



HR DELIVERY

Making Sure HR Delivers

THE 6A QUESTION BOOKLETS

04

Activate

Book of coaching questions

Open possibilities and develop owned choices.



100 QUESTIONS

Q301-Q400

When and how to use every question.
The developmental benefit it may bring.

STANDALONE PRACTITIONER EDITION / OCTOBER 2026



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

INTRODUCTION

Dialogue should expand choice

Make room for a different view

Activate is the exploratory conversation in which understanding can become insight, options and a considered choice. It is not a collection of techniques to perform on a coachee. A useful question follows what the person is saying and helps them consider something relevant to their own purpose.

Explore without steering

These questions open preferred futures, examine exceptions, widen options and test interpretations. Their value is lost if the coach uses them to lead the executive towards an answer already chosen. An apparently limiting belief may contain a legitimate concern that deserves a practical response.

Think, compare and rehearse

Not every conversation needs a deep personal inquiry. A new distinction, a better decision criterion or one rehearsed sentence can be worthwhile. Perspective-taking remains hypothetical until checked, and a decision matrix supports judgement rather than making it objective.

One hundred questions; deliberate selection

The ten original themes and Q301-Q400 remain unchanged. Each question now has guidance on use and an intended developmental benefit. Choose lightly. A silence, a summary, a factual explanation or a different question from the coachee may be more useful than continuing through the bank.

Let the next move belong to the person

The published output is insight, options and commitment. Commitment should be informed and owned, not manufactured to finish a session. Further reflection, clarification or choosing not to act yet can be appropriate. Apply then supports a bounded attempt in actual work where one is chosen.

THE PURPOSE

Choose a question that helps the coachee think, not a page to complete.

Foundation: [1]-[3]. Question wording retained; individual use and benefit notes are new editorial guidance.

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FOREWORD

Open the possibilities. Do not choose the answer.



DR PHILLIP WELSH

HR Delivery

Foreword prepared for review and approval

A coach may be tempted to judge a question by how insightful it sounds. The more useful test is what happens to the coachee's thinking. Does the question open a distinction, reveal an assumption or make a choice clearer? Or does it simply lead the person towards the coach's preferred interpretation?

The Activate collection offers many possible ways into that work. Some prompts explore a future. Others examine a difficult decision, a tension or a conversation worth rehearsing. The range is there to support judgement, not to prescribe a style for every person.

Challenge should remain respectful and grounded. A concern can be reasonable even when it narrows the available choices. We do not need to replace it with optimism. We need to help the person understand it, test what is uncertain and decide what deserves a different response.

I would encourage you to make practice tangible. When a coachee wants to have a different conversation, let them try the words. When they are considering an option, examine the trade-off. A small, precise piece of work can have more value than a dramatic insight with nowhere to go.

Most importantly, leave the choice with the person. An owned next move may be an action, a pause or a question that needs further thought. Good coaching enlarges the person's agency; it does not use the appearance of inquiry to take it away.

Draft foreword: approval is required before publication under Dr Phillip Welsh's name.



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Find the theme. Choose the question.

Each of the ten themes contains ten questions, with individual use notes and potential benefits.

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THE 100 QUESTIONS

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All questions keep their original Q-number; the smaller counter shows the position within this booklet.

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THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

Six connected responsibilities.

The source model is retained. This booklet concentrates on Activate within the whole coaching journey.



The full journey

Align, Agree, Assess, Activate, Apply and Assure connect purpose, agreement, evidence, dialogue, practice and review.

A cycle, not a script

Return to an earlier A when the goal, evidence, agreement or context changes. The stages do not prescribe a fixed session sequence.

Assurance throughout

Ethical, Useful, Applied and Evidenced is the quality lens across every stage, not just the final review.

Published 6A artwork retained from the source question book [1], p.5.

ACTIVATE / THE STAGE GATE

Does dialogue expand agency?

Output: Insight + options + commitment

THE CONVERSATION SITS INSIDE A WIDER SYSTEM

Organisation

Policy, portfolio, culture, resources and governance.

Programme

Population, pathways, matching, operations and evaluation.

Engagement

Contract, goals, sessions, application, review and closure.

Framework and artwork: [1] pp.5-6; [2] pp.5-6; [3] pp.4-7. No additional coaching stage is introduced.

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USING THE QUESTIONS

Ask one thing. Stay with the answer.

Choose, do not administer

Start with the coachee's present account. Select one relevant question and follow the answer. A full theme is not an interview schedule, and there is no target number of questions for a session. A summary, a pause or a plain explanation can be the better response.

Read the use note

The note beneath each question describes a suitable context or a way to use the prompt. Adapt the wording to the person while retaining its purpose. Where a question assumes a difficulty or pattern, check that the coachee recognises the premise before pursuing it.

Understand the benefit

"What it may bring" describes an intended developmental contribution, not a guaranteed or independently validated effect. Listen to what actually happens. The coachee's response may show that the question is unhelpful, premature or based on a mistaken assumption.

Keep choice and boundaries real

The coachee can correct the wording, decline a prompt or ask for a different focus. Do not use silence, challenge or repeated questions to force disclosure. Stay within the agreement and your competence, using an appropriate route when the need belongs elsewhere.

Separate evidence from interpretation

Use specific examples and distinguish what happened from the meaning assigned to it. A preferred response is not a scoring key. These are developmental prompts, not assessment items or a measure of character, readiness or coachability.

Leave with owned learning

Where useful, let the coachee select an insight, a next action or something to reconsider. Do not force an assignment to prove the session was productive. Protect private notes and share only what the actual agreement and applicable duties permit.

A USEFUL RHYTHM

Listen > select > ask > pause > reflect > choose the next move.

Questioning foundation: [1] p.7; [3] pp.25-28. Individual application and benefit notes are new.



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ACTIVATE / STAGE BRIEF

Dialogue should expand choice

The developmental job

Use dialogue to create awareness, options and an owned next move. The framework offers a place for different approaches; it does not require every session to follow a fixed script. Reconfirm what would make the present conversation useful.

What to listen for

Notice where the account becomes absolute, options narrow prematurely or an important concern is being dismissed. Also notice where the coachee already sees a possibility. Follow the opening that serves their purpose rather than the technique you planned.

What to make explicit

Ask permission for a method, keep hypotheses distinguishable from facts and leave room for correction. Perspective-taking cannot establish another person's motives. A numerical option score cannot remove the values and assumptions behind the choice.

