

Advising Philosophy (and Other Stuff)

North Carolina Community College Advisors Group

Thursday, April 22, 2021

Presenter: Bill Johnson, UNCG

Agenda

- Introduction
- Quick Reflection: Engaged Work Scale
- Main Activity: Advising Philosophy (Advising Value Statement)
- Reflective Activity: Engaged Work Self-Assessment
- Wrap-Up and Other Stuff

Note: Make sure to grab something to write with and a few sheets of paper, notebook, or journal. You'll be doing some serious reflecting and writing today.

Link to Presentation and Assessments

<https://thedreamdean.com/the-year-of-you-resource-page/>
(you'll find them on the bottom of the page)

Think About...

- Why am I an academic advisor (or academic coach)?
- What makes me unique and different? What are my most useful gifts, strengths, and abilities?
- Who (specific group of students) do I want to impact the most?
- What problems/challenges do these students face?
- What can/do I offer to help them solve that problem?
- What will the students be able to do while working with me?
- What will they gain/achieve or how will their life be easier after working with me?
- How do I REALLY want to impact my students?

Introduction

- Student Success Coordinator, Life Design Catalyst and Trainer, School of Health and Human Sciences (HHS)
- Started in Higher Education in 1989; started at UNCG in 2007
- Creator of Life Design Catalyst Program (since 2014)
- Life Design Catalyst Lead Trainer (since 2014)
- Co-Founder of Life Design Institute (2019)
- “What’s Next?” for Work: Office of Transitions and Transformation
- “What’s Next?” for Projects: The Entrepreneurial Advisor

How I serve...

I am here to carry out Life Design Catalyst work, work that empowers students, faculty, and staff in higher education with the tools and resources to optimize their lives and actualize their potential so that they can become the best version of themselves in service to something bigger than themselves in order to make the world a better place and create hope for a better future.



Purpose (The Gap): A commitment to future-directed goals that move you to explore and express the best version of yourself in service to something bigger than yourself.

Quick Reflection: Engaged Work Scale

1. I HATE doing this work and have absolutely NO interest in doing this work for the rest of my life - or even the rest of this day!
2. I have very little interest in doing this work. But I have to work, right?
3. I'm doing this work because I was told by others to do this work, even if I don't like it.
4. I'm only doing this work because I think it's one of the few options where I can get a job that pays the bills.
5. I feel kind of in the middle about doing this work – some days I like it, some days I don't.
6. This work is okay. It's better than a lot of other options out there.
7. I like doing this work. Although I don't love everything about it, there are enough parts to it that makes it enjoyable on most days.
8. I love my work. Very rarely do I have days when I don't love it – and the feeling goes away pretty quickly.
9. This work was created just for me. I can't imagine doing anything other than this work!
10. My calling in life is to pursue this work. It's the reason why I was put here on this earth!

Be a Mr Jensen (Video)

https://www.youtube.com/watch?v=4p5286T_kn0

An Advising Philosophy Statement is about you, your work as an advisor, and how you work with students, an Advising Value Statement focuses on the value you provide to your students. This process moves the emphasis off you and on to those you serve.

In a Nutshell

Advising Philosophy Statement – focus on you

Advising Value Statement – focus on those you serve

"Strive not to be a success,
but rather to be of value."

Albert Einstein

Main Activity:
Advising Philosophy Statement
(Advising Value Statement)

Student Audience

What specific population of student would you like to help? Is there a specific population of students you feel you can use your gifts to support more than others? Choose one or two that resonate most with you.

