



HR DELIVERY

Making Sure HR Delivers

THE 6A QUESTION BOOKLETS

02

Agree

Book of coaching questions

Build a trustworthy coaching relationship.



100 QUESTIONS

Q101-Q200

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

STANDALONE PRACTITIONER EDITION / OCTOBER 2026

INTRODUCTION

A clear agreement protects useful freedom

Make the relationship understandable

Agree translates a worthwhile purpose into a relationship people can understand and question. It covers the work to be done, the way of working, information boundaries, practical arrangements and the routes for review, repair or exit. A signature alone cannot establish that understanding.

Four roles remain visible

The published framework names coachee, coach, sponsor and programme owner. Responsibilities remain relevant even where one person holds more than one role. These questions mainly support the coach's conversation with the coachee; they do not replace agreements that require the other parties' involvement.

Explain before checking

Some questions in this booklet check the person's understanding of a service or boundary. Use them after explaining the actual arrangement. Do not make the coachee guess your confidentiality rules, fees, contact offer or competence limits. Clear information is sometimes more useful than another question.

One hundred prompts, not a contract test

The ten source themes and Q101-Q200 are retained. New notes explain how each prompt may be used and what it may contribute. The bank is not a scored measure of trust or coachability. The person may disagree with a proposed term, ask for clarification or choose a different relationship.

An agreement that can change

Use the questions at the beginning and when purpose, sponsor, role, technology or circumstances change. A trustworthy agreement includes a way to raise concerns, re-contract or stop. It should protect useful freedom to think, not make the coaching relationship bureaucratic.

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.

FOREWORD

Clarity creates room for thought.



DR PHILLIP WELSH

HR Delivery

Foreword prepared for review and approval

Coaching asks people to bring uncertainty into a relationship. That is easier to do when they understand what the relationship is for, what the coach can offer and what will happen to the information they share. Warmth matters, but it cannot substitute for clear terms.

The Agree questions make those terms discussable. They are not intended to turn the first meeting into a compliance exercise. Their value is in helping people recognise and resolve different expectations before those expectations quietly shape the conversation.

The coach has a responsibility to explain. We should not ask a coachee what confidentiality means and then accept an answer that is broader than the service can honestly promise. Nor should we confuse employer funding with ownership of a person's private reflections.

I would also encourage you to make disagreement possible. A coachee should be able to say that a question does not fit, an activity is not useful or the match needs review. The agreement becomes credible through the coach's response when those choices are exercised.

Use these questions to create shared understanding rather than reassurance. The desired outcome is not that everyone says yes quickly. It is that the people involved can explain the purpose, boundaries and practical arrangements in a way that supports trustworthy work.

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



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

CONTENTS

Find the theme. Choose the question.

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

Introduction	02	Foreword	03	6A framework	05
Using the questions	06	Stage brief	07		

THE 100 QUESTIONS

01	Build the working relationship	Q101-Q110	08
02	Make expectations explicit	Q111-Q120	11
03	Agree the focus and scope	Q121-Q130	14
04	Define success without prescribing the answer	Q131-Q140	17
05	Agree how to think together	Q141-Q150	20
06	Make confidentiality concrete	Q151-Q160	23
07	Contract with the wider system	Q161-Q170	26
08	Protect choice and access	Q171-Q180	29
09	Make the arrangement workable	Q181-Q190	32
10	Plan review, repair and exit	Q191-Q200	35

Prepare a useful conversation	38
Final thoughts	39
Sources and edition notes	40

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

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

Six connected responsibilities.

The source model is retained. This booklet concentrates on Agree 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.

AGREE / THE STAGE GATE

Are rights and boundaries clear?
Output: Four-way contract

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.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

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.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / STAGE BRIEF

A clear agreement protects useful freedom

The developmental job

Create a clear agreement about purpose, roles, work, information, review and exit. The four-way contract belongs to the wider system as well as the private relationship. A coach and coachee cannot privately commit an absent sponsor to support or disclosure terms.

What to listen for

Notice expectations of advice, assumptions about secrecy, perceived pressure to take part and practical obstacles to attention. Clarify them directly. An executive's seniority does not remove the possibility of uncertainty about the service or its consequences.

What to make explicit

State the actual information flows, record arrangements, methods and contact boundaries. Explain non-negotiable duties without inviting a waiver. Agree how the coachee can question the process and how material changes will be handled.

When to revisit Agree

Re-contract when purpose, authority, sponsorship, information use or circumstances materially change. Also revisit the working style when an activity stops helping. Initial agreement is not permanent permission for every subsequent method.

CARRY FORWARD

Four-way contract. 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.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 01 OF 10

Q101-Q104 / 1 of 3

Build the working relationship

Use during chemistry conversations and the early relationship, while remaining open to rematching.

Q101

01 / 100

What helps you decide whether someone is a useful thinking partner?

HOW TO USE IT

Ask during the chemistry conversation. Invite examples of useful thinking partnerships and distinguish the person's preferences from assumptions about the ideal coach.

WHAT IT MAY BRING

Clearer matching criteria and a more informed basis for deciding whether to work together.

Q103

03 / 100

What has helped you speak openly in previous developmental relationships?

HOW TO USE IT

Invite a previous experience without requiring names or personal detail. Identify conditions that supported openness and consider which can realistically be offered here.

WHAT IT MAY BRING

Practical relationship conditions drawn from the coachee's experience rather than the coach's preferred style.

Q102

02 / 100

What would you like to know about my approach before we agree to work together?

HOW TO USE IT

Use before seeking commitment. Answer questions about your method, competence and boundaries directly rather than making the coachee discover the service through further questioning.

WHAT IT MAY BRING

An informed choice about the relationship and fewer hidden assumptions about how coaching will work.

Q104

04 / 100

What has made a helping relationship less useful for you?

