



Student Advising: Creating Effective Conversations

Objective

Review techniques to enhance effective communication while providing academic advising

Agenda

1. Purpose of Effective Communication in Academic Advising Sessions

- The “Why”

2. Context of Academic Advising Conversations

- The “Where” & “When”

3. 5 stages of the Academic Advising Conversation

- The “What” & “Who”
 - Greeting & Check-in
 - Uncover Concerns
 - Check for understanding
 - Identify Possible Solutions
 - Follow up

4. Case Studies

5. Question & Concern Period

What is
Academic Advising?

Understanding how
everyone is different



Confronting & Overcoming challenges



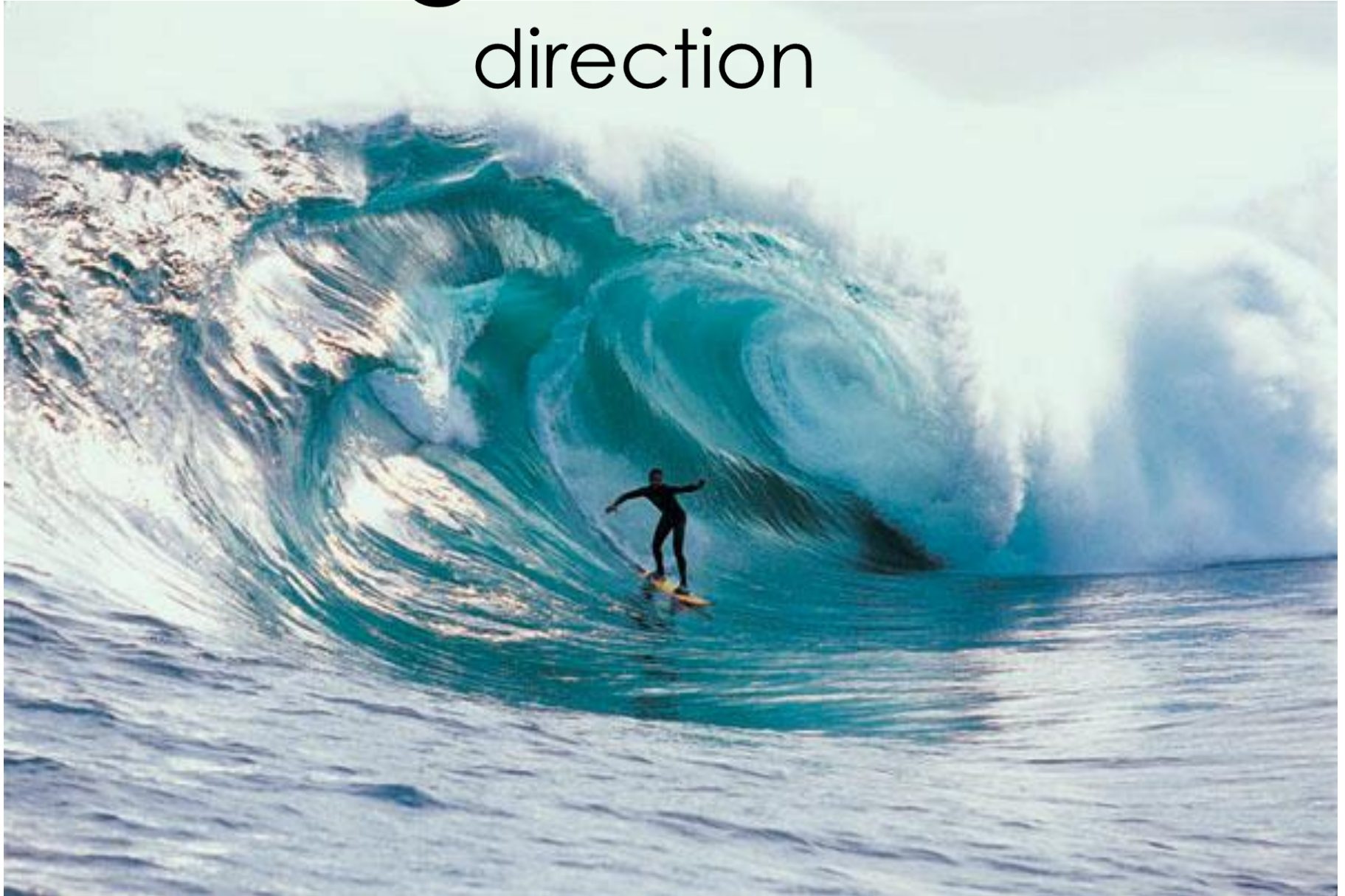
Selecting the right approaches



Searching for a
solution when you get stuck



Guiding students in the right direction



The purpose of communication in Academic Advising sessions

1. Understand the student
2. Understand the issue(s)
3. Identify approaches to addressing the issues
 - Address problem on the spot
 - Referral
 - Other



Benefits of Effective Communication...

