



Coaching Fundamentals

Introduction and Background

1. Coaching as a business model began appearing:
 - a. In the early 1990's
 - b. In the late 2000's
 - c. In the early 2000's
 - d. In the late 1980's

Answer is In the early 1990's.

2. The shift of coaching from sport to business began with a book called "The Inner Game of Tennis". The book stated that a player's biggest opponent is the one:
 - a. On the other side of the net
 - b. Inside their own head
 - c. Who is tallest
 - d. With the highest average score

Answer is Inside their own head.

3. Sir John Whitmore published the book "Coaching for Performance" which explains:
 - a. The GROW model
 - b. How to coach tennis players
 - c. The Socratic method
 - d. Situational leadership

Answer is The GROW model.

4. Select 4 main types of coaching:
 - a. Subordinate
 - b. Business
 - c. Superior
 - d. Executive
 - e. Leadership
 - f. Managerial
 - g. Life
 - h. Family
 - i. Philosophical

Answer is Business, Executive, Managerial, Life.

Lesson 1: What is coaching?

1. What is the overall goal of a coach?
 - a. To provide facts and concrete direction
 - b. To guide the coachee to their full potential
 - c. To resolve conflicts with staff
 - d. To mentor employees

Answer is To guide the coachee to their full potential.

2. Coaching takes place only in formal sit-down meetings between the coach and coachee. T/F

Answer is False.

Note: Coaching can take place in both formal and informal situations. Informal coaching can take place during communication about day-to-day problems or activities.

3. It is important to adhere strictly to coaching guidelines in order for the process to be effective: T/F

Answer is False

Note: There are no "hard and fast" rules to coaching. There are guidelines and models that can be used, but each coach will develop their own style as they develop their coaching skills.

4. Which of the following statements describes the mindset of an effective coach?
 - a. A good manager identifies an employee's weaknesses and tells them how to correct them.
 - b. Employees will respond best to financial incentives to meet targets.
 - c. All employees want to be promoted.
 - d. All employees have the potential to achieve a high level of performance.

Answer is All employees have the potential to achieve a high level of performance.

5. According to Whitmore, coaching should likely NOT be used when which criterion is most important:
 - a. Quality
 - b. Time
 - c. Learning
 - d. Leadership

Answer is Time.

6. Which of the following characteristics is ESSENTIAL to building a successful coaching relationship?
 - a. Trust
 - b. Friendship
 - c. Superior-subordinate status
 - d. Being on a shoulder your employees can cry on

Answer is Trust.

7. If employees are resistant to building a coaching relationship, you should encourage them and work to build a trusting relationship with them. T/F

Answer is True.

Note: In some workplaces, there may be some resistance to incorporating coaching. If this is the case, your role as a manager is to demonstrate your commitment to coaching.

Lesson 2: How is coaching different?

1. A coaching manager will ask their employees to:
 - a. Choose and take responsibility for their work
 - b. Do exactly as they're told
 - c. Work without input from management
 - d. Work from home

Answer is Choose and take responsibility for their work.

2. In general, traditional management focused on:
 - Improving performance
 - Rewarding employees
 - Fixing problems
 - Planning ahead

Answer is Fixing problems.

3. Great coaches focus on future potential. T/F

Answer is True.

Note: *Rather than dwelling on past performance, coaching focuses on what employees are capable of in the future.*

4. It is important for a coach to believe that their employees have potential because other people's beliefs often affect a person's behaviour. T/F

Answer is False.

Note: *People can usually sense whether or not someone is being genuine. Therefore it is important for a manager to truly believe in their employees' potential in order to be a successful coach.*

5. 'Blame' culture causes people: (Select all that apply)
 - a. To avoid taking risks
 - b. Not to voice their opinions and ideas
 - c. Collaborate to avoid individual blame
 - d. To avoid taking initiative
 - e. Take their ideas to upper management
 - f. Accept suggestions from others

Answer is To avoid taking risks, Not to voice their opinions and ideas, To avoid taking initiative.

6. Managers should only coach employees in areas where they are experts. T/F

Answer is False.

Note: *Great coaches can help employees develop in all areas, including those they know little about. They can do this by encouraging them to seek out knowledge and opportunities.*

7. In some circumstances, a good coach will hold back their knowledge in order to let their coachee discover it for themselves. T/F

Answer is False.

Note: *Managers will need to decide, based on the situation, whether they should give their employees explicit instructions or encourage them to find the answers themselves.*

8. To maintain equality in the office, it is important that all employees are coached in the exact same way.
T/F

Answer is False.

Note: The style, frequency and goals of coaching will be unique to the coach and coachee. Different employees will have different needs and the coaching process should reflect that.

Lesson 3: Coaching culture and values

1. Coaches must learn how to release:
 - a. Their expectations of employees
 - b. Their responsibility for achieving organizational goals
 - c. Their position as leader
 - d. Their control over employees

Answer is Their control over employees.

2. Self-awareness is:
 - a. Knowing what you are experiencing
 - b. Knowing you are right
 - c. Expressing your emotions
 - d. Letting others get to know us

Answer is Knowing what you are experiencing.

3. Asking your employee to investigate a problem, rather than telling them the solution, will help raise their awareness. T/F

Answer is True.

Note: Employees will be more engaged in a situation if they have the opportunity to explore it themselves.

