



## ACADEMIC CENTER FOR EXCELLENCE

Dr. Carrie Vath x4166 [cvath@mtech.edu](mailto:cvath@mtech.edu) ENG. Hall RM 102

### **Advising Styles, Skills & Inventory**

As a faculty advisor it is important to remember that it is your responsibility to adapt your advising style to the needs of your advisee and not the other way around. Situational advising allows you to change your advising style to match the development needs of the individual you advise. If you do not know your advising style use the inventory on the next page.

#### **ADVISING STYLES**

You will need to vary these based on your assessment of the student's preparedness level. Many times, advisors may struggle with students because they believe that they need a higher level of interaction or direction when the student is actually able to accept more of a delegating style and vice versa.

**Directing:** The advisor provides specific instructions and direction, and manages task completion. Use this style with students that are at a low level of preparedness and need help understanding the basic institution policies (curriculum, academic probation, etc.).

**Coaching:** The advisor continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions, and supports progress. Use this style with students when commitment is needed but the decision is not open to student influence.

**Supporting:** The advisor facilitates and supports the efforts toward task accomplishments and shares responsibilities for decision making with the student. Use this style with students that are just starting to understand the concepts that will lead to success.

**Delegating:** The advisor empowers the students to conduct their own decision making, problem solving, and delegating. Use this style with students that are at a high level of preparedness.

#### **ADVISING SKILLS**

**Flexibility:** You must be able to move from one style to another in order to meet the needs of the different types of students and multiple circumstances you will encounter.

**Diagnosis:** You have to learn how to diagnose the needs of the students you advise. Determining what is needed as opposed to what is wanted is sometimes a difficult task. It is also important to note that what is needed is not always the thing that will get the most positive response - it is what will lead the student through a problem, set the standard for the future, or help to teach the student a valuable life lesson.

**Contracting:** You have to learn how to come to some agreements with students. It can be helpful to work together to reach an agreement as to which advising style they seek from you. This is a valuable lesson for assisting students with understanding the rules of engagement and interaction that will be carried forth as they mature.



**ACADEMIC CENTER FOR EXCELLENCE**

Dr. Carrie Vath x4166 [cvath@mtech.edu](mailto:cvath@mtech.edu) ENG. Hall RM 102

**Advising Style Inventory (based on leadership)**

It is important to identify your primary advising style in order to understand how you will need to adapt. There are nine sets of words listed below. Rank order each set of words, assigning a 4 next to the word which best characterizes your leadership style, a 3 next to the word which next characterizes your leadership style, and so on. Be sure to assign a different rank to each of the four words in each set. Each word should have a number, 4-1. Total the columns, using only the sets of numbers below the corresponding advising style in the scoring section.

- |     |                     |                     |                     |                     |
|-----|---------------------|---------------------|---------------------|---------------------|
| (1) | _____ forceful      | _____ negotiating   | _____ testing       | _____ sharing       |
| (2) | _____ decisive      | _____ teaching      | _____ probing       | _____ unifying      |
| (3) | _____ expert        | _____ convincing    | _____ inquiring     | _____ cooperative   |
| (4) | _____ resolute      | _____ inspirational | _____ questioning   | _____ giving        |
| (5) | _____ authoritative | _____ compelling    | _____ participative | _____ approving     |
| (6) | _____ commanding    | _____ influential   | _____ searching     | _____ collaborative |
| (7) | _____ direct        | _____ persuasive    | _____ verifying     | _____ impartial     |
| (8) | _____ showing       | _____ maneuvering   | _____ analytical    | _____ supportive    |
| (9) | _____ prescriptive  | _____ strategic     | _____ exploring     | _____ compromising  |

**Scoring**

Directing    Coaching    Supporting    Delegating

\_\_\_\_\_

234578    136789    234589    136789