

A Coach profile

Please rate yourself to give a profile of your own currently perceived strengths as a basis for discussion

Personal awareness of my own	High			Low
1. beliefs and values that influence the way I work	1	2	3	4
2. motivations for and personal rewards derived from being a coach	1	2	3	4
3. emotional responses which may inhibit my effectiveness in the role	1	2	3	4
4. levels of tolerance of working with ambiguity and uncertainty	1	2	3	4
Communication skills				
5. ability to attend to both content and process levels in communication	1	2	3	4
6. attuned to non-verbal signals	1	2	3	4
7. ability to express own thoughts / feelings / ideas clearly	1	2	3	4
8. able to draw others out	1	2	3	4
9. able to detect underlying concerns, issues and emotions	1	2	3	4
Working as a change agent				
10. helping the teacher identify and articulate desired futures	1	2	3	4
11. having an understanding how individuals, teams and schools, learn	1	2	3	4
12. an understanding of how people work to change or to avoid change	1	2	3	4
Coaching skills ability to :-				
13. agree a working contract to clarify expectations and responsibilities	1	2	3	4
14. establish rapport, trust and intimacy	1	2	3	4
15. manage progress and accountability	1	2	3	4
16. ask and formulate pertinent and useful questions	1	2	3	4
17. construct and encourage joint diagnosis with the teacher	1	2	3	4
18. help the teacher set short, medium-term goals in the light of the longer term aims	1	2	3	4
19. disengage well to avoid mutual dependency	1	2	3	4
20. work without drawing boundaries too tightly	1	2	3	4
Personal growth - ability to				
21. review own learning from each coaching assignment	1	2	3	4
22. keep abreast of developments in coaching practice and theory	1	2	3	4

My current experience of coaching is ...

Characteristics that I have as a coach are...

Coaching skills I know I am good at are...

Skills I would like to strengthen or develop are

Characteristics I would like to strengthen or develop

From these, the first one I will work on during the programme is:

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