The Advisor’s Role and Approach in Preparing an Effective Student Government

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PRESENTATION AGENDA

- Introduction/Why are you here?
- Role versus Approach
- The Advisor’s Approach
- The Advisor’s Role
- Integrity Activity
- Conclusion
- Questions & Answers
Advisor’s Approach versus Advisor’s Role

- Fine line between the two terms

We’ve defined it this way:

- **Approach** – What we personally bring to the equation (or “where I’m coming from”)

- **Role** – Something every advisor should probably do or our Recommendations for Action
The Advisor’s Approach

① Use a Values Based Leadership Framework for action
② Ground the framework in a specific leadership theory and definition
③ Integrate the Framework with institutional learning outcomes
④ Situate learning in the students’ experience
⑤ Create a strategic decision-making mechanism for review and change
1. Use a Values-Based Leadership Framework

A relationship between leaders and collaborators that is based on shared, strongly internalized values that are advocated and acted upon by the leader (Daft, 2005).

In the campus culture today everyone can be considered a leader, and therefore, values-based leadership should be embraced and practiced in both positional and informal roles in student government.
2. Ground values framework in a leadership theory & definition

Theory - Relational Model

- **KNOW** (Knowledge/head)
- **BE** (Attitudes/authenticity/heart)
- **DO** (Skills/engagement/practice/body)

Why would we use this model?
Leadership is “an influence relationship among leaders and their collaborators who intend real changes that reflect their mutual purposes” (p. 41).

Joseph Rost (1993)

“Leadership equals conviction in action” (p. 96).

Denny Roberts (2007)
3. Situate learning in the students’ experience

Self-Authorship is a shift from reliance on external authorities to an internal sense of self as the guiding force that grounds what to believe, our personal identity, and our relationships (Baxter Magolda, 1992, 2001).

This means inviting learners into genuine partnerships in which they reflect on and shape their own values and have real responsibility for deciding what to believe and how to act. Both advisor and advisee benefit mutually.

If I believe in this value then I will act in this manner . . .
Integrity Activity*

An example on how to integrate theory (Komives, et al. “Veracity” principle) and the participants’ experience into the advising approach and role in developmental workshops.

*Activity adapted from LeaderShape Curriculum.
4. Integrate the values with institutional learning outcomes*

- Link the learning outcomes with student actions to create a values-based framework
- Ground the values in a universal ethical domain so members can create meaning for themselves across various campus contexts
* A strong degree of agreement among group members about the importance of values and ways of doing business on campus will promote:

- critical thinking and reflection
- effective communication/creative controversy
- leadership development
- personal & social responsibility
- cultural proficiency
- holistic well-being
5. Create a strategic decision-making mechanism for review and change

STEP 1 - Look inward, outward and forward when determining future direction

- Create a strategic plan with mission, vision, and core set of values
- Conduct S.W.O.T. analysis of SG

STEP 2 - Assess Framework/strategic plan against institutional and divisional goals
The Advisor’s Role

1) **Know Your Role**

- Learn the cyclical patterns of the job – daily, monthly, quarterly, annually – including business operations and fiscal responsibilities

2) **Focus on Student Learning**

- Self-Authorship and the Learning Partnership Model
3) Create Adaptive Change

- The Whole is Greater than the Sum of its Parts – Synergistic Perspective
- Equality is a Primary Value
- SG Constitution/Statutes are a tool to create a common good and not a prescription for action (Block’s empowered manager, 1987)

4) Foster Inclusivity Throughout the Organization

- Develop broad knowledge of the dimensions of diversity in conjunction with emotional intelligence skills (EIL) to promote the global world of the future instead of the insular world of SG.
Emotionally Intelligent Leadership
5) Know the Organization and Its Leaders
   • Build trusting relationships

6) Promote Student and Staff Development

7) Practice and Produce Moral Behavior
   • Distinguish right from wrong and do right versus just doing things right

8) Integrate Technology when Feasible
Conclusion

“Leadership entails changing a failed strategy or revamping a languishing organization. It requires us to make an active choice among plausible alternatives, and it depends on bringing others along, or mobilizing them to get the job done. Leadership is at its best when the vision is strategic, the voice persuasive, the results tangible.”

Questions & Answers


