

Level 3 Diploma for Customer Service Specialists (2794-03)

Version 1.0 (October 2018)

Knowledge Test

Sample paper, multiple choice mark sheet and mark scheme

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1 Introduction

What is in this document

This document contains the Sample Knowledge tests for a mandatory unit within the Level 3 Diploma for Customer Service Specialists qualification:

- Coaching and mentoring (315)

How to use the forms

The following documents are included for each pathway:

- Sample questions
- Multiple choice mark sheet
- Mark scheme

Candidates should be provided with the sample questions and the multiple choice mark sheet.

The mark scheme is to be used by employers/training providers/tutors to mark the completed test.

2794-315 Coaching and mentoring

Version 1.0 – October 2018

You should have the following for this test

- a pen with black or blue ink
- multiple-choice answer sheet

Read the following notes before you answer any questions:

- Attempt all questions
- If you find a question difficult, leave it and return to it later

This paper contains 30 questions. All questions have equal marks.

This question paper is the property of City & Guilds

How to complete the multiple choice answer sheet

Each question shows four possible answers (lettered 'a', 'b', 'c' and 'd'); only one is correct.

Decide which one is correct and mark your answer on the answer sheet with your pen.

For example if you decide 'b' is correct, mark your answer with a cross like this:

1 a b c d

If you change your answer, cancel your first choice by filling in the box then put a cross in the answer which you have now decided is correct like this:

1 a b c d

2794-315

Coaching and mentoring - Sample Questions

1. The **main** purpose of coaching is to
 - a) enhance personal attendance
 - b) stimulate personal motivation
 - c) enhance professional behaviour
 - d) stimulate professional conversation.

2. A coach contributes to a coaching culture by
 - a) presenting clear solutions
 - b) increasing workforce apathy
 - c) improving working relationships
 - d) planning organisational objectives.

3. Using the ACHIEVE model, the coach will refine the coachee's options by
 - a) investigating
 - b) challenging
 - c) exploring
 - d) honing.

4. What does the first 'P' in the PIGEEP coaching model stand for?
 - a) Preparation.
 - b) Potential.
 - c) Purpose.
 - d) Practice.

5. The role of a coach is to
 - a) help identify aims and aspirations
 - b) resist changes in an organisation
 - c) train the whole workforce
 - d) instruct management.

6. A coachee will **most** likely take ownership of their development in order to
- a) question own attitude
 - b) explore own health issues
 - c) challenge own appraisal review
 - d) improve own personal performance.
7. High expectations are one of the challenges of coaching because they
- a) may be unproductive
 - b) may be unattainable
 - c) propose increased rewards
 - d) propose greater opportunities.
8. The **main** reason an individual aiming for promotion engages in a coaching programme is because they are
- a) decisive
 - b) intelligent
 - c) confident
 - d) ambitious.
9. Which of the following is an organisational benefit of a coaching culture?
- a) Staff retention can decrease.
 - b) Staff training needs can reduce.
 - c) The workforce is highly motivated.
 - d) The workforce is offered new jobs.
10. A coach is **most** likely to benefit when coaching staff from different departments because they
- a) improve other people's perceptions
 - b) develop cross working relationships
 - c) improve skills across the whole workforce
 - d) develop the aspirations of the employees.
11. An effective coach **must** be able to
- a) actively listen
 - b) offer sympathy
 - c) provide answers
 - d) change outcomes.

12. Which of the following is the **main** type of question a coach would use to seek further clarification?
- a) Open.
 - b) Closed.
 - c) Leading.
 - d) Probing.
13. Which of the following is the **most** important skill for an effective coach to possess?
- a) Overlooking professional boundaries.
 - b) Displaying challenging behaviours.
 - c) Organising time efficiently.
 - d) Identifying complex needs.
14. A coach who is able to support several people over a long period of time requires
- a) stability
 - b) stamina
 - c) security
 - d) strength.
15. A coach who is always there when their coachee needs support is
- a) reassuring
 - b) respectful
 - c) reflective
 - d) reliable.
16. A mentor can support a member of staff struggling with the demands of their own role by
- a) advising a change of duties
 - b) advising others to be helpful
 - c) signposting useful resources
 - d) signposting issues to manager.

