NACADA Reads- Quiet

Spring 2015

Jennifer, “Well welcome my name is Jennifer Joslin the Associate Director for Content Development at NACADA: The Global Community for Academic Advising. We’re really excited that you’re here and that you think of NACADA for all things student success in academic advising. Just want to channel Leigh Cunningham here in just a little bit and remind you that this is a terrific platform, this new Zoom platform and just a reminder that it subject to the fakeries of the interwebs and the “WWW” world so if something happens and we freeze up just be patient if something happens and you’re kicked off just hop right back on we will do the same if it should happen to us so keep an eye out for that. We’re hoping everything goes well. Everything appears to be going well on the K-State side and I hope the same is for the broadband were you are. Just want to remind everybody of our panel today and also our overall goal which is to encourage discussion and really have a terrific NACADA Reads book club experience. This is our first NACADA Reads and we are really excited with how well it’s gone, we are excited with all the comments and the participants and all the different things we’ve tried. A big shout out to everyone at the Executive Office including Elisa Shaffer for all the technical support and excellence she has provided with all the different fora we have. I want to introduce again our facilitator and moderator and colleague extraordinary Maureen Schafer who is Senior Associate Director at the Academic Advising Center at the University of Iowa in Iowa City Iowa and also a shout out to her colleague, Senior Academic Advisor Cheryl Schultz who joins us from that same institution, obviously and they always want me to remind you that we don’t represent all extroverts or all introverts in the world we are representative of our experiences and we are just providing kind of our background, our own kind of take on how we have interacted with material just as you are in the participant chats the Facebook page and again when you interact with us at Annual and Regional Conferences and other places you’ll be extending this discussion. Well today we going to dive in to the chapters in the book and especially applying the concepts to advising, and we again want to remind you we’re on Twitter. We’re going to hear from Maureen first and then we’ll Segway to having both Maureen and Cheryl involved as we approach the “Q & A”. So when Cheryl disappears you’ll know exactly what’s going on. We’re going to see her back and Elisa will disappear as well and we’ll see her back at the end as well. For today, as you see on the screen we’re going to talk specifically about how Susan Cain’s books and concepts and issues really interact and effect our work with students in appointments as instructors as presenters in working in all aspects of our job we’re going to bring forward a few topics that are lingering from the Google Doc. Page from comments on the website and then other discussions that have come up either in emails or in other forms and then we’ll have some information on how we can think of some NACADA issues that are related to introversion, preferences to introversion and extroversion in our attendance at conferences and our engagement in NACADA experiences and other thoughts from the international global association and then have some time for “Q &A”. Well we want to turn it over to Maureen as soon as possible and Maureen is going to get us started and thank you again Maureen we could not be happier that you’re a part of this and for all that hard work you have done facilitating our discussion on “Quiet”.