When to revisit an earlier A

Return to Agree when depth or method no longer fits the contract. Return to Assess when a new interpretation needs evidence, or Align when the purpose has shifted. Movement across the model is part of responsible practice.

CARRY FORWARD

Insight + options + commitment. Keep the evidence, boundaries and unresolved responsibilities visible.

Six enabling conditions support every A: strategic sponsorship; coach capability; culture and manager ecosystem; equity and access; data and technology; governance and improvement.

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02 Agree

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ACTIVATE / THEME 01 OF 10

Q301-Q304 / 1 of 3

Describe a preferred future

Use to explore possibility without requiring certainty or an idealised outcome.

Q301

01 / 100

What would be different in an ordinary working day if this issue became more manageable?

HOW TO USE IT

Invite an ordinary day rather than an ideal world. Explore a manageable difference and keep the real demands of the role in the picture.

WHAT IT MAY BRING

A more concrete preferred future that can inform the conversation without becoming a promise.

Q303

03 / 100

What would other people notice first?

HOW TO USE IT

Invite an observable difference and a relevant audience. Treat the imagined reaction as a hypothesis, not as evidence about what colleagues will think.

WHAT IT MAY BRING

A possible early signal of change that can later be checked in real work.

Q302

02 / 100

What would you be doing that you are not doing now?

HOW TO USE IT

Ask after the future scene is described. Translate general qualities into an action the coachee could recognise and choose to practise.

WHAT IT MAY BRING

A behavioural description of change rather than a vague ambition to become a different person.

Q304

04 / 100

What would still be difficult in that preferred future?

HOW TO USE IT

Use to make the future picture realistic. Include continuing uncertainty, constraints or disagreement without using them to dismiss the desired improvement.

WHAT IT MAY BRING

A more credible aspiration that does not depend on eliminating every difficulty.

Questions: [1] p.32. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ACTIVATE / THEME 01 OF 10

Q305-Q308 / 2 of 3

Describe a preferred future

Choose the prompt that follows the coachee's answer, not simply the next number.

Q305

05 / 100

Which part of the picture feels most important to you?

HOW TO USE IT

Invite the coachee to choose the most meaningful detail. Stay with their reason instead of selecting the element that best fits your preferred activity.

WHAT IT MAY BRING

A clearer sense of what matters within a broad future description.

Q307

07 / 100

How would your decisions change if you felt clearer about your contribution?

HOW TO USE IT

Frame the question as an exploration of role clarity. Identify a decision that might change while recognising that clearer authority may still require an organisational conversation.

WHAT IT MAY BRING

A practical link between understanding contribution and choosing a different leadership response.

Q306

06 / 100

What would a useful first version of that future look like?

HOW TO USE IT

Ask when the preferred future feels too distant or ambitious. Describe a useful partial version without requiring the person to abandon the larger direction.

WHAT IT MAY BRING

A bridge between aspiration and an attainable starting point.

Q308

08 / 100

What would become possible for the team if your approach changed in this way?

HOW TO USE IT

Invite possibilities for the team's work, not a prediction of its reactions. Distinguish what the leader's approach may enable from outcomes the team must still create.

WHAT IT MAY BRING

A broader view of contribution without assigning the executive control over everyone else's performance.

Questions: [1] p.32. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ACTIVATE / THEME 01 OF 10

Q309-Q310 / 3 of 3

Describe a preferred future

Two final prompts, followed by a practice vignette for this theme.

Q309

09 / 100

What does describing that future make you notice about the present?

HOW TO USE IT

Ask after the future has been explored, then pause. Let the coachee identify contrasts or overlooked strengths rather than turning the comparison into a deficit list.

WHAT IT MAY BRING

Fresh understanding of the present through a future-oriented perspective.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee imagines becoming a completely different leader, making the desired change feel distant and unrealistic.

THE COACH'S CHOICE

Explore an ordinary working day with a useful improvement and continuing constraints. Select the detail that matters most to the person.

USEFUL OUTPUT

A more credible preferred future from which a small next move can emerge.

Q310

10 / 100

Which detail of the future would you like to explore further before choosing an action?

HOW TO USE IT

Use before pressing for action. Invite further exploration of one uncertain detail and accept that a clearer picture may be the useful outcome today.

WHAT IT MAY BRING

A more considered next step and less risk of acting prematurely on an appealing but vague image.

SOURCE PRACTICE NOTE

A future description is an aid to thinking, not a guarantee. Include continuing constraints and let the person revise the picture.

New vignette; retained source practice note.

Questions: [1] p.32. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

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ACTIVATE / THEME 02 OF 10

Q311-Q314 / 1 of 3

Find exceptions and existing resources

Use when the issue has begun to sound inevitable or the coachee is overlooking useful experience.

Q311

11 / 100

When has the difficulty been less strong than you expected?

HOW TO USE IT

Ask when the problem sounds inevitable. Look for a real occasion of reduced difficulty without suggesting that an exception invalidates the wider concern.

WHAT IT MAY BRING

Evidence that the pattern may vary and that useful conditions deserve investigation.

Q313

13 / 100

What did you do then that you have not yet considered here?

HOW TO USE IT

Invite an action from the earlier episode that has not entered the current option set. Check relevance rather than assuming it can be repeated unchanged.

WHAT IT MAY BRING

An additional option grounded in the coachee's experience rather than supplied by the coach.

Q312

12 / 100

What was different about that occasion?

HOW TO USE IT

Explore the exception in detail: task, people, timing, information and approach. Avoid attributing success to a single factor before the example supports that conclusion.

WHAT IT MAY BRING

A richer account of what may have made a better response possible.

Q314

14 / 100

Which resource helped you make that response possible?

HOW TO USE IT

Identify a resource used in the exception, such as information, preparation or support. Establish whether it is genuinely available in the current setting.

WHAT IT MAY BRING

A more practical understanding of the support behind an effective response.

Questions: [1] p.32. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

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ACTIVATE / THEME 02 OF 10

Q315-Q318 / 2 of 3

Find exceptions and existing resources

Choose the prompt that follows the coachee's answer, not simply the next number.

Q315

15 / 100

What part of that earlier success could transfer to the present situation?

HOW TO USE IT

Compare the earlier and present contexts before choosing what to transfer. Preserve the useful principle while allowing the specific behaviour to change.

WHAT IT MAY BRING

A considered adaptation of existing capability rather than copying a past success indiscriminately.

