ADVISER-STUDENT RELATIONSHIPS

Approach: Personal Leadership Coach

The Student

The student wants to reach one or more of the following: a higher level of performance, learning, or satisfaction. The student is looking for an objective perspective. Personal Leadership Coaching is not a substitute for professional counseling or other related health services.

The Approach

Personal Leadership Coaches support and challenge students, and are dedicated to their success.

Personal Leadership Coaching does not depend on resolution of the past to move a student forward. Coaches use information from the student's past to clarify where the student is today. Coaches ask questions like:

- What issues are concerning you at the moment? Are these persistent or unique?
  How do you think you are performing as a leader?
- What are your values and how are you living them out?
- What does success look like to you?

The Relationships

Personal Leadership Coaches can help students accomplish specific goals or projects. Students may elect to work with a Personal Leadership Coach long-term. The student and Personal Leadership Coach will determine the scope of their work together. The Personal Leadership Coach will occasionally offer advice, opinions, or suggestions; however, the student is free to accept or decline what is offered and takes ultimate responsibility for action.

The Success

Personal Leadership Coaching works for several reasons, including:

- The student and the Personal Leadership Coach together create momentum towards the success of the student.
- The student receives the undivided attention of a caring and supportive individual with an objective perspective.
- The Personal Leadership Coach is a dedicated advocate and cheerleader in every student's corner.
ADVISER-STUDENT RELATIONSHIPS

Approach: Mentor

Support

Provide a safe space and listen.
Provide structure, "Resist temptation to thrust all students into the cold" (Daloz, 1999).
Serve as an advocate.
Share yourself.
Make it special.
Express positive expectations.
  • Believe in the student.
  • Balance positive feedback with constructive criticism.
  • Set high standards (using the student’s standards).

Challenge

Set tasks.
  • "The Mentor’s challenge to reflection encourages the protégé to speak out increasingly in her own voice" (Daloz, 1999).
  • The Mentor calls the student’s voice to emerge.

Engage in discussion.
  “In the trusting and privileged relationship between a caring teacher and a student the risk of exploring new ideas is minimized and the student is encouraged to experiment in ways she might not otherwise try” (Daloz, 1999).

Heat up dichotomies.
  The student should be helped to understand the legitimacy of the other stance.

Construct hypothesis.
  • Construct an elaborate argument based on a hypothetical assumption.
  • The goal is to see how ideas different from ours exist in their own legitimate framework.
  • Free your imagination and dream of the possibilities.

Set high standards.
  • Help students construct positive self-fulfilling prophesies for themselves.
  • Help students construct their own inner teachers.
  • Help students live up to their own sets of expectations.

Vision

Vision is the context that hosts both support and challenge in the service of transformation.
Model the person whom the protégé wants to become.
Keep tradition; not the knowledge itself, but the capacity to generate it.
Offer a map, but use questions to help students construct their own map.
Provide a mirror to see oneself from a range of vantage points.
Suggest a new language.
  • Do not solve problems, but help students see them anew.
  • Give a new language which contains whole different frames of reference.
Approach: Counselor

"Seek first to understand, then to be understood" (Covey, 1989).

Diagnose before you prescribe.
To properly diagnose a person’s condition, situation, or problem, we must first practice empathic listening. Before we give someone advice, we should first determine the cause or nature of the person’s condition, situation, or problem.

People listen at different levels.
Most of our listening occurs on four levels (ignoring, pretend listening, selective listening, and attentive listening). Empathic listening, a fifth level, is the only level that lets the listener properly diagnose or understand another person.

Autobiographical responses can keep us from understanding.
When we listen to people, we tend to filter what we hear through our experience. Our background creates certain “autobiographical filters.” When we respond, we are really telling them what we would do if we were in their situation, not necessarily what they should do.

Empathy is deep understanding of another person.
We have empathy when we put our self in another’s place and experience feelings as he or she experiences them. This does not mean we agree (as in sympathy), but that we understand the other point of view.

Empathic listening gives others “psychological air.”
Empathic listening allows people to express and explore feelings at their own pace and in their own direction.