Maureen, “Well thank you Jen I am glad to be here today and I do want to mention that since our May 11th Webinar my colleague Cheryl Schultz is now the newest associate director at the academic advising center at the university of Iowa and actually just started in her new position on Monday of this week so she is my friend with a preference for introversion who agrees to come along for the ride with me when I say, “Hey, I need somebody to join me for this conversation so I always appreciate that and I’m really excited to be here today to talk about the concepts in the book and how they apply to our work with students because last time we were able to talk about how the concepts affect us personally and how they play out in our offices but there’s a whole new area that we need to talk about which is how this plays out with our work with students. So, as always I want to have a productive focus for our time and how we apply the concepts we learn as we talked about last time we don’t just want to learn this and then leave it we want to apply it to our lives and make some changes to how we interact with other people so for today I really hope that as a result of this time together that you will walk away being more aware of your own preferences and how they influence how you work with your students. You’ll also be more conscious of how your students operate and the various environments where you encounter them. And most importantly, that we’re going to talk about developing some strategies for insuring that all students are able to get the most out of their experiences with us in appointments small group settings and in the classroom. So let’s dig right in. Our work with students can take place in a variety of settings as we know but we all can probably agree that just as with many other places in American culture, our work in the various settings with students to really favor the student with more of a preference of extroversion we typically have limited time with students we provide a lot of information we’re typically in environments that are pretty stimulating and so we really want to think about the concepts from Quiet to think about how these play out in our work with students. Now, we’re going to talk about one-on-one meetings we’re going to talk about our work with students in group settings and also for those of you who teach we will talk about how these play out in the classroom as well. So in our one-on-one meetings with our students this is certainly the most common place that we encounter students and probably the place where we’re most likely to start to see differences in how our students operate. And it’s important for us to think not only about our own preferences and how they influence how we might advise but also to think of ways we can pay attention to the student in front of us and with one-on-one meetings I’m going to suggest that we not only think about things that we can do specifically during the meetings but before during and after. Because as we know, from what we’ve read about preferences of people who tend more towards the introversion end of the spectrum but also knowing most of our readers tend to be more towards the introversion and these are things just to think about in terms of how are we creating an environment where students can get the most out of their experience with us and that does start with before with meeting. Now we all probably have ways that we try to educate our students on what to expect from academic advising. We might share that information verbally at orientation you might have an advising syllabus or a brochure or even talk about it on your website. But I will suggest as well in addition to that, that we send an email before an appointment if it is a scheduled appointment to set the stage to let them know what to expect and to offer ideas for how they might prepare for the appointment. I have a sample email here to a student that just says, “Hey John I’m looking forward to your planning appointment Thursday. I’ll be interested to hear how your current classes are going, we’ll have a chance to discuss majors you are considering and start brainstorming classes. We’ll go over your degree audit if you want to take a look at it in advance, do that. And I want to make sure I answer your questions”. Try to be brief here, but the main point is to set the stage for that particular student so that they know what to expect during the appointment and if they choose to do some preparation in advance. Now I know that not all students read their email. In this age of technology and changes with communication, many of us are facing challenges with students not reading their correspondence from us. My thought on that is if in the fall semester I send this to 300 students and 50 of them read it, I still think it’s worth my time for those 50 students to have the stage set for what they can expect from their time with me. Now we think about during the meeting there are a variety of things I would suggest. Number one is to pay attention to clues. We all can probably think of moments when we’ve worked with a student where we’re providing information, being a great advisor, and when we look at the student and they have that glazed over look because they are on information overload. If we pay attention to those cues we can adapt what we’re doing to adapt to the pace of the student in front of us and allow the student to get the most out of the appointment. Now related to that is to acknowledge what you see with the student. As I was preparing for today one of the things that I thought about with acknowledging what you see is that for me, one of the things I really value from my training in a graduate degree in counseling is that training to acknowledge what you’re observing in the moment and I think this is something anybody can do not just somebody with a counseling background but really just pointing it out in the moment to address is but to also offer some suggestions for what we can do about that so when I do see the look in the students eyes that they are overwhelmed I might say, “I know this is a lot of information and I can tell that it’s a lot to take in all at once, and that’s okay. We’re going to talk about ways that you can think about this after our meeting today”. But it’s just that small reassurance with that student that I’m acknowledging what they’re experiencing and it’s really important that this is a non-judgmental observation and that there’s no labeling as we know from our online discussion, many people are very, I don’t want to use the word worried but really conscious of not wanting to be labeled and so I think we need to think about that in our work with students as well. You can observe behavior and acknowledge that in the student without using any sort of label. Sometimes having the student write during the appointment can be a helpful way to engage a student who may be the verbal back and forth “I’m going to ask a question and I need you to respond right now”, doesn’t necessarily work. There are many ways to have students write in the appointments some offices probably have handouts that they have or questions they already have planned in advance for a student. In our office at the advising center we have a worksheet that we call, “My Blueprint” that was really designed with our open majors in mind to get students talking and thinking about those open ended questions. Often times with this we will use as advising a work incentive with the student and bringing it back and I think with a student with more of a preference for introversion using it right there in the appointment and maybe selecting a couple boxes to say, “Why don’t you grab a pen and just write down some thoughts that come to your mind”. And then for me as the advisor in that moment, I probably want to find something else to do so I’m not staring at them and so going out of my office to get a handout or looking something up online on a website that I’m going to show them that so I can be occupied but I give them a little bit of space to process in the moment. The other thing I would recommend during the meeting that I think about is making sure along the way that we acknowledge the importance for the students to give thoughts to their decisions. A student who appears to be perhaps a little bit slower to all the things we are talking about whether it’s deciding on classes or deciding between a couple of majors they might feel like, “oh I’m not keeping up. There’s something wrong with me”. And it’s important to us to say, “It’s okay, I don’t want you to make a quick decision today, because these are really important decisions”. On the flip side as well are the students that have more of a preference for extroversion might need us to slow them down a little bit. Some of us have had situations where we presented students with three different options and they say, “okay I’ll pick that one”. And, it’s their life in our hands and we say, “wait, hold on! I don’t know if you want to make a decision that quickly”. So I think that we can work with all students in terms of acknowledging the importance that they give to these decisions and letting them know that the decisions don’t have to be made in our office. On a related note, I think that’s a place where we can throw in with students that everybody does operate differently and it’s okay if you don’t want to make these decisions or aren’t comfortable making this right now. If we think about the response of many of our colleagues who have a preference for introversion have had to the book Quiet. This feeling of somebody finally understands me. Let’s think about where our students are developmentally. It could be that we’re working with students who have never encountered a situation in there K-12 education or even perhaps in their home where they felt like somebody understood them. So there’s a real power to you as an advisor to say, “Everyone operates differently and its okay if don’t accomplish all of this today. I’m going to send you with some things to think about afterwards”. And in that moment sharing your story as well is so important. We are all here today and this topic has affected us very deeply because Susan Cain shared her story and it’s really important for all of us then to share our story. Now, I would say for me as somebody who falls more on the extroverted end of the continuum, I don’t have as much of a story to share with a student from a personal perspective. I can talk to them about my experiences with this topic about my friends who have a preference for introversion but for those of you who really identify with a student who is in the moment not keeping up with the pace that they think they need to keep up with you sharing their story, your story can have a great impact for them. So I encourage you to do that. Sometimes weren’t not always comfortable talking about ourselves. We have one reader who shared in one of our discussions in the past few weeks that there was a moment in her advising which she shared with a student that at the end of the day she likes to take some reflective time to process her day and the student said, “Thank God I’m not alone”, or something to that extent. So we always want to remember that we have these powerful moments with students were we can help them to feel the way they operate is not a deficit and that they should celebrate their strengths. Now as we move along in terms of the conversations with students there certainly can be times during our conversations where we’re going to offer advice or tips to students. Perhaps a student shares with you that participating in class is really difficult. And then you might have those opportunities to provide some coaching from your own experience or from what other people have told you about preparing thoughts in advance. Perhaps writing them down before class talking before the first ten minutes is up and there not caring that anxiety with them the entirety of the 50 minutes of the class those types of tips can really help students cope with the class participation that is often required in many of their college classes. Students might talk about networking and perhaps a little bit of hesitation from that we’re actually going to talk about that further in or Q & A in just a little bit. When we talk about major and career fairs, this is another place where I think that we can offer some tips and suggestions to students who simply find those situations to be pretty overwhelming. There have been times I’ve worked with students to say, first of all I’ve had students come back and say I didn’t even know what to do. I walked in the room and there where all of these employers and all of these people and I walked out, and so if we can again set the stage in that moment for a student to talk about what they’re going to expect, doing some research in advance about the four or five tables they might visit in that day and prepare questions for the people they are going to see. Those suggestions alone are things that perhaps students don’t think of on their own but may make that major or career fair a lot more effective for that particular student. So I encourage you to take those moments to provide some coaching because they may not have had the chance in the past to have anyone talk them through how to handle these things. After the meeting they’re certainly are ways that we can send students with advising homework things to do. To send the message to them, “I don’t