

# Shadow & Share: Advising Appointment Observation

Shadowing advising appointments and being shadowed by peers is a powerful way to reflect on and improve your advising practice. Consider the following guidelines to get the most out of your shadowing experience.

## Learning objectives:

- ✓ Foster a culture of collaborative learning
- ✓ Reflect on advisor skills and strengths
- ✓ Identify areas of future growth
- ✓ Foster self-direction for advisor professional development

## Steps:

1. Identify **who** you want to observe and be observed by
2. Meet to discuss **expectations** and observation logistics
3. Participate in reciprocal **observations**
4. Meet to give/receive **feedback** about the observation
5. Create an **action plan** to implement what you have learned

## Conversation starters for before the observation:

- What is the purpose of the observation? What do you each hope to gain from the experience?
- What is your advising philosophy?
- What aspects of advising are you each most interested in receiving feedback about?
- How and when will feedback be given?
- Will the observer participate in the advising appointment?
- How will the student be notified of the observation? How will you seek their permission?
- Will you include appointment preparation and/or advisor notes in the observation or only the student interaction?
- How will you set up the physical space to be conducive to the observation?
- What concerns do you each have about the observation?

## Conversation starters for after the observation (for the observer):

- What went as you expected? What were the surprises?
- What went well? Why?
- Is there anything you would do differently?
- What do you think the student learned?
- When was the student most engaged?
- What was your thought process during the appointment? How did you decide how to respond to the student?



## Shadow & Share: Advising Appointment Observation continued

### Characteristics of reflective feedback:

(Adapted from the UW Teaching Academy)

- Promotes reflection as part of a dialog between the giver and receiver
- Is reciprocal allowing both parties to observe, think, ask, report and respond
- Focuses on observed behavior rather than on the person
- Is descriptive rather than judgmental
- Is specific rather than general
- Is directed toward behavior that the receiver can change
- Is solicited rather than imposed
- Is well timed. In general, feedback is most useful at the earliest opportunity after the observation
- Involves asking questions and sharing information rather than giving advice, leaving the individual free to change in accordance with personal goals and needs
- Considers the amount of information the receiver can use rather than the amount the observer would like to give
- Requires a supportive, confidential relationship built on trust, honesty, and genuine concern



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