First-Year Students

Returning Adult Students

Veterans

Specific Minority students

Special Populations

Honors/High Achieving Students

LGBTQIA+ Students

Peer Mentors

Gap Year Students

Students in Specific Majors

Students with Disabilities

Sophomore Students

Graduate Students

Prisoners/Former inmates

Student Athletes

Entrepreneurial Students

At-Risk Students

Students in Residence Halls

AmeriCorps/Peace Corp Students

Undecided/Exploratory Students

Probation/Dismissed Students

Students in Health Professions

Transfer Students

Alumni

High School Students

Students with Special Needs

Seniors/Retirees

Student Organizations Students

Volunteer Students

Outward Bound Students

Adult Learners

Reinstated Students

Students in Trades/Technical

Pain Points and FUDWACA

People are motivated to action by moving towards what they want, or move away from what they don't want, what they perceive as pain (something that hurts). One of the most effective ways to ensure you are delivering exactly what people need is to first find out what their biggest problems/challenges are. People don't care about you, your product, your service, or your features - they only care about themselves. If you can trigger their compelling personal emotional reasons (pain), you will more likely get them to engage in what you have to offer.

For this activity, look at the students you want to serve and identify the "pain points" that they might be having. The acronym "FUDWACA - Frustrated, Upset, Disappointed, Worried, Angry, Concerned, and Anxious" is one way to help you identify the pain points. This process will help you address the challenges your students may have that you will be able to solve. To get started in identifying the pain points for your students, use the sentence completions on the next screen to identify the pain points for your students.

The students I serve are:

- Frustrated (with)...
- Upset (by)...
- Disappointed (with)...
- Worried (about)...
- Angry (about)...
- Concerned (about)...
- Anxious (about)...

Identify one or two pain points that your students might have that you can address in your role. Once you identify the pain points, you'll now have the tools to write your Advising Value Statement.

Pain Points Example #1

- Informal study, asked first day of “What Could I Do With My Life” class.
- What do you (students) want to achieve by the end of your first semester of college?
 - To figure out what I should do with my life (major/career) - 70%
 - Make friends - 50%
 - Get a high GPA - 40%

Pain Points Example #2

- ▶ What's Most Important to You? (1,065 First-Semester, First-Year Students over 3 years)
 - ▶ 1. Being healthy physically, mentally, emotionally, and spiritually (68.8%)
 - ▶ 2. Being happy/enjoying life (53.1%)
 - ▶ 3. Connecting and spending time with family (52.58%)
 - ▶ 4. Getting my degree/getting a good education (48.8%)
 - ▶ 5. Being successful in life (45.2%)
 - ▶ 6. Practicing my religion/spirituality (28.2%)
 - ▶ 7. Connecting and spending time with friends (27.3%)
 - ▶ 8. Getting a job/being employed/having a career (23.6%)
 - ▶ 9. Helping/serving others in a meaningful way (21.1%)
 - ▶ 10. Living a fulfilling life/living a life with no regrets (20.4%)

Pain Points Example #3

- A student needs help deciding on their major and/or career options.
- A student is stuck and needs help moving forward in life.
- A student is struggling to maintain balance between education, work, and life.
- A student is experiencing a lot of stress, don't know how to relax, and want help.
- A student is having trouble focusing his or her attention.
- A student wants to learn how to make the most of his or her skills and abilities.
- A student needs help making major life decisions.
- A student wants to build/increase confidence.
- A student wants to increase their level of motivation.
- A student needs to make a decision on a pressing situation.
- A student want to be more productive with time.
- A student has trouble prioritizing important projects.
- A student is looking to create a positive support system.
- A student want to improve time management/life management skills.

Student Outcomes

Overcome adversity

Feel proud of themselves

Optimize their lives

Have a more secure future

Have a voice/equal rights

Create their own businesses

Understand technology

Become savvy shoppers

Make the impossible possible

Do things on their own

Overcome mental illness

See life in new/different way

Recover from injuries

Contribute to society

Learn more about themselves

Plan for life after college

Lose weight/look better

Manage their money better

See themselves as beautiful

Feel better about themselves

Create a better life/future

Get better grades

Navigate social media

Be able to move/function better

Bring more happiness into world

Handle/deal with adversity

Develop better relationships

Achieve/fulfill their dreams

Save time, energy, and/or money

Profoundly serve others

Define their passion/purpose

Get into/stay in college

Improve their lives

Get out of debt

Get an education/degree

Give more of themselves

Stay out of jail/prison

Graduate from school

Play/understand/enjoy music

Increase knowledge

Have more energy

Make more money

Become fit/healthier

Actualize their potential

Become a better person

Identify their major/career options

Be accountable for actions

Increase confidence in themselves

Advising Value Statement Sections

- Character (Student Audience)
- Problem
- Your Solution
- Do What
- End Result

Character (Student Audience)