HOW TO USE IT

Offer permission to describe disappointing support without defending coaching. Listen for what to avoid, while checking that one experience is not assumed to predict this relationship.

WHAT IT MAY BRING

Early visibility of concerns that could otherwise make participation cautious or less useful.

Questions: [1] p.18. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 01 OF 10

Q105-Q108 / 2 of 3

Build the working relationship

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

Q105

05 / 100

What would make you feel that I was listening rather than evaluating you?

HOW TO USE IT

Use when evaluation anxiety is present or plausible. Ask for observable signs, explain the actual purpose of the relationship and correct any misleading impression about assessment.

WHAT IT MAY BRING

A concrete distinction between developmental listening and judgement, with expectations that can be checked in practice.

Q107

07 / 100

What would you like me not to assume about you because of your role?

HOW TO USE IT

Invite correction of assumptions associated with seniority or job title. Listen without asking the person to represent everyone in a similar role.

WHAT IT MAY BRING

A more individualised relationship, with less risk of confusing the role's reputation with the person's experience.

Q106

06 / 100

How do you prefer a coach to respond when you are still finding your words?

HOW TO USE IT

Ask before filling pauses or completing the person's sentences. Agree a tentative response, then check its usefulness in the conversation rather than treating it as permanent.

WHAT IT MAY BRING

More room for the coachee to formulate thoughts at a pace that works for them.

Q108

08 / 100

What would tell you that our working relationship was becoming useful?

HOW TO USE IT

Ask near the end of the chemistry conversation. Identify early signs of usefulness that go beyond liking the coach or enjoying the meeting.

WHAT IT MAY BRING

A practical basis for reviewing the match after some experience of working together.

Questions: [1] p.18. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 01 OF 10

Q109-Q110 / 3 of 3

Build the working relationship

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

Q109

09 / 100

What uncertainty about the match would you like to put into words?

HOW TO USE IT

Invite uncertainty explicitly and leave space for an unflattering answer. Discuss the concern without treating it as a problem you must persuade the person to overcome.

WHAT IT MAY BRING

A more honest matching decision and permission to consider another coach or a different route.

Q110

10 / 100

What would give you enough confidence to try working together?

HOW TO USE IT

Use to decide whether a bounded first step is appropriate. Distinguish enough information to try from certainty that the relationship will succeed.

WHAT IT MAY BRING

A proportionate commitment with room to review, rather than pressure for immediate confidence in the match.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

An executive is comfortable with the coach but uncertain whether the proposed style will allow time to think before responding.

THE COACH'S CHOICE

Explore the person's criteria for a useful thinking partnership. Treat the match as something to try and review, not something to secure through reassurance.

USEFUL OUTPUT

A considered matching decision and a practical early review standard.

SOURCE PRACTICE NOTE

Do not seek reassurance that the match is good. Make room for uncertainty, a different preference or a decision not to proceed.

New vignette; retained source practice note.

Questions: [1] p.18. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 02 OF 10

Q111-Q114 / 1 of 3

Make expectations explicit

Use after explaining the coaching offer, so both people can check their understanding.

Q111

11 / 100

What do you expect me to contribute during a coaching session?

HOW TO USE IT

Ask after describing your role. Compare the expected contribution with what you can offer, and clarify when you will question, reflect, explain or decline a request.

WHAT IT MAY BRING

A shared understanding of the coach's contribution that can prevent disappointment or unspoken dependency.

Q113

13 / 100

Where would you welcome a question more than an answer?

HOW TO USE IT

Use to understand the kinds of situations the person wants to explore. Discuss when inquiry helps and when clear information or specialist advice is more appropriate.

WHAT IT MAY BRING

A better match between conversational approach and need, without making questions the only legitimate form of help.

Q112

12 / 100

What do you see as your own responsibility in this relationship?

HOW TO USE IT

Invite the coachee's view before listing responsibilities. Agree meaningful participation and ownership without implying that every outcome is under their control.

WHAT IT MAY BRING

A balanced agreement about agency and effort, alongside the support the relationship and organisation must provide.

Q114

14 / 100

When would you prefer me to explain a method before using it?

HOW TO USE IT

Ask when discussing possible activities. Explain that consent and understanding still matter even where the person prefers less process explanation.

WHAT IT MAY BRING

A workable agreement about transparency that helps methods serve the person rather than surprise them.

Questions: [1] p.18. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 02 OF 10

Q115-Q118 / 2 of 3

Make expectations explicit

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

Q115

15 / 100

What should happen when you ask for advice that sits outside my competence?

HOW TO USE IT

Use after naming your competence boundaries. Explain the referral or signposting route and agree how you will respond without pretending you can supply the missing expertise.

WHAT IT MAY BRING

A dependable plan for handling advice requests beyond the coaching remit.

Q117

17 / 100

What would count as me taking too much ownership of your problem?

HOW TO USE IT

Invite a concrete example of over-involvement, such as making decisions or contacting stakeholders on the person's behalf. Agree how either party can flag that boundary.

WHAT IT MAY BRING

Protection of the coachee's ownership and a way to notice dependency or role drift.

Q116

16 / 100

How would you like us to distinguish coaching from a separate performance discussion?

HOW TO USE IT

Ask where coaching sits alongside performance management. State the real separation of roles and information before agreeing language for recognising a different kind of conversation.

WHAT IT MAY BRING

Less ambiguity about whether the coachee is receiving development support or taking part in a formal employment process.

Q118

18 / 100

What would count as me offering too little support?

HOW TO USE IT

Use to balance the previous boundary discussion. Explore what helpful preparation, challenge or follow-through would look like without promising unlimited availability.

WHAT IT MAY BRING

A clearer understanding of adequate support within the actual agreement.

Questions: [1] p.18. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 02 OF 10

Q119-Q120 / 3 of 3

Make expectations explicit

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

Q119

19 / 100

Which expectation have we not yet spoken about?

