

the advisor as coach and the advisee integrate work at various levels. The result is a seamless, iterative series of stages in which the concepts of coaching are integrated with those of academic advising.

This level of advising is intensely practical; the advisor focuses on facilitating the decision-making process of the advisee as opposed to prescriptive advising. As a result, coaches use an inquiry-based approach to helping students. Table 10.3 provides a list of sample questions that correspond to each of the stages of Level 3.

**Table 10.3.** Advising-as-coaching questions used with active listening

Purpose	Questions
Identify dreams/ specific problems	What is the history of the problem? What caused it? Why does it concern you? What is the worst aspect of the problem? When do you feel the weight of the problem most significantly? What is the worst-case scenario possible as a result of the problem? What would it be like if the problem were gone? How would things be different? What do you envision as the best possible outcome in relation to this problem?
Examine previous efforts	What have you done so far to address this problem (or achieve this dream)? Are problem areas currently improving or getting worse? Why?
Brainstorm ideas/ solutions	What knowledge and skill do you need to better understand or resolve the problem? What have you thought about doing to fix the problem? What have others suggested? What have you done in the past to overcome similar problems? What would you tell someone in a similar situation? Thinking about your dream, what would make it come to life? What habits would you need to develop to accomplish your dream? May I offer some suggestions?
Goal setting and planning	Which of the options that we have discussed appear to be most viable or effective? What more would you need to do to turn these ideas into a plan? What are the action steps you need to take? When will you take them? Is your plan sufficient to achieve your goal?

*(Continued)*

Table 10.3. (Continued)

Purpose	Questions
Seek support	What kind of support will you need? Who could you recruit to help with the plan? How will you recruit them? What do you envision them doing to help? How will you reward them for helping you?
Implementation	When will you initiate your plan? When do you expect to have [a specific step in the plan] completed? May I contact you to check on your progress on [date]?
Follow-up	How is the situation different from when we started discussing this plan? What accomplishments are you most proud of so far? What do you want to see or do more extensively to accomplish your dream? What success have you had so far? How close are you to accomplishing your goal? What do you need to do next?

Obviously, the inquiry-based approach of advising as coaching promotes student responsibility and ownership of any plans and their outcomes. This emphasis, along with the accountability inherent in the process, makes this approach ideal for working with students experiencing academic difficulty. A number of the programs currently based on advising as coaching specifically address at-risk or struggling students. Nonetheless, it is an equally viable approach in any advising setting where students need to engage in decision making and action planning. To further demonstrate how advising as coaching is carried out within various contexts, the following example provides insights regarding the application of advising as coaching.

### Advising-as-Coaching Scenario

#### Scenario II

*A second-year student, Ali, comes to Drew to discuss withdrawing from school: “I’m really not doing well this term. It’s not the courses or the professors—I just don’t feel like I fit in. A few of my friends left after last year, and I haven’t really found any new ones. My new roommates are not really like me, so they kind of stick together by themselves. I’m not in any clubs or anything like that, although I do work off campus. Also, I feel my parents and I have spent lots of money, but I’m not sure it’s worth spending more if I’m not that interested. Do you have any suggestions? What do you think I should do?”*