The second half of the skill of creating understanding is seeking to be understood.
Once we understand, we then seek to be understood. Others are more likely to understand us if we present our own ideas clearly, specifically, visually, and in the context of a deep understanding of their paradigms and concerns. While understanding another person takes consideration, getting another person to understand us takes courage.

"Reframing" (Haney & Leibsohn, 1999).

Challenge the student to consider a different perspective.
- “I wonder if this can be seen as an opportunity to make a change.”
- “You say ‘stress,’ but another word may be ‘excitement.’”
- “Another way of looking at this is that . . .”
- “As you talk about hating your parents right now, I’m hearing that you are ready to exercise some emotional and financial independence.”
ADVISER-ORGANIZATION RELATIONSHIPS

Approach: Advising Organizations (Dunkel & Schuh, 1998)

Roles and Functions of Advisers

Mentor
- Knowledge of the profession;
- Enthusiasm for the profession and its importance;
- A genuine interest in the professional and personal development of new professionals;
- A warmth and understanding in relating to students;
- The initiative to expose others to a select but broad-based network of professionals who can help with the development of the new professional; and
- The care to guard young professionals from taking on too much too soon.

Supervisor
- Team building
- Performance planning
- Communication
- Recognition
- Self-assessment
- Evaluation

Teacher
- "The greatest influence on student success on a campus is the lack of involvement that the student has with faculty" (Dunkel & Schuh, 1998).
- Training – teach skills to solve problems.
- Teaching – broaden understanding, examine problems from several points of view.

Leader
- Plan leadership development opportunities including: theory, values clarification, skills development, societal issues, and experience.
- Be aware of power bases—personal power and positional power.

Follower
- Understand the characteristics of followers.
- Identify follower expectations.

Top Challenges for Advisers

Becoming over committed to the organization.
Lacking formal adviser training.
Clarifying the adviser's role in the organization.
Over controlling the organization's matters.
Staying aware of decisions and action taken by the organization.
Being patient in the growth and developmental process of students.
ADVISER-ORGANIZATION RELATIONSHIPS

Approach: Reframing Organizations (Bolman & Deal, 1997)

Structural Frame

Metaphor: Organization is viewed as a complex machine.
- Image of leader: analyst, architect.
- Change strategy: do your homework, analyze what's working and what isn't, design a new approach, implement.
- Focus of change: structure, plans, policies, procedures, data, logic.

Some assumptions of the structural perspective:
- Organizations exist primarily to accomplish established goals.
- Specialization permits higher levels of individual expertise and performance.
- Coordination and control are essential to effectiveness.

Human Resource Frame

Metaphor: Organization as an extended family.
- Image of leader: servant, catalyst.
- Change strategy: build relationships, communicate openly, educate, empower others.
- Focus of change: skills, attitudes, teamwork, communication.

Some assumptions of the human resource frame:
- Organizations exist to serve human needs.
- Organizations and people need each other.
- A good fit between individual and organization benefits both because human beings find meaningful and satisfying work, and organizations get the talent and energy they need.

Political Frame

Metaphor: Organization as a jungle.
- Image of leader: advocate, negotiator.
- Change strategy: map the terrain, create an agenda for change, network, attract allies, defuse opposition, negotiate.
- Focus of change: building a power base, gaining access and influencing key players.

Some assumptions of the political frame:
- Organizations are coalitions composed of varied individuals and interest groups.
- The most of the important decisions in organizations involve the allocation of scarce resources—decisions about who gets what.
- Power is the most important resource.
- Organizational goals and decisions emerge from bargaining, negotiation, and jockeying for position among members of different coalitions.
Symbolic Frame

Metaphor: Organization as theater.
- Image of leader: prophet, poet.
- Change strategy: reframe and reinterpret, develop rituals and ceremonies, tell stories, create drama.
- Change focus: meaning, belief, faith.

Some assumptions of the symbolic frame:
- What is most important about an event is not what happened, but what it means.
- Many of the most significant processes in organizations are ambiguous or uncertain—it is often difficult or impossible to know what happened, why it happened, or what will happen next.
- Faced with uncertainty and ambiguity, human beings create symbols to resolve confusion, increase predictability, and provide direction.
- Many organizational events are more important for what they express than for what they produce—they are secular myths, symbols, rituals, ceremonies, and sagas that help people find meaning and order in their experiences.