HOW TO USE IT

Ask after discussing the main terms and allow time for less obvious expectations. Record material differences rather than assuming silence means agreement.

WHAT IT MAY BRING

An opportunity to surface important assumptions before they become relationship problems.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee expects the coach to provide answers, while the coach expects mainly to ask exploratory questions.

THE COACH'S CHOICE

Explain the actual offer directly. Clarify the contribution of each party and how requests for information or advice will be handled.

USEFUL OUTPUT

Shared expectations about the service rather than disappointment discovered during the engagement.

Q120

20 / 100

What does our explanation of coaching leave unclear for you?

HOW TO USE IT

Invite the person to describe what still feels vague. Re-explain the offer in plain language; do not treat uncertainty as a failure to understand your first explanation.

WHAT IT MAY BRING

A more usable shared understanding of coaching before the relationship begins.

SOURCE PRACTICE NOTE

Questions do not replace the coach's obligation to explain the service. Correct misunderstandings directly and check what the explanation means to the coachee.

New vignette; retained source practice note.

Questions: [1] p.18. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 03 OF 10

Q121-Q124 / 1 of 3

Agree the focus and scope

Use to define the engagement's purpose while keeping room to respond to what emerges.

Q121

21 / 100

What would you like this coaching engagement to focus on first?

HOW TO USE IT

Use after broad alignment has been established. Invite a starting focus owned by the coachee, while retaining the agreed organisational purpose and relevant boundaries.

WHAT IT MAY BRING

A clear opening direction without requiring the entire engagement to be predetermined.

Q123

23 / 100

What would you prefer to keep outside our work together?

HOW TO USE IT

Invite exclusions without pressing for reasons or details. Explain any material implications for the agreed purpose and respect topics the person chooses not to discuss.

WHAT IT MAY BRING

Clearer privacy and scope boundaries, with less risk of treating access to personal material as an entitlement.

Q122

22 / 100

Which aspect of the broader issue is yours to explore here?

HOW TO USE IT

Ask with the broader issue in view. Separate the coachee's behaviour and choices from other people's responsibilities, organisational decisions and circumstances beyond their influence.

WHAT IT MAY BRING

A bounded coaching focus that does not transfer responsibility for the whole system to one person.

Q124

24 / 100

How narrowly do we need to define the goal for it to be useful?

HOW TO USE IT

Use when the goal is either very broad or overly specific. Compare what would guide a session with what would unnecessarily restrict discovery.

WHAT IT MAY BRING

A goal broad enough to remain relevant but focused enough to support useful work.

Questions: [1] p.19. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 03 OF 10

Q125-Q128 / 2 of 3

Agree the focus and scope

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

Q125

25 / 100

What would make this goal too broad to guide our sessions?

HOW TO USE IT

Ask when several unrelated outcomes have accumulated. Identify which parts cannot realistically be explored together and agree what will remain outside the initial scope.

WHAT IT MAY BRING

A manageable engagement with less pressure to treat coaching as a solution to every concern.

Q127

27 / 100

What would be a reasonable expectation for the time we have agreed?

HOW TO USE IT

Ask with the agreed duration and resources visible. Separate learning or practice that may be feasible from outcomes dependent on events beyond the engagement.

WHAT IT MAY BRING

Realistic expectations that protect both ambition and credibility.

Q126

26 / 100

Which part of the goal needs clearer language before you can own it?

HOW TO USE IT

Invite the coachee to translate unfamiliar or sponsor-led language. Keep revising until they can explain the focus naturally, without requiring agreement with a label they reject.

WHAT IT MAY BRING

Greater ownership through language that reflects the person's actual work and meaning.

Q128

28 / 100

What should we do when a session reveals a more important question?

HOW TO USE IT

Use to agree a process for changing focus. Define when to pause, discuss implications and involve other parties without sharing private content unnecessarily.

WHAT IT MAY BRING

Permission to respond to important discovery while keeping purpose and contracting coherent.

Questions: [1] p.19. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 03 OF 10

Q129-Q130 / 3 of 3

Agree the focus and scope

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

Q129

29 / 100

How will we recognise a topic that belongs with another person or process?

HOW TO USE IT

Discuss examples of technical advice, formal concerns or management authority. Agree a route for recognising and redirecting such topics rather than attempting to coach through them.

WHAT IT MAY BRING

Clearer boundaries and a practical way to obtain the right response when coaching is not sufficient.

Q130

30 / 100

What wording captures the scope without closing down useful discovery?

HOW TO USE IT

Invite a short, revisable statement of scope. Check the wording against both the coachee's purpose and the boundaries already discussed.

WHAT IT MAY BRING

A usable agreement that gives direction without closing off legitimate learning.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The proposed goal includes confidence, career direction, delegation and an unresolved formal complaint.

THE COACH'S CHOICE

Clarify the initial developmental scope and identify what belongs with another process. Agree how a genuinely important new topic will be considered.

USEFUL OUTPUT

A usable focus with clear routes for issues outside coaching.

SOURCE PRACTICE NOTE

A clear scope is not a demand to predict every session. Agree how changes will be discussed rather than treating them automatically as drift.

New vignette; retained source practice note.

Questions: [1] p.19. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 04 OF 10

Q131-Q134 / 1 of 3

Define success without prescribing the answer

Use to agree the kinds of progress that matter before choosing measures or activities.

Q131

31 / 100

What would you like to be able to do differently by the end of the engagement?

HOW TO USE IT

Ask before choosing a method. Invite an observable action in a named situation rather than a broad personality description or an answer you have already selected.

WHAT IT MAY BRING

A developmental destination that can later be translated into a goal and evidence plan.

Q133

33 / 100

How would you distinguish a good conversation from progress on your goal?

