



ONE-TO-ONE ADVISING SKILLS

Blane Harding
Director of the Office of Multicultural Affairs
University of Kansas

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Terry Musser- Penn State University
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EFFECTIVE ADVISING?

- ◉ What are effective advisor competencies?
- ◉ What do students want, expect, and need?
- ◉ Why are the skills important?

WHAT WORKS FOR YOU?

- ◉ Share ideas
- ◉ Who do you advise?
- ◉ What skills are effective?
- ◉ What do students want?
- ◉ What do students need?

ACADEMIC ADVISING DEFINED:

“Academic advising is a decision-making process during which students reach their maximum educational potential through communication and information exchange with an academic advisor.”

-Thomas J. Grites



ADVISING PROGRAMS.....



“...promote learning and development in students by encouraging experiences which lead to intellectual growth, the ability to communicate effectively, appropriate career choices, leadership development, and the ability to work independently and collaboratively.”

-CAS Standards

OBJECTIVES

- ◉ Commitment to whole student
- ◉ Recognition and appreciation of individual differences
- ◉ Commitment to facilitating student development, success, and learning
- ◉ Provide quality services to meet student needs
- ◉ Commitment to provide access and opportunity

“Service to others is the rent we pay for our time here on earth.”

STUDENTS' EXPECTATIONS OF ADVISORS



- ◉ Available
- ◉ Knowledgeable
- ◉ Caring
- ◉ Competent

"Poor academic advising can be a reason for leaving college"
(Tinto, 1998)

COMPETENCIES

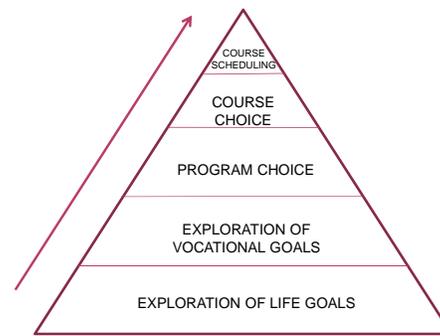
- ◉ Informational...Know
- ◉ Relational...Do
- ◉ Conceptual....Understand

Academic advising is a critical component of the mission of higher education
(Gordon & Habley, 2000; Light, 2001)

"We are what we repeatedly do.
Excellence then is not an act
but a habit."



O'BANION'S ADVISING PARADIGM



O'Banion's Advising Model Hierarchy

RELATIONAL SKILLS

- ◉ Communication
 - verbal and non-verbal
- ◉ Questioning
 - advising interview
- ◉ Referral
 - advising strategies



COMMUNICATION SKILLS

- ◉ Attentive listening
- ◉ Maintain eye contact
- ◉ Avoid interruptions/solutions
- ◉ Consider body language
- ◉ Consider content and context of student's words
- ◉ Acknowledge student's words
- ◉ Awareness of learning patterns
- ◉ Reflect, rephrase and/or paraphrase



PARTNERSHIP SKILLS BETWEEN STUDENT AND ADVISOR

- Visions and goals: mutual agreement
- Understand and appreciate one another
- Ongoing communication
- Value, solicit, and learn from each other
- Create and implement shared, inclusive decision making



PARTNERSHIP SKILLS CONTINUED...

- Respect, trust, and mutual understanding
- Develop belief that each contributes equally to student success
- Celebrate accomplishments



EFFECTIVE QUESTIONING SKILLS



- Open ended vs. closed
- Concern for student
- Clarify
- Challenge and support

REFERRAL SKILLS

- Listening is crucial
- Student's needs, not advisor's
- Explain reason for referral
- Expected results of referral
- Specifics of referral
- Making referral
- Set time for follow-up



COALITION BUILDING SKILLS



A systematic process involving academic departments, faculty, and advising services to address the personal, career, and academic goals of those that we serve.

CAMPUS COLLABORATION

98 Academic Advising: A Comprehensive Handbook

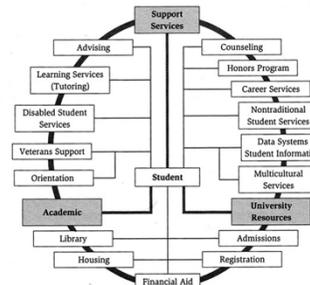


Figure 7.2. Campus Collaboration.
Source: Adapted from Kramer, 1996.

TEACHING SKILLS

“Academic advising is integral to fulfilling the teaching and learning mission of higher education.”



CONCEPTUAL SKILLS

Advising has 3 components:

- Curriculum
- Pedagogy
- Student learning outcome



CURRICULUM

- Institution's mission
- Culture and expectations
- The meaning & interrelationship of institution's curriculum
- Thinking, learning and decision making



CURRICULUM

- Selection of academic program & courses
- Development of life and career goals
- Campus/community resources, policies & procedures
- Transferability of skills and knowledge



PEDAGOGY

Advising requires the following of advising interactions:

- Preparation
- Facilitation
- Documentation
- Assessment



PREPARING FOR ADVISING SESSION



- Be proactive in getting student to schedule meeting
- Gather information on student
- Designate clear and uninterrupted time
- Student needs to be active participant

FACILITATING ADVISING SESSION

- ◉ Establish rapport
- ◉ Diagnose need
- ◉ Set goals
- ◉ Design interventions
- ◉ Evaluation and follow-up



DOCUMENTING ADVISING SESSION

- ◉ Take good notes
- ◉ Maintain confidentiality
- ◉ Do no harm
- ◉ Security



ASSESSING ADVISING SESSION

- ◉ Self assessment
- ◉ Student assessment
- ◉ Peer assessment
- ◉ Supervisor assessment



LEARNING OUTCOMES

- ◉ Overall learning outcomes for advising
- ◉ Individual learning outcomes for student



MAKING THE MOST OF COLLEGE



“Good advising may be the single most underestimated characteristic of a successful college experience.”

- Richard Light, 2001

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