Q317

17 / 100

Who has seen you use the capability you now need?

HOW TO USE IT

Invite a relevant observer of past practice. Consider whether their feedback could be useful and sought appropriately; do not treat their recognition as certification of competence.

WHAT IT MAY BRING

A potential source of concrete evidence and support for a capability the coachee may be overlooking.

Q316

16 / 100

What would need to be different for it to transfer safely?

HOW TO USE IT

Use when a promising practice comes from another setting. Name the permissions, conditions or safeguards needed before testing it here.

WHAT IT MAY BRING

A more responsible transfer plan that accounts for important differences in context.

Q318

18 / 100

What have you already learned that you are not giving yourself credit for?

HOW TO USE IT

Ask gently when learning is being discounted. Invite a specific example and avoid requiring a positive self-appraisal the person does not believe.

WHAT IT MAY BRING

A more balanced view of progress and resources already gained.

Questions: [1] p.32. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 02 OF 10

Q319-Q320 / 3 of 3

Find exceptions and existing resources

Two final prompts, followed by a practice vignette for this theme.

Q319

19 / 100

Where are you closer to the preferred future than your first account suggested?

HOW TO USE IT

Compare the preferred future with current examples. Identify genuine points of proximity without minimising the aspects that remain difficult.

WHAT IT MAY BRING

A more accurate starting position that includes what is already working.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The executive says a difficult stakeholder never responds constructively, then recalls a more productive exchange during a joint site visit.

THE COACH'S CHOICE

Explore the exception and its conditions. Consider transfer only after checking what differs in the present situation.

USEFUL OUTPUT

A new possibility grounded in experience rather than reassurance.

Q320

20 / 100

What small possibility becomes visible when you include those exceptions?

HOW TO USE IT

Use after exploring exceptions and their conditions. Invite one modest possibility to consider next rather than leaping from an exception to a large commitment.

WHAT IT MAY BRING

A realistic opening for change supported by the coachee's own evidence.

SOURCE PRACTICE NOTE

An exception offers a possibility to investigate. Do not claim that a previous success can simply be copied into a different situation.

New vignette; retained source practice note.

Questions: [1] p.32. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 03 OF 10

Q321-Q324 / 1 of 3

Expand the range of options

Use when the conversation is moving too quickly towards a familiar answer.

Q321

21 / 100

What approaches have not yet had a fair hearing?

HOW TO USE IT

Ask before evaluating the current shortlist. Invite approaches that have been excluded or not voiced, and keep your own preference out of the initial response.

WHAT IT MAY BRING

A broader option set and less premature closure around a familiar answer.

Q323

23 / 100

What would a smaller version of the change involve?

HOW TO USE IT

Use when an option feels too large to attempt. Reduce the scale, duration or audience while retaining enough of the behaviour to learn something useful.

WHAT IT MAY BRING

A more feasible test that preserves the purpose of the change.

Q322

22 / 100

What could you do differently without changing the overall goal?

HOW TO USE IT

Keep the goal visible while exploring different routes. Separate a change in method from a change in purpose so alternatives remain relevant.

WHAT IT MAY BRING

More flexibility in the approach without losing the developmental aim.

Q324

24 / 100

What might a more collaborative response look like?

HOW TO USE IT

Invite ways others could legitimately contribute to the response. Check authority, willingness and workload rather than assuming collaboration means involving everyone.

WHAT IT MAY BRING

An alternative that may improve shared understanding or ownership where participation is appropriate.

Questions: [1] p.33. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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02 Agree

03 Assess

04 Activate

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ACTIVATE / THEME 03 OF 10

Q325-Q328 / 2 of 3

Expand the range of options

Choose the prompt that follows the coachee's answer, not simply the next number.

Q325

25 / 100

What could you stop doing instead of adding another action?

HOW TO USE IT

Ask when the action list keeps growing. Identify a practice that could be stopped and check who depends on it before deciding to remove it.

WHAT IT MAY BRING

A simpler option that creates capacity instead of adding another demand.

Q327

27 / 100

What could be clarified before anything else is attempted?

HOW TO USE IT

Use when uncertainty is blocking several options. Identify the clarification with the greatest practical effect and the person or source able to provide it.

WHAT IT MAY BRING

A sensible first move that may prevent unnecessary or misdirected action.

Q326

26 / 100

How might changing the sequence create a different option?

HOW TO USE IT

Explore the order of information, consultation, decision and action. Identify whether changing the sequence addresses the difficulty more usefully than adding another activity.

WHAT IT MAY BRING

A new option based on timing and dependencies rather than additional effort.

Q328

28 / 100

Which option would preserve the most useful future choices?

HOW TO USE IT

Compare options for reversibility and learning, as well as immediate results. Avoid treating preservation of choice as automatically more important than a necessary commitment.

WHAT IT MAY BRING

A more deliberate decision about flexibility under uncertainty.

Questions: [1] p.33. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

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06 Assure

ACTIVATE / THEME 03 OF 10

Q329-Q330 / 3 of 3

Expand the range of options

Two final prompts, followed by a practice vignette for this theme.

Q329

29 / 100

What might be possible through another person's legitimate involvement?

HOW TO USE IT

Invite a relevant person's contribution without handing them an unagreed responsibility. Specify why their involvement helps and what permission or agreement is needed.

WHAT IT MAY BRING

A broader response that respects others' roles and agency.

Q330

30 / 100

What would choosing not to act yet allow you to learn?

HOW TO USE IT

Explore purposeful delay rather than passive avoidance. Name the learning sought, its timeframe and any consequences of waiting that must be considered.

WHAT IT MAY BRING

A clearer distinction between a deliberate pause and an issue simply being left unattended.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The conversation has narrowed to either accepting an unreasonable deadline or refusing the assignment entirely.

THE COACH'S CHOICE

Invite changes in scope, sequence, clarification or legitimate involvement before evaluating the options.

USEFUL OUTPUT

A broader choice set without losing the underlying goal or real constraints.

SOURCE PRACTICE NOTE

Allow options to emerge before evaluating them. The coach's preferred solution should not be disguised as the next question.

New vignette; retained source practice note.

Questions: [1] p.33. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 04 OF 10

Q331-Q334 / 1 of 3

Challenge a limiting interpretation

Use when a belief is constraining options and the coachee agrees to examine it.

Q331

31 / 100

What else could the same facts mean?

HOW TO USE IT

Ask after establishing the facts and the current interpretation. Generate plausible alternatives rather than replacing a negative story with compulsory optimism.

