



HR DELIVERY

Making Sure HR Delivers

THE 6A QUESTION BOOKLETS

01

Align

Book of coaching questions

Find a worthwhile purpose for coaching.



100 QUESTIONS

Q001-Q100

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

STANDALONE PRACTITIONER EDITION / OCTOBER 2026

INTRODUCTION

Purpose before provision

Begin with a worthwhile question

Align is the work of establishing why coaching belongs in this situation. A referral, an available programme or a respected job title does not settle that question. The coachee needs room to describe the work, the difference they would value and the conditions that would make development useful.

Hear the person and the commission

These questions help the coach explore the executive's own purpose alongside organisational expectations. Neither should silently replace the other. The aim is a legitimate area of developmental work, with differences made visible and responsibilities outside coaching left with the appropriate people.

Keep the work concrete

A role, meeting, decision or transition gives an abstract ambition something to connect with. The conversation can then distinguish behaviour the coachee may practise from authority, resources or specialist knowledge that require another response. A clearer mandate may be as important as a new way of thinking.

One hundred prompts; many possible routes

The ten source themes and Q001-Q100 are retained from the complete question book. Each question now has its own application note and potential benefit. Select for relevance rather than reading the bank as an interview schedule. The numbering is a reference system, not a sequence the coachee must complete.

Know what to carry forward

A useful Align conversation ends with a provisional coaching focus, a reason it matters and the conditions needed before work begins. It can also end with a decision to defer coaching or choose different help. The next booklet, Agree, turns an appropriate purpose into an explicit relationship agreement.

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

Choose the purpose before the method.



DR PHILLIP WELSH

HR Delivery

Foreword prepared for review and approval

A coaching engagement can begin with a confident request and an uncertain purpose. An executive is nominated, a programme is available, and the first session is booked. Yet the most important conversation may still be waiting: what work would make this relationship genuinely useful to the person and the organisation?

The Align questions invite the coach to slow down at that point. They explore contribution, role, ambition and the conditions around the request. This is not a delay to the real coaching. It is part of making the work worth doing.

I would encourage you to listen for the executive's own account before adopting the wording of a referral. A sponsor may identify an important concern without having the whole picture. Equally, a personal ambition needs to be understood alongside the real responsibilities and opportunities of the role.

Sometimes careful questioning reveals a useful developmental focus. Sometimes it reveals an authority gap, inadequate resources or a need for another kind of support. The quality of the coach's judgement is visible in both outcomes. Coaching does not need to be the answer to every situation to be valuable.

Use this booklet to choose thoughtfully, not to ask more. One question, followed by patient attention and an honest clarification, may establish a more useful purpose than a long list of objectives. A sound beginning gives the later work a direction the coachee can recognise as their own.

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.

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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.

THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

Six connected responsibilities.

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

ALIGN / THE STAGE GATE

Is coaching the right response?
Output: Charter + value hypothesis

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.

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.

ALIGN / STAGE BRIEF

Purpose before provision

The developmental job

Connect the person's reason for participating with actual work and a plausible contribution. Explore the role before assuming a personal deficit. The published Align output is a charter and value hypothesis; within a private engagement, the corresponding conversation can remain short and proportionate.

What to listen for

Notice differences between the referral and the coachee's account, uncertainty about authority, competing priorities and evidence of a genuine opportunity to practise. These are areas to clarify, not signs from which to infer motivation or character.

What to make explicit

Separate the coachee's chosen behaviour from an organisational outcome influenced by others. Name the management decisions, information and support that coaching will not supply. Keep personal ambition and sponsored purpose distinguishable even where they overlap.

When to revisit Align

Return when the role, sponsor, purpose or conditions materially change. A later assessment or experiment may show that the original focus was poorly chosen. Revisiting purpose is a reasoned adjustment, not necessarily a failure to follow the framework.

CARRY FORWARD

Charter + value hypothesis. 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

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ALIGN / THEME 01 OF 10

Q001-Q004 / 1 of 3

Find the reason to begin

Use when the person is deciding what they want from coaching, rather than responding only to the referral.

Q001

01 / 100

What has brought coaching into consideration at this point in your work?

HOW TO USE IT

Use at first contact. Invite the coachee's account of the trigger before discussing the referral, and distinguish a recent event from a longer-standing concern.

WHAT IT MAY BRING

A starting point grounded in the person's own experience rather than the sponsor's interpretation.

Q003

03 / 100

Which part of your working life most needs room for thought?

HOW TO USE IT

Use when several topics arrive together. Allow a pause, then help the person name one area that needs reflection rather than trying to resolve everything.

WHAT IT MAY BRING

A manageable focus that protects depth and makes the first conversation less scattered.

Q002

02 / 100

What would make this a worthwhile use of your attention?

HOW TO USE IT

Ask when the executive is weighing the time involved. Explore the practical difference they would value, without demanding a financial return or an immediate action plan.

WHAT IT MAY BRING

A personally credible reason to invest attention, with a useful basis for later review.

Q004

04 / 100

What have you been carrying without a useful place to explore it?

HOW TO USE IT

Offer only when the person has suggested an unspoken burden. Let them decide the depth of disclosure; accept a work-focused answer or a decision to pass.

WHAT IT MAY BRING

Permission to surface an important concern without making disclosure a condition of receiving support.

Questions: [1] p.11. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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ALIGN / THEME 01 OF 10

Q005-Q008 / 2 of 3

Find the reason to begin

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

Q005

05 / 100

What would you like to understand before deciding whether anything needs to change?

HOW TO USE IT

Ask before agreeing that change is necessary. Separate what needs understanding from what somebody has already decided should be fixed.

WHAT IT MAY BRING

Space for diagnosis before action, including the possibility that the existing approach is appropriate.

