



Webinar Materials for Event Facilitators

Towards the end of his Presentation, **Jose Rodriguez** discusses four vignettes (advising scenarios) that have a common theme: *the student cannot get into the major because s/he has not been able to meet the criteria for admission to that major.*

You are encouraged to take some notes as Jose presents the three scenarios, and then use these questions that he has provided to initiate follow-up conversation with your colleagues.

Vignette Discussion Questions:

1. How would you open a conversation with these students?
 - Will it depend on the status of their level? Why?
2. What specific aspects of nonverbal communication do you think will help to support your message?
3. What are ways in which you can help the student to come to the conclusion by him/herself?
4. Why is it important to understand the student's value system? How does that influence the ability to help the student see the changes that need to be made?
5. At what point should you discuss the deeper issues of meaning and purpose? What do you think must occur for the student to be able to discuss such issues?

Additional General Questions for Possible Follow-up Discussion:

1. What is communication? How does the transactional model of communication change the way you view your interchanges with your students?
2. According to the transactional model, what do you think is the most important aspect of the communication process? Why?
3. How does providing a "definable climate of facilitative psychological attitudes" help students to talk about their issues?
4. What is the purpose of using questions that tap into students' meaning?
5. Thinking about your day-to-day practice, how do you see advising transforming students' perceptions of themselves and their education?
6. Describe a way in which you could use supportive confrontation. Try to give specific examples if possible.
7. If your background is not in the helping professions, how do you think you can use what you've learned in your day-to-day advising sessions? What challenges do you think you'll encounter as you try to use the "science" and "art" of communication?
8. How do you find meaning in what you do? How do you think this can help students find meaning in their education?
9. In the presentation, the concept of self-monitoring is briefly discussed. What do you think is your level of self-monitoring? Has it changed over the time? When is it higher, when is lower? Are there time when it was off?
10. How do you deal with students whom you can't get through to? Does it challenge your sense of purpose in advising? How?