

This checklist provides you with a list of items that will help you to remember to use each of the coaching skills you have developed, or want to develop, during each of your coaching session.

You can use this list of reminders to assess how well you are developing each of these skills by putting a tick in the far right column every time you used this skill you to use each of your coaching skills during the session and also rating it as follows (1-5) one being the lowest and five is the highest.

You may also use it as an observer or get input from your coachee to give you an honest feedback using this checklist.

| Skills  | Used this Skill?<br>Rate 1-5 |
|---|------------------------------|
| ACTIVE LISTENING:   |                              |
| <ul> <li>Removed distractions</li> </ul>                                |                              |
| <ul> <li>Acknowledged your understanding</li> </ul>                     |                              |
| <ul> <li>Recognized BOTH the signs &amp; sounds/words of</li> </ul>     |                              |
| what has been said  |                              |
| <ul> <li>Aware of the level three listening</li> </ul>                  |                              |
| <ul> <li>Aware of the shift of the energy during the session</li> </ul> |                              |
| SETTING SMART GOALS TO:   |                              |
| <ul> <li>Activate Planning</li> </ul>                                   |                              |
| <ul> <li>Encourage thought &amp; new ideas focus attention</li> </ul>   |                              |
| Energize coachee  |                              |
| <ul> <li>Goals &amp; actions are SMART</li> </ul>                       |                              |
| QUESTIONING TECHNIQUES:   |                              |
| <ul> <li>Focus's attention of coachee</li> </ul>                        |                              |
| <ul> <li>Encouraged exploration of ideas &amp; thoughts</li> </ul>      |                              |
| <ul> <li>Fosters commitment of coachee</li> </ul>                       |                              |
| <ul> <li>Use powerful questions</li> </ul>                              |                              |
| <ul> <li>Use open ended questions</li> </ul>                            |                              |
| DEMONSTRATING EMPATHY:  |                              |
| <ul> <li>Awareness of coachee's feelings</li> </ul>                     |                              |
| <ul> <li>Recognition of strength of feeling / belief</li> </ul>         |                              |
| <ul> <li>Holding back judgments</li> </ul>                              |                              |

| USING YOUR INTUITION:  |                                       |  |  |  |
|--|---------------------------------------|--|--|--|
| <ul> <li>Articulate your intuition</li> </ul>  |                                       |  |  |  |
| <ul> <li>Qualify its accuracy with coachee request</li> </ul>  |                                       |  |  |  |
| coachee to elaborate   |                                       |  |  |  |
| Being brave  |                                       |  |  |  |
| Avoid giving advice  |                                       |  |  |  |
| Sharing assumptions  |                                       |  |  |  |
| BUILDING RAPPORT:  |                                       |  |  |  |
| Focus on subject-related examples e.g.  Organizational goals / Compositor goals it is a sectivities.                     |                                       |  |  |  |
| Organizational goals / Competitor activities   |                                       |  |  |  |
| <ul><li>Demonstrate your trust &amp; openness</li><li>Display honest behavior</li></ul>                                  |                                       |  |  |  |
| GIVING CONSTRUCTIVE FEEDBACK:  |                                       |  |  |  |
| Based on observation on coachee's actions on   |                                       |  |  |  |
| the likely consequences of these actions focus on  |                                       |  |  |  |
| a specific behavior  |                                       |  |  |  |
| <ul> <li>Focus on future options</li> </ul>  |                                       |  |  |  |
| Areas to Improve:  |                                       |  |  |  |
| 1,   |                                       |  |  |  |
|  |                                       |  |  |  |
|  |                                       |  |  |  |
| 2.   |                                       |  |  |  |
|  |                                       |  |  |  |
|  |                                       |  |  |  |
| 3.   |                                       |  |  |  |
|  |                                       |  |  |  |
|  |                                       |  |  |  |
| Feedforward (from the observer/coachee)  |                                       |  |  |  |
| 1.   |                                       |  |  |  |
|  |                                       |  |  |  |
| 2  |                                       |  |  |  |
| 2.   |                                       |  |  |  |
|  |                                       |  |  |  |
| 3.   |                                       |  |  |  |
| <b>0.</b>  |                                       |  |  |  |
|  |                                       |  |  |  |
| Some aspects are adopted from (free management book) site checklist  |                                       |  |  |  |
| some aspects are adopted from thee management book, she checklish  |                                       |  |  |  |
|  |                                       |  |  |  |
| Use the following section as self-coaching, peer-coaching or group coaching cards for further reflection, cut and draw a |                                       |  |  |  |
| random card and start reflecting on your practice  | Tor Turmer reflection, cut and araw a |  |  |  |
|  |                                       |  |  |  |
|  |                                       |  |  |  |

| What is the biggest challenge you face being a coach?  | What one skill you want to improve as a coach?  | What's the most important leadership lesson you've learned and how is it valuable to improve your coaching skills?                | What advice you would give yourself 5 years ago?                                  | What are your blind spots? Who can help you to identify them?   |
|--|---|---|---|---|
| What new skills do you need to move ahead?   | In what ways will you avoid only looking for facts and miss the feelings, attitudes, perceptions being expressed in your session? | In what ways would you control the need to interrupt the client while speaking?   | In what ways you can<br>improve your active<br>listening skills?                  | In what ways you can<br>stay focused on the<br>session and ignore<br>distractions during the<br>session?                  |
| In what ways you can<br>understand your clients<br>better?   | in what ways you can<br>always be well prepared<br>for your session?  | What strategies you follow to empower your clients?   | How do you motivate<br>your clients?  | In what ways you make<br>sure that the client is<br>accountable and is taking<br>actions required by<br>themselves?       |
| In what ways you can control the desire to jump to conclusions?  | In what ways you can improve your eye contact when you're involved in a conversation with your clients?                           | In what ways do you<br>follow up with your<br>clients' progress?  | What's the most effective daily habit you possess?                                | As a coach, what are you best at and how did you become competent in this area?   |
| As a coach, what are some lessons you've learnt the hard way?  | Where do you find inspiration?  | In what ways do you<br>demonstrate a positive<br>attitude and acts as a<br>positive role model?                                   | In what ways you take a personal interest in your coaching relationships?         | In what ways you can<br>provide guidance and<br>constructive feedback to<br>your clients?                                 |
| In what ways do you improve your willingness to share skills, knowledge, and expertise with your clients?            | In what ways do you<br>exhibit that you value<br>ongoing learning and<br>growth in the field?                                     | In what ways do you<br>confront unprofessional<br>behavior while coaching<br>someone?   | How do you offer challenging opportunities for your clients?                      | In what ways do you<br>encourage the client to<br>take the responsibility for<br>his/her own learning.                    |
| In what ways do you show respect for the client's right to make his/her own decisions and to live as he/she chooses. | How do you make sure that you take a non-judgmental approach where your clients are treated with respect and honesty?             | In what ways do you<br>ensure the confidentiality<br>regarding personal issues<br>in your coaching relation<br>with your clients? | Do you have a coach? In what ways that helped you to improve yourself as a coach? | What metaphor I would use to describe your coaching style?  |
| In edition to your current skills, what other skills you must consider improving?                                    | What is the biggest self-<br>built obstacle you have in<br>order to become an<br>outstanding coach?                               | Looking back at your coaching sessions you had recently, what went well?  | What would you say<br>about yourself if you<br>were your own coach?               | In what ways you can<br>start challenging your<br>client in order to let<br>him/her achieve his/her<br>maximum potential? |