Professional Advising:
Empowering Students through Collaborative Efforts

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Today’s Agenda

Why a Collaboration Model?
Review Consultation Research
The A.D.V.I.S.E. Model
Short video
Discussion
Why a collaboration model?

- Need for advising training within new Student Services Centers
- Student-Centered/Empowering
- Skills oriented
- Practical approach for new advisors
- Fresh perspective for seasoned advisors
Learning Outcomes

Participants will have the skills to deepen their daily student interaction from transaction-based to a holistic, collaborative advising session using A.D.V.I.S.E.

Participants will develop sets of questions appropriate for each of the stages of the A.D.V.I.S.E. model.

Participants will be able to identify everyday applications in which portions of the model may enhance student development.
It’s about HOW we do things...

“Now go to sleep, Kevin—or once again
I’ll have to knock three times and summon
the Floating Head of Death.”
Research on Consultation & Collaboration:


Defining Consultation:
(Based on A. Michael Dougherty’s *Consultation: Practice and Perspectives*, 1989)

— “...the goal of all consultation is to solve a problem.”

— “...there is substantial agreement...that the goal of consultation is to improve in some way both the client system and the consultee.”

— “...consultation is a process in which a human services professional assists a consultee with a work-related problem within a client system, with the goal of helping both the consultee and the client system in some specific way.”
Defining Academic Advising from a Consultation Perspective:

Academic Advising is a process in which a Student Development Professional assists a student or group of students with an education related problem with the goal of helping both the student and the college in some specific way.
Common characteristics of a consultation model (in advising terms):

Advisors provide direct service to students and indirect service to the school.

Participation in consultation is voluntary for all participants.

Advisees are free to do whatever they wish with the suggestions and recommendations of the advisor.

In terms of power, the advisor and student have a peer relationship although it may be unequal in terms of need or expertise.

Interactions are collaborative in nature: “Typically, (advisors) do not do for (students) what (students) can do for themselves (p9).”

The consultation/advising relationship is temporary (Not only in terms of graduation but as opposed to creating dependency as well. As “helping professionals,” many of us like to feel needed. As effective advisors, however, the most we can hope for is that our students become empowered to the degree they no longer need us.)

(Dougherty, A. M. Consultation: Practice and Perspectives, 1989.)
A.D.V.I.S.E.

Active listening
Determining the issue
eValuate what has been done
Identifying the options
Select from the options
Engage in and Evaluate the plan

(McClellan J. & Moser C. (2011).)
A is for Active Listening

• foundation of the student development interaction

• not so much a step in the model as it is an underlying technique

• Non-verbal communication

• Verbal communication
D is for Determining the Issue

• Really the first step in the process
• An advisor uses active listening skills to ensure she or he understands the issue at hand.
• Avoid assumptions
• Opportunity for intrusive advising
V is for eValuate what has been done

An easy step to miss, it is important to find out what the student has already done about the situation and what solutions they found in the past for similar situations if applicable. This step affords the opportunity to:

• Assess the student’s own problem solving ability: supporting self-efficacy and not undermining it.

• Assess student knowledge of resources.

• Identify additional details regarding the situation that might help in finding a resolution.
I is for Identifying Options

- Brainstorming session: encourage the student to think freely and creatively about what solutions there might be.
- No judgment is made at this time as to the viability or pertinence of an idea.
- This is also the time when the advisor has the opportunity to step in as a teacher (“Advising is Teaching”).
S is for Select Options

• Now that there’s a list of possible options, the advisor helps the student to choose the option best for her or him.

• Consider both the rational and emotional appeal of the options.

• Ideally, the best choice is one that makes sense (rational) and feels right (emotional) for the student.

• Once an option is selected, the steps for completing that choice should be identified and the timeline for completing those steps.
E is for Engaging in and Evaluating the Plan

• This step is all about motivation, encouragement and accountability.

• Students should be congratulated on thinking through the problem, creating a strong plan and being willing to follow through.

• Students are encouraged to check back either in person or through an email to report on progress.
VIDEO & Discussion

DID THE ADVISOR USE EACH OF THE STEPS EFFECTIVELY?

WHAT DO YOU THINK OF THIS MODEL FOR STUDENT INTERACTION?

IS A.D.V.I.S.E. SOMETHING YOU CAN USE?

REVIEW DAILY LOG SHEETS.
Evaluations