HOW TO USE IT

Use when satisfaction with sessions risks becoming the only success criterion. Discuss what insight, practice or evidence would show movement beyond the conversation itself.

WHAT IT MAY BRING

A clearer distinction between a positive experience and meaningful progress.

Q132

32 / 100

What would a useful change look like in a typical working week?

HOW TO USE IT

Invite a description of an ordinary week, not an exceptional performance. Explore where the difference would appear and who might notice it.

WHAT IT MAY BRING

A practical account of success that is connected to recurring work rather than a one-off demonstration.

Q134

34 / 100

What do you want to learn as well as achieve?

HOW TO USE IT

Ask when the discussion is dominated by deliverables. Explore knowledge, judgement or perspective the person wishes to develop alongside any external result.

WHAT IT MAY BRING

Recognition of learning as a legitimate aim without confusing it with achieved performance.

Questions: [1] p.19. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 04 OF 10

Q135-Q138 / 2 of 3

Define success without prescribing the answer

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

Q135

35 / 100

Whose experience could help you judge whether the change is useful?

HOW TO USE IT

Identify people with relevant observation opportunities, then consider consent and information boundaries. Do not promise anonymous feedback where it cannot be protected.

WHAT IT MAY BRING

An appropriate route to perspectives that can help test whether the change is useful.

Q137

37 / 100

What would progress look like if the circumstances became more difficult?

HOW TO USE IT

Use to consider changing conditions without forecasting failure. Discuss what worthwhile learning or responsible action could look like under more demanding circumstances.

WHAT IT MAY BRING

A definition of progress that remains thoughtful when external conditions change.

Q136

36 / 100

What would be an unrealistic expectation to remove from our agreement?

HOW TO USE IT

Invite expectations that exceed the time, scope or authority available. Make adjustments openly rather than silently lowering the standard after the engagement starts.

WHAT IT MAY BRING

A more credible agreement and less risk of avoidable disappointment or pressure.

Q138

38 / 100

Which important benefit might not appear in a performance measure?

HOW TO USE IT

Invite a meaningful benefit outside the formal scorecard, then describe how it could be noticed. Avoid turning every benefit into a fabricated numerical measure.

WHAT IT MAY BRING

A fuller picture of value that includes important experiences and working conditions.

Questions: [1] p.19. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 04 OF 10

Q139-Q140 / 3 of 3

Define success without prescribing the answer

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

Q139

39 / 100

What would you not want us to count as success?

HOW TO USE IT

Ask before measures are finalised. Discuss misleading proxies, undesirable side effects or results achieved in ways the coachee would not consider acceptable.

WHAT IT MAY BRING

A more ethical and precise definition of success, including the conditions under which it should count.

Q140

40 / 100

How much certainty about the outcome is reasonable at this stage?

HOW TO USE IT

Use to calibrate expectations about uncertainty. Explain what coaching can commit to delivering and what cannot be guaranteed about the eventual result.

WHAT IT MAY BRING

An agreement that combines purposeful effort with honest limits on outcome certainty.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The sponsor expects a measurable business improvement within a short engagement, while the coachee expects time to explore a complex leadership dilemma.

THE COACH'S CHOICE

Distinguish learning, observed behaviour and wider outcomes. Agree what progress might mean without prescribing a solution or promising unsupported results.

USEFUL OUTPUT

A more credible agreement about success and uncertainty.

SOURCE PRACTICE NOTE

Agree what progress means without prescribing a particular solution. Detailed baselines and evidence can then be developed in Assess.

New vignette; retained source practice note.

Questions: [1] p.19. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 05 OF 10

Q141-Q144 / 1 of 3

Agree how to think together

Use to tailor pace, challenge and reflection to the individual rather than a fixed coaching style.

Q141

41 / 100

What pace helps you think rather than respond automatically?

HOW TO USE IT

Invite the person to describe what happens when the pace is too fast or too slow. Try an adjustment and review its effect during the session.

WHAT IT MAY BRING

A pace more conducive to considered thinking rather than automatic or performative answers.

Q143

43 / 100

What makes a challenging question useful to you?

HOW TO USE IT

Invite an example of challenge that helped and what made it useful. Distinguish thoughtful challenge from confrontation, cleverness or an attempt to win the argument.

WHAT IT MAY BRING

A more precise agreement about how to stretch thinking while maintaining respect.

Q142

42 / 100

How would you like us to use silence when something important emerges?

HOW TO USE IT

Ask before treating silence as a technique. Agree that pauses can be offered, explained or interrupted, and that they should not be used to extract disclosure.

WHAT IT MAY BRING

A shared understanding of silence that supports reflection without unnecessary uncertainty or pressure.

Q144

44 / 100

How would you like me to check an interpretation before pursuing it?

HOW TO USE IT

Use to establish how you will offer a hypothesis. Agree that an observation is checkable and that the coachee can correct the meaning you attach to it.

WHAT IT MAY BRING

A collaborative way to test interpretations without positioning the coach as the final authority on the person.

Questions: [1] p.20. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 05 OF 10

Q145-Q148 / 2 of 3

Agree how to think together

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

Q145

45 / 100

What would help you tell me that a question does not fit?

HOW TO USE IT

Ask explicitly for a workable signal or phrase. Respond constructively when it is used so the agreement is more than permission on paper.

WHAT IT MAY BRING

An easier route for correcting unhelpful wording and keeping the conversation aligned with the coachee's experience.

Q147

47 / 100

What would you like me to do when we seem to be going in circles?

HOW TO USE IT

Use to agree a response to repeated discussion without movement. Options may include summarising, pausing, changing the question or checking whether the focus is still right.

WHAT IT MAY BRING

A shared way to recover usefulness without blaming the coachee for being stuck.

Q146

46 / 100

When might writing or drawing support your thinking better than speaking?