4. Giving people a choice improves performance because:
 - a. They choose easier tasks
 - b. They feel like an equal
 - c. They feel more responsible for their actions
 - d. They feel superior to their co-workers

Answer is They feel more responsible for their actions.

Lesson 4: Coaching skills

1. Which of the following is NOT an essential coaching skill?
 - a. Asking effective questions
 - b. Active listening
 - c. Self-awareness
 - d. Giving and accepting feedback
 - e. Acknowledging excellence
 - f. Addressing areas for improvement
 - g. Leading through adversity

Answer is Leading through adversity.

2. In coaching, questioning should be used to:
- Gather specific information from your employee
 - Convince employees to see your perspective
 - Raise awareness and give responsibility to employees
 - Reinforce your position as a superior

Answer is Raise awareness and give responsibility to employees.

3. Which word should you avoid starting a sentence with?
- Who
 - What
 - When
 - Where
 - Why

Answer is Why.

4. During coaching sessions, your questions should:
- Push the employee toward organizational goals
 - Follow the employee's train of thought
 - Assess the employee's performance
 - Reveal information about your team

Answer is Follow the employee's train of thought.

5. Which of the following is NOT a component of active listening?
- Noticing the other person's tone of voice
 - Noticing the other person's body language
 - Thinking about what you should say next
 - Being aware of your responses to what the other person says

Answer is Thinking about what you should say next.

6. Two-way feedback should take place through a formal survey process. T/F

Answer is False.

Note: Two-way feedback can take place at any time during manager-employee interactions.

7. Acknowledging excellent performance will help your employee understand what is expected of them and build their self-confidence. T/F

Answer is False.

Note: When good work is acknowledged, employees will feel appreciated and are more likely to repeat positive behaviors in the future.

8. When addressing underperformance, your comments should be: (Select all that apply)
- Linked to specific behaviors
 - Descriptive, not judgmental
 - Exhaustive, listing every occasion when performance was below expectation
 - Limited and focused, not overwhelming
 - Discouraging, so that the employee doesn't do it again
 - Two-way, based on questions and discussions

- g. Focused on performance, not personality
- h. Forceful, to make sure the employee understands
- i. Comparative, relative to other better-performing employees
- j. Demonstrative, showing how much better they could have performed
- k. Conclusive with achievable outcomes

Answer is Linked to specific behaviors, Descriptive, not judgmental, Limited and focused, not overwhelming, Two-way, based on questions and discussions, Focused on performance, not personality, Conclusive with achievable outcomes

Lesson 5: The GROW model

1. Whitmore's GROW model stands for:

- a. Goal setting, Reality checking, Options, Way Forward
- b. Goals, Reactions, Opportunities, What/when/whom
- c. Giving, Reality, Opportunities, Workplace
- d. Giving, Relationships, Options, Wants

Answer is Goal setting, Reality checking, Options, Way Forward.

2. Performance goals are generally within an employee's control and are a step towards an end goal. T/F

Answer is True.

Note: Performance goals help employees focus on achievable outcomes.

3. The SMART goal model stand for:

- a. Safe, Measurable, Accurate, Realistic, Timed
- b. Succinct, Monitored, Available, Routine, Time-bound
- c. Specific, Measurable, Achievable, Realistic, Time-bound
- d. Safe, Monitored, Allowed, Recognized, Theory

Answer is Specific, Measurable, Achievable, Realistic, Time-bound.

4. Reality checking should take place after all of your employee's goals have been well defined. T/F

Answer is False.

Note: Loosely defined goals can be refined after you and your employee have evaluated the reality of your situation.

5. When defining your reality, it is important to be objective, rather than letting personal opinions define it.

T/F

Answer is True.

Note: Having a plainly factual description of your current situation is essential to creating a successful action plan.

6. Unrealistic options for a course of action should quickly be dismissed to save time. T/F

Answer is False.

Note: Creating a large number of options can help stimulate creating thinking which can bring innovative solutions to light.

7. The Way Forward phase of the GROW model requires a coach to:
- Be tough, but respectful
 - Give direct instructions
 - Provide a firm timeline based on the employees chosen option
 - Remove him/her self from the process

Answer is Be tough, but respectful.

8. At the end of a session, you should ensure that the employee agrees with the plan, understands it and intends to carry it out. T/F

Answer is True.

Note: Asking your employee to put down in writing the action plan that you developed can help you confirm their commitment to the plan.

Lesson 6: Maintaining momentum

1. Select which of the following is NOT a benefit of coaching:
- Improved performance and productivity
 - Improved learning
 - More time for manager
 - Increased competition
 - More creative ideas

Answer is Increased competition.

2. Coaching creates more time for managers by:
- Delegating responsibility to employees
 - Limiting the number of projects their team takes on
 - Eliminating day-to-day communication
 - Allowing yourself to extend deadlines

Answer is Delegating responsibility to employees.

3. The 'right' way to coach is:
- The Socratic method
 - Different for everyone
 - Determined by a formal survey of your employees
 - To point out poor performance whenever you see it

Answer is Different for everyone.

4. The best way to develop your coaching skills is to:
- Practice them
 - Study the theory they are based on
 - Research and write a report about them
 - Figure it out as you go since there are no real guidelines

Answer is Practice them.