WHAT IT MAY BRING

More interpretive flexibility while preserving the reality of the evidence.

Q333

33 / 100

What evidence would you look for if you did not already hold this view?

HOW TO USE IT

Use when the person is strongly attached to one explanation. Imagine a fresh inquiry and identify evidence that might otherwise be overlooked.

WHAT IT MAY BRING

A broader search for information rather than collecting only support for the existing view.

Q332

32 / 100

Which word in your account carries the strongest assumption?

HOW TO USE IT

Invite attention to a loaded word such as always, impossible or disrespectful. Explore its meaning and support without policing the coachee's language.

WHAT IT MAY BRING

A precise entry point into the assumption shaping the account.

Q334

34 / 100

Where might you be treating a possibility as a certainty?

HOW TO USE IT

Ask gently when uncertainty has disappeared from the language. Distinguish what could happen from what is known, including the reasons the risk still matters.

WHAT IT MAY BRING

A better-calibrated account of risk and a wider range of possible responses.

Questions: [1] p.33. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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02 Agree

03 Assess

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ACTIVATE / THEME 04 OF 10

Q335-Q338 / 2 of 3

Challenge a limiting interpretation

Choose the prompt that follows the coachee's answer, not simply the next number.

Q335

35 / 100

What distinction would make this less of an all-or-nothing choice?

HOW TO USE IT

Invite distinctions in timing, degree, context or authority. Do not create a false compromise where a genuine non-negotiable boundary exists.

WHAT IT MAY BRING

Additional choices where a binary framing has obscured useful variation.

Q337

37 / 100

Which part of the story are you willing to hold more lightly?

HOW TO USE IT

Ask with the coachee's permission to examine the interpretation. Let them choose what can remain uncertain and avoid demanding that they abandon a well-supported concern.

WHAT IT MAY BRING

A less rigid relationship with the explanation, leaving room for new evidence.

Q336

36 / 100

What would a thoughtful person who disagrees with you notice?

HOW TO USE IT

Choose a credible, informed disagreement rather than a straw-man opponent. Explore what that perspective adds without requiring the coachee to agree with it.

WHAT IT MAY BRING

A stronger examination of the current view and its potential blind spots.

Q338

38 / 100

What is the most balanced account you can give without minimising the difficulty?

HOW TO USE IT

Invite a description that includes difficulty, resources, uncertainty and responsibility. Avoid using balance as a reason to soften a serious problem.

WHAT IT MAY BRING

A more complete working account that supports considered rather than reactive choices.

Questions: [1] p.33. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ACTIVATE / THEME 04 OF 10

Q339-Q340 / 3 of 3

Challenge a limiting interpretation

Two final prompts, followed by a practice vignette for this theme.

Q339

39 / 100

What could you check directly instead of continuing to interpret?

HOW TO USE IT

Identify an assumption that could be checked through information or a respectful conversation. Confirm that direct checking is appropriate and does not breach privacy or authority.

WHAT IT MAY BRING

A move from repeated speculation towards a proportionate evidence-gathering step.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A coachee treats one delayed reply as certainty that a colleague is opposing the proposal.

THE COACH'S CHOICE

Separate the fact from its interpretation and consider plausible alternatives. Identify what could be checked directly.

USEFUL OUTPUT

A more balanced account and a response less dependent on an untested assumption.

Q340

40 / 100

How does that revised account change the choices available to you?

HOW TO USE IT

Use after an interpretation has genuinely changed. Invite the coachee to identify new options without assuming that a revised view must produce immediate action.

WHAT IT MAY BRING

A practical connection between new understanding and an expanded choice of response.

SOURCE PRACTICE NOTE

Challenge the interpretation, not the person's worth. A concern may be justified; the task is inquiry rather than replacing it with optimism.

New vignette; retained source practice note.

Questions: [1] p.33. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

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ACTIVATE / THEME 05 OF 10

Q341-Q344 / 1 of 3

Try another perspective

Use to explore viewpoints while distinguishing imagination from another person's actual position.

Q341

41 / 100

How might this situation look from the other person's responsibilities?

HOW TO USE IT

Invite consideration of the other person's role, pressures and obligations. Mark the account as imagined until it is checked with them.

WHAT IT MAY BRING

A less person-blaming interpretation of behaviour that may reflect different responsibilities.

Q343

43 / 100

How would you describe the issue without making either person the problem?

HOW TO USE IT

Invite wording that names the task, interaction and competing needs. Retain accountability for specific conduct while avoiding a global judgement of either person's character.

WHAT IT MAY BRING

A description more suitable for constructive inquiry and a practical conversation.

Q342

42 / 100

What might an informed observer see that neither side is acknowledging?

HOW TO USE IT

Use an observer position to examine the shared interaction. Keep the observer informed but hypothetical, and avoid presenting your own opinion as the observer's truth.

WHAT IT MAY BRING

A possible view of overlooked dynamics without claiming access to an objective account.

Q344

44 / 100

What would you notice if you looked at the interaction rather than the individuals?

HOW TO USE IT

Ask after both individuals' accounts have been considered. Trace how actions and responses connect rather than locating the entire difficulty inside one person.

WHAT IT MAY BRING

A more systemic view of the relationship and additional points at which the coachee might respond differently.

Questions: [1] p.34. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

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ACTIVATE / THEME 05 OF 10

Q345-Q348 / 2 of 3

Try another perspective

Choose the prompt that follows the coachee's answer, not simply the next number.

Q345

45 / 100

Which part of your account might be hardest for the other person to recognise?

HOW TO USE IT

Explore where the coachee's story relies on assumptions the other person may not share. Use this to prepare clarification, not to discredit either perspective.

WHAT IT MAY BRING

Awareness of where mutual understanding may break down.

Q347

47 / 100

How might someone with less formal power experience the same meeting?

HOW TO USE IT

Ask about participation, speaking opportunities and consequences for a less powerful colleague. Keep the imagined experience tentative and identify what needs direct checking.

WHAT IT MAY BRING

Greater attention to power and to perspectives that can be missed in senior-level reflection.

Q346

46 / 100

What would your future self want you to consider before deciding?

HOW TO USE IT

Invite a future perspective as a thinking device, not a prediction. Consider consequences, values and information the person may later wish they had examined.

WHAT IT MAY BRING

A wider time horizon that may temper the pressure of the immediate moment.

