American Psychological Association, 2009).
  o Describe the differences in theory-based advising and personal counseling.
  o Write an argument and rationale for the use of theory in advising.

- Ask for or reserve time in meetings so that advisors can present short case studies that demonstrate useful application of theory. Encourage advisors to share a difficult encounter to initiate discussion and to solicit suggestions from the group.
- Take the initiative to start a candid discussion with colleagues and administrators as well as those in the behavioral response (or similar) team, judicial affairs, general counsel, and public safety

units across campus about the value of increasing campus safety by strengthening the relationship between students and advisors. Make the case that creation of an environment that inspires trust and comfort may encourage troubled students, or those in their social circle, to speak up and seek help.

- View the NACADA DVDs "Scenes for Learning and Reflection" (available from the NACADA online store). After viewing the DVDs respond to the following prompts:

  - Determine the particular theory or approach each advisor is using.
  - Would other theories or approaches be helpful in working with the student(s)?
  - Do you think changing the advisors' interaction with students (based on theory) would have led to different outcomes?
  - Do some theories or approaches work better with certain kinds of advisees, such as students on academic probation?