



MANCHESTER
1824

The University of Manchester

Academic Advising – All Change?

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Annette Nordhausen Scholes

Overview



Brief intro / overview



Where are we now?



Understand coaching



Coaching rather than advising?

Where are we now?

Roles and Expectations

- Uni policy – ADVICE
- SoSS policy – COACHING/MENTORING “role”
- “advising on...”
- “monitoring”

CONSISTENT MESSAGE?

Directive

tell / clarify

Peer-led

share experience

Developmental

grow capability

Referral

connect

Proactive

anticipate

Coaching-led

ask / reflect

Student
need

DISCUSSION

**HOW ARE WE ADVISING
(IN PRACTICE)?**

Types of Coaching

Career coaching

- Professional growth, job transition, workplace trajectory

Life vision / enhancement coaching

- Core values, overcome personal obstacles, build confidence

Business and executive coaching

- Leadership skills, team dynamics, strategic, operational, cultivating high-performance habits

Health and wellbeing coaching

- Physical and mental wellbeing, sustainable habits (nutrition, fitness, stress-management)

What do students need?



Career coaching

Professional growth, job transition, workplace trajectory



Life vision / enhancement coaching

Core values, overcome personal obstacles, build confidence



Business and executive coaching

Leadership skills, team dynamics, strategic, operational, cultivating high-performance habits



Health and wellbeing coaching

Physical and mental wellbeing, sustainable habits (nutrition, fitness, stress-management)

Coaching Models

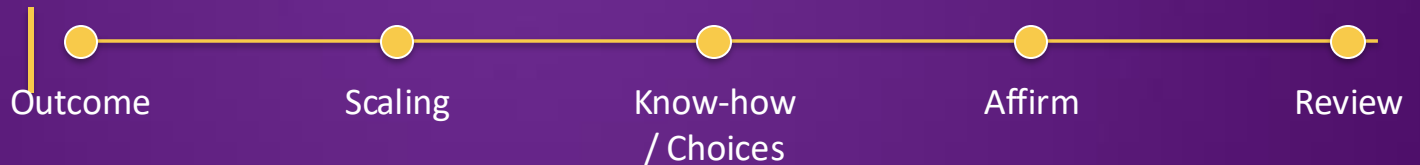
GROW

4 steps



OSKAR / OSCAR

5 steps



PRACTICE

7 steps

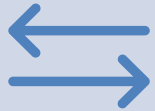


FUEL

4 steps



What Matters?



Coaching principles

ENABLING
DRIVEN BY COACHEE
NON-JUDGMENTAL
NON-DIRECTIONAL



*Coaching skills /
competencies*

ACTIVE LISTENING
POWERFUL QUESTIONING
EMOTIONAL INTELLIGENCE

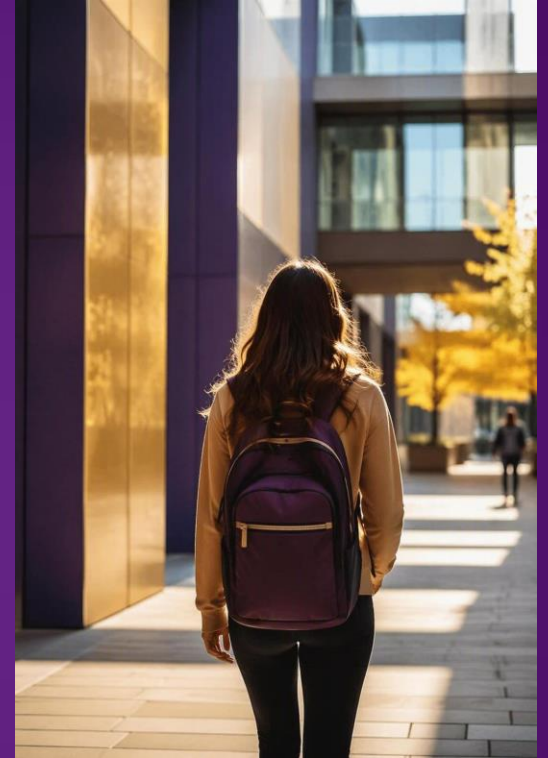
DISCUSSION



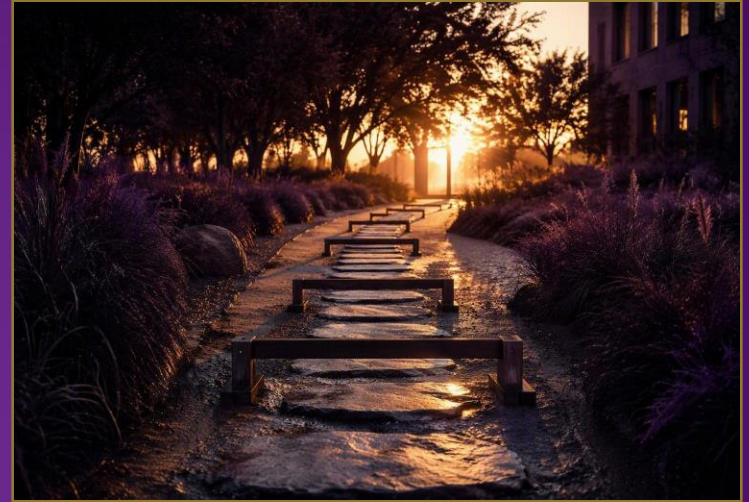
SHOULD WE COACH RATHER THAN GIVE ADVISE?

ADVANTAGES / DISADVANTAGES

DISCUSSION



STUDENT EXPECTATIONS



DISCUSSION

OBSTACLES / PRACTICAL STEPS NEEDED