Academic Advising Approaches: Strategies that teach students to make the most of college

Chapter 10 - Advising as Coaching

Reader Learning Outcomes

From studying this chapter, advisors will use knowledge gained about advising as coaching to:

- Level one, the developmental program. Delineate factors that affect the development and pursuit of long-term growth through academic, career, and personal planning and implementation.
- Level two, the individual session. Understand how to respond to immediate needs of the student as they relate to the overall development of long range academic, professional, and personal goals.
- Level three, the decision facilitation process. Coach the student to design an action plan that will help the student achieve his/her dreams and/or address problems.

Aiming for Excellence discussion questions and activities

- Discuss with colleagues the questions within each stage of Table 10.1 and how each applies to the practice of academic advising. Which stage do you consider the hardest to master? Why?
- Determine how the components of an individual advising session (Figure 10.2) relate to an individual student’s long-term goals. Keep a journal for two weeks to determine which questions best elicit the information needed to make an individual session successful. Discuss with colleagues the questions they find the most useful in helping students reach their goals.
- Discuss with a group of advisors the actions and questions they use within each step of the decision-facilitation process (Table 10.3). Then each of you should delineate a different question to be used with advisees over the course of a week. Share with colleagues the types of responses elicited from each question. Determine which questions/actions elicited the most helpful student insights and include those questions/actions within your advising practice.