expect as your academic advisor that all of the work that we do is going to be accomplished within the confines of this 30 minute appointment. An example of advising homework that we use in our office is the flip side of the sheet that I showed you earlier. The flip side of the blueprint sheet and the side that has the red arrow is really an opportunity for an advisor and students to decide on some next steps and again keep in mind this is something that we use in our open majors so the guided questions on here the guided sets have to do with what I’m going to do after the appointment. But any way you can create a document that writes out an actual action plan for what the student is going to do later can be helpful for the student to know that we don’t have to make all of our decisions today and then as a follow up to that advisors do a lot of following up by email or even scheduling a follow up meeting with a student if you have the time to do so, so that you can let the student know let’s plan to have some more time to touch base about this because these are really important things we’re talking about and I want to give you time to think about this a little more thoroughly and a student can really appreciate that. Some other advising related thoughts that I just wanted to share that tend to come up as we think about our preferences and how they relate to our work with advising. One is that of walk in appointments. I realize that not everybody has scheduled appointments with students and for advisors who have more of a preference for introversion walk-in appointments can be a challenge for an advisor to not necessarily know why a student is there or what is going to happen. During a regular planning time or registration time for advisors they can be prepared in advance, walk-in time can sometimes be a little more uncertain so any way that you can incorporate in finding out from the student in advance whether it’s when they sign in, what they really want to accomplish that day can help you as an advisor. I think students who have a preference for extroversion might be the ones who are likely to walk in and have an idea that they want to run by you that might not be fully developed yet and so sometimes we do have to work with those students on how to most effectively use walk-in time to be prepared with specific goals in that time together. For advisors who also have more of a preference for introversion, the opportunities that we have or the expectations sometimes to provide feedback on the spot can be a difficult part of the job. So a student comes into a walk in appointment and says, “Hey I have my personal statement for Med School and I wanted to know if could take a look at it real quick”. And advisors perhaps who are new to the profession or advisors who don’t know if it’s okay for them to say I can’t do this at the moment might need some encouragement to say, to have us tell them, “You don’t have to do that right in the moment” it’s okay to say to the student, “This is really important that I provide you with some valuable feedback. I do my best work and my best thinking when I have some quite time. So let’s schedule a time for you to come back tomorrow. I’ll keep this personal statement and take some time to look at it and provide my feedback at that point”. So it’s accomplishing two things. It’s allowing you to operate in a way that works for you but it’s also educating the student using that teachable moment to say, “You can’t really always just drop in on people and expect them to give their thoughts right in the moment”. So that’s another thing related to our one-on-one appointments with students. Now many of us have opportunities to engage with students in group settings in our advising. Probably through orientation and perhaps group advising if you do that for your department or your office. Orientation is a challenge because all of us even across the nation have different ways we do orientation because of the number of students we’re trying to get through our program. We typically do it in small groups and we all know the simulations involved in those days and the ra ra nature of orientation and ice breakers really is not the ideal setting for a student who has a preference for introversion. And so we want to think of ways and I encourage you to think of ways that your office and your work with students can create opportunities for a little bit of peace and quiet for those days for students who operate differently. And sometimes it’s paying attention to the queue’s the students are giving you. Sometimes it’s really breaking down the instructions and this can be beneficial for the entire group not just those who are more on the introverted end of the spectrum. Breaking down the instructions throughout the day. As advisors, we know what’s going to happen during our time together during orientation but the student doesn’t, typically. And so letting them know for this next period of time we’re going to focus on this and have you pick out eight classes that might be interesting and then when that parts over. Now our next step is this. But to help kind of set the stage for that pace we’re going to guide you throughout the day even though this is a little overwhelming. One of our readers provided a really valuable piece of information and suggestion to us on one of our Google docs in the past few weeks. That is, just letting the students know during a time period where they do have some free time at lunch that, “Hey for the next 20 minutes this is a time to do with what you want”. Some people need some time to really let all of this digest. Some people might want to just chat. But I think by advisors giving those instructions to the group it sets the stage for everybody that we all operate differently and kind of communicates that message I don’t assume that everybody is operating well in this stimulating environment of orientation. So any time we can incorporate in there, opportunities for students to think and to write and have some quiet time would be helpful and the same principles do apply when we are talking about group advising. To just remember with group advising depending on how big your groups are, that people operate differently and the same principles apply and maybe we want to prepare them in advance for what they are going to expect during the meeting. Prepare them in advance for some information that you might need from them but to give them something to write with during the time so that they can be sharing their thoughts and not have the expectation that everybody in a group advising situation wants to share verbally with the group because not everybody prefers that in their advising. So there are all sorts of ways we can think about making these stimulating environments more comfortable for our students. Now lastly I want to address in the classroom. Those of us who have teaching as part of our responsibilities within academic advising probably have noticed if you’ve thought about it, how you operate best influences how you teach. Me personally this has been one area that has changed the most for me in the last couple of years as I’ve thought about the concepts a little bit more, and my recommendation in the classroom is really to think about not only the messages you send to your students in terms of what you value but also giving students opportunities to process things in different ways. We want to make sure everyone has a voice. One of the biggest changes that I’ve made in my class as that I no longer send messages to students either verbal or otherwise that I only really value talking. That talking in a group of 20 people is the only way that you can show me that you are engaged in this topic. I now incorporate small group work into the class, because some of my colleagues who have more of a preference for introversion have told me that a small group with two or three people is much more comfortable for me to kind of warm up to the group. I’ve had students tell me, “I will never talk in class in a group of 20 or more students. I just won’t”. And so as instructors we incorporate small group work. This involves everyone and not just a few and that is a more comfortable environment for everybody. We also know that, typically students who have more of a preference for extroversion are more comfortable talking and sometimes you can spend the entire semester of the entire class having to listen to the three students who love to talk and that probably is not the best environment we want everybody to be able to contribute. So there are many ways we can think about kind of getting everybody’s voices heard. In class writings is another way you can help everybody to contribute I have been very specific with my students in the last few years at the beginning of the class I’ll hand out a sheet of paper with either an idea from the last class or something I want to know about today and say, “Your participation points from today are going to be based on what you’re writing on this sheet and I hope for that my students are more on the introverted end of the spectrum can feel like my classroom is a safe space and that I value everybody’s contribution to it and not just the people who are going to talk in class because we all know that the most insightful ideas are not always the ideas that are spoken in class and that’s really important for us to remember. We could talk about all of those concepts I just talked about the classroom, one-on-one advising, and group settings probably for two more hours but I had to make it brief today so I look forward to perhaps more conversation with folks and perhaps through the Q & A to delve in a little bit more. Before I turn it back to Jennifer’s thoughts I do want to share with you some follow-up thoughts from the last number of weeks with our book club discussion I have to tell you it has been such a joy for me to participate and to see people sharing their thoughts because there are so many different ways to looks at this topic through our own lens and that’s been just great. Last time we met in a webinar setting was on May 11th we had some people contributed to our online Facebook pole about where you fall on the continuum I just wanted to update you in case you haven’t looked at it that 175 of our colleagues have commented and we’re still with about the same percentages that 70 percent of our readers are identifying as more introverted, 19 percent ambiverted, and 11 percent as extroverts. Now we could also spend another hour just talking about that alone in terms of who’s more likely to participate in an online book discussion but as I mentioned last time I do think our profession in general probably is heavier on the preference end of colleagues who are more comfortable with introversion which is wonderful because all of us can contribute to this conversation but all of us then can reach out to our students and share stories with them. One of the follow-up topics that we’ve talked about on the google docs over time had to do with the section of the book where we talked about finding our sweet spot and in the May 11th webinar we talked about you as an employee as a person in your professional life really trying to find those opportunities for you to be in your sweet spot in your work setting on a more regular basis but I wanted to follow up on that to let everybody know that while that’s really important there were comments from some of our readers about the satisfaction they’ve found in also challenging themselves. I want to agree with those comments and let you know that as you think about creating more opportunities for yourself to be in your sweet spot to make sure that you’re professional life is really satisfying that we all have ways we can challenge ourselves and some of our readers share ways that they create better environments for themselves when they teach or when they present. So people have said I prepare in advance, make sure that it’s a topic that I really enjoy I make sure that it’s a topic that I’m passionate about because I know that it’s a topic that I can speak about with ease. Those colleagues also don’t always love public speaking say that afterwards I’m drained and I give myself opportunities to relax so challenging ourselves in our professional life can be important too but what I love about this topic is that we’re able to relate and analyze ourselves a little bit more and then make adjustments as needed. I’ve shared with some of my colleagues and with Jen that a webinar setting for me as the strong extrovert is really challenging. I never realized or how important it is for me to have people around me and I feed off of the energy of other people so sitting in my office by myself talking to a computer is challenging now that said I’ve been able to adapt and I know that about myself so there are ways that I can mentally prepare for that so I didn’t want you to walk away with the message of don’t challenge yourself and only find sweet spots because I think we all can learn from one another and challenge ourselves when it’s appropriate in order to create work environments that are really suitable for us to be satisfied. So I’m going to stop talking for just a moment because I’m going to turn it back to Jen. We thought that Jen would take an opportunity to share perhaps NACADA’s thoughts on the concepts from the book quiet and ways that NACADA will continue to work with some of these ideas. So Jen I’ll pass it back to you.