HOW TO USE IT

Offer writing or drawing as optional formats. Check access, preference and privacy arrangements; do not label the person as a fixed type of learner.

WHAT IT MAY BRING

Additional ways to organise thinking when spoken reflection alone is not the most useful format.

Q148

48 / 100

How should we handle a difference between your view and an observation I offer?

HOW TO USE IT

Invite a process for examining disagreement through examples and context. State that the coachee does not have to accept your observation for the relationship to continue.

WHAT IT MAY BRING

A more robust thinking partnership in which different views can be explored rather than resolved through compliance.

Questions: [1] p.20. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 05 OF 10

Q149-Q150 / 3 of 3

Agree how to think together

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

Q149

49 / 100

What would help us notice when an exercise has stopped serving your purpose?

HOW TO USE IT

Discuss signs of mismatch such as confusion, repetitive answers or a changed purpose. Do not assume any one sign proves the activity should stop.

WHAT IT MAY BRING

An agreed basis for adapting or abandoning an exercise when it is no longer helping.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A coachee answers quickly but later says the pace did not give them enough space to consider what they meant.

THE COACH'S CHOICE

Discuss pace, silence and checking interpretations. Try a small adjustment and judge its effect in the actual conversation.

USEFUL OUTPUT

A working style that remains responsive rather than fixed by the coach's preferences.

Q150

50 / 100

How would you prefer us to bring a session towards a close?

HOW TO USE IT

Ask about summary, reflection and action preferences before the closing minutes. Retain enough time for an agreed ending without forcing a commitment.

WHAT IT MAY BRING

A session close that consolidates useful thinking and respects the person's pace and ownership.

SOURCE PRACTICE NOTE

Preferences are starting points, not permanent labels. Check the effect of your approach in the session itself.

New vignette; retained source practice note.

Questions: [1] p.20. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 06 OF 10

Q151-Q154 / 1 of 3

Make confidentiality concrete

Use after the actual information rules, record arrangements and applicable limits have been explained.

Q151

51 / 100

What is your understanding of what remains private in our sessions?

HOW TO USE IT

Ask only after explaining the actual information agreement. Invite a plain-language account, then correct gaps or overstatements rather than accepting a general assurance of understanding.

WHAT IT MAY BRING

A more concrete and checkable understanding of confidentiality.

Q153

53 / 100

What concerns do you have about notes being kept?

HOW TO USE IT

Explain the proposed note-taking, access and retention arrangements first. Listen to concerns and discuss available choices without promising arrangements you cannot deliver.

WHAT IT MAY BRING

Earlier recognition of record-related concerns and more informed participation.

Q152

52 / 100

Which information-sharing arrangement would you like explained through an example?

HOW TO USE IT

Offer a realistic example of a request from a sponsor or programme owner. Walk through what would be shared, withheld or clarified under the agreed rules.

WHAT IT MAY BRING

A practical understanding of information boundaries that abstract terms may not provide.

Q154

54 / 100

Who do you understand will have access to any assessment report?

HOW TO USE IT

Use before any assessment is commissioned. Compare the answer with the actual administration and reporting arrangements, keeping authorised access separate from presumed entitlement.

WHAT IT MAY BRING

Fewer surprises about who receives assessment information and how it may be used.

Questions: [1] p.20. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 06 OF 10

Q155-Q158 / 2 of 3

Make confidentiality concrete

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

Q155

55 / 100

What would you want to check before agreeing to a sponsor update?

HOW TO USE IT

Ask before drafting the update. Identify the purpose, audience and agreed content, and distinguish reviewable wording from duties or terms that cannot be waived.

WHAT IT MAY BRING

A sponsor communication that is purposeful and consistent with the agreement.

Q157

57 / 100

What would you like clarified about recording or using digital tools in coaching?

HOW TO USE IT

Explain the specific tools, data use and recording arrangements being proposed. Pause their use while material questions remain unresolved; agreement to coaching is not blanket permission.

WHAT IT MAY BRING

A more informed technology decision and clearer control over how session information is handled.

Q156

56 / 100

How should we distinguish your private reflections from an agreed development summary?

HOW TO USE IT

Invite examples of reflection that stays private and actions that may enter a summary. Keep the distinction visible in the records, not only in conversation.

WHAT IT MAY BRING

Less risk of private meaning or personal disclosure drifting into organisational reporting.

Q158

58 / 100

Which exception to confidentiality needs a more concrete explanation?

HOW TO USE IT

Use after identifying the applicable limits to confidentiality. Explain a relevant scenario plainly and seek qualified clarification where the duty is uncertain.

WHAT IT MAY BRING

A more realistic understanding of confidentiality without promises of absolute secrecy or improvised legal assurances.

Questions: [1] p.20. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 06 OF 10

Q159-Q160 / 3 of 3

Make confidentiality concrete

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

Q159

59 / 100

How would you like to be involved in reviewing information that may be shared?

HOW TO USE IT

Discuss the coachee's review role before sharing information. State any actual limits to that role and document agreed wording or outstanding objections.

WHAT IT MAY BRING

A transparent process for participation in reporting decisions rather than unexpected disclosure.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee assumes the sponsor receives only attendance, while a proposed reporting template asks for private session themes.

THE COACH'S CHOICE

Explain the real information arrangements and resolve the mismatch before sharing. Use a concrete sponsor-request example to check understanding.

USEFUL OUTPUT

An explicit information boundary that people can apply in practice.

Q160

60 / 100

What remains unclear about what happens to records when the coaching ends?

HOW TO USE IT

Ask before the relationship ends, not only at closure. Explain the verified retention, return or deletion arrangements and clarify any limits to what can be chosen.

WHAT IT MAY BRING

A clearer record lifecycle and fewer unresolved expectations after the coaching stops.