Q348

48 / 100

What are you assuming while imagining that other perspective?

HOW TO USE IT

Use immediately after perspective-taking. Separate known information from imagined motives, priorities or feelings before acting on the exercise.

WHAT IT MAY BRING

Protection against treating empathy or imagination as verified knowledge about another person.

Questions: [1] p.34. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 05 OF 10

Q349-Q350 / 3 of 3

Try another perspective

Two final prompts, followed by a practice vignette for this theme.

Q349

49 / 100

What would be worth asking the other person to check your understanding?

HOW TO USE IT

Invite one respectful clarification the coachee could genuinely ask. Keep it open enough for the other person to disagree with the proposed understanding.

WHAT IT MAY BRING

A direct route to checking the perspective instead of building a response on untested assumptions.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

Two leaders describe each other as obstructive, though their roles carry different obligations and risks.

THE COACH'S CHOICE

Explore the interaction and each role's responsibilities while marking imagined viewpoints as hypotheses.

USEFUL OUTPUT

A wider perspective and a respectful route for checking what remains unknown.

Q350

50 / 100

What does this wider view make possible in your own response?

HOW TO USE IT

Return from the wider view to the coachee's own choices. Identify a response within their authority rather than prescribing how the other person should change.

WHAT IT MAY BRING

A personally owned action possibility informed by a broader understanding of the situation.

SOURCE PRACTICE NOTE

Perspective-taking is not mind-reading. Return to the coachee's own choices and identify what remains unknown about others.

New vignette; retained source practice note.

Questions: [1] p.34. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 06 OF 10

Q351-Q354 / 1 of 3

Compare options and make trade-offs

Use when the coachee has genuine alternatives and needs to choose thoughtfully.

Q351

51 / 100

What criteria should matter most in this decision?

HOW TO USE IT

Establish criteria before comparing preferred options. Distinguish requirements that must be met from preferences that may be traded against one another.

WHAT IT MAY BRING

A more transparent basis for evaluating alternatives and explaining the eventual choice.

Q353

53 / 100

What would each option require you to give up?

HOW TO USE IT

Invite the costs and lost opportunities for each realistic option. Include time, relationships and flexibility without assuming all consequences can be expressed financially.

WHAT IT MAY BRING

A more complete comparison that makes the trade-offs visible.

Q352

52 / 100

Which option best serves the purpose you said matters?

HOW TO USE IT

Keep the purpose in the coachee's own wording. Compare how each option serves it rather than selecting by convenience or your preferred solution.

WHAT IT MAY BRING

A choice more clearly connected to the reason for doing the work.

Q354

54 / 100

What consequence are you most at risk of overlooking?

HOW TO USE IT

Ask before commitment, including effects on people not present. Distinguish plausible consequences from speculative worst cases so the review remains proportionate.

WHAT IT MAY BRING

A chance to notice a material effect that a narrow decision frame may have missed.

Questions: [1] p.34. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 06 OF 10

Q355-Q358 / 2 of 3

Compare options and make trade-offs

Choose the prompt that follows the coachee's answer, not simply the next number.

Q355

55 / 100

Which choice remains useful across more than one possible outcome?

HOW TO USE IT

Explore several plausible outcomes and compare the options under each. Do not present scenarios as forecasts or robustness as the only decision criterion.

WHAT IT MAY BRING

A clearer view of which choices remain workable when uncertainty resolves differently.

Q357

57 / 100

Where are you placing too much weight on the easiest thing to measure?

HOW TO USE IT

Use when a measurable criterion dominates the comparison. Examine important but harder-to-measure consequences without assuming the quantitative evidence is unhelpful.

WHAT IT MAY BRING

A more balanced judgement that is not driven solely by what is easiest to count.

Q356

56 / 100

What would make the apparently attractive option unsuitable?

HOW TO USE IT

Invite conditions that would rule out the preferred option. Check ethical, operational and authority boundaries before treating a high score or strong attraction as sufficient.

WHAT IT MAY BRING

An explicit suitability check that can prevent a compelling option from bypassing essential constraints.

Q358

58 / 100

Which assumption has the greatest influence on your preferred option?

HOW TO USE IT

Identify the assumption most capable of changing the ranking. Explore a plausible alternative value or interpretation rather than treating the preferred option as settled.

WHAT IT MAY BRING

A useful sensitivity check on the reasoning behind the decision.

Questions: [1] p.34. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 06 OF 10

Q359-Q360 / 3 of 3

Compare options and make trade-offs

Two final prompts, followed by a practice vignette for this theme.

Q359

59 / 100

What information is valuable enough to obtain before choosing?

HOW TO USE IT

Compare the value of further information with the cost and delay of obtaining it. Identify a stopping point so evidence gathering does not become indefinite avoidance.

WHAT IT MAY BRING

A proportionate decision about what to learn before acting.

Q360

60 / 100

What trade-off are you prepared to own openly?

HOW TO USE IT

Ask once the alternatives and costs are visible. Invite a clear explanation of the accepted compromise, without implying that owning it removes its consequences.

WHAT IT MAY BRING

A more accountable decision that can be communicated honestly to relevant stakeholders.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The preferred option scores well on speed, while effects on workload and access have not been considered.

THE COACH'S CHOICE

Revisit the criteria, consequences and non-negotiable boundaries. Examine how the judgement changes when key assumptions are varied.

USEFUL OUTPUT

A more transparent choice and an openly owned trade-off.

SOURCE PRACTICE NOTE

A matrix can organise judgement but does not make the choice objective. Examine the assumptions and trade-offs behind any score.

New vignette; retained source practice note.

Questions: [1] p.34. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 07 OF 10

Q361-Q364 / 1 of 3

Work with tension and ambivalence

Use when the person is pulled between legitimate aims or feels uncertain about changing.

Q361

61 / 100

What attracts you to making this change?

HOW TO USE IT

Invite the person's own reasons for changing before discussing obstacles. Avoid amplifying only positive reasons in order to persuade them towards the coach's preferred outcome.

WHAT IT MAY BRING

A clearer account of genuine attraction to the proposed change.

Q363

63 / 100

Which concern would need a serious response before you could move forward?

HOW TO USE IT

Invite the concern that requires a real response, not reassurance alone. Identify whether it calls for evidence, resources, authority, redesign or different support.

WHAT IT MAY BRING

A more practical route through hesitation than simply asking for more confidence or commitment.

Q362

62 / 100

What makes keeping things as they are understandable?