Q007

07 / 100

What is happening now that makes this conversation timely?

HOW TO USE IT

Ask after the broad purpose is emerging. Identify the current decision, transition or opportunity, and check whether the timing comes from need or external pressure.

WHAT IT MAY BRING

A realistic sense of urgency and a better judgement about when coaching might be useful.

Q006

06 / 100

What would you hope to gain even if nobody else knew you were being coached?

HOW TO USE IT

Use to distinguish personal value from organisational visibility. Explore the answer privately, then consider any legitimate connection with the sponsored purpose.

WHAT IT MAY BRING

A clearer view of intrinsic reasons for participating, without dismissing the organisation's interests.

Q008

08 / 100

Which opportunity would you regret leaving unexplored?

HOW TO USE IT

Use when the person is drawn towards an opportunity but has not explored it. Keep regret hypothetical and avoid using it to pressure a commitment.

WHAT IT MAY BRING

Recognition of a meaningful possibility that routine demands may otherwise leave unexamined.

Questions: [1] p.11. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

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ALIGN / THEME 01 OF 10

Q009-Q010 / 3 of 3

Find the reason to begin

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

Q009

09 / 100

What would make coaching feel relevant rather than another obligation?

HOW TO USE IT

Ask when participation sounds dutiful. Listen for relevance, choice, workload and practical support; do not interpret reluctance as a personal deficit.

WHAT IT MAY BRING

Conditions for more meaningful participation and an honest basis for adapting or declining the offer.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A director has accepted a place on a programme but can describe only what the sponsor hopes to gain.

THE COACH'S CHOICE

Begin with the person's reason for considering coaching. Stay with their language before connecting the answer with the commission.

USEFUL OUTPUT

A personally meaningful starting point, or an honest reason to reconsider the offer.

Q010

10 / 100

Where would you like us to begin, in your own words?

HOW TO USE IT

Use after explaining the purpose and boundaries of the meeting. Follow the person's wording rather than translating it immediately into your preferred model.

WHAT IT MAY BRING

Early ownership of the conversation and a shared vocabulary that can guide the next question.

SOURCE PRACTICE NOTE

Let the first answer set the direction. A sponsor's description is useful context, not a substitute for the person's account.

New vignette; retained source practice note.

Questions: [1] p.11. How-to and benefit notes: new editorial guidance; no guaranteed effect.

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ALIGN / THEME 02 OF 10

Q011-Q014 / 1 of 3

Connect with organisational purpose

Use to locate the development question in the real work of the organisation.

Q011

11 / 100

Which organisational priority most depends on the way you lead?

HOW TO USE IT

Ask with an actual organisational priority in view. Identify the decisions or interactions through which the leader contributes, keeping other people's responsibilities visible.

WHAT IT MAY BRING

A concrete connection between leadership development and work that matters to the organisation.

Q012

12 / 100

Where could a change in your approach make a meaningful difference to others' work?

HOW TO USE IT

Use when the goal sounds centred on personal improvement alone. Invite a specific colleague, handover or service experience that might change through a different approach.

WHAT IT MAY BRING

A clearer line of sight between the coachee's behaviour and its practical effect on others.

Q013

13 / 100

What does the organisation need from your role that it is not consistently receiving?

HOW TO USE IT

Ask only after establishing that an unmet expectation may exist. Separate observed delivery gaps from opinion, unrealistic demands and missing organisational support.

WHAT IT MAY BRING

A more precise account of the role's contribution without assuming the executive alone causes the gap.

Q014

14 / 100

Which strategic ambition feels least connected to your everyday decisions?

HOW TO USE IT

Use when strategy feels remote from daily work. Choose one ambition and trace where it does, or does not, enter real decisions.

WHAT IT MAY BRING

Identification of the missing connection between strategic intent and everyday leadership choices.

Questions: [1] p.11. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

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ALIGN / THEME 02 OF 10

Q015-Q018 / 2 of 3

Connect with organisational purpose

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

Q015

15 / 100

What would better leadership make possible for the people using your team's service?

HOW TO USE IT

Invite a description from the service user's perspective. Clarify what leadership could influence and what depends on process, resources or technical decisions.

WHAT IT MAY BRING

A purpose expressed in experienced value rather than leadership slogans or activity counts.

Q017

17 / 100

Where do competing organisational priorities leave you uncertain about your contribution?

HOW TO USE IT

Use when priorities appear to conflict. Name the competing demands and identify which trade-off the executive can make and which requires escalation.

WHAT IT MAY BRING

Clarity about conflicting expectations, with less pressure to meet incompatible demands through personal effort alone.

Q016

16 / 100

Which current business challenge contains a genuine development opportunity for you?

HOW TO USE IT

Ask when a business problem is being considered as a coaching topic. Separate the developmental element from operational work that still needs its own owner.

WHAT IT MAY BRING

A relevant learning opportunity without turning coaching into a substitute for solving the business problem.

Q018

18 / 100

What aspect of the organisation's purpose gives this coaching work meaning?

HOW TO USE IT

Ask after the person has described the organisation's purpose in their own words. Explore the connection they experience rather than seeking the approved corporate answer.

WHAT IT MAY BRING

A more authentic link between the coaching focus and a purpose the executive finds meaningful.

Questions: [1] p.11. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

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04 Activate

05 Apply

06 Assure

ALIGN / THEME 02 OF 10

Q019-Q020 / 3 of 3

Connect with organisational purpose

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

Q019

19 / 100

Which result would matter even if it were difficult to express financially?

HOW TO USE IT

Use when value is being reduced to financial measures. Identify a specific non-financial difference and how it could be recognised without forcing a monetary estimate.