SOURCE PRACTICE NOTE

Do not invite negotiation over duties that cannot be waived. Avoid promises of absolute secrecy or treating employer funding as ownership of session content.

New vignette; retained source practice note.

Questions: [1] p.20. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 07 OF 10

Q161-Q164 / 1 of 3

Contract with the wider system

Use when sponsor, programme owner or manager involvement affects the coaching relationship.

Q161

61 / 100

What do you need your sponsor to understand about this agreement?

HOW TO USE IT

Use to prepare the contracting conversation. Distinguish what the sponsor needs to understand about purpose and boundaries from private reasons the coachee need not disclose.

WHAT IT MAY BRING

A focused message that can support the relationship without exposing unnecessary personal information.

Q163

63 / 100

Which responsibility should remain with the programme owner rather than the coach?

HOW TO USE IT

Explain the programme owner's role before asking. Identify operational, matching or governance responsibilities that should not be left to an individual coach.

WHAT IT MAY BRING

Clearer ownership of service conditions that affect the quality and dependability of the engagement.

Q162

62 / 100

What support would you ask your manager to provide between sessions?

HOW TO USE IT

Invite a specific request for opportunity, time, feedback or authority. Check that it is realistic and that the manager's responsibilities remain distinct from the coach's.

WHAT IT MAY BRING

Practical support for workplace application instead of an agreement confined to session attendance.

Q164

64 / 100

What would a useful four-way contracting conversation need to settle?

HOW TO USE IT

Use as preparation for the four-party meeting. Identify unresolved purpose, roles, information, support and review decisions without trying to settle absent parties' commitments privately.

WHAT IT MAY BRING

A more purposeful contracting meeting with the material decisions made visible in advance.

Questions: [1] p.21. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 07 OF 10

Q165-Q168 / 2 of 3

Contract with the wider system

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

Q165

65 / 100

Where might the sponsor's expectations put pressure on your freedom to explore?

HOW TO USE IT

Ask privately and neutrally when sponsor pressure may exist. Explore concrete expectations and their effects, without assuming the sponsor's intentions or promising to remove all pressure.

WHAT IT MAY BRING

Visibility of tensions that need explicit boundaries or a reconsidered coaching arrangement.

Q167

67 / 100

What should the agreed progress update help the sponsor decide?

HOW TO USE IT

Ask before selecting progress information. Define the legitimate decision and limit the update to what is needed and authorised to support it.

WHAT IT MAY BRING

More relevant sponsor reporting with less unnecessary collection or disclosure of private material.

Q166

66 / 100

How would you like to raise a concern about competing expectations?

HOW TO USE IT

Agree a practical route for naming the conflict and involving the appropriate parties. Avoid positioning the coach as an undisclosed advocate or negotiator.

WHAT IT MAY BRING

A transparent way to address competing purposes while protecting role clarity.

Q168

68 / 100

Which organisational action needs an owner outside this relationship?

HOW TO USE IT

Use when an obstacle is not within the coachee's authority. Name the action, accountable role and route for seeking a decision.

WHAT IT MAY BRING

An agreement that includes the organisational work needed rather than expecting coaching to compensate for it.

Questions: [1] p.21. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 07 OF 10

Q169-Q170 / 3 of 3

Contract with the wider system

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

Q169

69 / 100

How should we respond if someone asks for information outside the agreed boundary?

HOW TO USE IT

Rehearse a plausible request and the response process. Confirm who handles the request, what can be explained and when the agreement or a duty requires review.

WHAT IT MAY BRING

A prepared response that makes the information boundary easier to maintain under pressure.

Q170

70 / 100

What would all four parties need to be able to explain in the same way?

HOW TO USE IT

Use as a shared-understanding check with all relevant parties. Compare their accounts of purpose, rights, reporting and review, and resolve material differences explicitly.

WHAT IT MAY BRING

A contract understood in practice rather than merely signed by people with incompatible expectations.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The manager supports coaching verbally but has not agreed to release time or provide access to relevant work.

THE COACH'S CHOICE

Prepare a specific support request and identify the responsibilities of sponsor, programme owner, coach and coachee.

USEFUL OUTPUT

A four-way agreement that includes the conditions needed beyond the session.

SOURCE PRACTICE NOTE

The published framework specifies coachee, coach, sponsor and programme owner. The questions help the coachee prepare for that agreement; they do not replace it.

New vignette; retained source practice note.

Questions: [1] p.21. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 08 OF 10

Q171-Q174 / 1 of 3

Protect choice and access

Use to surface practical or relational barriers to meaningful participation.

Q171

71 / 100

What would make it easier for you to participate fully in these sessions?

HOW TO USE IT

Invite practical and relational needs without requiring disclosure of a diagnosis or private history. Agree what can be adjusted and how its usefulness will be checked.

WHAT IT MAY BRING

More accessible participation based on the person's stated needs rather than assumptions.

Q173

73 / 100

What should I understand about your context without making assumptions about it?

HOW TO USE IT

Let the coachee choose what context matters. Check your interpretation rather than asking them to explain a whole culture, identity or professional group.

WHAT IT MAY BRING

A more accurate individual understanding with less reliance on stereotypes.

Q172

72 / 100

Which language or communication arrangements would help you express what matters?

HOW TO USE IT

Ask about preferred language, pace and communication support. Agree confidential arrangements where interpretation is needed and avoid relying casually on an uncontracted colleague.

WHAT IT MAY BRING

More accurate expression and understanding, particularly where the coaching language is not the person's first language.

Q174

74 / 100

How might differences in status affect what feels possible to say here?

HOW TO USE IT

Invite discussion of the actual power relationship, including the coach's perceived authority. Accept that seniority may shape candour without treating hesitation as resistance.

WHAT IT MAY BRING

Greater awareness of power and a basis for making the conversational agreement more credible.

