

Foundations of Academic Advising

The Relational Component of Academic Advising: Strategies for Effective Communication, Rapport Building and Student Engagement

Webinar Handout

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Pre- or Post-Webinar Activity Suggestion

How would you define “successful” relational skills with students?

A successful experience will look slightly different advisor to advisor because of personal style, educational background, personal philosophy toward working with students, values of the institution, and expectations within your work environment. In spite of differences in execution, similar competencies in knowledge should exist (e.g. knowledge of student development theory) as well as specific skills and abilities (e.g. patience). For your advising setting and practice, answer the prompts below:

List the competencies or knowledge needed for advising your population of students.	List skills and abilities that are used most prominently within your advising context.

How would you rate your level of competence or ability for each skill or competence above? Go back through the list and mark those you feel you perform well and those you would want to improve.

Action for the future: What will you do next?

- Identify colleagues who have knowledge or abilities in you areas of deficit. Ask for their support.
- What resources from this webinar and NACADA do you plan on using in the future? Read through our reference list and star resources you plan to utilize following this workshop.
- Share your strengths and knowledge. Contact NACADA to write an article for *Academic Advising Today* or the *Clearinghouse of Academic Advising Resources*, write a chapter for a monograph, or review a book.

References and Recommended Resources

NACADA Foundations of Academic Advising Webinar Series, available at <http://www.nacada.ksu.edu/Webinars/onDisk.htm>

- Drake, J. & King, N. (2010, Sept). *Building the Framework: Advising as a Teaching and Learning Process*.
- Musser, T. & Yoder, F. (2010, Nov.). *The Conceptual Component of Advising: Developing the Purpose, Values, and Frameworks for Why We Do What We Do*.
- Stockwell, K., Givans Voller, J., & Reynolds, M. (2011, March). *The Informational Component of Academic Advising: Policies, Procedures, and Beyond*
- **Coming Soon – today's broadcast!** --- Jordan, P. & Beres, K. (2011, May). *The Relational Component of Academic Advising: Strategies for Effective Communication, Rapport Building & Student Engagement*

Aiken-Wisniewski, S. (Ed.). (2010). *Guide to Assessment in Academic Advising*, 2nd ed. (M23CD). Available at <http://www.nacada.ksu.edu/Monographs/M23.htm>

Allen, B.J. (2011). *Difference Matters: Communicating Social Identity*, 2nd ed.

Assessment of Academic Advising: Instruments and Resources. *NACADA Clearinghouse of Academic Advising Resources*. Available at <http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm>

Drake, J., Hemwall, M. & Stockwell, K. (2009). *A Faculty Guide to Academic Advising*. NACADA Pocket Guide. Available at <http://www.nacada.ksu.edu/Monographs/pocketguides.htm>

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Esposito, A. (2007), *Saving Face(book): Engage Through Facebook and Retain Relevance..* Available at (Podcast) <http://www.nacada.ksu.edu/Podcasts/index.htm#Technology> and (Article) http://www.nacada.ksu.edu/aat/nw30_3.htm#8

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Grimes, E. & Renfro, C. (2011, March). Apathy's antidote: Using mindfulness to improve advisor performance. *Academic Advising Today*. Available at http://www.nacada.ksu.edu/AAT/NW34_1.htm

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Herman, J. (2007, June). The student you've met but may not know. *Academic Advising Today* 30(2). Available at http://www.nacada.ksu.edu/AAT/NW30_2.htm#7

Kuh, G.D., Kinzie, J., Schuh, J.H., & Whitt, E.J. (2005). *Student success in college: Creating conditions that matter*, San Francisco, CA: Jossey-Bass.

Myers, K. K. & Sadaghiani, K. (2010). Millennials in the workplace: A communication perspective on millennials' organizational relationships and performance. *Journal of Business and Psychology* 25(2) pp225-238. Available at <http://www.springerlink.com>

Wilcox, D., Harper, R., & Herman, J. (2007). *College Student Mental Health: Information and Suggestions for Academic Advising Webinar*. (DW08CD). Available at <http://www.nacada.ksu.edu/Webinars/onDisk.htm>

Points of Reflection

Physical Space: Rate your office

My space includes personal artifacts about me:

- Photos of family or friends
- Posters representing my interests
- Toys or décor reflective of my personality or interests

My space is reflective of my campus culture:

- Posters or flyers of current or past events are present
- College or School artifacts are around (e.g. anything with your institution's logo)
- Photos, posters, and/or calendars of campus are present

My space reflects a commitment to my profession:

- Awards and/or certificates are visible
- Degrees are present
- NACADA and other professional associations are present
- Books, monographs or journals are visible... and not covered in dust!

The ultimate criteria for rating your space: If you were a student, would you want to be in your office?

Write 1-3 ideas for updating your space after this webinar.

- 1.
- 2.
- 3.

Need more ideas? Consider an office of a colleague or an office where you were the client, student, or customer. How is your space similar or different to yours? What would you want to replicate or change in their space?

Cultural Competency

Developing your cultural competence will take a lifetime, and we strongly recommend you continue to challenge yourself and your colleagues following this webinar. Minimally, at this time, we would like for you to reflect on your personal observations and behaviors.

Characteristics of you and your student population

1. What are the general characteristics of your student population? (e.g first generation, affluent, part-time attendees, 18-22 year-olds, high achieving, etc.)

2. What characteristics do you have in common with your student population? How do you differ?

3. What types of students do you struggle to support or understand?

Engaging with difference

1. Do you attend cultural events that represent racial or ethnic cultures other than your own personally or professionally?
2. Do you create opportunities for yourself to learn about those who are different from yourself?
3. Where would you rate yourself along Harding's Spectrum? Circle where you feel most comfortable:
 - a. "**Non-awareness** of difference refers to advisors who have no or limited experience with diversity. It is not that they do not recognize difference, but they place no value on it, and approach each student as an individual regardless of race, ethnicity, religion, class, sexual orientation, and so forth.
 - b. **Awareness of difference** indicates that you not only recognize difference but realize that it actually holds some value to individuals and your relationships with them. However, you may lack the training, experience and ability to apply the knowledge you have.
 - c. **Acceptance/acknowledgement** of difference indicates that during this stage you have accepted that different does not mean deviant, and your responsibility as an advisor is to become more culturally competent.
 - d. **Understanding cultural difference** indicates you have taken the necessary steps to increase your cultural knowledge through diversity training, workshops, discussions with others, and self-education to better understand and relate to the diverse students you serve.
 - e. **Cultural adaptation** indicates that you now have the ability to apply what you have learned and can adapt your advising approach to the needs and communication styles of your diverse students.
 - f. **Intercultural skillfulness** indicates you have expanded your comfort zone and have become a culturally competent advisor. You now have the tools, knowledge, and skills to relate to a wide range of students and feel comfortable in doing so. Although these skills have been gained, they need to be maintained. This is an ongoing process in which advisors continue to learn and expand our knowledge."

We hope that you will challenge yourself after this webinar. In the space below, list 1-3 opportunities you can take advantage of or could create yourself to engage with or learn about difference.

- 1.
- 2.
- 3.

Boundaries

What means or strategies do you use to set boundaries with your students?

Where do you struggle with boundaries?

Who can support you with keeping healthy boundaries with students?

Emotions

How do you respond to students who are having a visible emotional response during an appointment?

Pet Peeves and Bad Habits

What student behaviors are particularly annoying or uncomfortable for you?

What are your own bad habits that may interfere with you being your best with colleagues and students?