

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

### **Chapter 13a - Teaching the decision-making process (Voices from the Field)**

#### **Reader Learning Outcomes**

Readers will:

- Determine common problems students present to academic advisors on your campus.
- Apply common decision-making processes to a common student problem.

**Suggested assessment technique:** Apply:

- Gordon's (2007) decision making process to one of the common problems. Explore the kinds of questions an advisor using Gordon's process can ask students presenting this problem.
- The Mind Tools' (2015) Eight-step process to the same or another common problem. Discuss with colleagues the kinds of questions an advisor using this process would ask students.
- Determine which problem-solving and decision-making strategies are commonly used by campus academic advisors.
- The reader will determine which problem-solving and decision-making strategies she/he will try with students and note the results.

#### **Aiming for Excellence discussion questions and activities**

- Discuss with colleagues common problems that students present and strategies for resolving those issues.
- Several contributors to this book offer strategies germane to helping students develop decision-making, problem-solving, and critical-thinking skills. For example, Dorothy Burton Nelson (Chapter 7) discusses Gordon's (2006) 3-I model and Amundson's (2003) five lines of questioning. In addition, Jennifer Santoro and Misti Dawnn Steward, in *Voices From the Field—Career Advising: A New Paradigm* (following chapter 4), examine use of core desires in decision making. During your first three years, practice using each of these strategies.
- In consultation with other advisors, list the problem-solving techniques and decision-making strategies that work best with students. Access applicable Clearinghouse resources at <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Criticalthinking-resource-links.aspx>.
- Which models or strategies do you employ most effectively? Do your strategies vary according to the student and situation? Keep a log of your reflections to help you hone your skill in using these strategies.