Jennifer, “Well thank you Maureen and thank you to everybody who is participating on our Facebook page or the NACADA Twitter. I’m also getting some messages and some emails in other forums so terrific, a lot of questions. So I think we’ll have good discussion as we continue. The NACADA Membership Committee championed chaired right now by Dave Marchasani from the University of Northern Iowa is very interested in your feedback on how the annual conference and other regional and other really anything to do with being involved and engaged in NACADA can be responsive to the issues that have been raised through this NACADA Reads process so there is actually a document on our Facebook page and you can also if you’re not on Facebook person you can also go to our NACADA Reads webpage on the NACADA site and click on discussion number seven, and that particular discussion which is from May 20th is an open document for you to share your thoughts on ideas you have and feedback you have about attending regional or annual conferences feedback you have about getting involved in NACADA that committee is very interested in ways we can make what we do responsive to your needs for professional development for your needs in networking for your needs of content and for your needs in engagement and others. So I again that’s on the Facebook page it’s also off of our NACADA Reads webpage and the May 20th discussion and feel free to hop onto that Google Doc at any time. I do want to provide a great example from Region 5 which I had the pleasure of attending in Indianapolis Indiana just this last April I think it was. I travel a bit so Teresa Hitchcock and Josh Morison were the committee chairs there dibbed over the Region 5 chair and their committee they just did a terrific job of making the largest Region Conference in the history of NACADA with I think over 670 attendees now. They did a terrific job making available lots of small opportunities and you here this sometimes from advisors and orientation folks for big schools they want to make a big school small and I really love the way that Teresa and Josh tried to structure Region 5 for that same experience so they offered yoga in the morning, they offered a fun walk a fun run. They offered smaller events like a mentoring workshop. They offered different smaller things you could attend like small group discussions or the new member orientation that were focused on breaking down that 650 member experience for groups of like 20 or 15 or you know a 100 doesn’t sound small but when there are 600 people at the opening breakfast 100 feels small believe me. I was just really impressed they would. I would say eight to nine events that were smaller in nature from the big giant events and was just a terrific opportunity to meet people and have real discussions at small group tables or obviously at six in the morning as you walk through the city. You got a chance to really meet one another you saw some of the same people at every single one of those smaller events. So I was impressed. I know Region 5 is not the only region conference that did it but I pointed out that you can make these really big experiences smaller by these structured activities and participants identified those activities and attended them in turn and some of the suggestions on the Google Doc for the NACADA membership reinforce that so they talk about going to the new member orientation and that that new member orientation can be structured around small conversations not big giant events but small networking opportunities. They talked about taking advantage of going for the dinner out, the dinners out the sign ups where you can go to the hospitality table and go out with a few folks as a small group. They talk about going to the common reading which has usually between 25 and 30 folks. Even the town hall is somewhere between 40 and 50 members so some of the events sometimes the region meetings are big sometimes those meetings are not as big it depends. So there are lots of different events that you can attend. Sometimes the preconference workshops are deliberately planned for small numbers so sometimes there are different events that happen at the annual conference that help folks feel like they are getting to know a few people instead of, “oh my gosh thousands of people in Nashville or Vegas or in Atlanta for example. Now more and more work at NACADA is happening online and from your office like poor Maureen here who’s now giving presentation after presentation all by herself in her office but there’s work via email there’s work being through small Zoom meetings. There’s a lot of subcommittees. So there are ways to be engaged, involved and a leader and engaged right, because those three things are different there are ways to be along that spectrum in NACADA from involvement to leadership that can draw out your strengths and preferences and also challenge you to expand your comfort zone the way that Maureen was talking about. So I just want to throw that out there that we have lots of ways in this modern world to engage with folks from a variety of the spectrum and then this last bullet here, obviously, if you go to the NACADA clearinghouse you will not see a lot of information on personality or extroversion or introversion on the website so I think this is absolutely outstanding opportunity for practice-based research as well as field-based research as well as for those of you who are in have had undergraduate work in this area this is a great opportunity for reviews of literature this is a great opportunity for calling some research questions forward for everybody to think about this is a great opportunity to get involved in some way so that we further the conversation about ways on the advisor side, on the student side, on the administration side, and we are structuring what we do to bring out the best in students in appointments so that students succeed because that is our number one goal. We want to best advisor in the seat in the best office possible doing the best for students. So that’s how we are focusing on the profession. Well I don’t remember what the next, there we go. So I’m going to throw it back to you and Cheryl for questions and we’re in good time which is good because we have a number of questions so I’ll turn it back to you two.