1. Establishes a working relationship.
2. Develops a sense of caring & interest.
3. Develop understanding of the issues and concerns.
4. Improves college experience.

CONTEXTS FOR EFFECTIVE STUDENT ADVISING

When and where can you advise
effectively?

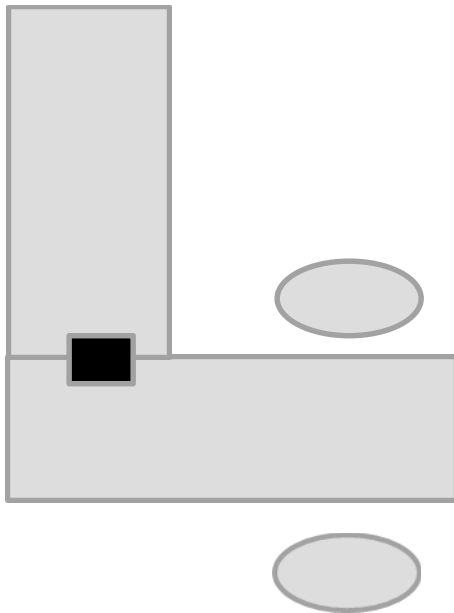
CONTEXTS FOR EFFECTIVE ADVISING

- Classroom with others waiting to speak to you.
- Classroom alone with student
- In a busy hallway
- In an empty hallway
- In your office with the door open
- In your office with the door closed

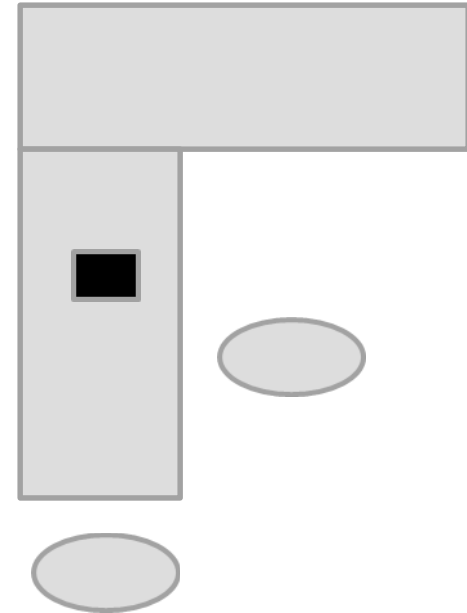


What do our offices say about us?

Office Layout A



Office Layout B



What are the advantages and disadvantages to each design?
What is your preference? Why?

Sit in their seat!

- Reflect on your office space or shared space.
 - What is the student looking at?
 - How can we make this experience more focused on them?

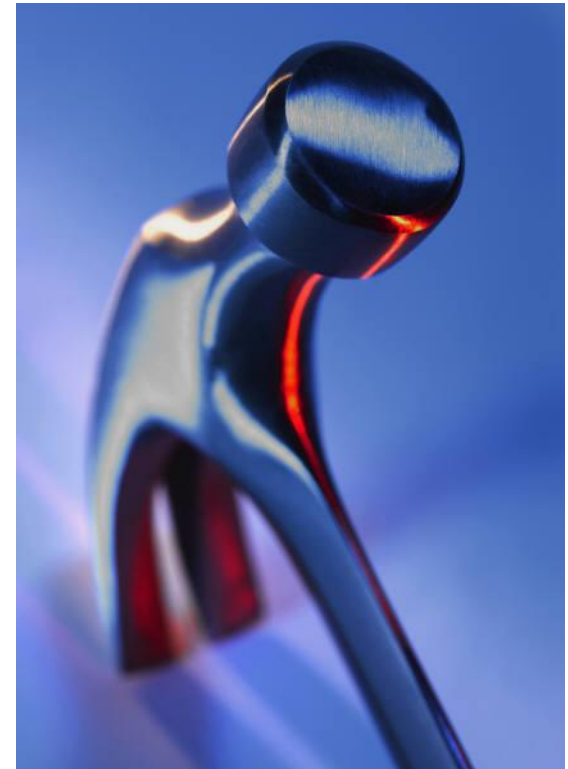
Students can tell if you are prepared!

- How would I prepare for the advising interview?