- Think about the SPECIFIC groups/populations you can help with what you have to offer. Identify ONE or TWO specific groups that you want to help/serve. Who needs you helps most? Who is it that NEEDS what you have to offer (product and/or service)? Use this as an opportunity to identify either the group you currently work with - or a new group you'd like to work with. What individuals and/or groups could benefit most from what you have to offer and that you could serve best?
- Character: The Character I want to help is: _____

Problem (Pain Points)

- For this section, identify the problem that your character is dealing with or must deal with. Use your answers from the Pain Points activity to identify their problem. What is your character's greatest challenge? What do they struggle with? What is their problem? What pain(s) are they experiencing? What's keeping them awake at night? How is this problem, challenge, and/or struggle impacting their education, their work, their business, and/or their life?
- Problem: The problem that my Character is dealing with is:

Your Solution

- What is it that you do really well that could be a benefit to others? What is the thing you will do that gives you strength and provides excitement, especially when you see positive results? What product have you created and/or what service do you provide (or want to/plan to provide) to address and/or solve their problem? What is it that you can do and/or have to offer that eases your character's pain?
- Your Solution: The product/service I offer my Character is:

Do What

- Do What - Once you have Your Solution, what will your Character be able to do as a result of using your product/service? What will your Character be able to do using your product and/or service to solve their problem? How will what you have to offer make it easier for them to do what they need to do? How will they use your product/service to solve their pain or problem?
- Do What: What my Character will be able to do by using my product/service: _____

End Result (Student Outcomes)

- End Result - How does your product/service make your Character's life easier? How does your product/service make them feel better and/or make their lives better? How will their lives be different, for the better? What does the experience of using your product/service feel like for your Character? What will your Character do differently now that they used your product/service? What is enhanced or improved in their work, in their business, and/or in their life? What pain points have vanished or disappeared? How does it make them feel?
- End Result: How my product/service will make life better/easier for my Character: _____

Statement Completion

Most _____ (Character) don't know how to/need help with/have a problem with _____ (Problem).

By using/taking _____ (Your Solution), I help them _____ (Do What) so they can/will _____ (End Result).

Examples

Most first-year students (Character)
want help getting clarity and direction
on their choice of major, job, and/or
career. (Problem)

By taking our "What Could I Do With My
Life" course, (Your Solution)

I coach them to use self-reflective tools
to create specific strategies (Do What)

to choose a meaningful major and
identify potential experiential, job,
career, and entrepreneurial endeavors.
(End Result)

Most advisors and coaches in higher
education (Character)

want to learn simple strategies to help
students create meaningful academic,
career, and life plans. (Problem)

By attending my Life Design Catalyst
Training, (Your Solution)

I teach the advisors and coaches the
tools, resources, and strategies (Do
What)

to empower students to gain the clarity
and direction necessary to create
meaningful plans for the future. (End
Result)

Statement Completion

Most _____ (Character) don't know how to/need help with/have a problem with _____ (Problem).

By using/taking _____ (Your Solution), I help them _____ (Do What) so they can/will _____ (End Result).

Advising Value Statement Share

- Looking for 2-3 volunteers to share their Advising Value Statement to the group.
- Would also like for you to post your Advising Value Statement in the chat box.

Advising Value Statement

Compare your statement to:

- Current role/job description
- Department/Office/School/Unit student support statement
- Institution's student support statement

Is there a connection to the above - or is there a disconnect/gap?

Next activity will address the potential disconnect/gap.

