

| <b>Approach</b>              | <b>Summary</b>                                                                                                                                                                                                                                                  | <b>Advisor Actions (e.g.)</b>                                                                                                                                                                                                                                                                                                                       | <b>References</b>                                                                                                                                      |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prescriptive</b>          | Transactional approach<br>Advisor is the source of information and answers                                                                                                                                                                                      | Strictly providing information – often only about academic topics<br>Verifying degree requirements<br>Advocating when a student confronts social or academic penalties<br>Overprotecting the student                                                                                                                                                | Crookston (1972/1994/2009)<br>Hardee (1970)                                                                                                            |
| <b>Developmental</b>         | Transformational approach<br>Learning based process with outcome including student growth and development<br>Advising relationship is a shared responsibility between advisor and student<br>A holistic process – focused on the education of the whole student | Building rapport with the student<br>Assisting students with self-awareness, especially as it relates to: interests, behaviors, skills, personality, values<br>Facilitating the development of educational, career, and life goals and plans<br>Actively listening, engaging in reflection, questioning/assessing, assigning tasks and following-up | Crookston (1972/1994/2009)<br>Grites (2013)<br>O'Banion (1972/1994/2009)<br>Winston, Ender, & Miller (1982)<br>Winston, Miller, Ender, & Grites (1984) |
| <b>Appreciative</b>          | Transformational approach<br>Advising relationship is a shared responsibility between advisor and student<br>A holistic process – focused on the whole student, with the aim of developing and enacting life and career dreams                                  | Building rapport (Disarm)<br>Learning more about the student (Discover)<br>Discussing student hopes and dreams (Dream)<br>Assisting in the development of life and career plans (Design)<br>Supporting students in enacting plans (Deliver)<br>Continuing to aid and encourage students (Don't Settle)                                              | Bloom, Hutson, & He (2008)<br>Bloom, Hutson, & He (2013)<br>Bloom & Martin (2002)<br>Cooperrider & Whitney (2005)                                      |
| <b>Proactive (Intrusive)</b> | Intentional, structured intervention<br>Purposeful involvement in the student's concerns, whether academic or non-academic<br>Intended results include student academic behavior adjustment and self-responsibility for education                               | Intervening in a deliberate, structured way with concern for the student<br>Developing a relationship between student and advisor<br>Purposefully seeking ways to involve student in their education<br>Reaching out to student before they seek help                                                                                               | Earl (1988)<br>Glennen (1975)<br>Varney (2013)                                                                                                         |

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