WHAT IT MAY BRING

Room for important outcomes such as clarity, fairness or service quality within a credible value discussion.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

An executive says the goal is to become more strategic, but cannot explain what colleagues or service users would experience differently.

THE COACH'S CHOICE

Bring one organisational priority into view. Explore the decisions and interactions through which the executive contributes, keeping other influences visible.

USEFUL OUTPUT

A plausible connection between development and work, not a promise of total business impact.

Q020

20 / 100

How would you explain the connection between your development and the work the organisation needs done?

HOW TO USE IT

Invite a short explanation suitable for an agreed purpose statement. Check that it names contribution without claiming control over the whole organisational outcome.

WHAT IT MAY BRING

A clear, shareable rationale that connects development to work while keeping the claim proportionate.

SOURCE PRACTICE NOTE

Distinguish organisational outcomes from behaviour the coachee can practise. Do not imply that one executive controls the entire result.

New vignette; retained source practice note.

Questions: [1] p.11. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

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ALIGN / THEME 03 OF 10

Q021-Q024 / 1 of 3

Clarify the role and mandate

Use when a broad job title conceals uncertain accountabilities or decision rights.

Q021

21 / 100

What are you accountable for that cannot simply be handed to someone else?

HOW TO USE IT

Ask when accountability and delegation are being confused. Distinguish responsibility for an outcome from personally completing every task or approving every detail.

WHAT IT MAY BRING

A more useful boundary between executive accountability and work that others can legitimately own.

Q023

23 / 100

Where are you carrying responsibility without matching authority?

HOW TO USE IT

Ask only when a responsibility-authority mismatch has been suggested. Identify the specific decision or resource missing, and who is accountable for clarifying it.

WHAT IT MAY BRING

Recognition of an organisational constraint that coaching should not mislabel as low confidence.

Q022

22 / 100

Which decisions are clearly yours to make?

HOW TO USE IT

Use with one recent decision as an example. Compare the person's understanding with the actual governance arrangement rather than relying only on their title.

WHAT IT MAY BRING

A practical map of decision authority and a starting point for identifying genuine ambiguity.

Q024

24 / 100

What do people rely on you for that is not written in your role description?

HOW TO USE IT

Use to explore the informal role. Separate valued contributions from habitual dependency, and check which expectations the executive has actually accepted.

WHAT IT MAY BRING

Visibility of hidden work and an opportunity to renegotiate obligations that consume attention.

Questions: [1] p.12. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ALIGN / THEME 03 OF 10

Q025-Q028 / 2 of 3

Clarify the role and mandate

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

Q025

25 / 100

Which expectation about your role have you never actually checked?

HOW TO USE IT

Ask when an expectation is being treated as certain without a source. Identify whose expectation it is and how the coachee could verify it directly.

WHAT IT MAY BRING

A route from assumed obligation to an explicit conversation about what is really required.

Q027

27 / 100

What work belongs elsewhere but repeatedly arrives with you?

HOW TO USE IT

Invite one recurring example of work arriving at the wrong level. Explore its route and the conditions needed for the proper owner to handle it.

WHAT IT MAY BRING

An actionable view of misplaced work, rather than simply telling the executive to delegate more.

Q026

26 / 100

Where does your contribution need to be different from that of your team?

HOW TO USE IT

Use when the executive remains absorbed in the team's technical work. Compare the team's deliverables with the leader's responsibilities for direction, decisions and conditions.

WHAT IT MAY BRING

A clearer distinction between adding leadership value and duplicating the team's contribution.

Q028

28 / 100

Which part of your mandate is being interpreted differently by different people?

HOW TO USE IT

Use when different parties appear to expect different roles. Record the interpretations separately before seeking common wording or a decision from the accountable sponsor.

WHAT IT MAY BRING

A visible disagreement that can be resolved instead of remaining a hidden source of friction.

Questions: [1] p.12. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ALIGN / THEME 03 OF 10

Q029-Q030 / 3 of 3

Clarify the role and mandate

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

Q029

29 / 100

What would a clearer boundary around your role allow you to focus on?

HOW TO USE IT

Ask after identifying a blurred boundary. Explore the positive use of released attention, not only the tasks the coachee hopes to avoid.

WHAT IT MAY BRING

A constructive purpose for clarifying the role and a way to judge whether the boundary helps.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A manager is asked to show more confidence while carrying responsibility for decisions another leader must approve.

THE COACH'S CHOICE

Clarify the actual authority before exploring confidence. Separate a coachable response from the management clarification that remains necessary.

USEFUL OUTPUT

A bounded development focus alongside an accountable organisational action.

Q030

30 / 100

Who could clarify the most important uncertainty about your authority?

HOW TO USE IT

Use to turn an authority question into a next step. Identify the person with decision rights and what specific clarification the executive needs from them.

WHAT IT MAY BRING

A realistic organisational action, with the coachee retaining responsibility for the conversation.

SOURCE PRACTICE NOTE

An authority gap needs an accountable organisational response. Do not recast it automatically as a confidence problem.

New vignette; retained source practice note.

Questions: [1] p.12. 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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ALIGN / THEME 04 OF 10

Q031-Q034 / 1 of 3

Hear the personal ambition

Use to understand what the executive wants to grow towards, without imposing a preferred career path.

Q031

31 / 100

What kind of contribution would you like to become more capable of making?

HOW TO USE IT

Ask when the person describes advancement mainly through a title. Invite examples of the work, judgement or influence they would like to develop.

WHAT IT MAY BRING

A development ambition grounded in capability and contribution rather than status alone.

Q033

33 / 100

What would growth look like if it did not involve a promotion?

HOW TO USE IT

Use to broaden a career conversation. Explore depth, scope, autonomy or mastery without presenting promotion as either necessary or undesirable.

WHAT IT MAY BRING

More development options, including growth within the current role or through a specialist pathway.

