

The Long Road: Connecting J.R.R. Tolkien and Student Development

ACAA Capstone Submission for Justin Burnley

nó admittānce

except on party business

Objectives

- **Our goal today is to gain:**
 - Appreciation and connection
 - Quotes!
 - Additions to personal advising philosophy
- **Focus on the text:**
 - Passages pulled from *The Lord of the Rings* (LOTR) story
 - Excerpts from relevant articles
- **Entirely Voluntary**
 - Discussion

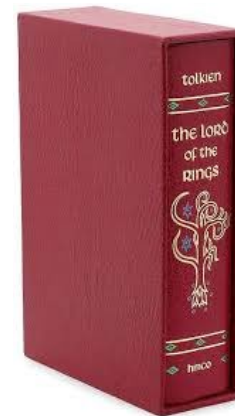
By a Show of Hands...Who Has...

Watched any **LOTR** film?



Read the **LOTR** story?

Not read or seen **either** of the above works?



SPEAK, FRIEND, AND ENTER

Presenter Background

Current favorite character:



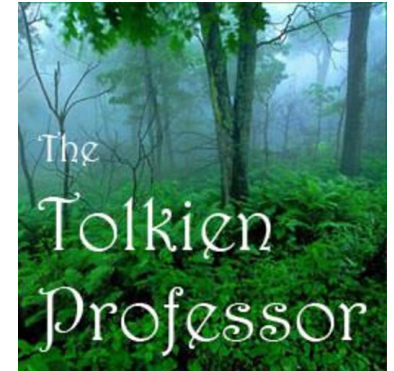
Office decor:



Referrals:



Mythgard Academy



Hagen

- Hagen, P. L. (2008). Imagination and Interpretation: Academic Advising and the Humanities. NACADA Journal, 28(2), 14-20.

“As if hearing stories wasn’t already enough fun, we tell them stories, too, **guiding them with the vast array of stories we carry with us.**”

“One of the most important ways we have to persuade students to take the right path is to also tell stories. **As advisors we use stories to teach, warn, recommend, admonish, and praise our students.** “

