

Paper Code: M-EPA-CPR5012

Level
5

Coaching Professional - Mock EPA Knowledge Test

Information for registered centres

The seal on this examination paper must only be broken by the candidate at the time of the examination.
Under no circumstances should a candidate use an unsealed examination paper.

Information for candidates

Under no circumstances should you, the candidate, use an unsealed examination paper.

This examination consists of **40 multiple-choice** questions.

The exam is worth **40 marks**, with a Pass being **26 marks**, and Distinction **35 marks**.

The duration of this examination is **90 minutes**.

You are **NOT** allowed any assistance to complete the answers.

You must use a pencil to complete the answer sheet - pens must **NOT** be used.

When completed, please leave the **examination answer sheet (EAS)** on the desk.

EXAMINATION ANSWER SHEET (EAS) INSTRUCTIONS:

For each question, fill in **ONE** answer **ONLY**.

If you make a mistake, ensure you erase it thoroughly.

You must mark your choice of answer by shading in **ONE** answer circle only.

Please mark each choice like this:

01 ☐ A ☐ B ☐ C ☒ **ANSWER COMPLETED CORRECTLY**

Examples of how NOT to mark your examination answer sheet (EAS). These will not be recorded.

01 ☐ A ☐ B ☐ C ☐ **DO NOT** partially shade the answer circle
ANSWER COMPLETED INCORRECTLY

01 ☐ A ☐ B ☒ ☒ **DO NOT** use ticks or crosses
ANSWER COMPLETED INCORRECTLY

01 ☐ A ☐ B ☐ C ☐ **DO NOT** use circles
ANSWER COMPLETED INCORRECTLY

01 ☐ A ☐ B ☒ ☒ **DO NOT** shade over more than one answer circle
ANSWER COMPLETED INCORRECTLY

All candidates **MUST** sign the Examination Answer Sheet (EAS) in the bottom right-hand corner of the page before leaving the examination room.

1

How does strategic planning influence behaviour within an organisation?

- A. It directs decision-making through short-term adjustments to immediate organisational pressures
- B. It focuses decision-making on resolving day-to-day issues as they emerge across teams
- C. It guides decision-making relating to changing individual preferences
- D. It shapes decision-making by aligning actions with long-term priorities and organisational values

2

How can self-serving bias affect reflection on performance within an organisation?

- A. By attributing outcomes to situational factors regardless of personal input
- B. By connecting positive results to personal contribution and negative results to external factors
- C. By evaluating outcomes through balanced consideration of internal and external influences
- D. By interpreting feedback using objective measures of performance

3

Which of the following reflects Goleman's motivation in coaching practice?

- A. Identifying internal emotional shifts before responding to challenge
- B. Interpreting changing emotional cues within a difficult conversation
- C. Maintaining direction towards goals during setbacks
- D. Regulating visible reactions when receiving critical feedback

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Which of the following behaviours reflects non-judgementalism during a coaching interaction?

- A. Acknowledging different viewpoints without prioritising one
- B. Interpreting responses in relation to similar past situations
- C. Offering alternative ways to understand the situation described
- D. Suggesting possible approaches to address the issue raised

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Which of the following reflects Rogers' concept of congruence in understanding self?

- A. Alignment between perceived self and ideal self
- B. Consistency between internal experience and outward expression
- C. Evaluation of self-worth based on feedback and approval from others
- D. Judgement of personal value based on success and achievement

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What is a **key** purpose of using the Wheel of Life in coaching?

- A. It assesses the coachee's performance against predefined objectives within their life
- B. It identifies the coachee's satisfaction across different aspects of life
- C. It measures the coachee's competence against expected standards in different elements of life
- D. It prioritises the coachee's activities based on their urgency within different aspects of life

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Which feedback approach involves restating a message in different words while maintaining the same level of detail to confirm understanding?

- A. Challenging
- B. Paraphrasing
- C. Reframing
- D. Summarising

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According to Schön's model, which activity demonstrates reflection-on-action in coaching?

- A. Identifying patterns of thinking during several coaching sessions
- B. Modifying thoughts and responses in real time during coaching sessions
- C. Recognising emotional responses after a coaching session
- D. Reviewing decisions and outcomes after the coaching session has concluded

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What distinguishes consulting from coaching?

- A. Consulting focuses on facilitating reflection through questioning, while coaching provides expert recommendations to address challenges
- B. Consulting focuses on guiding individuals to generate their own solutions, while coaching focuses on providing detailed suggestions
- C. Consulting focuses on providing expert recommendations to address challenges, while coaching supports individuals to generate their own solutions
- D. Consulting focuses on supporting individuals to explore their experiences, while coaching focuses on identifying actions to achieve goals

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Which of the following actions aligns with recognised ethical coaching frameworks?