Maureen, “Very good. Well a few weeks ago or at some point in the recent past we posted on the Facebook page if people had questions in advance for today and one of the questions was, “How to encourage introverted students to network”, which is a great question. And since Cheryl is back on now she hasn’t had a chance to talk yet today. I’m going to turn it to her to provide her insights first and then it will come back to me, so Cheryl thanks for joining us.

Cheryl, “Sure, I think Mo addressed several of these points, yea know, kind of of in her comments earlier. One of the things I really like to do is to ask students specifically when we’re talking about these ideas about how would you go to a career fair, a majors fair for example. As you’re discussing that ask students do you think you would be willing to do that and to make sure that before you get that ball rolling it’s something that they’re on board with. Because sometimes you can talk and talk and talk and we know things that are really great benefit to students if they’re just simply not going to do it we may need to start just a little bit smaller. Again, like Maureen talked about I think sitting down and really making a specific plan with them to say, “OK if you’re going to go to this meeting of a student organization”, or even as simple as something as asking your next door neighbors to go down to the dining center to eat to say, to walk them through. How are you going to approach this person? What are you going to say? And I think also just talking a little bit about the future and to encourage students to think about some of the benefits of getting involved and networking. It can be really easy as a first year student to be thinking about initial transition and what’s going on in that moment. But I know during my college experience some of the most meaningful activities and things I participated in, I never would have done if someone hadn’t said to me, “Hey I really think you should consider ya know being involved in this or interviewing for this kind of position”. And so, and we hear that from students all the time oh well my advisor told me about this opportunity so, I think really trying to give the students a nudge to get them out of their comfort zone just a little bit, but walking them through ya know what the plan would be to help make that happen. Do you have other thoughts Mo?