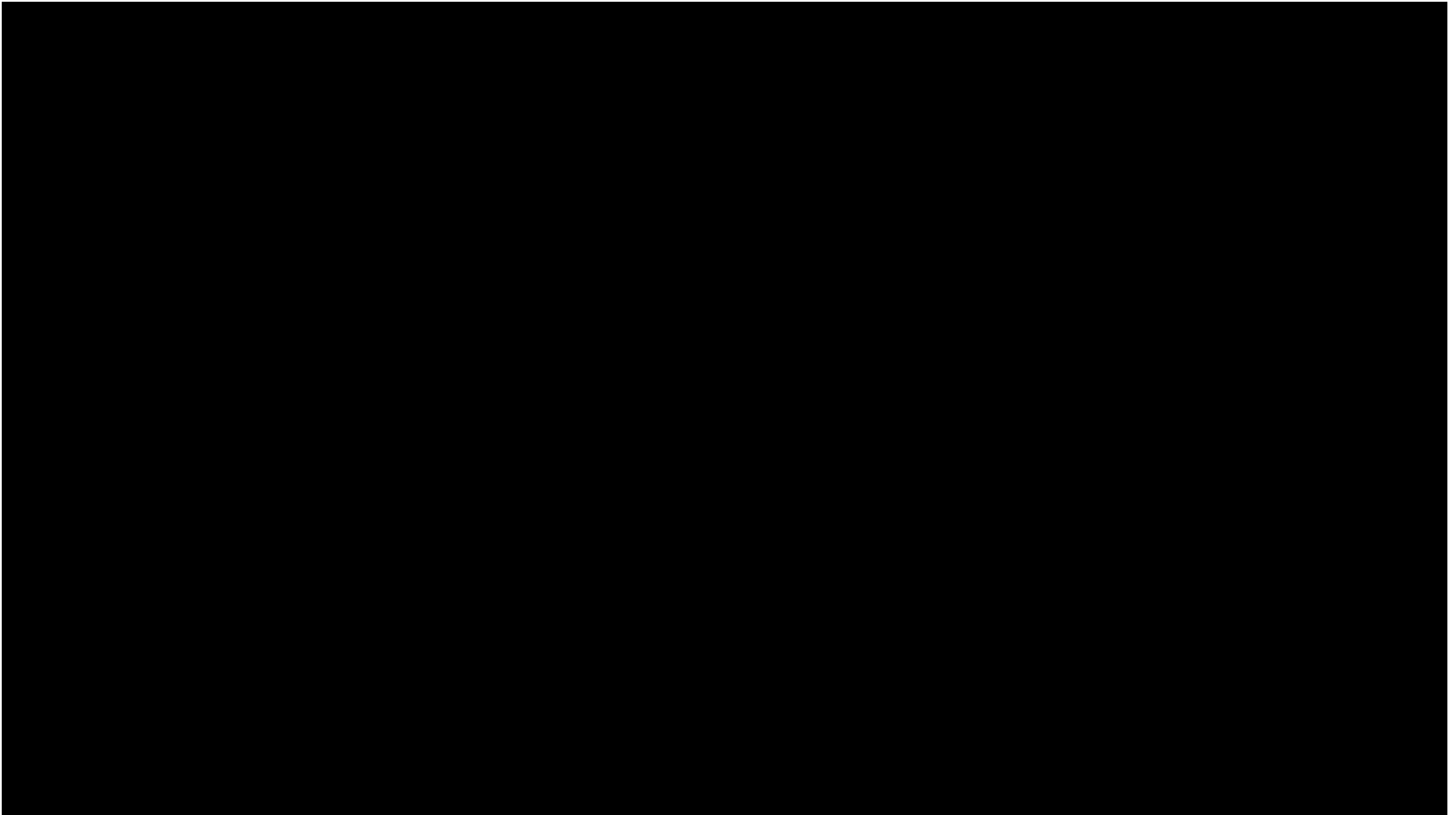
The Fellowship of the Ring



Advice

- Limitations
- Humility
- **Culmination:** Gildor Inglorion

All We Have to Decide



https://www.youtube.com/watch?v=pjAAC13al9s&feature=emb_logo

Gandalf

‘I wish it need not have happened in my time,’ said Frodo.

‘So do I,’ said Gandalf, ‘and so do all who live to see such times. But that is not for them to decide. All we have to decide is what to do with the time that is given us.’

- **Desire vs. circumstance**
- **Empathy and connectedness**
- **Causes vs. Decisions**
- **Simplification**



Gandalf

‘For where am I to go? And by what shall I steer? What is to be my quest? Bilbo went to find a treasure, there and back again; but I go to lose one, and not return, as far as I can see.’

‘But you cannot see very far,’ said Gandalf. ‘Neither can I. It may be your task to find the Cracks of Doom; but that quest may be for others: I do not know. At any rate you are not ready for that long road yet.’

- **Lack of direction**
- **Relation to another story**
- **Limitations on foresight**
- **Uncertainty of the path**
- **Long-term vs. short-term planning**



Nelson

- Nelson, C. W. (2002). From Gollum to Gandalf: The Guide Figures in J. R. R. Tolkien's 'Lord of the Rings'. *Journal of the Fantastic in the Arts*, (1 (49). 47-59.

Tolkien is referring to Gandalf's role in terms of one of the oldest figures in literature-that of the guide who usually assists a major character on a journey or quest often **to unusual and distant places**. During this process, the guide customarily instructs his young champion and **imparts wisdom or advice** which **contributes to the shaping** of the heroic character or his destiny.

Nelson

- Nelson, C. W. (2002). From Gollum to Gandalf: The Guide Figures in J. R. R. Tolkien's 'Lord of the Rings'. *Journal of the Fantastic in the Arts*, (1 (49)). 47-59.

In spite of their vast stores of knowledge and usually potent reserves of power, the guide figures were **aware of their own limitations** and their ranking in the order of the great. This reticence is indicative of the fact that these guides serve the purposes of higher powers and lead their charges to **further stages in the larger plans of which they are only a part.**

Nelson

- Nelson, C. W. (2002). From Gollum to Gandalf: The Guide Figures in J. R. R. Tolkien's 'Lord of the Rings'. *Journal of the Fantastic in the Arts*, (1 (49). 47-59.

