

Coach Speak

What I learned as a football coach's son, and how it influenced my advising

First, an introduction...



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- **Philip Aguinaga Sr**
- B.S. from Southwest Texas State
- Football coach in Texas from 1995-2020, now retired

Schedule/Goals

- Lessons I Learned from Dad
 - Applications towards Advising
 - Connection with NACADA Core Competencies
- Review Mentorship quotes
 - Consider mentoring opportunities
- Activity
 - Brainstorm mentoring
- Closing
 - Call to action

NACADA Core Competencies

CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include understanding of:

- **C1** The history and role of academic advising in higher education
- **C2** NACADA's Core Values of Academic Advising
- **C3** Theory relevant to academic advising
- **C4** Academic advising approaches and strategies
- **C5** Expected outcomes of academic advising
- **C6** How equitable and inclusive environments are created and maintained

NACADA Core Competencies

INFORMATIONAL

Core competencies in the **Informational component** (knowledge academic advisors must master) include knowledge of:

- **I1** Institution specific history, mission, vision, values, and culture
- **I2** Curriculum, degree programs, and other academic requirements and options
- **I3** Institution specific policies, procedures, rules, and regulations
- **I4** Legal guidelines of advising practice, including privacy regulations and confidentiality
- **I5** The characteristics, needs, and experiences of major and emerging student populations
- **I6** Campus and community resources that support student success
- **I7** Information technology applicable to relevant advising roles

NACADA Core Competencies

RELATIONAL

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the ability to:

- **R1** Articulate a personal philosophy of academic advising
- **R2** Create rapport and build academic advising relationships
- **R3** Communicate in an inclusive and respectful manner
- **R4** Plan and conduct successful advising interactions
- **R5** Promote student understanding of the logic and purpose of the curriculum.
- **R6** Facilitate problem solving, decision-making, meaning-making, planning, and goal setting
- **R7** Engage in on-going assessment and development of the advising practice.

Follow Your Dreams

- He encouraged me to follow the dreams I have in life (just as he did with his goal of coaching)
- Emphasized Education to myself and my brother (as he was a First Gen student)
- As Advisors, we aim to provide a vision too, show students what can be
- Gave me a better appreciation of nontraditional students, allowing me to empathize with them

C-6 How equitable and inclusive environments are created and maintained.

R-1 Communicate in an inclusive and respectful manner.

Call out the B.S.

- Story of "when I was in trouble the most"
- As Advisors, we sometimes have to "set the record straight" and speak candidly to our students

C-4 Academic advising approaches and strategies.

R-4 Plan and conduct successful advising interactions.

Handle Expectations

- As a coach's son, I was expected to play football
- In Advising, we can help students who have expectations (from elsewhere or themselves) by providing an ear, motivating them towards success, and reminding them they aren't alone in this journey
- Also, we should be there for students who are ready to say "it's not for me", and able to encourage additional options

I-2 Curriculum, degree programs, and other academic requirements and options.

R-2 Create rapport and build academic advising relationships.

A Team Leads to Success

- In football, offensive linemen are always there to lend a hand, and hold each other up
- In advising, we should also be willing to lean on our team to support us and we should not neglect thanking them
- We also help students see and understand how their team supports them academically

I-1 Institution specific history, mission, vision, values, and culture.

I-6 Campus and community resources that support student success.

Watch the Mentoring of Others

- As an observer (rather than a participant), I had the opportunity to watch my dad as he mentored other students, including my brother...
- In advising, we should be observant of the training and mentoring of newer advisors, and how seasoned advisors mentor students.
- Look for lessons you couldn't see when it was happening to you.

C-1 The history and role of academic advising in higher education.

R-7 Engage in on-going assessment and development of the advising practice.

Learn New Techniques

- Football offenses changed in the late 90's and early 2000's
- In advising, this should be our aim too – to learn new things about advising techniques, curriculum changes.
- We also should be reminding our students that they should be learning new things even as they get older – this is hard to remember for our young and educated students that are learning the newest techniques now, but they will one day have to maintain or stagnate (Donald Super, see Niles, S. G., and Harris-Bowlsbey, J. (2009))

I-7 Information technology applicable to relevant advising roles.

R-7 Engage in on-going assessment and development of the advising practice.

Be Content

- In Advising, we also aim to be content with where we are at (in our own career), but to be wise about taking opportunities when available
- We also can be a mentor to our students, guiding them through important decisions as they start their professional journey

2B5 Promote student understanding of the logic and purpose of the curriculum.

2B6 Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

Prepare for Difficult Conversations

- In advising, we have difficult students – be kind, firm, and patient. We might also have a hard time with mentors or supervisors – again, be kind, firm, patient and don't leave them just because there was a disagreement.
- We can teach this to our students too. They may have to have hard conversations, with parents/roommates/instructors/supervisors, and we can help them

1C3 Theory relevant to academic advising

2B1 Articulate a personal philosophy of academic advising.

It's Not About Football

- My Dad loves football, but more than anything, he is a husband, father, grandfather
- In Advising, there are other things we can make sure we are focusing on, and we can focus on other things with our students too

1C2 NACADA's Core Values of Academic Advising.

1E Campus and community resources that support student success.

1S The characteristics, needs, and experiences of major and emerging student populations.

Quotes about Mentoring Students from Academic Advising Today

- Mentoring:
 - A professional relationship (Kreitler, C. 2006, December)
 - A unique and intentional relationship (Dreher, J. & Juneau, G., 2012, June)
 - Understands no two students are the same (Kreitler, C. 2006, December)
 - A chance to be remembered for encouragement and guidance (Kreitler, C. 2006, December)
 - Ideally both formal and informal (Dreher, J. & Juneau, G., 2012, June)
 - Is continually customized, adjusted, and redirected to meet each student's needs (Kreitler, C. 2006, December)
 - "At times, sharing our own experiences with students should never be done in a sense of duty but should be a privilege." (Kreitler, C. 2006, December)

Importance of Finding a Mentor

- A Mentor can help by providing:
 - An Example
 - Instruction
 - Encouragement during Hard Times
 - a Larger Perspective ("get out of ourselves")

How we can be a Mentor to others

- Be Patient (not aggressive)
- Be Kind (not irritable)
- Be Understanding (not unreasonable)

Activity

- Brainstorm on the following
 - Mentors in Your Own Life
 - Who You can Be a Mentor to
 - What Groups of Students You Can Relate to
- Share with someone

Advisors can hear from each other

- Share your own experiences and how they affect your advising
- This can help us all understand students who have experienced something similar
- Take your own story and be creative!

References

- Dreher, J. & Juneau, G. (2012, June). Mentoring: Personal thoughts on the value of advance preparation. *Academic Advising Today*, 35(2). Retrieved from <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Mentoring-Personal-Thoughts-on-the-Value-of-Advance-Preparation.aspx>
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Thank you for attending!

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