- A. Adapting ethical standards to suit client preferences
- B. Applying established ethical guidance consistently in practice
- C. Balancing ethical considerations with desired outcomes in decision-making
- D. Selecting elements of ethical frameworks based on professional judgement

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Which of the following describes training?

- A. An individual completes structured learning activities designed to develop specific skills and knowledge
- B. An individual receives guidance based on another person's experience to support development over time
- C. An individual receives recommendations to address challenges using specialist expertise
- D. An individual reflects on options through questioning to identify actions and goals

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Which of the following principles demonstrates the application of Gestalt psychology in coaching?

- A. Exploring behaviour through reinforcement of repeated actions
- B. Monitoring performance through stages of information processing
- C. Organising experience by recognising patterns through whole situations
- D. Structuring communication through defined interpersonal roles

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How does active listening influence a coach's response when receiving complex information?

- A. It encourages the coach to challenge any assumptions and concerns being made by the coachee
- B. It encourages the coach to pay equal attention to the coachee's verbal and non-verbal responses to their question
- C. It encourages the coach to pay particular attention to the specific words expressed by the coachee
- D. It encourages the coach to utilise their intuition when providing feedback to the coachee

14

How does a transformational leadership style influence motivation?

- A. It focuses on maintaining routine tasks
- B. It reinforces compliance with procedures
- C. It supports engagement through shared purpose
- D. It uses structured supervision methods

15

How does effective use of intonation support communication within a coaching interaction?

- A. By influencing interpretation of meaning through variation in vocal delivery
- B. By maintaining consistent pacing to support structured dialogue during the interaction
- C. By pronouncing terminology accurately to support understanding
- D. By regulating volume to ensure clarity across the interaction

16

Under the current Data Protection Act, what is meant by personal data?

- A. Data that can directly or indirectly identify an individual
- B. Data that has been collected with an individual's consent
- C. Data that includes a person's name or contact details only
- D. Data that is classified as confidential within an organisation

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Which of the following behaviours aligns with ethical expectations of a coaching professional when applying a non-directive approach?

- A. Explaining solutions drawn from professional knowledge
- B. Identifying actions to guide progress towards agreed objectives
- C. Offering techniques that have worked in professional situations
- D. Promoting reflection through open questions to support coachee insight

18

Which of the following activities is used to determine the level of influence and engagement of individuals within stakeholder management?

- A. Analysing stakeholders based on levels of power and degree of interest
- B. Grouping stakeholders based on preferred engagement methods and interest
- C. Identifying stakeholder expectations to inform communication planning
- D. Reviewing stakeholder relationships to understand network dynamics

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How do professional standards influence behaviour in coaching practice?

- A. By allowing standards to vary depending on organisational priorities
- B. By applying expectations only to accredited or qualified practitioners
- C. By establishing consistent expectations for professional conduct
- D. By guiding decisions through judgement rather than shared expectations

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How can an individual's inclination towards extroversion influence group dynamics?

- A. By contributing ideas through verbal interaction to support group discussion
- B. By engaging in group discussion while also requiring time to reflect before forming conclusions
- C. By offering considered input after observing group interactions
- D. By processing ideas internally before sharing contributions in group settings

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How does a clearly communicated vision influence individuals?

- A. It clarifies immediate task requirements
- B. It provides direction for future activity
- C. It specifies operational procedures
- D. It structures reporting relationships

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Which of the following descriptions reflects communication influenced by learned authority patterns within Transactional Analysis?

- A. Behaviour shaped by the interpretation of rules and expectations
- B. Emotional reactions triggered by immediate environmental changes
- C. Logical processing based on current information and situation
- D. Objective engagement without influence from past experience

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Which of the following descriptions shows the use of behaviourist theory within a coaching context?

- A. Demonstrating understanding from social interaction
- B. Developing insight through internal mental processing
- C. Forming meaning through personal interpretation of experience
- D. Reflecting on interactions with the environment

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Which of the following is a **key** limitation of personality classification tools, such as the 16 personalities framework?

- A. Behaviour is interpreted as fixed rather than context-dependent
- B. Feedback is prioritised over personal reflection
- C. Performance is measured against defined objectives
- D. Skills are developed through repeated practice

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Which of the following is characterised by a focus on future development through facilitated self-reflection rather than guidance based on personal experience?

- A. Coaching
- B. Consulting
- C. Counselling
- D. Mentoring

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What are the **key** principles in the co-creation of a coaching contract?

- A. Clarifying expectations, roles and responsibilities, boundaries, accountability and desired outcomes
- B. Confirming confidentiality and gaining consent to share information aligned to organisational requirements
- C. Defining specific, measurable, achievable, realistic and time-bound (SMART) objectives and evaluation methods
- D. Providing a framework to structure and support three-way contracting with sponsors of coaching

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What is meant by 'matching' in communication?

- A. Adjusting communication style to align with another person
- B. Changing the subject to maintain engagement
- C. Providing structured feedback during communication
- D. Using questioning techniques to gather information

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In decision-making, how does substitution bias typically operate?

