

NACADA Webinars 2010-2011

NACADA – The Global Community for Academic Advising
presents

Foundations of Academic Advising

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




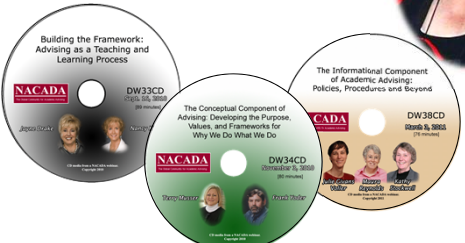

May 19, 2011

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Saint Louis University


Today's topic:

*The Relational Component
of Academic Advising*

We will consider:

- Advising tasks
- Our offices
- Communication skills
- Strategies to engage students
- Advising special populations
- Long term plans for growth



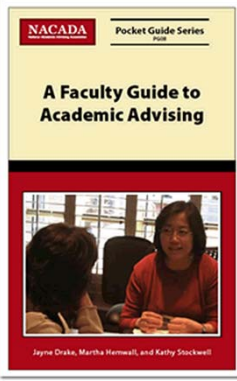


Effective Communication









NACADA Pocket Guide Series
A Faculty Guide to Academic Advising

Jayne Drake, Martha Hemwell, and Kathy Stockwell

Creating Effective Advising Discussions

In order to cultivate a learning context when advising, we should be prepared to use a variety of good communication strategies. Much as we would in the classroom, we should build rapport, determine the types of discussion needed, and ask open-ended and probing questions.

What Kind of Conversation Should I Have?
 Identifying the type of conversation we might have makes attention to individual student needs. The three basic types of conversations are:

- Conversations that cover important institutional information, e.g.,
 - policies and procedures;
 - degree requirements;
 - critical dates and deadlines; and
 - programs of study.
- Conversations about the individual student, e.g.,
 - core values important to making choices;
 - aptitudes/interests;
 - strengths;
 - areas for improvement (study skills, time management, etc.); and
 - involvement in extracurricular activities.
- Conversations about the future and goal setting, e.g.,
 - how students visualize their future careers and personal lives;
 - the steps needed to make this future a reality;
 - how these steps relate to academic disciplines at the institution; and
 - how students have changed as a result of their education.

What Kind of Questions Should I Ask?
 To communicate clearly and effectively means that we must also be good listeners and observers, and be willing to ask the sort of questions that encourage conversations.

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Cultural Competency

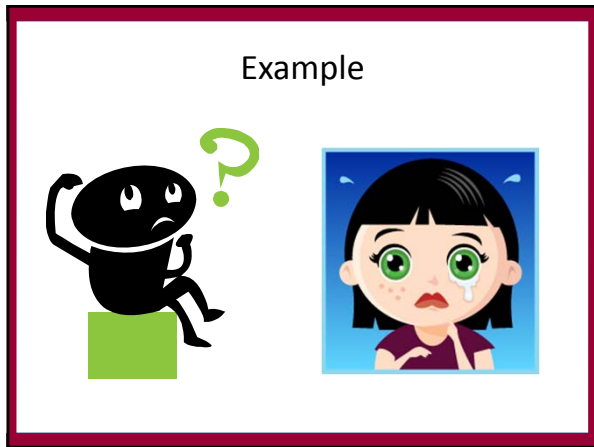
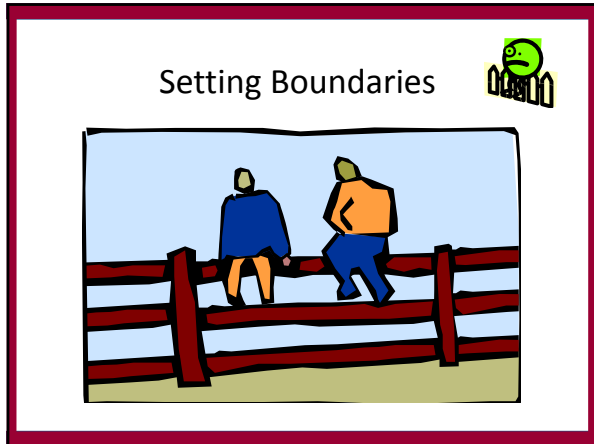
1. Non-awareness of difference
2. Awareness of difference
3. Acceptance/acknowledgement
4. Understanding cultural difference
5. Cultural adaptation
6. Intercultural skillfulness



Blane Harding (2008)

Social Identities

Sex
 Physical Ability
 Body Size
 Religion
 Education
 Gender
 Race
 Class
 Sexual Orientation
 Age
 Ethnicity

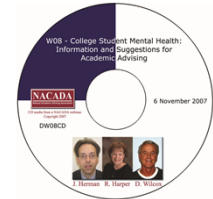


Emotional Issues



Emotional Issues

PTSD
 ADHD
 Substance Abuse
 Depression
 Schizophrenia
 Obsessive Thoughts
 Sleep Disorder
 Anxiety
 Bipolar Disorder
 Stress
 Eating Disorder



Emotional Issues



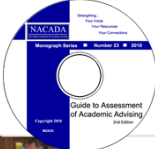
Make Connections



Advisor Stress




Know Your Value!
(and have the data to back it up!)



Assessment of Academic Advising Institute

NACADA



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