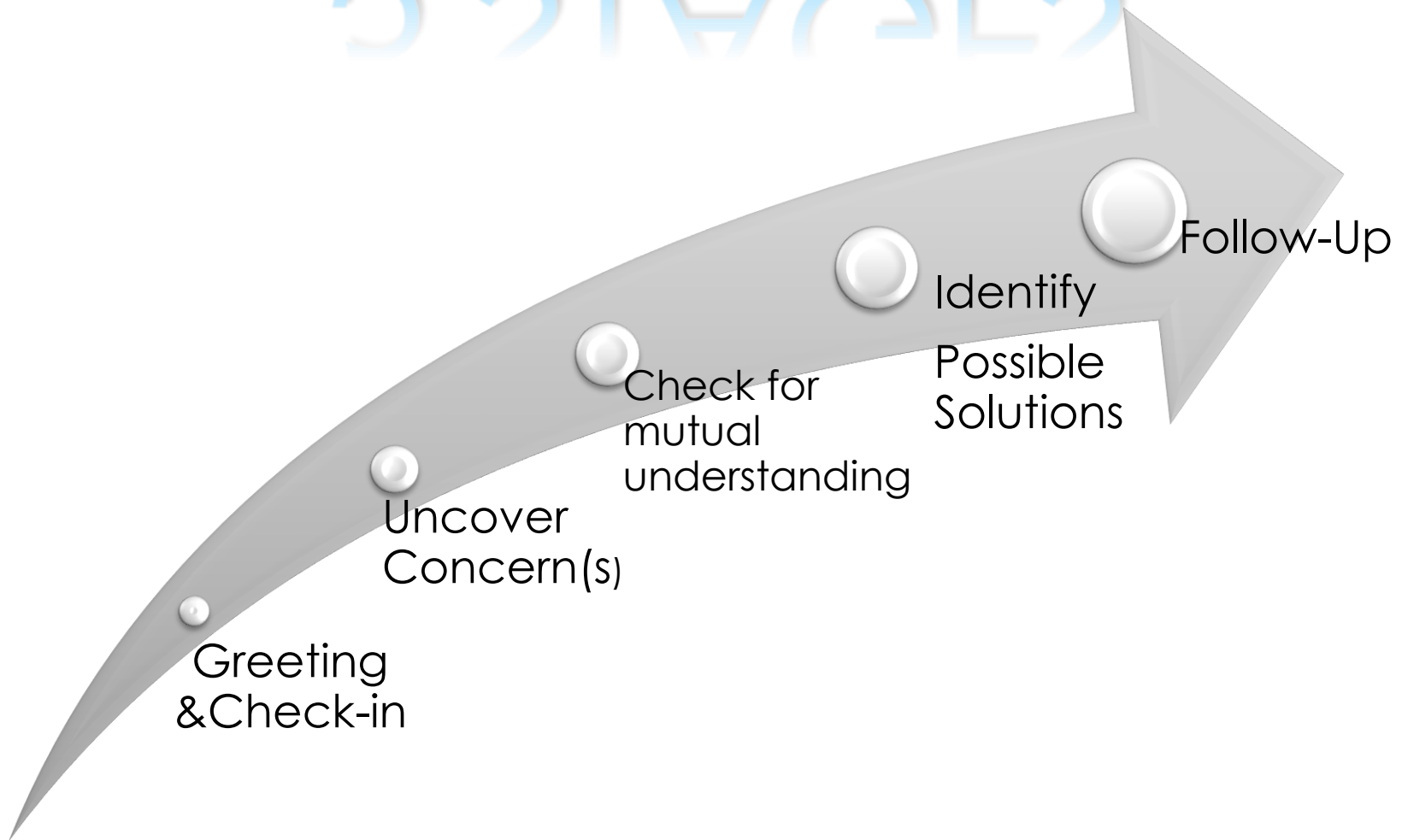
PREPARING FOR THE CONVERSATION

- **The Advising Tool Kit**
 - “Hit List”
 - College Services
 - College Policies
 - Procedures
 - Community Services



STRUCTURING THE FIRST MEETING

5 STAGES



1. GREETING & CHECK-IN

1. Introduce self & explain your role as Academic Advisor.
 - *i.e. “My role is to...”*
2. Establish Parameters Related to the timing for conversation
 - *1st meeting- Be up front. i.e. “We have 20 minutes today, so maybe you can tell me a little about...”*
 - *2nd meeting- Recap last time if pertinent i.e. “Last time we spoke about time management, how has that improved?”*
3. Show interest & concern for student
 - How do you show students your interest in them?
 - How do you show students your willingness to work together?

“60% of all human communication is

nonverbal body language

30% is your **tone** so that means

90% of what you're saying isn't coming out of your
mouth”

Kinesics & Expressing Interest

Attending: Demonstrating that you are paying attention through your physical actions.