- A. By applying structured frameworks to evaluate available information
- B. By considering long-term implications of decisions on organisational outcomes
- C. By replacing a complex judgement with a simpler related assessment
- D. By reviewing multiple sources of evidence before forming conclusions

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Which of the following examples reflects the using emotions branch in Salovey and Mayer's model?

- A. Drawing on emotional states to shape attention and decision-making
- B. Managing emotional responses in self and in relationships
- C. Recognising emotional cues in tone, expression and behaviour
- D. Understanding how emotions develop, combine and change

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Which professional body is known for its core competencies that include active listening and powerful questioning?

- A. British Psychological Society (BPS)
- B. Chartered Institute of Personnel and Development (CIPD)
- C. European Mentoring and Coaching Council (EMCC)
- D. International Coaching Federation (ICF)

Scenario 1

A coaching professional is supporting a middle manager responsible for a project team delivering organisational change. The manager notices that a small group of team members actively seek additional responsibilities and opportunities to contribute ideas, while others focus mainly on completing assigned tasks. The manager has introduced new incentives, including recognition awards and increased autonomy but engagement levels remain inconsistent. Some team members have expressed concerns about workload, role clarity and job security during the transition. In coaching sessions, the manager reflects on how different individuals respond to motivation and begins to question whether the same approaches are effective for everyone. The organisation promotes a culture of continuous improvement, yet day-to-day practices vary across teams, influencing how individuals engage with their roles and development opportunities.

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Which concept explains the difference between the organisation's focus on continuous improvement and how the team operates in practice?

- A. Individual beliefs shaping how feelings and behaviour are expressed in the workplace
- B. Individual preferences affecting how tasks are approached in daily work
- C. Individual prioritisation of tasks based on immediate organisational demands
- D. Individual understanding of organisational processes and expectations

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Which of the following principles can support the manager to address the concerns raised by some team members?

- A. Adapting the incentives to reflect individual circumstances
- B. Applying consistent processes to ensure fairness to all individuals
- C. Focusing on organisational outcomes linked to performance measures
- D. Providing incentives closely aligned to business objectives

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Which type of bias is associated with the manager's approach to motivating their team despite varied responses?

- A. Confirmation bias based on their experience of previous successful outcomes
- B. Hindsight bias linked to their interpretation of previous successful outcomes
- C. Substitution bias based on their attempt to simplify individual motivational needs
- D. Unconscious bias based on their assumptions about individual motivation

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Which concept explains why the manager's introduction of incentives has not significantly changed engagement levels?

- A. External rewards linked to recognition and performance outcomes
- B. Factors linked to working conditions and security that influence dissatisfaction
- C. Internal motivation linked to personal growth and increased responsibility
- D. Social connection and sense of belonging within the team environment

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Which concept explains the behaviour of the small group of team members in the scenario?

- A. Hygiene factors
- B. Safety needs
- C. Self-actualisation
- D. Social proof



Scenario 2

A coaching professional is working with a middle manager in a growing organisation. The organisation has recently introduced a revised vision and set of values aimed at encouraging innovation and faster decision-making. However, many senior leaders continue to follow structured processes and closely monitor performance targets. The manager reports that their team is uncertain about expectations, with some members hesitant to contribute ideas while others feel pressured to meet short-term targets. The organisation's planning cycles remain tightly controlled, with limited input from operational staff. The manager's own leadership style varies depending on workload, sometimes involving the team in decisions and at other times directing tasks more closely. The coaching conversation explores how organisational culture and leadership styles influence behaviour across the team.

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Which feature of the organisation's culture explains the responses among the manager's team?

- A. Clear reinforcement of priorities through established ways of working
- B. Competing messages between organisational direction and day-to-day practices
- C. Consistent communication of expectations across leadership styles and levels
- D. Shared understanding of long-term aims across the organisation

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Which aspect of the organisation has the **most** influence on how team members respond?

- A. Decision-making authority concentrated at higher levels
- B. Emphasis on innovation within the organisation's stated aims
- C. Monitoring of performance against short-term measures
- D. Variation in how the manager applies organisational approaches

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Which type of organisational culture is reflected in the approach taken by the senior leaders?

- A. Adhocracy culture
- B. Clan culture
- C. Hierarchy culture
- D. Market culture

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What does the manager's varying style indicate about their leadership practice?

- A. Alternation between directive and participative styles across situations
- B. Consistent focus on achieving organisational targets through control
- C. Preference for allowing team members to adopt an independent style
- D. Use of long-term vision to guide team motivation and engagement

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Which cultural level within Schein's model is represented through the organisation's revised vision?

- A. Documented principles outlining expected behaviours
- B. Informal practices developed through team interactions
- C. Observable routines carried out during daily activities
- D. Underlying beliefs held unconsciously by employees





Level 5



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