It is a recurring theme in Tolkien that his good characters possess the **virtue of humility** to such an extent that they are all **cognizant of their abilities, but more importantly of their inabilities.**

Summary So Far

- **Major character**

- On a journey
- Into distant and unfamiliar territory
- Shaped into a hero
- Participants in larger plans



- **Guide Figure**

- Instructs or imparts advice
- Contributes to the shaping of the hero
- Aware of limitations
- Possesses the virtue of humility



Tom Bombadil

'Do you think,' asked Pippin hesitatingly, 'do you think we may be pursued, tonight?'

'No, I hope not tonight,' answered Tom Bombadil; 'nor perhaps the next day. But do not trust my guess; for I cannot tell for certain. Out east my knowledge fails. Tom is not master of Riders from the Black Land far beyond his country.'



- **Trust**
- **Certainty vs. clarity**
- **Staying within expertise**

Tom Bombadil

All the same the hobbits wished he was coming with them... They would soon now be going forward into lands wholly strange to them, and beyond all but the most vague and distant legends of the Shire, and in the gathering twilight they longed for home. A deep loneliness and sense of loss was on them. They stood silent, reluctant to make the final parting, and only slowly became aware that Tom was wishing them farewell, and telling them to have good heart and to ride on till dark without halting.

- **Guide vs. companion**
- **Comparisons to other stories**
- **Desire for familiarity**
- **Reluctance vs. persistence**

Tom Bombadil

Tom will give you good advice, till this day is over (after that your own luck must go with you and guide you... Be bold, but wary! Keep up your merry hearts, and ride to meet your fortune!

- **“Good” advice**
- **Temporary advice**
- **“Your own luck” as a guide and companion**
- **“Bold but wary” in the context of goal setting**
- **Persistence and reward**

Elrond

I can foresee very little of your road; and how your task is to be achieved I do not know... I will send out messages, such as I can contrive, to those whom I know in the wide world; but so perilous are the lands now become that some may well miscarry, or come no quicker than you yourself.

- **Limitations of foresight**
- **An offer of help**
- **Sphere of influence**
- **Limitations on the offer of help**



Aragorn

‘Well, Frodo,’ said Aragorn at last. ‘I fear that the burden is laid upon you... Your own way you alone can choose. In this matter I cannot advise you. I am not Gandalf, and though I have tried to bear his part, I do not know what design or hope he had for this hour, if indeed he had any. Most likely it seems that if he were here now the choice would still wait on you.’



- **Suppresses self**
- **Place responsibility for decision**

Hagen

- Hagen, P. L. (2008). Imagination and Interpretation: Academic Advising and the Humanities. *NACADA Journal*, 28(2), 14-20.

How do we know when we have the right interpretation? How do we know that we have given the student **good advice**? Well, we can't, of course, but if we adopt **a stance of humility** and reverence toward the student—the same stance we use to interpret a difficult text—we can get close. With such a stance, we become worthy **to help them write their *bildungsroman***.

Hagen

- Hagen, P. L. (2008). Imagination and Interpretation: Academic Advising and the Humanities. *NACADA Journal*, 28(2), 14-20.

My goal today is to reflect on the ways that students are like texts, why advisors are like readers, and why both parties in the interaction are like **co-authors of a new story**. That new story is the story of the student's life and education.

Hagen

- Hagen, P. L. (2008). Imagination and Interpretation: Academic Advising and the Humanities. NACADA Journal, 28(2), 14-20.

Once again, I think that there is an obligation to **suppress oneself** and **ignore easy interpretations** until the student before you has had **a chance to emerge in the discourse that you both create.**

Hagen

- Hagen, P. L. (2008). Imagination and Interpretation: Academic Advising and the Humanities. NACADA Journal, 28(2), 14-20.

As if hearing stories wasn't already enough fun, we tell them stories, too, **guiding them with the vast array of stories we carry with us.**

One of the most important ways we have to persuade students to take the right path is to also tell stories. **As advisors we use stories to teach, warn, recommend, admonish, and praise our students.**

Summary So Far

- **Good advice**

- Like a story, created anew
- Guide figure suppresses self through humility
- Main character emerges as protagonist



- **Advice is given**

- By telling stories, relating this new story to other narratives
- By comparing unfamiliar experiences to familiar ones



This Task Was Appointed To You



https://www.youtube.com/watch?v=1UvEvr1MYkg&feature=emb_logo

Galadriel

‘Many things I can command the Mirror to reveal,’ she answered, ‘and to some I can show what they desire to see. But the Mirror will also show things unbidden, and those are often stranger and more profitable than things which we wish to behold. What you will see, if you leave the Mirror free to work, I cannot tell. For it shows things that were, and things that are, things that yet may be. But which it is that he sees, even the wisest cannot always tell. Do you wish to look?’