- Welcoming student
- Getting up to greet them
- Remembering them by name
- **Posture:** Face person, lean forward, nod head, etc.
 - Sitting erect and facing them
 - Feet pointed towards them: shows interest
 - Sitting on edge of seat (involvement, interest)
- **Gestures**
 - Rubbing hands together (interest, approval)
 - Head nodding, turning head down
 - Crossed arms (disapproval, discomfort)
- **Eye Contact:** Maintain eye contact.
 - Expresses interest level
 - Not looking at phone/computer for messages
- **Facial Expressions:** Show what you are thinking.
 - Smiling
 - Lip biting(uncertainty)



Facial Messages to Students

STUDENT SAYS:
"CAN I TALK TO YOU? "
(IT'S 4:30PM ON FRIDAY)



ADVISOR REACTION

STUDENT SAYS:
"I HAVE A COLD"



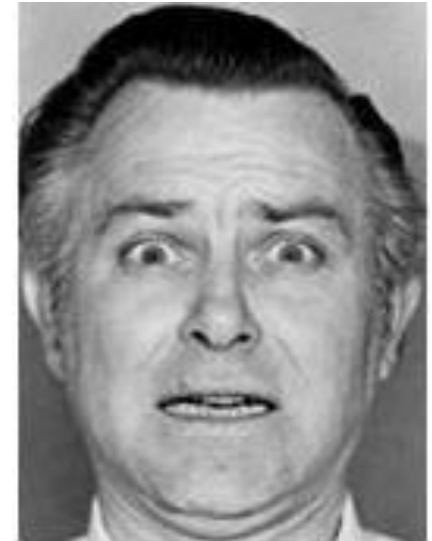
ADVISOR REACTION

STUDENT SAYS:
"MY GIRLFRIEND
DUMPED ME"



ADVISOR REACTION

STUDENT SAYS:
"I FAILED A QUIZ"



ADVISOR REACTION

2. Uncover Concerns

EXTRACT INFORMATION VS. INPUTTING
OPEN ENDED QUESTION THEMES

START QUESTION WITH: TO ASK ABOUT:

- 
- What?
 - When?
 - Where?
 - Why?
 - How?

- Interests
- Hopes or Fears
- Challenges
- Living situation
- Skills & Talents
- Personal characteristics
- Personal influences
- Life aspirations
- Habits
- Anything else?

What Makes a Poor Listener?

- Waiting to talk
- Giving advice
- Fixing other people's problems
- Putting words in the speaker's mouth
- Disclosing your personal experience
- Poor attending skills and lack of focus
- Patronizing the speaker



What Makes a Good Listener?



- Extracting Information (vs. Inputting)
- Attending (Paying attention).
- Focusing on what is said (Being Present).
- Being comfortable with silence.
- Affirming the speaker's experience.

3. CHECK FOR UNDERSTANDING

- Paraphrasing
- Reflecting feedback
- Cautions

Paraphrasing

- Paraphrase: Recap what you have heard, in your own words.
- Communicates that you have listened, care and understand



Looks like:

“You feel...because...”
“It seems that...Is that right?”
“What I am hearing is...”

Reflect Feedback

Reflect: Indicate your observations & concerns in a non-judgmental manner.

- People feel valued when they feel heard.
- Check to see if understandings “match”
- Looks like:
 - “Did I get that right?”
 - “Is that what’s going on for you?”
 - “Would you add anything else?”
 - “Does that match with the way you are feeling?”

Caution...try NOT to...

- Persuading with Logic, Arguing
"Here is why you are wrong..." ...
- Ordering, Commanding
"You must..." "You have to..." "You will..."
- Warning, Threatening
"If you don't, then...", *"You'd better, or..."*
- Moralizing, Preaching
"You should...", *"You ought to..."*, *"It is your responsibility..."*



4. IDENTIFY ALTERNATIVES

Building a **Bridge** with the **PURPOSE** of working together.

- Offer assistance
- Offer hope
- Identify your limits



Offering Assistance & Hope

Offer Assistance:

“What do you need to maintain/maximize your experience?”

- *Brainstorm together...you are a bridge.*
- Explore realistic interventions.
- Help student develop an action plan

Offer Hope:

- Reassure student that help is available.
- Can you help? Who might?

Referrals...

- Know the limits of your role as academic advisor

“Thank you for trusting me, but I don’t have the expertise to help you with this. I know of (a great person) who can”

“I can help you with... But I think (person)...can best help you with...”



5. FOLLOW UP

Follow up: Check-in with student after giving referral.

- Completes the circle of care
- Goal is to express concern & interest in their well being
- Inquire about student's progress/success of referral.

- Can be done via:
 - Face-to-face meeting
 - Email
 - Phone call





Case Studies

Top 3 Challenges for New Academic Advisors

Let's hear from you!



6. QUESTION PERIOD

What **excites** you most with Academic Advising?

What **concerns** you most with Academic Advising?

Thank you!
