

ADVISOR INTERVENTION STYLE SURVEY

Part A: Instructions

Included in this instrument are six typical situations which a chapter advisor/volunteer might encounter. For each of these situations, five alternate ways of responding have been listed. Each alternate response is different from the other four. As you will be asked to differentiate among the five responses, it is necessary that you read all five responses before answering.

1. After reading all five alternate responses, select the response which is MOST SIMILAR to the way you would actually react in the situation and place the letter corresponding to that response (a, b, c, d, e) somewhere on the MOST SIMILAR end of the ten-point scale.
2. Next, select the response which is LEAST SIMILAR to the way you would actually react and place the letter corresponding to that response (a, b, c, d, e) toward the LEAST SIMILAR end of the scale.
3. Complete your answer by placing the three remaining letters within the MOST-LEAST range in terms of how well each response reflects the way you would actually react in the particular situation.

For example:

I have just won \$10,000 in a magazine publisher's contest. I will probably:

- a. Pay off all outstanding bills and place the remaining amount in a savings account.
- b. Invest the entire amount in sound stock
- c. Buy a new car
- d. Take an expensive trip
- e. Place the entire amount in my savings account

MOST		<i>a</i>	<i>d</i>				<i>c</i>	<i>b</i>		<i>e</i>	LEAST
SIMILAR	9	8	7	6	5	4	3	2	1	0	SIMILAR

Response "a" was ranked most similar by this respondent and the response "e" was ranked least similar. Responses "d, c, and b" were ranked dissimilar to the way s/he would respond.

There are no right or wrong answers. The best response is the one which most accurately reflects the way you would respond in the situation.

For each of the following situations, respond as if you are the volunteer chapter advisor in the situation described.

1. One of the chapter members has created a stressful situation in the group by criticizing my work as advisor to the other members of the chapter. In discussing this situation with that member, I will probably:
 - a. Talk as little as possible and wait for that person to ask for my opinion or ideas as s/he feels the need to do so.
 - b. Be very active in the discussion so as to clarify for that person the reasons underlying my actions and the position I feel s/he must adopt.
 - c. Allow the person to do most of the talking in the meeting and listen in a non-judgmental and accepting manner.
 - d. Be as active as s/he and try to arrive at conclusions which represent our joint points of view.
 - e. Try to win that person's respect and then persuade her/him to my point of view.

MOST ----- **LEAST**
SIMILAR 9 8 7 6 5 4 3 2 1 0 **SIMILAR**

2. A special committee for all fraternities and sororities has been formed by the Activities Advisor for Greek Affairs to consider proposals for improving services of that office. The committee includes representatives from all fraternities and sororities on campus and will meet twice a month for a semester. The Greek Advisor has asked me to serve as advisor for the committee. In these committee meetings I will probably:
 - a. Wait for my opinion to be asked and usually accept the majority opinion.
 - b. Assist other members of the committee in clarifying their ideas and emphasize good relations among committee members.
 - c. State my ideas and opinions in the context of my contact with the Greek Advisor's office and work toward a feasible, although not perfect proposal.
 - d. Encourage all committee members to participate actively in creating the proposal and emphasize understanding and agreement of a proposal that is satisfactory to all involved.
 - e. Try to persuade the committee members to accept my point of view and push for a proposal that can realistically be adopted.

MOST ----- **LEAST**
SIMILAR 9 8 7 6 5 4 3 2 1 0 **SIMILAR**

3. In determining the success of my advising a specific student leader, I will probably emphasize:
 - a. The extent to which her/his decisions reflect accepted leadership behavior and the chapter's norms and rules.
 - b. The extent to which s/he follows expected behavior and the amount of urging necessary on my part to achieve this.
 - c. The student's sense of personal development, self-acceptance, and self-perceived ability to work with others.
 - d. The value of particular behaviors in relation to the goals s/he and I have set in our meetings.
 - e. His/her loyalty toward and trust in me in the context of our relationship.