- **Commanded vs. unbidden**
- **Leaving the mirror free to work**
- **Relation to other stories**
- **The invitation**

Galadriel

‘Do you now wish to look, Frodo?’ said the Lady Galadriel... ‘Do you advise me to look?’ asked Frodo.

‘No,’ she said. ‘I do not counsel you one way or the other. I am not a counsellor. You may learn something, and whether what you see be fair or evil, that may be profitable, and yet it may not.

Seeing is both good and perilous. Yet I think, Frodo, that you have courage and wisdom enough for the venture, or I would not have brought you here. Do as you will!’

- **Advice vs. advise**
- **Profit from both good and bad experiences**
- **The danger of advice**
- **Encouragement**

Galadriel

I will not give you counsel, saying do this, or do that. For not in doing or contriving, nor in choosing between this course and another, can I avail... But this I will say to you: your Quest stands upon the edge of a knife. Stray but a little and it will fail, to the ruin of all. Yet hope remains while all the Company is true.



- **The source of the decision**
- **Caution and optimism**

Nelson

- Nelson, C. W. (2002). From Gollum to Gandalf: The Guide Figures in J. R. R. Tolkien's 'Lord of the Rings'. *Journal of the Fantastic in the Arts*, (1 (49). 47-59.

She is also able to **strengthen** Frodo and Sam's **resolve** through the visions which they see in her mirror. She cannot and will not make their decisions for them, but she can **clarify the choices** they have and **affirm the inclinations which will allow them to keep going - even in the midst of doubt and uncertainty.**

Gildor Inglorion

‘You do not ask me or tell me much that concerns yourself, Frodo,’ said Gildor. ‘But I already know a little, and I can read more in your face and in the thought behind your questions. You are leaving the Shire, and yet you doubt that you will find what you seek, or accomplish what you intend, or that you will ever return. Is not that so?’



- **Assumptions**
- **Acknowledges reticence**
- **Questions at the end**
- **Doubts connected to end goals**

Gildor Inglorion

‘Then I think it is not for me to say more - lest terror should keep you from your journey. For it seems to me that you have set out only just in time, if indeed you are in time. You must now make haste, and neither stay nor turn back; for the Shire is no longer any protection to you.’

‘I cannot imagine what information could be more terrifying than your hints and warnings,’ exclaimed Frodo.

- **Evasive**
- **Advice without clarity**
- **No questions, no choices**

Gildor Inglorion

‘What can I do now? My plan was to leave the Shire secretly, and make my way to Rivendell; but now my footsteps are dogged, before ever I get to Buckland.’

‘I think you should still follow that plan,’ said Gildor. ‘I do not think the Road will prove too hard for your courage. But if you desire clearer counsel, you should ask Gandalf. I do not know the reason for your flight, and therefore I do not know by what means your pursuers will assail you. These things Gandalf must know. I suppose that you will see him before you leave the Shire?’

- **Affirming the current plan**
- **Referring to sources of clarity**
- **Acknowledging limitations**
- **Short term goals**

Gildor Inglorion

‘I hope so. But that is another thing that makes me anxious. I have been expecting Gandalf for many days. He was to have come to Hobbiton at the latest two nights ago; but he has never appeared. Now I am wondering what can have happened. Should I wait for him?’

Gildor was silent for a moment. ‘I do not like this news,’ he said at last. ‘That Gandalf should be late, does not bode well. But it is said: Do not meddle in the affairs of Wizards, for they are subtle and quick to anger. The choice is yours: to go or wait.’

- **Protagonist on his own**
- **Allusion to larger plans**
- **Responsibility of choice**

Gildor Inglorion

‘And it is also said,’ answered Frodo: ‘Go not to the Elves for counsel, for they will say both no and yes.’

‘Is it indeed?’ laughed Gildor. ‘Elves seldom give unguarded advice, for advice is a dangerous gift, even from the wise to the wise, and all courses may run ill. But what would you? You have not told me all concerning yourself; and how then shall I choose better than you? But if you demand advice, I will for friendship’s sake give it. I think you should now go at once, without delay; and if Gandalf does not come before you set out, then I also advise this: do not go alone. Take such friends as are trusty and willing.’