HOW TO USE IT

Explore what the current arrangement protects or enables. Recognise legitimate benefits without assuming they prove that change should be abandoned.

WHAT IT MAY BRING

A fuller understanding of ambivalence and of what a workable change may need to preserve.

Q364

64 / 100

What is valuable on each side of the tension?

HOW TO USE IT

Name the two competing priorities and the contribution each makes. Avoid deciding prematurely that one is healthy and the other is a problem.

WHAT IT MAY BRING

Recognition of the legitimate value on both sides of a tension.

Questions: [1] p.35. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 07 OF 10

Q365-Q368 / 2 of 3

Work with tension and ambivalence

Choose the prompt that follows the coachee's answer, not simply the next number.

Q365

65 / 100

What would happen if either side dominated completely?

HOW TO USE IT

Explore overemphasis on each side using realistic consequences. Treat the exercise as a thought experiment rather than a forecast of inevitable harm.

WHAT IT MAY BRING

A clearer view of the risks of one-sided solutions.

Q367

67 / 100

What are you not yet ready to commit to?

HOW TO USE IT

Ask plainly and accept an answer that limits the commitment. Distinguish what is undecided from what the person has chosen not to do.

WHAT IT MAY BRING

A more honest account of readiness and fewer commitments made only to satisfy the coach.

Q366

66 / 100

How could you protect the useful part of both priorities?

HOW TO USE IT

Invite routines or boundaries that support both priorities where possible. Acknowledge where a real choice remains and no elegant balance is available.

WHAT IT MAY BRING

Options for managing a continuing tension instead of repeatedly trying to eliminate one side.

Q368

68 / 100

What would a genuinely acceptable compromise need to preserve?

HOW TO USE IT

Invite the essential conditions on each side before discussing concessions. Preserve duties and rights that cannot legitimately be traded away.

WHAT IT MAY BRING

A clearer definition of an acceptable compromise rather than agreement reached through vague goodwill.

Questions: [1] p.35. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 07 OF 10

Q369-Q370 / 3 of 3

Work with tension and ambivalence

Two final prompts, followed by a practice vignette for this theme.

Q369

69 / 100

How would you know you were choosing rather than simply yielding to pressure?

HOW TO USE IT

Explore the person's reasons and perceived consequences of refusal. Do not use an affirmative answer as proof that participation is free of pressure.

WHAT IT MAY BRING

Greater awareness of agency and of conditions that may undermine a genuinely owned choice.

Q370

70 / 100

What does your hesitation tell us to examine more carefully?

HOW TO USE IT

Treat hesitation as information about the plan or context. Explore what it points to without immediately naming it resistance, fear or lack of motivation.

WHAT IT MAY BRING

A better question for the next part of the conversation, including whether the change itself needs reconsideration.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A manager wants to give the team autonomy but also needs to retain assurance over a consequential service.

THE COACH'S CHOICE

Explore the legitimate value on both sides and the risks of overemphasis. Look for routines that protect both where possible.

USEFUL OUTPUT

A practical way to manage tension rather than treating hesitation as resistance.

SOURCE PRACTICE NOTE

Do not treat hesitation as resistance to overcome. Explore whether the proposed change is desirable, workable and within the coachee's choice.

New vignette; retained source practice note.

Questions: [1] p.35. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 08 OF 10

Q371-Q374 / 1 of 3

Develop courage and a workable challenge

Use when the coachee has chosen a worthwhile stretch but needs a proportionate way to approach it.

Q371

71 / 100

What exactly feels difficult about taking this step?

HOW TO USE IT

Invite the exact difficult moment rather than a broad statement about confidence. Separate knowledge, skill, consequence, uncertainty and the reaction anticipated from others.

WHAT IT MAY BRING

A more precise challenge that can be supported or practised.

Q373

73 / 100

What evidence suggests you could handle a small version of it?

HOW TO USE IT

Ask for relevant work evidence, not generic encouragement. Check whether a small attempt is appropriate under the actual conditions and authorisation requirements.

WHAT IT MAY BRING

A grounded basis for trying a bounded step without requiring complete confidence.

Q372

72 / 100

Which part is unfamiliar rather than beyond your capability?

HOW TO USE IT

Compare unfamiliarity with evidence of capability. Leave room for a genuine skill gap and avoid assuring the person that they can do something without support.

WHAT IT MAY BRING

A more accurate distinction between needing experience and needing further capability development.

Q374

74 / 100

What would a manageable stretch look like here?

HOW TO USE IT

Invite the coachee to define a stretch that is meaningful and feasible. Adjust scale, support and consequence rather than assuming greater discomfort means better learning.

WHAT IT MAY BRING

A challenge proportionate to the person's capability and the risks of the task.

Questions: [1] p.35. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 08 OF 10

Q375-Q378 / 2 of 3

Develop courage and a workable challenge

Choose the prompt that follows the coachee's answer, not simply the next number.

Q375

75 / 100

What would you say to a respected colleague facing the same doubt?

HOW TO USE IT

Offer a respectful colleague perspective as an optional thinking exercise. Explore the advice or kindness the person would offer without assuming it resolves their own concern.

WHAT IT MAY BRING

A possible source of a more balanced and constructive internal response.

Q377

77 / 100

What support would make courage less dependent on willpower?

HOW TO USE IT

Name practical resources, feedback, permission or rehearsal partners. Distinguish support that can be arranged from encouragement that leaves the conditions unchanged.

WHAT IT MAY BRING

A more supported challenge that does not depend entirely on personal resolve.

Q376

76 / 100

Which standard are you holding yourself to before allowing yourself to try?

HOW TO USE IT

Invite the standard in the person's own terms. Examine whether it is required, useful or excessively restrictive in this context, while retaining genuine quality obligations.

WHAT IT MAY BRING

A clearer view of whether preparation standards support responsible action or prevent an appropriate attempt.

Q378

78 / 100

What would learning from an imperfect attempt involve?

HOW TO USE IT

Explore how a modest attempt could generate learning even without the hoped-for result. Retain safeguards where an error would have unacceptable consequences.

WHAT IT MAY BRING

A more useful relationship with imperfect practice without romanticising avoidable harm.

Questions: [1] p.35. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 08 OF 10

Q379-Q380 / 3 of 3

Develop courage and a workable challenge

Two final prompts, followed by a practice vignette for this theme.

Q379

79 / 100

What boundary would let you practise without taking an unreasonable risk?