Questions: [1] p.21. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 08 OF 10

Q175-Q178 / 2 of 3

Protect choice and access

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

Q175

75 / 100

What would help you decline an activity without feeling you had failed the coaching?

HOW TO USE IT

Agree an uncomplicated way to decline or adapt an activity. Demonstrate acceptance when the choice is used; do not make refusal a hidden assessment of commitment.

WHAT IT MAY BRING

Meaningful agency and less pressure to perform willingness for the coach.

Q177

77 / 100

Which practical adjustment would improve the usefulness of our meetings?

HOW TO USE IT

Ask about one concrete change to timing, environment, format or access. Confirm who can arrange it and whether it solves the problem described.

WHAT IT MAY BRING

A proportionate adjustment that makes the meetings more usable.

Q176

76 / 100

What choices about the relationship do you understand are available to you?

HOW TO USE IT

Explain the real options for review, rematching, pausing or ending first. Compare the person's understanding with the service arrangements and clarify any constraints.

WHAT IT MAY BRING

A more informed relationship in which available choices are understood rather than presumed.

Q178

78 / 100

What would you want us to do if a topic felt too personal for the agreed purpose?

HOW TO USE IT

Agree how to pause, narrow or redirect the discussion. Respect a boundary without requiring the coachee to justify why a topic feels too personal.

WHAT IT MAY BRING

A practical safeguard against unwanted disclosure or work outside the agreed coaching purpose.

Questions: [1] p.21. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 08 OF 10

Q179-Q180 / 3 of 3

Protect choice and access

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

Q179

79 / 100

How would you like to raise a concern about fairness or respect?

HOW TO USE IT

Explain the actual concerns route, including options beyond the coach. Invite preferences about raising an issue without making the coach the only possible recipient.

WHAT IT MAY BRING

A more credible route for addressing fairness or respect when the relationship itself is part of the concern.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A senior participant is reluctant to ask for a different communication format because they do not want to appear difficult.

THE COACH'S CHOICE

Invite the individual's preferences without inference or judgement. Make adaptation and the option to decline a prompt genuinely usable.

USEFUL OUTPUT

More accessible participation grounded in the person's account.

Q180

80 / 100

What would demonstrate that your consent is being checked rather than taken for granted?

HOW TO USE IT

Discuss observable practices such as explaining a method and checking willingness when it changes. Distinguish continuing consent from repeated requests for reassurance.

WHAT IT MAY BRING

An agreement in which participation is actively respected across the engagement, not assumed from the first signature.

SOURCE PRACTICE NOTE

Ask rather than infer preferences from nationality, seniority, disability or silence. Passing on a question must remain a genuine option.

New vignette; retained source practice note.

Questions: [1] p.21. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 09 OF 10

Q181-Q184 / 1 of 3

Make the arrangement workable

Use to agree realistic session conditions, preparation and between-session contact.

Q181

81 / 100

What session rhythm would be realistic alongside your work?

HOW TO USE IT

Ask with work patterns and the programme offer visible. Agree a rhythm that allows useful reflection and practice without presenting a fixed schedule as universally best.

WHAT IT MAY BRING

A realistic cadence that fits the purpose and the person's working conditions.

Q183

83 / 100

Where can you meet with enough privacy and attention?

HOW TO USE IT

Discuss the actual setting for in-person or remote meetings. Check privacy, interruptions and access rather than assuming a private room or secure location is available.

WHAT IT MAY BRING

More dependable conditions for attention and a clearer understanding of environmental limits to privacy.

Q182

82 / 100

What preparation would help you arrive with a useful focus?

HOW TO USE IT

Invite a small preparation routine, such as selecting one episode or decision. Keep the burden proportionate and avoid turning preparation into a test of diligence.

WHAT IT MAY BRING

A clearer session starting point with less unnecessary administration.

Q184

84 / 100

What might repeatedly interrupt the time we are setting aside?

HOW TO USE IT

Use to anticipate recurring interruptions rather than blame missed attention. Identify what can be protected, delegated or renegotiated with the relevant people.

WHAT IT MAY BRING

A more workable session arrangement grounded in real demands.

Questions: [1] p.22. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 09 OF 10

Q185-Q188 / 2 of 3

Make the arrangement workable

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

Q185

85 / 100

How much between-session practice can you realistically take on?

HOW TO USE IT

Ask before assigning any between-session task. Compare the proposed practice with actual opportunity and workload, then agree a manageable scale.

WHAT IT MAY BRING

A feasible commitment that is more informative than an ambitious assignment the person cannot realistically attempt.

Q187

87 / 100

What should happen when either of us needs to rearrange a session?

HOW TO USE IT

State the cancellation and rearrangement terms plainly first. Check how the process will work for each party and resolve uncertainties before they become disputes.

WHAT IT MAY BRING

A practical arrangement that supports reliability without hidden expectations.

Q186

86 / 100

What form of contact between meetings would serve the agreed purpose?

HOW TO USE IT

Explain your actual contact offer and response boundaries. Agree what contact is for and what belongs in scheduled sessions or another support route.

WHAT IT MAY BRING

Clearer expectations and less risk of assumed access or dependency between meetings.

Q188

88 / 100

Which practical term of the arrangement would you like clarified before committing?

HOW TO USE IT

Invite questions about fees, timing, access or other terms. Provide the actual information rather than treating practical concerns as a distraction from the coaching relationship.

WHAT IT MAY BRING

An informed commitment with fewer unresolved administrative or commercial assumptions.

Questions: [1] p.22. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 09 OF 10

Q189-Q190 / 3 of 3

Make the arrangement workable

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

Q189

89 / 100

What would help you bring unfinished work back without feeling you had to justify yourself?

HOW TO USE IT

Ask when discussing assignments. Agree that unfinished work can be examined for relevance, opportunity and obstacles rather than automatically explained as poor motivation.