- **Uncertainty of outcomes**
- **Lack of information**
- **Suppression of self**
- **Companionship**

Gildor Inglorion

‘I am deeply grateful,’ said Frodo; ‘but I wish you would tell me plainly what the Black Riders are. If I take your advice I may not see Gandalf for a long while, and I ought to know what is the danger that pursues me.’

‘Is it not enough to know that they are servants of the Enemy?’ answered Gildor. ‘Flee them! Speak no words to them! They are deadly. Ask no more of me! But my heart forbodes that, ere all is ended, you, Frodo son of Drogo, will know more of these fell things than Gildor Inglorion. May Elbereth protect you!’

- **Simplification of choices**
- **Promise of emergence of protagonist**

Gildor Inglorion

‘But where shall I find courage?’ asked Frodo. ‘That is what I chiefly need.’

‘Courage is found in unlikely places,’ said Gildor. ‘Be of good hope! Sleep now! In the morning we shall have gone; but we will send our messages through the lands. The Wandering Companies shall know of your journey, and those that have power for good shall be on the watch. I name you Elf-friend; and may the stars shine upon the end of your road!’

- **Encouragement**
- **Offer of help**
- **Blessing**

Take Home

In your next advising appointment, consider how you:

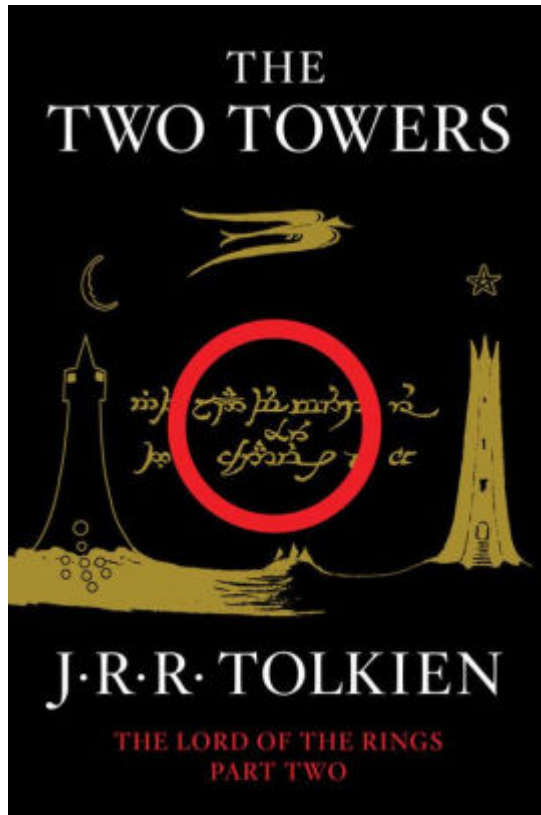
- Ask questions to gain further insight of your student's story
- Empathize with that story and relate it to other narratives
- Compare the unfamiliar with the familiar
- Emphasize the role of the student in making choices
- Prioritize short-term goals to clarify long-term destinations
- Offer small gestures of help
- End with encouragement and empowerment

The Choice of Roads: Connecting J.R.R. Tolkien and Student Decisions

ACAA Capstone Submission for Justin Burnley

*nó admittance
except on party business*

The Two Towers



Choices

- Debates
- Indecision
- **Culmination:** Choices of Master Samwise

So It Begins...

Time for our first choice!

Are you ready?

So It Begins...

You are in College now...

**What is one of the first
choices you make that could
stay with you for years?**

Defining Undecided

- Bullock-Yowell, E., McConnell, A. E., & Schedin, E. A. (2014). Decided and Undecided Students: Career Self-efficacy, Negative Thinking, and Decision-Making Difficulties. *NACADA Journal*, 34(1), 22–34.

“Those considered **undecided-multipotential** possess an **overabundance of talents**, interests, and opportunities, and thus **feel overwhelmed** with viable options.”

No Longer In Our Hands



https://www.youtube.com/watch?v=XD-PfIdGIBE&feature=emb_logo

Choosing a Path

'Our choice then,' said Gimli, 'is either to take the remaining boat and follow Frodo, or else to follow the Orcs on foot. There is little hope either way. We have already lost precious hours.'