Q032

32 / 100

Which ambition still matters when you set status aside?

HOW TO USE IT

Offer as an optional perspective shift, not a criticism of ambition. Give the person room to acknowledge that status may still matter to them.

WHAT IT MAY BRING

A clearer distinction between meaningful work and the recognition attached to it.

Q034

34 / 100

Which part of your potential feels insufficiently used in this role?

HOW TO USE IT

Ask as an exploration of perceived underuse, not an assessment of latent potential. Invite examples of capability, interest and opportunities the role currently allows.

WHAT IT MAY BRING

A testable development possibility rather than an unsupported claim about hidden talent.

Questions: [1] p.12. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 04 OF 10

Q035-Q038 / 2 of 3

Hear the personal ambition

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

Q035

35 / 100

What do you want to be trusted with in the future?

HOW TO USE IT

Invite the person to name a future responsibility and the behaviour that would justify trust. Keep aspiration separate from any promise of appointment.

WHAT IT MAY BRING

A forward-looking capability target that can inform practice and evidence gathering.

Q037

37 / 100

What would a fulfilling next chapter require you to learn?

HOW TO USE IT

Ask after exploring a possible next chapter. Distinguish missing knowledge, practical experience and perspective; coaching need not be the answer to every gap.

WHAT IT MAY BRING

A clearer learning agenda connected to the future the person wants to build.

Q036

36 / 100

Where would you like to have more choice in how you work?

HOW TO USE IT

Use when the executive wants greater autonomy. Specify the area of choice and distinguish negotiable arrangements from responsibilities that cannot be waived.

WHAT IT MAY BRING

A realistic picture of desired autonomy and the conversations needed to make it possible.

Q038

38 / 100

Which ambition feels genuinely yours rather than inherited from other people's expectations?

HOW TO USE IT

Use gently when outside expectations are prominent. Explore influences without implying that family, cultural or organisational aspirations are illegitimate.

WHAT IT MAY BRING

Greater awareness of which ambitions the coachee chooses to own and which need reconsideration.

Questions: [1] p.12. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 04 OF 10

Q039-Q040 / 3 of 3

Hear the personal ambition

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

Q039

39 / 100

What are you not willing to sacrifice for career progress?

HOW TO USE IT

Ask before an attractive opportunity becomes a commitment. Let the person define the boundaries, and distinguish preferences from requirements they consider non-negotiable.

WHAT IT MAY BRING

A more complete career decision that includes the costs the person is not prepared to accept.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

An experienced specialist assumes that development must mean moving into a management role they do not want.

THE COACH'S CHOICE

Explore the contribution and learning the person actually values. Keep specialist depth, changed scope and promotion as different possibilities.

USEFUL OUTPUT

An ambition owned by the coachee rather than a preferred career path imposed by others.

Q040

40 / 100

How does your preferred future affect the coaching focus you would choose now?

HOW TO USE IT

Use to close an ambition conversation. Invite one present development focus that serves the preferred future, while acknowledging uncertainty about how that future may evolve.

WHAT IT MAY BRING

A bridge from broad aspiration to a relevant coaching purpose now.

SOURCE PRACTICE NOTE

Treat specialist depth, broader leadership, a different role and remaining in place as legitimate possibilities. Aspiration is not a promise of appointment.

New vignette; retained source practice note.

Questions: [1] p.12. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ALIGN / THEME 05 OF 10

Q041-Q044 / 1 of 3

Explore values and contribution

Use to connect a coaching purpose with the standards the coachee wants to uphold in practice.

Q041

41 / 100

What do you most want your leadership to stand for in ordinary working moments?

HOW TO USE IT

Invite an ordinary meeting or decision rather than a polished values statement. Explore how a colleague would recognise the standard in action.

WHAT IT MAY BRING

A practical description of values that can guide choices and be revisited in work.

Q043

43 / 100

Which value is hardest to honour under the demands of your current role?

HOW TO USE IT

Ask after the coachee has named a value. Explore the competing demand and the conditions making it difficult, rather than assuming a lack of integrity.

WHAT IT MAY BRING

A clearer understanding of a genuine values tension and where practical support may be needed.

Q042

42 / 100

When have you felt proud of how you handled a difficult responsibility?

HOW TO USE IT

Use a participant-chosen episode. Explore the action and the standard it expressed, without treating pride as proof that every consequence was positive.

WHAT IT MAY BRING

Access to a concrete example of valued practice that may be worth retaining or adapting.

Q044

44 / 100

What contribution would still matter to you without recognition?

HOW TO USE IT

Use to explore contribution beyond recognition. Allow acknowledgement that appreciation matters, while identifying work the person values for its own sake.

WHAT IT MAY BRING

An additional source of meaning that can inform a more personally owned coaching focus.

Questions: [1] p.13. 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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ALIGN / THEME 05 OF 10

Q045-Q048 / 2 of 3

Explore values and contribution

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

Q045

45 / 100

Where does the way you work feel out of step with what you believe is important?

HOW TO USE IT

Ask only where the coachee recognises a possible mismatch. Compare a recent action with their stated priority and invite context before interpreting inconsistency.

WHAT IT MAY BRING

A grounded starting point for examining alignment without shaming the person or oversimplifying the situation.

Q047

47 / 100

Which trade-off would you like to handle with greater integrity?

HOW TO USE IT

Use with a current trade-off the person is willing to examine. Clarify what integrity means in that situation and retain relevant organisational obligations.

WHAT IT MAY BRING

A more explicit decision standard for handling competing interests without pretending the trade-off disappears.

Q046

46 / 100

What would colleagues experience if your stated values were more visible in your decisions?

HOW TO USE IT

Invite one decision example and an observable difference in colleagues' experience. Avoid treating a more visible values statement as equivalent to changed behaviour.