Maureen, “No, I really appreciate that I think everything is very on target. I think that this is another place where you offering your own experience with students can be very helpful because again, we want to remember where they are developmentally and they may think that this thought that they have about how the career fair is overwhelming or the idea of networking is overwhelming might be something that’s bad about them. You acknowledging that, “Oh I felt the same way when I was in college or I still find this hard”. I think these are valuable moments where we can help the student to be understood. So, that’s where we can make a meaningful difference. Definitely. The next question that I’m going to turn it to from a reader was further reading on this topic. Hopefully you have two more hours so we can talk about all the options. I had to be careful with not saying too much. I’m going to zip through my next slides and give Cheryl a chance to add in as well. Keep in mind, this is me personally. I haven’t read everything created about this topic but I’m going to highlight just a few. If you haven’t heard, Susan Cain has continued her work, and there’s something called the “Quiet Revolution”, in our PowerPoint today I have a hyperlink so that you can see. There is amazing work being done. So she just didn’t stop with the book. She’s going and going and gathering people and gathering momentum to make an impact with this topic in K-12 settings and in the workplace. So, this actually just launched so, I would encourage you to get on because there’s a lot of further reading beyond books you can link to from this site. When you think about books that are out there, I’m going to flip through that I have read. If you go to the library or if you look for various books on this topic I think to mentally prepare you for what you will expect is beyond the book, “Quiet” a lot of the books have been written by introverts for an audience of people who identify more as introverts to really celebrate their strengths an coach them on how they make the most of what they have to offer. I really like, “Introvert Advantage”. I have had other colleague’s share that thought with me as well because part two of it has a section on relationships and parenting and socializing and working. So the relationship aspect of it is there. “Introvert Power: Why your inner life is your hidden strength”. So, this is one I would recommend for you or to anybody important in your life who really needs to embrace this idea of the qualities and characteristics you have are actually really good and let’s talk about how you can use those to your strengths. Another book called, “Quiet Influence: The Introverts Guide to Making a Difference”, one of the things that this author talks about or says is, “I’ve become convinced that introverts can be highly effective influencers when they stop trying to act like extroverts and instead make the most of their natural quiet strengths. Isn’t that powerful? So, I certainly will think that this is something for people close to me that I recommend they read. And the last think before I turn it over to Cheryl is, if you identify in anyway with reading Susan Cain’s book about highly sensitive people, I would definitely recommend further reading on that topic. “The Highly Sensitive Person Survival Guide”, is one that I’m reading now so that I can be a better parent to my daughter who definitely falls into this category and to help her with ways to manage this overstimulating world. So there’s more reading on that topic as well but I still have to say that, “Quiet” is my favorite book in terms of a comprehensive view of this topic so sometimes people come up to me after conference presentations and say, “What should I tell my husband to read. What should I tell my best friend to read if they don’t understand this or my boss”. I definitely think, “Quiet” is a great introduction into the topic in general. Cheryl are there other things you would like to add?