WHAT IT MAY BRING

A more honest learning conversation about what was feasible and what needs to change.

Q190

90 / 100

How will you know that the practical demands of coaching have become disproportionate?

HOW TO USE IT

Invite signs that preparation, meetings or reporting are taking more than they give. Agree how to raise the issue and review the arrangement.

WHAT IT MAY BRING

An early check against coaching becoming an excessive demand on attention or resources.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

Sessions keep being cancelled because the chosen time conflicts with a recurring operational deadline.

THE COACH'S CHOICE

Review the working rhythm and practical terms. Renegotiate the arrangement instead of interpreting the pattern automatically as poor commitment.

USEFUL OUTPUT

A more dependable and proportionate use of coaching time.

SOURCE PRACTICE NOTE

Be clear about fees, cancellations, contact and availability. Keep the amount of preparation proportionate to the purpose and the coachee's workload.

New vignette; retained source practice note.

Questions: [1] p.22. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 10 OF 10

Q191-Q194 / 1 of 3

Plan review, repair and exit

Use to agree how the relationship will be checked and changed when necessary.

Q191

91 / 100

When would it be useful to review how our agreement is working?

HOW TO USE IT

Agree an initial review point and triggers for an earlier conversation. Make the review about usefulness and boundaries as well as progress on goals.

WHAT IT MAY BRING

A planned opportunity to adjust the relationship before small problems become entrenched.

Q193

93 / 100

How would you prefer to tell me that the coaching is not helping?

HOW TO USE IT

Ask for a route that feels usable, including direct conversation or the programme's concerns process. Avoid asking the person to protect your feelings.

WHAT IT MAY BRING

An easier way to communicate lack of value and seek a constructive change.

Q192

92 / 100

What would you like us to revisit at the first midpoint conversation?

HOW TO USE IT

Invite priorities for the midpoint review while the agreement is fresh. Include the match, focus, support and information arrangements rather than only completed actions.

WHAT IT MAY BRING

A broader and more useful review agenda than a simple account of activity.

Q194

94 / 100

What would a constructive response from me look like if you raised a concern?

HOW TO USE IT

Invite a specific description of listening, clarification and response. Commit only to what you can do and avoid requiring the coachee to design the entire complaints process.

WHAT IT MAY BRING

Shared expectations for responding to concerns with seriousness rather than defensiveness.

Questions: [1] p.22. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 10 OF 10

Q195-Q198 / 2 of 3

Plan review, repair and exit

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

Q195

95 / 100

Which changes in your role would require us to re-contract?

HOW TO USE IT

Discuss changes in authority, duties, risk or purpose that could alter the agreement. Retain the distinction between routine topic changes and material re-contracting needs.

WHAT IT MAY BRING

An early recognition guide for keeping the engagement appropriate as the role evolves.

Q197

97 / 100

How would you decide whether to continue with this match or seek another?

HOW TO USE IT

Use to establish decision criteria rather than to retain the client. Include usefulness, trust, competence and context, and explain the actual rematching options.

WHAT IT MAY BRING

A reasoned matching review without making continuation the only acceptable outcome.

Q196

96 / 100

What should happen if the sponsor changes during the engagement?

HOW TO USE IT

Agree how the new sponsor will be briefed and what needs renewed agreement. Do not assume the previous sponsor's access or commitments transfer automatically.

WHAT IT MAY BRING

Continuity of purpose and information boundaries during a change in sponsorship.

Q198

98 / 100

What would be a legitimate reason to pause the coaching?

HOW TO USE IT

Invite circumstances in which pausing would be responsible. Distinguish a temporary practical obstacle from a need for different support, without treating either as failure.

WHAT IT MAY BRING

Permission to interrupt an unsuitable or poorly timed engagement in an orderly way.

Questions: [1] p.22. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / THEME 10 OF 10

Q199-Q200 / 3 of 3

Plan review, repair and exit

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

Q199

99 / 100

What would a respectful ending need to include for you?

HOW TO USE IT

Ask before closure is imminent. Explore review, unfinished matters, records and future support without promising ongoing availability beyond the agreement.

WHAT IT MAY BRING

A more considered ending that supports independence and clear next responsibilities.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

Both parties are keen to begin and have not discussed what happens if the match or purpose proves unsuitable.

THE COACH'S CHOICE

Agree review, concerns, rematching and exit routes before they are needed. Check the actual process rather than relying on goodwill.

USEFUL OUTPUT

A relationship that can be questioned or ended respectfully.

Q200

100 / 100

What do we still need to agree before the relationship can begin on clear terms?

HOW TO USE IT

Use as a final contracting check. Summarise the settled terms, invite remaining concerns and resolve material gaps before treating the relationship as ready to begin.

WHAT IT MAY BRING

A clear starting agreement with important uncertainties addressed rather than hidden by a formal sign-off.

SOURCE PRACTICE NOTE

Make the concerns and rematching routes explicit. An agreement is trustworthy when people can question it, not only when they sign it.

New vignette; retained source practice note.

Questions: [1] p.22. 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 Agree 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

Make the agreement usable in practice.

Check understanding, not compliance

Ask people to explain the important terms in their own language. Compare the accounts before treating the agreement as settled. Questions that reveal uncertainty have done useful work; they are not obstacles to a quick start.

Record what needs to endure

Keep the agreed purpose, responsibilities, information boundaries and review routes in an accessible form. Separate private notes from any authorised summary. Unresolved terms should remain visible rather than disappear in a polished document.

Protect the right to revisit

Move into Assess with enough trust and clarity to gather evidence proportionately. Retain a practical route for clarification, rematching, pausing or ending. The quality of the agreement is tested by how it works when the relationship becomes less straightforward.

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.

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 Agree question wording, Q-numbers, ten theme titles, theme-use descriptions and source practice notes. Original question pages: 18-22.

[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.