WHAT IT MAY BRING

A translation from declared values into practical leadership actions that others could notice.

Q048

48 / 100

What is worth preserving as you change your approach?

HOW TO USE IT

Ask before planning a different approach. Name the strengths, relationships or safeguards that should remain and consider how the change could protect them.

WHAT IT MAY BRING

A more balanced change agenda that preserves what already contributes value.

Questions: [1] p.13. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 05 OF 10

Q049-Q050 / 3 of 3

Explore values and contribution

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

Q049

49 / 100

Which responsibility to other people should shape this coaching goal?

HOW TO USE IT

Invite the coachee to consider people affected by the goal, including those with less influence. Keep responsibilities specific rather than calling for unlimited self-sacrifice.

WHAT IT MAY BRING

A goal that takes legitimate effects on others into account, not only personal gain.

Q050

50 / 100

What would make the proposed goal feel personally meaningful rather than merely acceptable?

HOW TO USE IT

Use when the goal sounds compliant but unconvincing. Explore the person's reason for choosing it and accept that the wording or focus may need to change.

WHAT IT MAY BRING

A clearer distinction between genuine ownership and agreement offered simply to satisfy expectations.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A leader values openness but repeatedly withholds concerns in meetings because the decision window is short.

THE COACH'S CHOICE

Examine an ordinary decision and the competing responsibility. Translate values into practical choices without assuming that the tension is a character failing.

USEFUL OUTPUT

A specific values-related leadership question with the relevant pressures still visible.

SOURCE PRACTICE NOTE

Let the coachee define their terms. Shared vocabulary does not necessarily mean shared priorities or behaviour.

New vignette; retained source practice note.

Questions: [1] p.13. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 06 OF 10

Q051-Q054 / 1 of 3

Understand stakeholders and sponsorship

Use to distinguish the coachee's purpose from the expectations surrounding the commission.

Q051

51 / 100

What do you understand your sponsor wants this coaching to support?

HOW TO USE IT

Ask before presenting your interpretation of the sponsor's brief. Mark what the sponsor actually stated, what was inferred and what still needs confirmation.

WHAT IT MAY BRING

A more accurate starting account of the commission and its unresolved assumptions.

Q053

53 / 100

Which difference in expectations needs an honest conversation before we proceed?

HOW TO USE IT

Ask when the two purposes differ materially. Help the coachee describe the difference neutrally and decide who needs to discuss it before coaching proceeds.

WHAT IT MAY BRING

Earlier resolution of expectations that might otherwise undermine trust or create pressure later.

Q052

52 / 100

Where does that purpose overlap with what you want?

HOW TO USE IT

Use after hearing the sponsor's purpose and the coachee's own aim separately. Identify genuine overlap without pushing for complete agreement.

WHAT IT MAY BRING

A shared area of work that can support contracting while preserving legitimate differences.

Q054

54 / 100

Whose experience of your leadership is most relevant to the proposed focus?

HOW TO USE IT

Invite people who observe the relevant behaviour in different settings. Consider relevance and permission rather than selecting only the most senior or supportive voices.

WHAT IT MAY BRING

A more useful view of whose experience could inform development without creating an indiscriminate feedback exercise.

Questions: [1] p.13. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 06 OF 10

Q055-Q058 / 2 of 3

Understand stakeholders and sponsorship

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

Q055

55 / 100

What would your manager need to understand about your reasons for choosing this goal?

HOW TO USE IT

Use to prepare a manager conversation, not a disclosure of private session content. Identify the minimum explanation needed to obtain legitimate support.

WHAT IT MAY BRING

A purposeful message that connects the goal with work while protecting the coachee's privacy.

Q057

57 / 100

Which stakeholder expectation feels contradictory or unclear?

HOW TO USE IT

Use with a concrete expectation the person finds difficult to interpret. Separate contradiction, missing information and a demand they simply disagree with.

WHAT IT MAY BRING

A better-defined issue for clarification rather than a general impression that stakeholders are impossible to satisfy.

Q056

56 / 100

Who might benefit from your development without being directly involved in the coaching?

HOW TO USE IT

Ask when the focus has wider effects. Map indirect beneficiaries without assuming they should join the coaching or gain access to personal material.

WHAT IT MAY BRING

A broader understanding of contribution with clear limits on involvement and information sharing.

Q058

58 / 100

What support could your sponsor provide that coaching itself cannot supply?

HOW TO USE IT

Invite support in the form of authority, access, time, resources or opportunity. Keep the sponsor's organisational responsibilities separate from the coach's work.

WHAT IT MAY BRING

A practical support request that addresses conditions the coaching conversation cannot supply.

Questions: [1] p.13. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 06 OF 10

Q059-Q060 / 3 of 3

Understand stakeholders and sponsorship

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

Q059

59 / 100

What do you need to ask rather than assume about the commission?

HOW TO USE IT

Ask when the commission appears settled too quickly. Identify a material uncertainty about purpose, participation or reporting and decide how to check it.

WHAT IT MAY BRING

Fewer hidden assumptions in the agreement and a more informed choice about proceeding.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The sponsor wants more visible challenge while the coachee wants to understand when challenge is useful in a politically sensitive role.

THE COACH'S CHOICE

Hear both purposes separately. Identify the overlap and the difference that needs an explicit contracting conversation.

USEFUL OUTPUT

A shared focus that does not conceal continuing differences in expectation.

Q060

60 / 100

How would you describe a shared purpose without concealing the differences that remain?

HOW TO USE IT

Invite a short purpose statement with a separate record of unresolved differences. Do not edit away a disagreement merely to produce a tidy document.

WHAT IT MAY BRING

A shared starting point that is honest enough to support later review and re-contracting.