Cheryl, “I recently stumbled across a series in the New York Times just on their website called, “The Corner Office”, and how it’s structured it interviews various leaders and different types of positions and asks them sort of about their leadership strengths and strategies and how they hire people. What has been helpful to them? So it’s not specifically introvert extrovert per say but it does really, there are some similarities I think in those things and that’s been really interesting. First of all their short so you know, if time is a factor and you don’t have time to commit to a whole book, it’s a great little series to kind of walk through and see what do people who have really achieved a lot sort of look for in hiring other people or what’s helped them to be successful and this kind of gets to, we had a question in our Q &A that someone is worrying about if they have a preference for introversion might that prevent them from moving into leadership roles. I certainly think I’m an example of that. Mo is shaking her head vigorously. I’m a really strong introvert like Mo said in the beginning> I just transitioned into an administrative position in my office and I think some of the things that I bring to the table as an introvert were things that through the interview process I was able to highlight as strengths that ya know taking time to sit back and look at the big picture, reflecting before making decisions, those are things that really can be an asset in that leadership type of position. Mo?

Maureen, “I would absolutely agree. I sometimes joke that if everybody in the world were like me, we would be in trouble. We have a five-person administrative team in our office at different places on the continuum. That’s why we work, if we were all like me we might get nothing done. If we were all like Cheryl we would probably have some deficits as well. We all bring contributions to the table. Anyone who has that question I would encourage you to find a mentor, fond somebody on your campus who you perceive to operate in a similar way as you, to talk through some of your strengths, and then do some reading because we don’t want everybody in a leadership role and be on the extroversion end of the continuum and the reality is a lot of these books talk about really influential people in the history of our world who have a strong preference for introversion so there’s lots of examples out there. Jen, shall we turn it back to you for some other questions that have come up today?

Jennifer, “Ya absolutely, we had some questions about how to talk with students who are in majors that might require classes that are, shall we say, asked to expand their comfort zone. For example, it might be that in a required class were it does a lot of spontaneous small group and that kind of thing. But I think you two have spoken to how to be encouraging, how to present very specific examples. Anything else you would tell an advisor working with a student who has to excel in a class that may not draw on their preferences or strengths, and then we have a quick question about training and development. Let’s try to cover those two areas.

Maureen, “Cheryl do you want to take the, give your perspective on the first one?

Cheryl, “Sure, I’ve sometimes talked to students that I think plays a little bit to any class that doesn’t play to their strengths. Taking those one at a time, I like to use the example of we have to eat our vegetables at some point but we don’t have to eat them all together. So you know, if there’s a class sort of coming up in your program is going to challenge you in that way to make sure to balance that with other courses that you feel super comfortable with. That, you know maybe you’ve had that instructor before and thinking about just how I’m going to balance those kinds of courses over my entire academic career rather than, sometimes students will say, “Oh I just want to get things done or out of the way and trying to do everything first or on the flipside of that hanging on to all of those at the end and then you’ve got a whole bunch of things in your last few semesters that done play well into your strengths.