- **Credit hours?**
- **Pressure of antithetical choices**
- **Lack of hope leads to negative thinking**



Choosing a Path

'Let me think!' said Aragorn. 'And now may I make a right choice and change the evil fate of this unhappy day!' He stood silent for a moment. 'I will follow the Orcs,' he said at last. 'I would have guided Frodo to Mordor and gone with him to the end; but if I seek him now in the wilderness, I must abandon the captives to torment and death. **My heart speaks clearly at last: the fate of the Bearer is in my hands no longer.** The Company has played its part. Yet we that remain cannot forsake our companions while we have strength left.'

- **Relieving external pressures**
- **Using internal decision making**
- **Certain outcomes vs. uncertain outcomes**

Defining Pressure

- Firmin, M. W., & MacKillop, L. M. (2008). Frequent Major Changing: Extrinsic and Intrinsic Factors. *NACADA Journal*, 28(2), 5–13.

“Changing majors involves **added expense** to the college experience, can **delay** entering the job market by years, and may **prohibit** students from some professional majors where cohorts are formed among freshman classes.”

Following the Path

'We have come at last to a hard choice,' he said. 'Shall we rest by night, or shall we **go on while our will and strength hold?**'

'But if we walk by night, we cannot follow their trail,' said Gimli.

'The trail is straight, and turns neither right nor left, **as far as my eyes can see,**' said Legolas.'

- **Limited resources**
- **Taking time to rest**
- **Predicting the future**



Following the Path

'Maybe, I could lead you at a guess in the darkness and hold to the line,' said Aragorn; 'but if we strayed, or they turned aside, then when light came there might be **long delay before the trail was found again.**'

- **Time limit**
- **Internal changes; external changes**



Defining Fear

- Firmin, M. W., & MacKillop, L. M. (2008). Frequent Major Changing: Extrinsic and Intrinsic Factors. *NACADA Journal*, 28(2), 5–13.

“**Fear of making a permanent decision** with potential undesirable effects seemed to dissuade students from staying with a particular major. The **students lack confidence** in their abilities to make appropriate long-term decisions.”

“They are likely to repeatedly make choices with which they are unsatisfied, thus **reinforcing their fear that they will make poor decisions.**”

Following the Path

'I said that it was a hard choice,' said Aragorn. 'How shall we end this debate?'

'You are our guide,' said Gimli, 'and you are skilled in the chase.
You shall choose.'

'My heart bids me go on,' said Legolas. 'But we must hold together. **I will follow your counsel.'**

'**You give the choice to an ill chooser,**' said Aragorn. 'Since we passed through the Argonath my choices have gone amiss.'

- **Reliance on peers**
- **Negative conditioning**

Defining Reassurance

- Firmin, M. W., & MacKillop, L. M. (2008). Frequent Major Changing: Extrinsic and Intrinsic Factors. *NACADA Journal*, 28(2), 5–13.

“Students expressing these fears may benefit from reassurance that **few decisions are unchangeable.**”

“Academic advisors may need to help students see the benefit of learning from all of life’s successes and mistakes. An essential component of growing in wisdom involves **gleaning life lessons from all choices** and developing future prudence when faced with future similar decisions.”

Gandalf

'Come, Aragorn son of Arathorn!' he said. 'Do not regret your choice in the valley of the Eryn Mui, nor call it a vain pursuit. **You chose amid doubts the path that seemed right: the choice was just, and it has been rewarded. For so we have met in time,** who otherwise might have met too late.

- **Positives of change**
- **Learning from choices**



Saruman

“Long ago I offered you a state beyond your merit and your wit. I have offered it again, so that those whom you mislead may **clearly see the choice of roads**. You give me brag and abuse. **So be it.**”



- **Autonomy?**
- **Living with choices**

Another Way Into Mordor



https://www.youtube.com/watch?v=_2QwmvnX2ec&feature=emb_logo

Finding the Path

'Well,' he said, at last withdrawing his eyes, 'we cannot stay here all night, fix or no fix. We must find a more sheltered spot, and camp once more; and **perhaps another day will show us a path.**'

'Or another and another and another,' muttered Sam. 'Or maybe no day. **We've come the wrong way.**'