MOST ----- **LEAST**
SIMILAR 9 8 7 6 5 4 3 2 1 0 **SIMILAR**

4. I have just been informed about a group of members who want me to go against, or at least ignore their not adhering to, a newly established inter/national policy regarding a particular issue (such as alcohol purchase, hazing, pledging, and having events out of town, etc.). About ten of the members have arranged to meet with me next week.

In talking to this group, I will probably:

- a. Answer their questions directly and courteously but not become involved in an active discussion regarding purpose and goals of the inter/national's policy.
- b. Clarify for them the reasons for the policy, which the executive board and I have taken in relation to the policy, and my authority in relation to the policy.
- c. Listen carefully to their comments and assist them in talking about their concerns without explaining my position on the policy in detail.
- d. Explain carefully the reason for the policy and my position, but also assist them in clarifying both their concerns and ways these concerns can be explored in relation to the policy.
- e. Listen carefully to their comments, but then gradually attempt to gain their acceptance of my position on the new policy.

MOST ----- **LEAST**
SIMILAR 9 8 7 6 5 4 3 2 1 0 **SIMILAR**

5. A special retreat has been scheduled for the beginning of the last three semesters on days when no other chapter or university events have been scheduled. The dates were selected during the beginning of each previous semester. Approximately 20-25% of the members have not been in attendance. It had been previously decided that these retreats were important for the maximum functioning of the chapter and members were aware of their expected attendance, especially those who held elected or appointed offices. To assure attendance at these retreats, I am likely to:
- Clarify the reasons for the retreat and the consequences of not attending.
 - Arrange a discussion with those not attending and encourage them to explore their personal goals and responsibilities as members and officers.
 - Outline carefully the reasons for the retreats and the expectation of attendance to all chapter members.
 - Contact each member not attending and encourage her/him to do so, both immediately after one retreat and just prior to the next retreat.
 - Arrange meetings with all members and officers to assess why some are not attending the retreats and discuss alternative formats.

MOST ----- **LEAST**
SIMILAR 9 8 7 6 5 4 3 2 1 0 **SIMILAR**

6. Greek Council representatives for all chapters are working together with a group of students from other campus organizations to plan a university-wide leadership conference. Some members are in disagreement about this type of program. They think a university-wide conference will dilute the strength of the Greek Community. Their personal dispute is affecting the effort and now other members of the chapter are becoming concerned. I have decided to meet with the two Greek Council representatives from my chapter to discuss the situation. In this meeting I will probably:
- Remain neutral or stay out of the argument.
 - Try to smooth over the feeling and keep the two reps working with the group.
 - Try to dismiss the conflict and present my views on the disagreement.
 - Use my position to encourage them to arrive at an equitable solution to the problem situation.
 - Try to create a situation so that the two can identify reasons for their conflict with the group and explore means to achieve the goals of the group.

MOST ----- **LEAST**
SIMILAR 9 8 7 6 5 4 3 2 1 0 **SIMILAR**

ADVISOR INTERVENTION STYLE SURVEY

Part C:

SCORING SHEET

Directions:

Copy your responses from the six situations to which you just responded onto this sheet. Please make sure you note that the order of the letters varies for each item on this sheet. For example, place the scale value you assigned to the letter "a" on item 1 above the letter "a" on this sheet. Then do the same for all other letters. Your scores for the advising styles are the sums of the columns on this sheet.

ITEM

1.	<u> </u> a	<u> </u> b	<u> </u> c	<u> </u> e	<u> </u> d
2.	<u> </u> a	<u> </u> e	<u> </u> b	<u> </u> c	<u> </u> d
3.	<u> </u> a	<u> </u> b	<u> </u> c	<u> </u> e	<u> </u> d
4.	<u> </u> a	<u> </u> b	<u> </u> c	<u> </u> e	<u> </u> d
5.	<u> </u> c	<u> </u> a	<u> </u> b	<u> </u> d	<u> </u> e
6.	<u> </u> a	<u> </u> b	<u> </u> c	<u> </u> d	<u> </u> e

SUMS

<u> </u> (1,1)	<u> </u> (9,1)	<u> </u> (1,9)	<u> </u> (5,5)	<u> </u> (9,9)
LR/LT	LR/HT	HR/LT	MR/MT	HR/HT