HOW TO USE IT

Agree a boundary, review point or stop condition before practice. Verify relevant authority rather than allowing a coaching exercise to override operational requirements.

WHAT IT MAY BRING

A safer, more bounded opportunity to learn from actual behaviour.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The executive has chosen to challenge a proposal but believes they must feel entirely confident before trying.

THE COACH'S CHOICE

Identify the difficult moment, relevant capability evidence and an appropriate boundary for a smaller attempt.

USEFUL OUTPUT

A proportionate stretch supported by preparation rather than a demand for certainty.

Q380

80 / 100

What are you willing to try without first feeling completely certain?

HOW TO USE IT

Use after the risks and support have been examined. Invite a voluntary, specific attempt and accept further preparation or a decision not to proceed.

WHAT IT MAY BRING

A personally owned step based on sufficient preparation rather than a demand for complete certainty.

SOURCE PRACTICE NOTE

Confidence is not a prerequisite for every action and not proof of competence. Do not frame reasonable caution as a personal failing.

New vignette; retained source practice note.

Questions: [1] p.35. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 09 OF 10

Q381-Q384 / 1 of 3

Rehearse the important conversation

Use once the coachee has chosen a real conversation worth practising.

Q381

81 / 100

What do you want the other person to understand by the end of the conversation?

HOW TO USE IT

Ask before drafting the conversation. Identify the understanding sought and separate it from forcing agreement or controlling the other person's response.

WHAT IT MAY BRING

A clearer purpose for rehearsal and a more realistic measure of conversational success.

Q383

83 / 100

How could you describe the concern using observable events?

HOW TO USE IT

Use when the concern is expressed through labels or accusations. Replace them with specific events while retaining the seriousness of the issue.

WHAT IT MAY BRING

A clearer basis for dialogue that gives the other person something concrete to recognise or challenge.

Q382

82 / 100

What is a clear opening sentence you could actually say?

HOW TO USE IT

Invite the coachee to speak the opening aloud in their natural language. Adjust for clarity and respect rather than supplying a polished script they cannot comfortably use.

WHAT IT MAY BRING

A practicable opening that turns abstract preparation into something the person can actually say.

Q384

84 / 100

What would you want to hear before presenting your own conclusion?

HOW TO USE IT

Invite information the coachee genuinely needs from the other person. Build a listening opportunity before the conclusion, rather than using questions only to secure agreement.

WHAT IT MAY BRING

A conversation more open to correction and relevant new information.

Questions: [1] p.36. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 09 OF 10

Q385-Q388 / 2 of 3

Rehearse the important conversation

Choose the prompt that follows the coachee's answer, not simply the next number.

Q385

85 / 100

What response might make it hardest for you to stay constructive?

HOW TO USE IT

Choose a plausible difficult response, not a caricature. Agree the intensity of rehearsal and stop if it ceases to serve the developmental purpose.

WHAT IT MAY BRING

Preparation for the moment most likely to disrupt the coachee's constructive intent.

Q387

87 / 100

What request would be specific enough for the other person to consider?

HOW TO USE IT

Invite a request that states the action, context and decision needed. Leave the other person room to consider it, clarify it or propose an alternative.

WHAT IT MAY BRING

A more actionable conversation than a broad appeal to be better, more supportive or more committed.

Q386

86 / 100

How could you respond to that without abandoning your purpose?

HOW TO USE IT

Rehearse a response to the difficult moment. Preserve the goal and relevant boundaries while allowing acknowledgement, clarification or a pause.

WHAT IT MAY BRING

A more flexible response under challenge rather than a choice between escalation and surrender.

Q388

88 / 100

Where do you need a firm boundary rather than further persuasion?

HOW TO USE IT

Distinguish a boundary within the coachee's authority from a preference they hope to persuade others to accept. Keep escalation and formal duties clear.

WHAT IT MAY BRING

Recognition of when further persuasion is not the appropriate response.

Questions: [1] p.36. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 09 OF 10

Q389-Q390 / 3 of 3

Rehearse the important conversation

Two final prompts, followed by a practice vignette for this theme.

Q389

89 / 100

What did you notice about your approach during that rehearsal?

HOW TO USE IT

Ask immediately after a brief rehearsal. Invite observations about words, timing and listening before giving your own feedback or judging the performance.

WHAT IT MAY BRING

Coachee-led learning from the practice rather than dependence on the coach's evaluation.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee knows what a difficult conversation should achieve but has not found an opening they can say naturally.

THE COACH'S CHOICE

Rehearse one moment aloud, include a plausible response and repeat with a single adjustment chosen by the coachee.

USEFUL OUTPUT

A usable conversational action rather than an abstract intention.

Q390

90 / 100

Which one adjustment would you like to practise again?

HOW TO USE IT

Select one adjustment and repeat the relevant moment. Avoid changing everything at once or turning the rehearsal into a demand for a flawless conversation.

WHAT IT MAY BRING

A clearer connection between feedback and a specific improvement in practice.

SOURCE PRACTICE NOTE

Rehearse a plausible response, not a caricature of the other person. Repeat one difficult moment with a small adjustment rather than scripting an entire relationship.

New vignette; retained source practice note.

Questions: [1] p.36. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 10 OF 10

Q391-Q394 / 1 of 3

Choose an ethical, owned next move

Use to bring exploration towards a deliberate choice without forcing a commitment.

Q391

91 / 100

Who could be affected by the choice you are considering?

HOW TO USE IT

Invite a proportionate view of direct and indirect effects. Include people with limited influence while avoiding a speculative map so large that it prevents a decision.

WHAT IT MAY BRING

A more complete picture of whose interests and workload the choice may affect.

Q393

93 / 100

Which option would you be willing to explain to those affected by it?

HOW TO USE IT

Invite an explanation suitable for affected people. Treat explainability as one consideration, not proof that a decision is ethically or technically sound.

WHAT IT MAY BRING

A more transparent rationale and a chance to notice aspects the coachee cannot yet justify.

Q392

92 / 100

What responsibility should not be compromised in pursuing this goal?

HOW TO USE IT

Ask before the preferred option becomes a commitment. Identify relevant professional, organisational and interpersonal responsibilities without improvising specialist advice.

WHAT IT MAY BRING

An ethical boundary around the goal and clearer recognition of duties that should remain intact.

Q394

94 / 100

What are the limits of your authority in taking this step?