SOURCE PRACTICE NOTE

Explore stakeholder expectations without promising that the coach will represent the coachee or disclose private session content.

New vignette; retained source practice note.

Questions: [1] p.13. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 07 OF 10

Q061-Q064 / 1 of 3

Navigate a role transition

Use when a promotion, change of scope or new environment alters what effective contribution requires.

Q061

61 / 100

What has changed in the work expected of you, beyond the title?

HOW TO USE IT

Use early in a transition. Compare actual decisions, relationships and scope before and after the move rather than inferring demands from the new title.

WHAT IT MAY BRING

A concrete account of what the transition requires the person to learn or do differently.

Q063

63 / 100

What familiar way of succeeding may need to change here?

HOW TO USE IT

Ask about a specific familiar approach and its present effects. Test whether adaptation is needed before describing the pattern as a weakness.

WHAT IT MAY BRING

A considered choice about what to adapt, with respect for why the old approach once worked.

Q062

62 / 100

Which previous strength still serves you well in the new role?

HOW TO USE IT

Invite a recent example of a previous strength helping in the new context. Explore the conditions under which it remains useful rather than assuming all habits must change.

WHAT IT MAY BRING

Continuity and confidence based on transferable practice, not a wholesale rejection of earlier success.

Q064

64 / 100

What are you expected to stop doing as your responsibility broadens?

HOW TO USE IT

Use when scope has broadened but the workload has not changed. Clarify which activities should transfer, and what authority or capability the receiving person needs.

WHAT IT MAY BRING

A realistic release plan that creates room for the new role without abandoning necessary work.

Questions: [1] p.14. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 07 OF 10

Q065-Q068 / 2 of 3

Navigate a role transition

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

Q065

65 / 100

Which new relationship will be important to your effectiveness?

HOW TO USE IT

Invite one relationship central to the new responsibilities. Explore its purpose and the first useful conversation, rather than treating networking as a numbers exercise.

WHAT IT MAY BRING

A focused relationship priority connected to effectiveness in the new role.

Q067

67 / 100

What uncertainty about this transition would be useful to explore through coaching?

HOW TO USE IT

Use to distinguish developmental uncertainty from matters requiring information or formal decisions. Choose the part that reflection and practice could reasonably support.

WHAT IT MAY BRING

A transition-related coaching focus with clear boundaries around what belongs elsewhere.

Q066

66 / 100

Where do you need to learn the context before trying to change it?

HOW TO USE IT

Ask when the executive wants to make early changes. Identify the local knowledge and stakeholder experience needed before drawing conclusions.

WHAT IT MAY BRING

A learning agenda that may reduce premature intervention based on assumptions from a previous setting.

Q068

68 / 100

What do you want to retain about yourself while adapting to the role?

HOW TO USE IT

Invite the person's own description of qualities they value. Explore how those qualities might be expressed differently without requiring a new identity for the role.

WHAT IT MAY BRING

A way to adapt behaviour while preserving personal continuity and chosen standards.

Questions: [1] p.14. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 07 OF 10

Q069-Q070 / 3 of 3

Navigate a role transition

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

Q069

69 / 100

Which early decision could shape how others understand your leadership?

HOW TO USE IT

Use with an upcoming, consequential decision. Explore the message others might reasonably take from the process, without pretending to know their reactions in advance.

WHAT IT MAY BRING

Greater awareness of how early decisions can communicate priorities and establish working expectations.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A newly promoted executive is praised for technical problem-solving but now has less time for broader decisions and relationships.

THE COACH'S CHOICE

Examine what the new role requires, what still transfers from earlier success and what needs to move to other owners.

USEFUL OUTPUT

A deliberate transition agenda that includes retaining, adapting and releasing work.

Q070

70 / 100

What would make the transition a learning process rather than a test you must pass immediately?

HOW TO USE IT

Ask when the transition is framed as immediate proof of worth. Agree opportunities for feedback and learning while retaining real performance and safety obligations.

WHAT IT MAY BRING

A more workable approach to development that recognises both learning needs and genuine accountability.

SOURCE PRACTICE NOTE

Do not assume that previous success has become a liability. Examine what to retain, adapt or release in this particular transition.

New vignette; retained source practice note.

Questions: [1] p.14. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 08 OF 10

Q071-Q074 / 1 of 3

Choose a worthwhile priority

Use when several development needs compete for limited attention.

Q071

71 / 100

Which of your possible coaching topics would make the greatest practical difference now?

HOW TO USE IT

Invite comparison of a small number of candidate topics. Use practical contribution, relevance and opportunity as considerations rather than selecting whatever sounds most impressive.

WHAT IT MAY BRING

A focused choice that makes better use of limited coaching time and attention.

Q073

73 / 100

Which recurring issue is absorbing disproportionate attention?

HOW TO USE IT

Use when the person describes repeated distraction. Examine one recurring issue and the time it consumes before assuming the cause is poor time management.

WHAT IT MAY BRING

Identification of a high-burden pattern that may warrant coaching, process improvement or an organisational decision.

Q072

72 / 100

What makes that topic more important than the alternatives?

HOW TO USE IT

Ask after a provisional priority is selected. Explore its rationale and compare it fairly with alternatives, without demanding a defence of the first answer.

WHAT IT MAY BRING

A clearer basis for the choice and a chance to revise a weakly supported priority.

Q074

74 / 100

What might become easier if you addressed one underlying leadership challenge?

HOW TO USE IT

Invite a possible connection among several difficulties, then treat it as a hypothesis. Seek a counterexample rather than assuming one root cause explains everything.

WHAT IT MAY BRING

A potentially useful focus that connects issues without prematurely simplifying a complex situation.