UNCG's Definition of Student Transformation - Student transformation occurs when students acquire knowledge and develop skills and habits of mind necessary to be life-long learners, informed and engaged members of society, and successful in life and work.

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UNCG's Measurements of Student Transformation - Increases in enrollment, retention and graduation rate, and undergraduate degree efficiency

Engaged Work Self-Assessment

The Engaged Work Self-Assessment will have you examine your level of engagement in your current position. Some of you may decide to use this self-assessment as a check-in with your Advising Value Statement. Regardless of how you decide to do this assessment, your goal is to determine your level of engagement, then think about ways to be more engaged in your work.

You will use the following scale to determine your level of engagement for the questions in this self-assessment:

1 = Never 2 = Infrequently 3 = About Average 4 = Frequently 5 = All of the time

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1. Does your current position/work provide clarity and direction on what you're supposed to do on a daily basis?
2. Does your current position/work allow you to use your strengths, skills, and abilities on a regular basis?
3. Does your current position/work align with something you're passionate about, something you're extremely curious about, or fulfills your life purpose?
4. Does your current position/work allow you to serve a population that matters to you a great deal?
5. Does your current position/work provide you a level of autonomy, responsibility, and decision-making power to do your best work?

1 = Never 2 = Infrequently 3 = About Average 4 = Frequently 5 = All of the time

6. Does your current position/work allow you to feel that your opinions and contributions are recognized and appreciated by your superiors and/or colleagues?
7. Does your current position/work satisfy and/or exceed your financial requirements?
8. Does your current position/work provide you with the rewards and recognition for achievement and success, especially in those areas you find most important (e.g., awards, community involvement, professional development, travel)?
9. Does your current position/work provide you the opportunity to gain additional experience and expertise, through research, projects, consultant work, outside assignments, etc.?
10. Does your current position/work get you energized and excited when thinking about it and/or talking about it with others?

1 = Never 2 = Infrequently 3 = About Average 4 = Frequently 5 = All of the time

11. Does your current position/work allow you to establish meaningful, collaborative relationships with your supervisors and colleagues?
12. Does your current position/work provide you an environment for you to thrive, grow, and become your best self?
13. Does your current position/work provide you opportunities to explore new ideas and/or create new things without reprimand or repercussions, even if they might fail?
14. Does your current position/work align with your future plans – professionally and/or personally?
15. Does your current position/work get you excited to get out of bed in the morning?

Add up your total score, out of a possible 75. A total of 60 or above indicates you are most likely in a position that suits you reasonably well. Be aware that even above a 60, there's always room for growth and development. A score below 60 suggests there might be a few areas in need of further evaluation.

Review your answers and identify areas where you may not be as engaged as you'd like to be. Note: The questions on the next page will challenge you to think of ideas to increase your level of engagement in your work.

Engaged Work Reflection

- What area or areas scored the lowest for you?
- Choose one area.
- What's ONE small thing you could do to be more engaged in this area?
- What problem/issue would hold you back from being more engaged?
- What do you need to do to keep moving forward if this problem/issue comes up?
- Make the commitment. Take action.
- If you're at a crossroads and/or in doubt, ask yourself: "Is what I'm about to do moving me forward in becoming the best version of myself and profoundly serving others?" If yes, do it. If no, don't do it. It's that simple.

Make An Impact (Video)

https://www.youtube.com/watch?v=pb7_YJp9bVA

To learn more...

- “What now?” and “What’s Next?” - Work
 - [Office of Transitions and Transformation](#)
- “What now?” “What’s Next?” – Project
 - The Entrepreneurial Advisor (coming soon...)
- Life Design Catalyst Training, June 7-10, Burlington, NC
 - <https://www.lifedesigninstitute.org/catalyst-facilitator-training>
- Life Design Institute
 - <https://www.lifedesigninstitute.org/>
- Life Design Catalyst Academy
 - <https://ldi.thinkific.com/>

Comments? Questions? Last Thoughts?

Link to Presentation and Assessments

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(you'll find them on the bottom of the page)

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