HOW TO USE IT

Check the actual authority for the proposed step. Distinguish deciding, recommending, consulting and seeking approval before the action is assigned.

WHAT IT MAY BRING

A next move that respects decision rights and avoids unintentional overreach.

Questions: [1] p.36. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 10 OF 10

Q395-Q398 / 2 of 3

Choose an ethical, owned next move

Choose the prompt that follows the coachee's answer, not simply the next number.

Q395

95 / 100

What would make the action respectful of another person's right to choose?

HOW TO USE IT

Explore consent, information and the ability to decline where others are involved. Do not assume the coachee's developmental goal authorises an experiment on colleagues.

WHAT IT MAY BRING

A more respectful action design that preserves other people's agency.

Q397

97 / 100

Which possibility now feels most worth testing?

HOW TO USE IT

Ask after options have been explored fairly. Choose a possibility worth testing for learning, not necessarily a solution expected to work perfectly.

WHAT IT MAY BRING

A focused candidate for an experiment that the coachee has selected rather than inherited.

Q396

96 / 100

What have you understood in this conversation that changes your next move?

HOW TO USE IT

Use to consolidate the conversation before planning. Invite the coachee's own insight and accept that new understanding may change the goal or support a pause.

WHAT IT MAY BRING

A clear account of what has changed in the person's thinking and why the next move differs.

Q398

98 / 100

What is your own reason for choosing it?

HOW TO USE IT

Invite the reason for the choice in the person's own words. Notice pressure or compliance without requiring the answer to sound wholly confident.

WHAT IT MAY BRING

A clearer basis for ownership and a chance to reconsider a weakly supported commitment.

Questions: [1] p.36. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / THEME 10 OF 10

Q399-Q400 / 3 of 3

Choose an ethical, owned next move

Two final prompts, followed by a practice vignette for this theme.

Q399

99 / 100

What needs more reflection before you make a commitment?

HOW TO USE IT

Use when the person seems hurried towards agreement. Name what remains unsettled and distinguish useful reflection from an indefinite delay without purpose.

WHAT IT MAY BRING

A more considered decision about whether to act, learn more or return to the issue later.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The person feels pressured to leave the session with an action, although a material authority question remains unresolved.

THE COACH'S CHOICE

Review who is affected, what is authorised and what still needs thought. Let further clarification be a legitimate next move.

USEFUL OUTPUT

A responsible, owned choice rather than a manufactured commitment.

Q400

100 / 100

What would you like to carry from this conversation into the next part of your work?

HOW TO USE IT

Use at the close of Activate. Let the coachee select an insight, choice or unresolved question and decide what belongs in the next stage.

WHAT IT MAY BRING

A purposeful handover to workplace application or further reflection without manufacturing action for its own sake.

SOURCE PRACTICE NOTE

An appropriate outcome may be further reflection, a formal decision or another support route. Do not manufacture an action just to complete the session.

New vignette; retained source practice note.

Questions: [1] p.36. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

PRACTITIONER PREPARATION

Choose for the moment, not for coverage.

Use this planning page privately. It is a preparation aid, not a coachee assessment or session checklist.

01

Locate the purpose

Use the coachee's current account to identify the relevant theme. Keep the scope of Activate in view, while remaining willing to return to another A.

02

Select a possible opening

Choose one question and read its use note. Notice any premise that needs checking and the conditions in which the prompt may be premature or inappropriate.

03

Prepare to listen

Know what distinction the question is intended to help explore. Do not decide what the answer should be. Plan to pause, reflect or explain instead of asking again when that would be more useful.

04

Review your contribution

After the conversation, note whether the prompt helped the person think, choose or clarify. Include a moment that did not help. Use de-identified material and appropriate supervision where relevant.

WHAT TO RETAIN

Keep only the minimum useful record. A question bank should support judgement, not replace it.

Original practitioner preparation guidance. Do not share private reflection records without an agreed basis.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

FINAL THOUGHTS

Let the choice belong to the coachee.

Name what has changed

Invite the person's own account of the insight, distinction or possibility. Do not insist that a conversation has produced a breakthrough. Sometimes a more accurate question is the useful result.

Separate choice from pressure

Check the purpose, feasibility and consequences of any next move. Keep other people's rights and the executive's authority visible. An action selected to please the coach is not the same as an informed commitment.

Prepare for work, or keep thinking

Where an experiment is chosen, use Apply to specify the situation, behaviour, support and evidence. Where more reflection or a formal decision is needed, make that the deliberate outcome rather than manufacturing an assignment.

THE PRINCIPLE TO RETAIN

Listen carefully. Ask thoughtfully. Let the coachee retain their own voice and choice.

THE SIX-BOOKLET COLLECTION

Align / Agree / Assess / Activate / Apply / Assure

Each booklet contains 100 source questions with individual use notes and potential benefits. The six stages remain connected; no booklet is a complete substitute for the framework.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

SOURCES AND PUBLICATION NOTES

A clear foundation. A distinct new contribution.

[1] HR Delivery Book of Coaching Questions

The supplied 52-page question book, first edition / October 2026. This booklet retains the Activate question wording, Q-numbers, ten theme titles, theme-use descriptions and source practice notes. Original question pages: 32-36.

[2] HR Delivery Coaching Framework

The supplied 20-page framework introduction. Pages 5-6 explain the six stages, operating levels, enablers and quality lens; pages 7-18 explain the stages in practice. The model artwork is retained through source [1].

[3] Coaching and Mentoring at Work

Supplied D6 ebook, 131 pages, Editorial Edition / October 2026. Framework: pp.4-7; contracting: pp.19-23; listening, questioning and reflection: pp.25-28; ethics: pp.46-50; evaluation and closure: pp.63-71.

New in this booklet

The individual use notes, potential benefits, stage-specific opening and closing text, foreword and fictional practice vignettes are new editorial applications. They are not represented as verbatim source guidance or independently validated effects.

Responsible use

The questions are developmental prompts, not a test or scoring instrument. Use professional judgement, the agreed scope and appropriate support routes. A question does not establish a diagnosis, readiness score or employment conclusion.

Edition and approval

Standalone practitioner edition / October 2026. Prepared for HR Delivery. The foreword is drafted for Dr Phillip Welsh's review and approval. Editorial development was AI-assisted; independent professional approval is not implied.

Continuity with the collection

The original Q-number is retained to support cross-reference with the complete book. The smaller 01-100 counter is local to this booklet. The original 600 questions are distributed across the six volumes without substitution.