Questions: [1] p.14. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 08 OF 10

Q075-Q078 / 2 of 3

Choose a worthwhile priority

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

Q075

75 / 100

Which priority is important but not yet ready for useful coaching work?

HOW TO USE IT

Use to separate importance from readiness for work. Identify the missing permission, information or opportunity that makes a topic premature.

WHAT IT MAY BRING

A reasoned sequencing decision rather than abandoning an important topic or forcing unproductive exploration.

Q077

77 / 100

Where are you choosing a visible concern over a more consequential one?

HOW TO USE IT

Offer gently when visibility seems to dominate the choice. Invite the person to compare attention received with consequences, and accept that the premise may not fit.

WHAT IT MAY BRING

A chance to distinguish reputational pressure from the issue that would make the more meaningful difference.

Q076

76 / 100

What would you need to put aside to give this development proper attention?

HOW TO USE IT

Ask once a development priority is taking shape. Identify an actual trade-off and any agreement needed before removing work from the calendar.

WHAT IT MAY BRING

A realistic commitment supported by time, not simply added to an already full workload.

Q078

78 / 100

Which opportunity has a time window worth considering?

HOW TO USE IT

Use when timing may affect which opportunity to pursue. Clarify the actual window and its source rather than creating artificial urgency.

WHAT IT MAY BRING

A more informed priority decision that accounts for opportunities that may genuinely expire.

Questions: [1] p.14. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 08 OF 10

Q079-Q080 / 3 of 3

Choose a worthwhile priority

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

Q079

79 / 100

What is the cost of leaving the chosen issue as it is for another six months?

HOW TO USE IT

Frame the six-month horizon as an exploration, not a forecast. Examine likely consequences, uncertainty and any benefits of waiting, without manufacturing fear.

WHAT IT MAY BRING

A fuller comparison of acting now, deferring and leaving the issue unchanged.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee arrives with six development topics and feels that all must be addressed immediately.

THE COACH'S CHOICE

Compare relevance, contribution and opportunity. Select a useful starting point without making every other concern disappear from view.

USEFUL OUTPUT

A focused first priority and an honest account of what is being deferred.

Q080

80 / 100

What is a sufficiently focused starting point without oversimplifying the situation?

HOW TO USE IT

Invite a short working focus that names the situation and the leadership question. Keep material context visible and allow the wording to remain provisional.

WHAT IT MAY BRING

Enough focus to begin useful work without reducing a complex issue to a slogan.

SOURCE PRACTICE NOTE

Help the coachee choose a focus rather than build a long improvement list. The most urgent issue is not always the best coaching question.

New vignette; retained source practice note.

Questions: [1] p.14. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 09 OF 10

Q081-Q084 / 1 of 3

Test whether coaching is the right help

Use before treating a referral as evidence that coaching is necessarily appropriate.

Q081

81 / 100

What kind of help have you found useful with challenges like this before?

HOW TO USE IT

Explore a previous support experience and what made it useful. Distinguish the person's preference from evidence that the same support fits the present need.

WHAT IT MAY BRING

An informed starting point for choosing help, including approaches other than coaching.

Q083

83 / 100

What would remain unresolved even with an excellent coaching relationship?

HOW TO USE IT

Ask before committing to the relationship. List unresolved issues that need information, resources, authority or specialist input and retain their separate ownership.

WHAT IT MAY BRING

Protection against overpromising coaching and against making the coachee responsible for the whole situation.

Q082

82 / 100

Which part of this situation could reflection and practice realistically influence?

HOW TO USE IT

Use to locate the part the coachee can explore or practise. Name constraints and avoid implying that a different mindset can overcome every structural barrier.

WHAT IT MAY BRING

A realistic account of coaching's possible contribution and its limits.

Q084

84 / 100

Where would direct instruction be more useful than further exploration?

HOW TO USE IT

Use when a clear knowledge or skill gap emerges. Explain available learning routes and distinguish instruction from reflection about applying what is already known.

WHAT IT MAY BRING

A more efficient match between the need and the form of support.

Questions: [1] p.15. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 09 OF 10

Q085-Q088 / 2 of 3

Test whether coaching is the right help

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

Q085

85 / 100

What might you gain from someone with relevant experience offering mentoring instead?

HOW TO USE IT

Ask after explaining how mentoring differs from coaching. Explore whether relevant experience or connections would add value, without presenting either approach as superior.

WHAT IT MAY BRING

A considered choice about support that preserves the distinctive purpose of a mentoring relationship.

Q087

87 / 100

What conditions would need to change outside you for progress to be possible?

HOW TO USE IT

Ask when effort alone appears insufficient. Identify the external condition, its effect on the goal and a realistic route for seeking change.

WHAT IT MAY BRING

A more complete development plan that includes the environment rather than only personal action.

Q086

86 / 100

Which part of the issue requires a management decision?

HOW TO USE IT

Invite a specific decision and the accountable role. Avoid using another coaching session to postpone a decision the organisation is responsible for making.

WHAT IT MAY BRING

Clarity about the management action needed alongside, or instead of, coaching.

Q088

88 / 100

How much choice do you feel you have about taking part in coaching?

HOW TO USE IT

Ask privately and without requiring reassurance. Explore practical and perceived consequences of declining, and explain actual options rather than promising choice that does not exist.

WHAT IT MAY BRING

A more honest understanding of participation and any pressure that needs to be addressed.

Questions: [1] p.15. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 09 OF 10

Q089-Q090 / 3 of 3

Test whether coaching is the right help

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

Q089

89 / 100

What would tell you that a different source of support was needed?

HOW TO USE IT

Agree signs that the need exceeds coaching's purpose or your competence. Explain appropriate routes; do not invite the coachee to make a clinical or technical diagnosis.