17. The **most** likely reason for a mentor to support a colleague changing job roles is to

- a) retain skills
- b) offer solutions
- c) make judgements
- d) explore confidentiality.

18. Which of the following is a benefit of 1-2-1 mentoring?

- a) A focus on specific development needs.
- b) A recognition of organisational goals.
- c) A cost saving for the business.
- d) A new training programme.

19. Which of the following models is **most** likely to offer explicit skills development?

- a) Training based.
- b) Resource based.
- c) Group mentoring.
- d) Executive mentoring.

20. The role of the mentee is to

- a) counsel other colleagues
- b) maintain personal beliefs
- c) improve workplace culture
- d) undertake self-directed activities.

21. The mentoring process helps a mentee develop confidence by

- a) supporting achievement of objectives
- b) monitoring progress of objectives
- c) signposting to different options
- d) limiting planned options.

22. What is the **most** likely benefit to a mentor participating in a mentoring process?

- a) Upskilling of the workforce.
- b) Achievement of team goals.
- c) Satisfaction in helping others improve.
- d) Increased profits for the organisation.

23. The **main** benefit to a mentee from working with an experienced specialist mentor is to
- a) build trust
 - b) build resilience
 - c) increase own dependence
 - d) improve own performance.
24. An organisation is **most** likely to introduce a mentoring programme in order to
- a) close its skills gap
 - b) recognise specific skills
 - c) increase its training costs
 - d) develop a promotional process.
25. It is important for a mentor to challenge a mentee's lack of aspiration in order to
- a) ensure organisation's profitability
 - b) achieve organisational objectives
 - c) work with other colleagues
 - d) help achieve potential.
26. How may a mentee communicate non-verbally that they have disengaged with the process?
- a) Crossing of arms and legs.
 - b) Maintaining eye contact.
 - c) Asking more questions.
 - d) Nodding and smiling.
27. A mentor will show professionalism when supporting a mentee at a more senior level by
- a) demonstrating good communication skills
 - b) tailoring techniques to individual needs
 - c) improving conflict resolution skills
 - d) maintaining confidentiality.
28. The ability of a mentor to build rapport means they
- a) want to be liked
 - b) arrange connections
 - c) develop mutual trust
 - d) focus on the outcomes.

29. A mentor who provides a colleague with the confidence to achieve new skills is

- a) engaging
- b) enhancing
- c) empathetic
- d) encouraging.

30. Mentors who use open questions would **most** likely expect answers that are

- a) considered
- b) quantified
- c) practical
- d) sensible.

Multiple choice mark sheet

Test

2	7	9	4	3	1	5	
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Version

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Candidate name
(please print)

First name	Surname
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Date of test

dd	/	mm	/	yy
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1 a b c d

15 a b c d

29 a b c d

2 a b c d

16 a b c d

30 a b c d

3 a b c d

17 a b c d

31 a b c d

4 a b c d

18 a b c d

32 a b c d

5 a b c d

19 a b c d

33 a b c d

6 a b c d

20 a b c d

34 a b c d

7 a b c d

21 a b c d

35 a b c d

8 a b c d

22 a b c d

36 a b c d

9 a b c d

23 a b c d

37 a b c d

10 a b c d

24 a b c d

38 a b c d

11 a b c d

25 a b c d

39 a b c d

12 a b c d

26 a b c d

40 a b c d

13 a b c d

27 a b c d

14 a b c d

28 a b c d

Number of correct answers

Grade

Marked by

Date

2794-315 Coaching and mentoring - Mark Scheme

Grading: P/F

Pass 22 marks (70 %)

Question no	Key	Question no	Key
1	B	21	A
2	C	22	C
3	D	23	D
4	A	24	A
5	A	25	D
6	D	26	A
7	B	27	D
8	D	28	C
9	C	29	D
10	B	30	A
11	A		
12	D		
13	C		
14	B		
15	D		
16	C		
17	B		
18	A		
19	A		
20	D		