



Taking an Appreciative Advising Approach to Working with Student-Athletes

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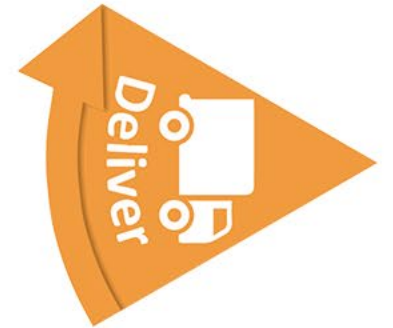


Presenter Bio

- **Director of Academic Support Services for Athletics**
- **20 + years experience in higher education**
- **7 years focused in Appreciative Advising**
- **Research Interests:**
 - Academic motivation
 - Athletic Identity
 - Technology in Advising

Introduction: A Brief History

- **Standard vs. Integrated View** (Brand, 2006)
 - Athletics place either outside or inside of mission of colleges/universities
- **Contemporary Context** (Narravro et. al, 2020)
 - Roles of NCAA, Athletic Departments & Institutions
 - Power, Influence & Impact of Student-Athletes and Athletics on Higher Ed Institutions
- **NCAA Divisions** (NCAA, 2024)
 - Distribution of Scholarships and Student-Athletes

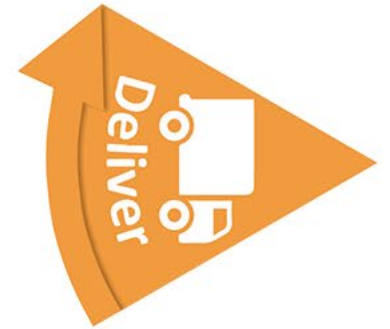


Introduction: Your Campus

What is the history of athletics on your campus?

➤ Informational Component:

- “Specific history, mission, vision, values, and culture” of athletics (NACADA Core Competency, 2022)
- “Characteristics, needs, and experiences of major and emerging student populations” including student-athletes (NACADA Core Competency, 2022)



ADVISOR ACTION #1



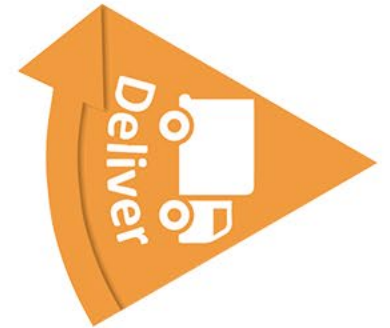
➤ What history, mission, vision, values, and culture of athletics on your campus? How do they align with your institution's mission, vision, values, and culture?



➤ What are the characteristics, needs, and experiences of the student-athletes on your campus?



➤ Do you have any unconscious biases about student-athletes? What are some of these biases?



DISARM



Key Features

- Warm Welcome
- Safe & Comfortable environment
- Appropriate Self-Disclosure
- Appropriate Non-Verbal Behavior



Best Practices

- Ask student-athlete about their sport
- Describe your role on campus
- **Encourage drop-in culture**
- Share your experiences with sport



DISCOVER



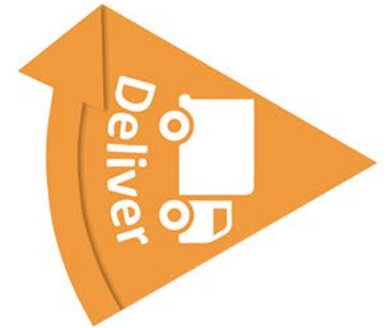
Key Features

Best Practices



- Effective Open-Ended Questioning
- Attending Behavior & Active Listening
- Strength-Based Story Reconstruction

- Assess strength of athletic identity
- **Listen to their stories**
- Highlight themes of different identities beyond athletics



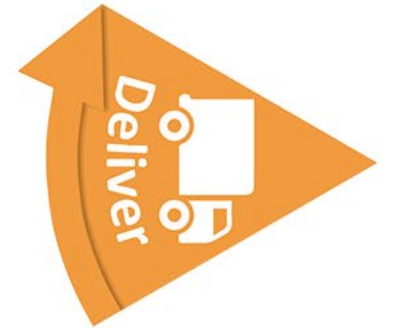
DISCOVER

7-Item Version of the Athletic Identity Measurement Scale (AIMS)

1. I consider myself an athlete.
2. I have many goals related to sport.
3. Most of my friends are athletes.
4. Sport is the most important part of my life.
5. I spend more time thinking about sport than anything else.
6. I feel bad about myself when I do poorly in sport.
7. I would be very depressed if I were injured and could not compete in sport.