WHAT IT MAY BRING

An early recognition plan for changing the support arrangement when the present offer no longer fits.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A coaching referral concerns a task the person has never been taught and is not authorised to perform independently.

THE COACH'S CHOICE

Distinguish reflection from instruction and formal authorisation. Explain alternative support routes rather than treating coaching as the default response.

USEFUL OUTPUT

A better match between the need and the help offered.

Q090

90 / 100

What would make proceeding, pausing or choosing another route the right decision for you?

HOW TO USE IT

Use to compare the available routes explicitly. Invite the person's reasoning, record relevant conditions and make clear what happens next for each option.

WHAT IT MAY BRING

A supported, non-stigmatising choice about beginning, delaying or seeking another form of help.

SOURCE PRACTICE NOTE

Explain the available support routes. Choosing another form of help, or postponing coaching, can be a sound decision.

New vignette; retained source practice note.

Questions: [1] p.15. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 10 OF 10

Q091-Q094 / 1 of 3

Define value and readiness to begin

Use to turn a promising coaching purpose into a realistic reason to start.

Q091

91 / 100

What useful difference would justify the effort you are considering?

HOW TO USE IT

Invite a proportionate description of value in the person's context. Include effort and opportunity cost without asking them to guarantee organisational results.

WHAT IT MAY BRING

A credible reason to start that can be revisited without becoming a promised return on investment.

Q093

93 / 100

Which changes would colleagues be able to notice in actual work?

HOW TO USE IT

Invite one behaviour colleagues could observe in a named situation. Avoid broad labels such as being more strategic without specifying what would actually change.

WHAT IT MAY BRING

A potential bridge to an evidence-based goal and later feedback about real work.

Q092

92 / 100

What would be an early sign that the coaching focus is well chosen?

HOW TO USE IT

Ask before finalising the focus. Identify a modest, observable early signal and distinguish useful learning from the pleasure of a good conversation.

WHAT IT MAY BRING

An early check on relevance that can support timely adjustment of the coaching work.

Q094

94 / 100

What would count as worthwhile learning even if the original goal changed?

HOW TO USE IT

Use to normalise legitimate learning that changes the original plan. Distinguish a reasoned revision from avoiding a difficult goal without examination.

WHAT IT MAY BRING

Room for discovery without requiring the coachee to defend an outdated objective.

Questions: [1] p.15. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 10 OF 10

Q095-Q098 / 2 of 3

Define value and readiness to begin

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

Q095

95 / 100

Which assumption about the value of coaching needs to be tested?

HOW TO USE IT

Ask when the proposed benefit sounds certain. Identify one link in the value hypothesis that depends on an untested assumption and how it could be examined.

WHAT IT MAY BRING

A more honest account of expected value and a practical target for early evidence gathering.

Q097

97 / 100

What might prevent the proposed coaching from being useful at present?

HOW TO USE IT

Use to check obstacles before commitment. Explore relevance, trust, workload, support and timing without treating the answer as a test of motivation.

WHAT IT MAY BRING

A more realistic start decision and visibility of conditions that require attention first.

Q096

96 / 100

What opportunity will you have to use what you learn?

HOW TO USE IT

Invite an actual meeting, decision or task where learning could be applied. Check the opportunity is accessible and does not depend on an unconfirmed appointment.

WHAT IT MAY BRING

A development purpose connected to a real chance to practise rather than a purely hypothetical future.

Q098

98 / 100

What needs to be in place before you can make a genuine commitment to begin?

HOW TO USE IT

Ask after discussing the offer and its demands. Identify essential conditions, who can provide them and whether they must be resolved before the first session.

WHAT IT MAY BRING

A commitment grounded in informed choice and feasible support rather than goodwill alone.

Questions: [1] p.15. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ALIGN / THEME 10 OF 10

Q099-Q100 / 3 of 3

Define value and readiness to begin

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

Q099

99 / 100

How would you describe the purpose without making a promise you cannot control?

HOW TO USE IT

Invite a concise purpose statement using contribution rather than certainty. Separate the behaviour the coachee will work on from results influenced by others.

WHAT IT MAY BRING

A defensible promise of developmental work without claiming control over outcomes beyond the person's authority.

Q100

100 / 100

What are you choosing to work towards as we move into an agreement?

HOW TO USE IT

Use to close Align. Let the coachee state the chosen direction and retain any unresolved conditions for the contracting conversation.

WHAT IT MAY BRING

A clear handover into Agree, with ownership, purpose and outstanding decisions still visible.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The purpose sounds promising, but there is no suitable work opportunity in which to apply the learning during the proposed period.

THE COACH'S CHOICE

Test the value hypothesis against actual opportunity and support. Identify the conditions needed before beginning or a reason to change the timing.

USEFUL OUTPUT

A realistic start decision rather than an attractive promise without a route to application.

SOURCE PRACTICE NOTE

Keep the first value hypothesis provisional. It should guide the work, not become a claim the coachee must later defend.

New vignette; retained source practice note.

Questions: [1] p.15. 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 Align 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

Leave with a purpose worth agreeing.

A concise statement is enough

Summarise the chosen focus in language the coachee can use naturally. State why it matters, the work situation in which it becomes visible and the assumptions that remain open. Avoid promising an outcome beyond the executive's influence.

Keep the other actions visible

An authority question, resource decision or support request should retain its own owner. Do not hide these conditions inside a personal development objective. A good coaching focus and a needed system action can coexist.

Choose the next responsibility

Move into Agree when the purpose is appropriate and there is a realistic basis for participation. Where a condition is unresolved, make that visible. Deferring coaching or choosing another form of help can be a responsible conclusion.

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 Align question wording, Q-numbers, ten theme titles, theme-use descriptions and source practice notes. Original question pages: 11-15.

[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.