

Application of advising as coaching at the program level

Initiating contact	Will advisors be proactive in contacting students? When will the initial contact take place? Who will make this contact? Advisors or administrative staff?
Relationship building	What standards or guidelines affect relationship building between students and advisors? How much initial contact time should be dedicated to relationship building? What information, if any, will be collected from the student? How will this information be used to build the advisor–advisee relationship?
Assessment	What methods will be used to gather information about students? What specific instruments, assessments, or surveys will be used (<i>Myers-Briggs Type Inventory</i> [2003], <i>Strong Interest Inventory</i> [Gallup, 2007], etc.)? When and how will this information be collected and discussed with the student?
Contracting and goal setting	Will contracting be formal or informal? What information should be included in an advisor–student contract or syllabus? Are goals standardized via program outlines or developed uniquely between advisor and student? What standardized or individual goals or outcomes, if any, should be articulated?
Action planning Implementation	What available process or tools can facilitate action planning? What tools and resources can students access to implement their plans?
Follow-up	How frequently will advisors follow up with students to monitor progress and revise plans as necessary? Will follow-up visits be initiated by advisors, students, or both?

For more discussion questions, refer to Table 10.2 on p. 165, and Table 10.3 on p. 167.