*** 7-point Likert type scales strongly disagree – strongly agree**

(Brewer & Cornelius, 2001)



DREAM



Key Features

- Create Powerful Images
- Framework for Dreaming
- Purposeful Connections between Dream & Discover Phases



Best Practices

- If you were paid to do anything what would that be?
- **Visualize the process/path to get there**
- Are dreams related to sport? Professional sport opportunities?



DESIGN



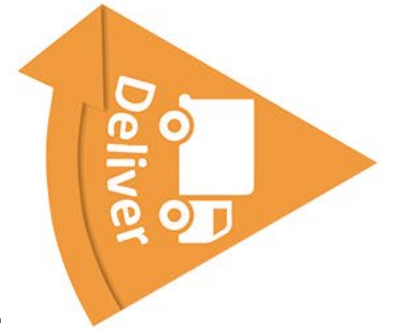
Key Features

- Teach Students How to Make Decisions
- Positive Feedback & Encouragement
- Be Aware of the Curse of Knowledge
- Making Effective Referrals



Best Practices

- Who is your Academic Coach?
- How can you WIN / achieve your goals?
- Be mindful of competing plans (e.g., coaches, parents)
- **Collaborations across campus are key** (Rubin & Lewis, 2020)





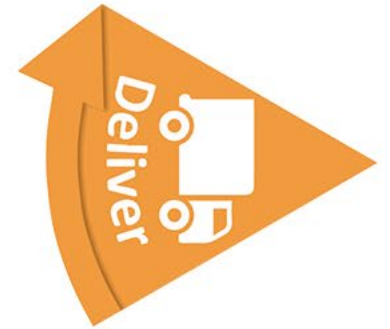
DESIGN: ADVISOR ACTION #2



4-Year Academic Plan Template



NCAA Progress-Toward-Degree
Eligibility Timeline for Student-Athletes



DELIVER



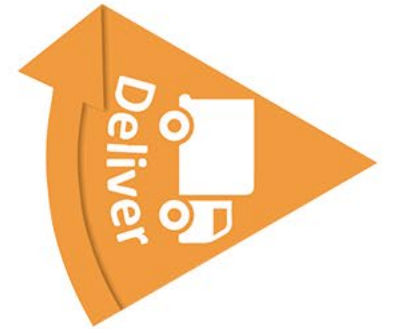
Key Features

- Motivate & Energize Students to be their Best
- Engender Academic Hope
- End the Conversation Well
- Follow-up



Best Practices

- **Connections to sport to empathize transferable thinking to aid in delivering on goals**
- Use their competitive spirit to your advantage



DON'T SETTLE



Key Features

- Challenge & Support
- Raise the Bar
- Virtuous Cycle
- Positive Restlessness
- Pocket of Greatness



Best Practices

- **Capitalize on their WINNING spirit**
- How do you reset (to do play over again)?
- What motivates you to keep going?

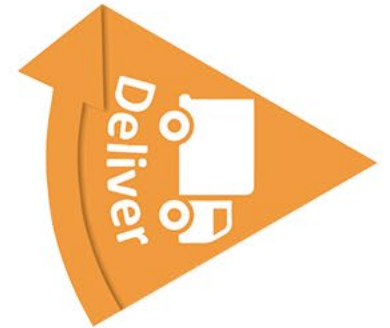


ADVISOR ACTION #3

If at any point you get a sense that the winning spirit or competitive edge is not present, then follow that path to discover why NOT?

What else is going on?

- No longer interested in my sport / transitioning out of sport / sustained injury
- Team dynamics/issue within team or other/coaching change/team not winning
- Mental health concerns





Wrap-up / Next Steps

- What is the history of athletics on your campus?
- Do you have any unconscious biases about student-athletes? How might you address these biases?
- Listen to student-athletes' stories
- Be mindful of NCAA, Conference, League, or other guidelines when co-creating plans
- Be authentically you!
- Contact me:

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