

## Coaching through Humanism

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Core learning theories such as Cognitivism, Behaviorism, and Humanism are not only applicable for educators, but may be used as a basis for effective academic advising. The importance of effective academic advising is showcased through student retention—especially for students who are considered at risk. Students who feel comfortable with their advisor are more likely to meet with them which leads to students remaining on track for graduation. There is, however, a move from simply advising students to coaching them. Within the advising community, a shift in terminology has occurred from ‘advising’ to ‘coaching’. This shift in terminology is meant to represent the ideological change from telling students what they should do to guiding students toward finding their own solutions. When coaching is combined with a humanistic perspective, a stronger advisor-student relationship is created, students gain confidence in their abilities, and students develop greater problem solving skills. Humanism is a more applicable base for ‘coaching’ than other learning theories because it facilitates an appreciation for the differences in each student and is based upon the idea that students have an inherent interest in attaining knowledge. This research will focus on the current literature revolved around ‘coaching’ and ‘humanism’ and seeks to propose considerations for improving advising specifically for WSU in order to increase student retention and meet the University’s goals and objectives.