- **Deferred choice**



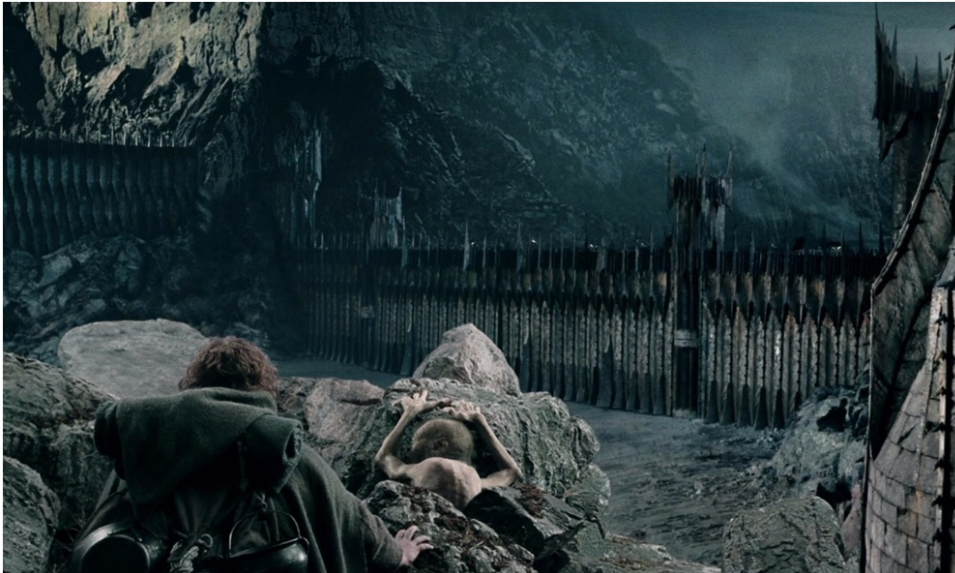
Defining Undecided

- Bullock-Yowell, E., McConnell, A. E., & Schedin, E. A. (2014). Decided and Undecided Students: Career Self-efficacy, Negative Thinking, and Decision-Making Difficulties. *NACADA Journal*, 34(1), 22–34.

“Persons described as **undecided-deferred choice** deliberately **put off a necessary decision** for defensible reasons”

Finding the Path

'I wonder,' said Frodo. 'It's my doom, I think, to go to that Shadow yonder, **so that a way will be found**. But will good or evil show it to me? What hope we had was in speed. Delay plays into the Enemy's hands-and here I am: delayed... **All my choices have proved ill. I should have left the Company long before...** Every day that passes is a precious day lost. I am tired, Sam. I don't know what is to be done.



- **Commitment to a goal**
- **Time limit pressure**

Defining Commitment

- Graunke, S. S., Woosley, S. A., & Helms, L. L. (2006). How Do Their Initial Goals Impact Students' Chances to Graduate? An Exploration of Three Types of Commitment. *NACADA Journal*, 26(1), 13–18.

“A student may be **committed to completing a bachelor's degree** and be uncertain about the field of study.”

“A student's commitment to educational goals may affect the student's **persistence when he or she experiences difficulties**”

Finding the Path

He sat upon the ground for a long while, silent, his head bowed, striving to recall all that Gandalf had said to him. **But for this choice he could recall no counsel.** Indeed Gandalf's guidance had been taken from them too soon, too soon, while the Dark Land was still very far away. **How they should enter it at the last Gandalf had not said. Perhaps he could not say.**

- **Without external guidance**
- **Assuming a new responsibility**

Defining Responsibility

- Montag, T., Campo, J., Weissman, J., Walmsley, A., & Snell, A. (2012). In Their Own Words: Best Practices for Advising Millennial Students about Majors. *NACADA Journal*, 32(2), 26–35.

“Students may be unsure of their own role in the advising relationship, but **once their responsibilities are clarified**, and the advisor-advisee relationship established, students’ participation in the advising process may be strengthened.”

Finding the Path

And here he was a little halfling from the Shire, a simple hobbit of the quiet countryside expected to find a way where the great ones could not go, or dared not go. It was an evil fate. But he had taken it on himself in his own sitting-room in the far-off spring of another year, **so remote now that it was like a chapter in a story of the world's youth...** This was an evil choice. Which way should he choose? **And if both led to terror and death, what good lay in choice?**

- **Optimism turned to negativity upon having to make involved choices**

Defining Optimism

- Montag, T., Campo, J., Weissman, J., Walmsley, A., & Snell, A. (2012). In Their Own Words: Best Practices for Advising Millennial Students about Majors. *NACADA Journal*, 32(2), 26–35.