SITUATIONAL ADVISING STYLE

(High)

<p><u>Quadrant 3</u></p> <p style="text-align: center;">High Relationship & Low Task</p> <p><i>Advisor</i></p>	<p><u>Quadrant 2</u></p> <p style="text-align: center;">High Relationship & High Task</p> <p><i>Teacher</i></p>
<p><u>Quadrant 4</u></p> <p style="text-align: center;">Low Relationship & Low task</p> <p><i>Consultant</i></p>	<p><u>Quadrant 1</u></p> <p style="text-align: center;">Low Relationship & High Task</p> <p><i>Director</i></p>

(Low) ←----- Task Behavior -----→ (High)

Group Maturity

Mature ←-----→ **Immature**

- 1) Examples of **Relationship** behaviors: listening, trusting, encouraging, or soliciting opinions of members
- 2) Examples of **Task** behaviors: initiating, organizing, or directing members

The advising process is a function of the advisor, the leader(s), the follower (s) and other situational variables (e.g., content, context, belief system, societal beliefs, peer beliefs).

Thus, situational advising suggests that as the level of maturity of leaders and followers continues to increase in terms of accomplishing a specific task, the advisor should begin to reduce her/his task behavior and increase relationship behavior until the advisor can begin to decrease his/her relationship behavior (socio-emotional support) for the task.

DESCRIPTION OF THE BASIC ADVISING STYLES

The Advisor Intervention Style Survey is modeled after the Managerial Grid developed by Blake and Mouton (1978). The five identified advising styles related to the five leadership styles they identified in their work.

The survey is presented primarily to encourage consideration of alternate intervention strategies as well as to encourage advisors to examine their own advising styles. It is not intended to suggest that one advising style is best for all situations. The survey may provide insight, however, into the advising style with which an advisor is most comfortable and, thereby, assist the advisor to know him/her better and to prepare better for advising situation which will require new behaviors.

- Q1:** A **low relationship – high task** advisor would be expected to be very directive in style and to be most directly concerned with the task performed by the chapter.
- Q2:** A **high relationship – high task** advisor would emphasize the dual importance of both concerns and the interdependence of members of the chapter to accomplish task functions.
- Q3:** A **high relationship – low task** advisor would be expected to be concerned most directly with relationships among members of the chapter.
- Q4:** A **low relationship – low task** style would be characterized as a very passive advisor who offered assistance only when it was sought.
- :** A **moderate relationship – moderate task** advisor would seek to create a balance or work out a compromise between task and relationship concerns.

References

Arbes, B.H. (1972). Intervention style survey. Annual handbook for group facilitators. University Associates, Inc.

Blake, R.R., & Mouton, J.S. (1978). The new managerial grid. Houston: Gulf Publishing

**HOW THE BASIC ADVISING STYLES MAY BE SEEN BY OTHERS
WHEN THEY ARE EFFECTIVE OR INEFFECTIVE**

BASIC STYLES	EFFECTIVE	INEFFECTIVE
Q1: LR/HT	Seen as having well-defined methods for accomplishing goals that are helpful to the chapter	Seen as imposing methods on others; sometimes seen as unpleasant and interested only in short-run output
Q2: HR/HT	Seen as satisfying the needs of the chapter for setting goals and organization, but also providing high levels of socio-emotional support	Seen as initiating more structure than is needed by the chapter and often appears not to be genuine in inter-personal relationships
Q3: HR/LT	Seen as having implicit trust in people and as being primarily concerned with facilitating their goal accomplishment	Seen as primarily interested in harmony; sometimes seen as unwilling to accomplish a task if it risks disrupting a relationship or losing "good person" image
Q4: LR/LT	Seen as appropriately delegating to members decisions about how the work should be done and providing little socio-emotional support where little is needed by the group (or members of the group)	Seen as providing little structure or socio-emotional support when needed by the group (or members of the group)

Adapted from: Hersey, P., & Blanchard, K. (1982). Management of organizational behavior: Utilizing human resources (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.