Maureen, “Absolutely, I would just add to that I would encourage students to learn as much about that particular field as possible because sometimes we make judgements about a particular profession and we don’t really know everything about it so somebody might say, “Don’t, if you are, have more of a preference for introversion don’t be an academic advisor. You’re talking with people all day”. And in reality we know people with a preference for introversion make wonderful academic advisors and find this work to be very satisfying. So I do think we need to be careful about making judgements about a profession of a position from afar but encouraging the student to think about all the ways they may adapt and through shadowing and volunteering they talk to people who are in those positions. If you think about students going into education, I mean we could survey K-12 educators and we might find that half are on the “E’’ end and half are on the “I” end. They all find ways to strategize and adapt to their daily responsibilities so I wouldn’t want a student to eliminate something from a possibility because of that. Unless it was their decision.

Jenifer, “Well I absolutely can speak to the idea that there are all sorts of leaders. Ya know I work with that amazing introvert Charlie Nutt. And, absolutely we visit campuses all over the world and there are so many thoughtful, engaged, visionary leaders across the spectrum that the stereotype doesn’t serve anyone like all stereotypes and anything we can do to draw on our personal experience Maureen and Cheryl have mentioned to draw out the nuances and expand everyone’s understanding of what leadership is. It would benefit all of us and will bring, think of how many folks we have lost because there is a stereotype about what an effective leader is and you don’t want to participate in that. So, we do have a question about the ways in which we should be structuring professional development opportunities. NACADA Reads in a great example of a different kind of professional development. Maureen, Cheryl do you have examples from your units or across campus of how you can structure professional development for advisors to take advantage of multiple preferences.

Maureen, “I would say from my perspective as the person in our office who oversees on-going professional development that what’s really present in my mind is providing a diversity of opportunities for our staff that we don’t just think of one thing when we think of people can development professionally. Not everybody loves staff meetings so we want a variety of things to incorporate into our on-going development programs. Such as books clubs or brownbag discussions or giving tips and ideas for things they can do in their offices on their own. In our office we try not to present going to the national conference is the only way to grow and develop as an advisor because we know that not everybody wants to do that so from my perspective I think offering a diversity of options for people can be helpful. Cheryl can provide a more recent example as an advisor, what maybe works for her.

Cheryl, “Yea absolutely I mean I think I really have a benefit of being in an office that considers that and supports that and I can absolutely think of times where you know, maybe been something that we’ve done that hasn’t, you know, been the thing I would prefer to learn or digest material but I always know that I do have the option to do things on my own. Mo does a great job of sending emails out at less busy times of the year with just a list of, “Here are things you could do”. It could be as simple as referring to the clearinghouse and finding an article that looks interesting to you or talking to someone who has written for NACADA, how to get involved with that. So, I think, also just trying to remember that professional development doesn’t have to this huge thing it can be sort of small steps you take over a series of time to reach the professional goals that you have for yourself. Mo?

Jennifer, “Are there any final thoughts? Again if anyone has sent us questions, we’ll respond individually but I don’t want to stand on Mo’s time. Go ahead.

Maureen, “Just quickly before we leave. First, you just have to see this beautiful picture that I found. A peaceful way for us to go out. I think the message I want to send to people is that we all can make a difference. We want everybody to celebrate their strengths. We want everybody to walk away from this conversation being a little more understanding of ourselves and of others, but I really encourage you to continue this conversation so that you can continue to add value to your life and also so that we can all create office environments not only for our colleagues but for our students were everybody feels like they can operate at their best and feel valued. So I really appreciate this opportunity to engage in conversation and look forward to continuing it electronically as we move on. I want to leave everybody before I turn it to Jen with one of my favorite quotes which I have in my home for my two daughters who fall more on the introversion spectrum which is “To be yourself in a world that’s trying to make you something else is the greatest accomplishment”, and we really want to remember this. It’s an important thought for everybody to be yourself. So Jen I’ll turn it back to you.

Jennifer, “And I know better than to try to follow Ralph Waldo Emerson. Thank you to everyone, thank you to Mo, thank you to Cheryl, thank you to Elisa, thank you to everyone in the EO, thank you to everyone most importantly who’s participating and committing every day to making this a better experience for students. What a blessing to be engaged this. Thank you NACADA Reads, thank you everyone. Have a wonderful day. I hope that folks have enjoyed really diving in and doing their best for themselves, their lives, and as Mo has says, most importantly for the students around us. Thank you everyone. We’ll be in touch. There will be more for you. We’ll get that information out on the web. We look forward to continuing the dialogue.