

Quiet Students: Navigating Advisement Sessions
Fall 2016 Advisor Insitute
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What can be going on with “Quiet” students?

Introversion vs. Shyness:

Table 2. Introversion & shyness: Similarities & differences. Introverts	Shy People
Traits arise from preference	Traits arise from low self-esteem & social anxiety
Quiet & reticent	Quiet & reticent
Reclusive	Reclusive
Reflective & observant	Also reflective & observant
Good listeners	Good listeners
Risk-averse; cautious	Risk-averse; cautious
Uncomfortable with conflict	Uncomfortable with conflict
Need time to think before speaking	Need time to think before speaking only if introverted as well as shy
Find making small talk with strangers difficult; prefer small gatherings with friends	Find making small talk with strangers difficult; prefer small gatherings with friends. This is doubly true for those who are introverted as well as shy.
Feel drained by the outside world.	Feel drained by the outside world due to their anxiety about being judged. Shy people who are also introverted have two reasons for experiencing group interactions as draining.

Taken from Condon, M., & Ruth-Sahd, L. (2013). Responding to introverted and shy students: Best practice guidelines for educators and advisors. *Open Journal Of Nursing*, 03(07), 503-515. doi:10.4236/ojn.2013.37069, p. 505.

Shyness - Effect on Advisement:

- Group advising sessions can be intimidating
- Might prefer contact over email or social media
- Less likely to engage in help-seeking behavior
- Typically hesitate to initiate interpersonal contact

Suggestions

- Build advisor/student relationship over email
- Normalize the act of seeking help
- Give positive enforcement of good questions
- Help student build confidence

Introversion - Effect on Advisement

- They might allow others to dominate discussions during group sessions
- Can easily let the advisor do all the talking
- Need time to reflect on information
- Might not do well in an over stimulated environment

Suggestions

- Try not to do all the talking
- Offer options for individual appointments
- Give time for follow-up so they can think about information
- Know that quiet students are taking in what you have said