“This **optimism**, expressed as belief in endless future opportunities or **lack of pressure to decide** on a career, may have led Millennial students to defer a commitment to a major.”

Defining Negativity

- Bullock-Yowell, E., McConnell, A. E., & Schedin, E. A. (2014). Decided and Undecided Students: Career Self-efficacy, Negative Thinking, and Decision-Making Difficulties. *NACADA Journal*, 34(1), 22–34.

“Negative career thoughts may affect an individual’s ability to **accurately assess self-knowledge”**

Summary So Far

- **Characteristics of Indecision**

- Negativity from Optimism
- Uncertain responsibility
- Lack of guidance
- Fear of permanence
- External pressures



- **Cures for Indecision**

- Defining responsibility
- Fostering commitment
- Providing reassurance
- Comparing certainty to uncertainty
- Relying on peers, when available



Defining Self-Talk

- Bullock-Yowell, E., McConnell, A. E., & Schedin, E. A. (2014). Decided and Undecided Students: Career Self-efficacy, Negative Thinking, and Decision-Making Difficulties. *NACADA Journal*, 34(1), 22–34.

“Self-talk refers to the silent... conversations people conduct with themselves; the conversation often contains some level of evaluative or judgmental quality by which the person **articulates a self-assessment** of a specific task.”

“Monitoring and control are described as the processes by which people can detect their dysfunctional self-talk and **actively attempt to replace these thoughts with more positive self-talk.**”

The Choices of Master Samwise

'What shall I do, what shall I do?' he said. 'Did I come all this way with him for nothing?' And then he remembered his own voice speaking words that at the time he did not understand himself, at the beginning of their journey: **I have something to do before the end. I must see it through, sir, if you understand.'**

- **Overarching goal**
- **Persistence in difficulty**
- **Initial optimism is resisting negativity because of the timing of the goal**

The Choices of Master Samwise

`But what can I do? Not leave Mr. Frodo dead, unburied on the top of the mountains, and go home? Or go on? **Go on?**' he repeated, and for a moment doubt and fear shook him.

`Go on? Is that what I've got to do? And leave him?'

- **Doubt and fear**
- **Confusion of goals**

The Choices of Master Samwise

But he could not go, not yet. He knelt and held Frodo's hand and could not release it. And time went by and still he knelt, holding his master's hand, and in his heart keeping a debate.

'What am I to do then?' he cried again, and now he **seemed plainly to know the hard answer: see it through**. Another lonely journey, and the worst.

- **Delay**
- **Reliance on others... “lonely” journey**
- **Commitment**

The Choices of Master Samwise

‘What? Me, alone, go to the Crack of Doom and all?’ He quailed still, but the resolve grew. ‘What? Me take the Ring from him?’

The Council gave it to him.’

But the answer came at once: ‘And the Council gave him companions, so that the errand should not fail. **And you are the last of all the Company. The errand must not fail.**’

- **Defining responsibility**
- **Reliance on others**
- **Commitment**

The Choices of Master Samwise

'I wish I wasn't the last,' he groaned. 'I wish old Gandalf was here or somebody. Why am I left all alone to make up my mind?

I'm sure to go wrong. And it's not for me to go taking the Ring, putting myself forward.'

'But you haven't put yourself forward; you've been put forward.

And as for not being the right and proper person, why, Mr. Frodo wasn't as you might say, nor Mr. Bilbo. **They didn't choose themselves.'**

- **Reliance on others turning to autonomy**
- **External pressures providing reassurance**

The Choices of Master Samwise

'Ah well, I must make up my own mind. I will make it up. But I'll be sure to go wrong: that'd be Sam Gamgee all over.

No chance to go back with It and get advice or permission. No, it's sit here till they come and kill me over master's body, and gets It: or take It and go.' He drew a deep breath. 'Then take It, it is!

- **Self-assessment leading to fear and doubt**
- **Certain outcomes vs. uncertain outcomes**

Take Home

In your next advising appointment, consider how you:

- Help students identify external pressures
- Define responsibilities
- Grant permission for autonomy
- Ask questions leading to self-assessment
- Discuss goals for commitment
- Provide reassurance for choices
- Connect the student to other narratives

Westu hál!

