



Lee-Ann Bainbridge, Registrar

Laurel Smith, Student Academic Advisor, Exchange & Travel Study Coordinator

Paul Szymanowski, International Student Advisor, Learning Resources Manager

Writing Workshop: Crafting an Inspiring Advising Philosophy Statement

What do we bring to our jobs that students can rely on?

What inspires us in our advising work?

What values do we hold that help us show our passion for advising?

How do we put this into words?

- **APPRECIATE THE NEED FOR YOUR ADVISING STATEMENT:** like a teaching philosophy statement, an advising statement may be used to reflect best advising practices, correlate expectations of the advisor/advisee relationship, provide a tool for self-reflection, increase awareness of unique advising styles, provide transparency of your good advisory work across the institution
- **CONTRIBUTION TO STUDENT SUCCESS:** via Appreciative Inquiry (Cooperrider and Srivasta)
5 Principles = Constructionist (words create world), Simultaneity (inquiry creates change) Poetic (choices), Anticipatory (visionary images inspire action), Positive (Positive questions lead to positive change)
- **PASSION FOR ADVISING:** Identify your passions through Experiential learning = meaning-making and David Kolb's Experiential Learning Model: Concrete Experience (involvement), Reflective Observation (willing to reflect), Abstract Conceptualization (use analytical skills to consider new ideas about the experience), Active Experimentation (decision making and problem solving). Let's use Kolb's model to identify your passion for advising.

- **ARTICULATE YOUR ADVISING STYLE:** Examples can be found on NACADA website, such as Appreciative advising, Strengths-based advising, Prescriptive advising, Intrusive advising.
- **EXPRESS YOUR ADVISING STYLE STRENGTHS AND PASSION:** Create a one-line statement using Adam Leipzig's 5 Minute Purpose Statement method:
 - Who you are & what you do (name & qualifiers)
 - Who you did 'it' for (why does this matter to you)
 - What did they get out of 'it' (what did students want and need from you)
 - How did they change as a result (focus, achievement)

SAMPLE STATEMENTS:

<https://www.aims.edu/student/advising/meetus-details.php#jchase>

RESOURCES:

Cooperrider, D.L., Whitney, D. & Stavros, J.M. (2008). *Appreciative Inquiry Handbook (2nd ed.)* Brunswick, OH: Crown Custom Publishing.

Dyer, A. N. (2007). Advisement philosophy. In Folsom, P. (Ed.), *The new advisor guidebook: Mastering the art of advising through the first year and beyond* (Monograph No. 16) (pp. 47–48). Manhattan, KS: National Academic Advising Association.

Freitag, David (2001). *Creating a Personalized Philosophy of Academic Advising*, <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-philosophy-of-academic-advising.aspx>

Kolb, David (2004). *Experience as the source of learning and development*, FT Press.

Leipzig, Adam (2012). <https://tedinnovations.ted.com/2016/05/16/adam-leipzig-only-needs-five-minutes-to-help-you-find-your-life-purpose/>

CONTACT TODAY'S WORKSHOP FACILITATORS:

Lee-Ann Bainbridge, leeann.bainbridge@acad.ca

Laurel Smith, laurel.smith@acad.ca

Paul Szymanowski, paul.szymanowski@acad.ca