



## Coaching Job Skills Pre-Test and Post-Test Answer Sheet

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Directions: Circle the letter of the most appropriate response.

1. All of the following are effective coaching skills EXCEPT
  - a. Observe and analyze performance.
  - b. Identify areas for improvement.
  - c. Tell the team member how to improve.** (See Participant Workbook, pages 9, 23-26, 71-72)
  - d. Have the team member do the task and give feedback.
  - e. Set up a time for review.
2. Correcting a team member's mistake when learning a new skill
  - a. Is part of the coaching.
  - b. Helps the team member develop the skill.
  - c. Should be conducted privately.
  - d. B and C only.
  - e. All of the above.** ( See Participant Workbook, pages 9-10)
3. The primary purpose of coaching is to
  - a. Improve job skills.** (See Participant Workbook, page 9)
  - b. Make work more pleasant.
  - c. Correct problem behavior.
  - d. Contribute to the disciplinary process.
  - e. Observing.
4. What is the first step in the coaching process?
  - a. Analyze
  - b. Observe** (See Participant Workbook, pages 10, 23-36)
  - c. Demonstrate
  - d. Control
  - e. Plan
5. When you coach, you are trying to improve the person's
  - a. Attitude.
  - b. Work Habits.
  - c. Performance.** (See Participant Workbook, page 10)
  - d. Absenteeism rate.
  - e. Product knowledge.



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6. All of the following are good coaching opportunities EXCEPT
  - a. On team member's first day on the job.
  - b. As the final step in the disciplinary process.** (See Participant Workbook, pages 71, 77)
  - c. When team member's performance is slipping.
  - d. When technology has changed in the workplace.
  - e. If team member is being underutilized.
7. Coaching is the best way to correct which one of the following problems?
  - a. Team member speaks too rapidly.** (See Participant Workbook, page 12)
  - b. Team member is often late to work.
  - c. Team member does not wear safety shoes.
  - d. Team member keeps a messy work area.
  - e. Team member does not wear safety glasses.
8. When coaching a high-potential performer, the team leader should
  - a. Maintain the workload and subject matter to keep production rates level.
  - b. Have the team member give presentations about the work.
  - c. Suggest the team member join professional or vocational associations.
  - d. B and C only.** (See Participant Workbook, pages 79-80)
  - e. All of the above.
9. You notice a team member is not performing as expected. Which of the following questions should you address first?
  - a. Is the performance problem caused by some outside factor?
  - b. Does the team member know how to perform the skill/task?
  - c. Does the team member know this is an expectation?** (See Participant Workbook, page 10)
  - d. Does the team member know how, but just doesn't perform the skill/task?
10. All of the following techniques are important aspects of coaching a team member on performing a new skill/task EXCEPT
  - a. Observe and break down the skill/task into a series of steps.
  - b. Demonstrate the operation.
  - c. Create a relaxed atmosphere.
  - d. Let the team member perform the operation.
  - e. Follow up several weeks later to check progress.** (See Participant Workbook, page 23-26, 71-73)