



HR DELIVERY

Making Sure HR Delivers

THE 6A QUESTION BOOKLETS

05

Apply

Book of coaching questions

Turn insight into practice and useful learning.



100 QUESTIONS

Q401-Q500

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

STANDALONE PRACTITIONER EDITION / OCTOBER 2026



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

INTRODUCTION

Learning must survive contact with work

Give the insight somewhere to go

Apply connects a coaching conversation with an attempt in real work. The coachee needs an actual opportunity, a clear behaviour and appropriate support. Intention alone does not supply time, authority or the cooperation of other people.

Treat practice as learning

An experiment is a bounded attempt to understand whether a different response is useful. It should be small enough to observe and responsible enough for the setting. A disappointing result can reveal something important about the action, the assumption behind it or the conditions around it.

Make the plan workable

The questions help with preparation, time, delegation, relationships, cues, feedback and learning records. They also support an honest conversation when an action did not happen. The relevant question may concern opportunity or the design of the assignment rather than the person's motivation.

One hundred prompts with practical notes

Q401-Q500 and the ten themes are retained from the source book. Every question has new guidance on application and what it may contribute. Select the prompt that helps the coachee's next decision. This is not an instruction to set ten assignments or ask a whole theme in sequence.

Retain learning, not a rigid script

Practice that helps once still needs to be understood in context. The coachee may retain a principle, adapt its form or stop using it where it no longer fits. Assure supports review of progress and contribution while protecting the relationship and the quality of the evidence.

THE PURPOSE

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

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

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FOREWORD

Make the next step possible in real work.



DR PHILLIP WELSH

HR Delivery

Foreword prepared for review and approval

A coaching session can create clarity that feels entirely practical until the executive returns to an unchanged working week. Meetings move, information arrives late and other people have their own priorities. The journey from insight to action deserves as much care as the conversation that produced it.

The Apply questions focus on that journey. They make practice specific, examine opportunity and prepare the moment when a different response will be needed. They also keep permission, support and the rights of other people in view.

I would encourage you to distinguish a learning experiment from a promise of perfect performance. The executive can commit to a responsible attempt without controlling every outcome. A useful review asks what was done, what happened and what might explain it.

When an action is not completed, stay curious. The plan may have been too large, poorly timed or no longer relevant. There may also be a choice worth examining. Accountability is compatible with understanding; it does not require shame or a judgement about coachability.

Use this booklet to help the coachee choose a step they can actually try and learn from. The most useful development often becomes visible in an ordinary meeting, a clearer handover or a more considered response. Keep the work modest enough to be feasible and meaningful enough to matter.

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



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Find the theme. Choose the question.

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

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THE 100 QUESTIONS

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

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THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

Six connected responsibilities.

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

APPLY / THE STAGE GATE

Is behaviour changing in work?
Output: Experiments + transfer plan

THE CONVERSATION SITS INSIDE A WIDER SYSTEM

Organisation Policy, portfolio, culture, resources and governance.

Programme Population, pathways, matching, operations and evaluation.

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

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



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USING THE QUESTIONS

Ask one thing. Stay with the answer.

Choose, do not administer

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

Read the use note

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

Understand the benefit

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

Keep choice and boundaries real

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

Separate evidence from interpretation

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

Leave with owned learning

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

A USEFUL RHYTHM

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

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



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APPLY / STAGE BRIEF

Learning must survive contact with work

The developmental job

Translate a chosen insight into a bounded workplace experiment and a transfer plan. Define the behaviour, setting, expected result, support and evidence. Keep learning distinct from an unagreed performance test.

What to listen for

Notice vague commitments, unavailable opportunities, overfull action lists and reliance on another person's unconfirmed cooperation. These are design issues to examine before assigning the practice, not excuses to dismiss afterwards.

What to make explicit

Agree permission, decision rights, safeguards and stop conditions. State the prediction before the attempt. Gather only the evidence needed for learning, with attention to colleagues' time and information boundaries.

When to return or change course

Return to Assess when results challenge the explanation, to Activate when another approach is needed and to Agree when arrangements change. Adapt, defer or stop a practice that no longer serves the purpose responsibly.

CARRY FORWARD

Experiments + transfer plan. Keep the evidence, boundaries and unresolved responsibilities visible.

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

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APPLY / THEME 01 OF 10

Q401-Q404 / 1 of 3

Turn insight into a small experiment

Use when an insight is ready to be tested in a real, appropriately bounded work situation.

Q401

01 / 100

What is the smallest useful action that would put this insight into practice?

HOW TO USE IT

Ask once the insight and purpose are clear. Reduce the action until it is feasible but still capable of teaching something relevant; avoid making smallness the only criterion.

WHAT IT MAY BRING

A manageable first experiment that connects reflection with actual behaviour.

Q403

03 / 100

What will you do differently at the specific moment that matters?

HOW TO USE IT

Identify the precise point where the new behaviour will be needed. Invite words or actions the coachee could recognise, not a broad instruction to be more confident.

WHAT IT MAY BRING

A clearer behavioural plan that can later be compared with what happened.

Q402

02 / 100

In which real situation will you try it first?

HOW TO USE IT

Invite a named meeting, decision or task with a realistic opportunity to practise. Check timing, permission and who else may be affected.

WHAT IT MAY BRING

A concrete setting for application rather than a general intention to behave differently.

Q404

04 / 100

What do you predict may happen when you make that change?

HOW TO USE IT

Record the expectation before the test. Use tentative language and distinguish hoped-for effects from outcomes the coachee can control.

WHAT IT MAY BRING

A prediction that makes the experiment more informative without turning it into a guarantee.

Questions: [1] p.39. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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APPLY / THEME 01 OF 10

Q405-Q408 / 2 of 3

Turn insight into a small experiment

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

Q405

05 / 100

What would you want the experiment to help you learn?

HOW TO USE IT

Invite a learning question about the behaviour, conditions or effect. Keep it separate from the result the person hopes to achieve.

WHAT IT MAY BRING

A clear purpose for the experiment even if the immediate outcome is disappointing.

Q407

07 / 100

What is a safe limit on the size of this first test?

HOW TO USE IT

Agree a scale, duration or scope that respects actual risk and authorisation. Seek the appropriate specialist decision where the safe boundary is not yours to set.

WHAT IT MAY BRING

A proportionate test that does not use development as a reason to bypass safeguards.

Q406

06 / 100

What will you keep the same so that the attempt remains manageable?

HOW TO USE IT

Ask when several changes are being proposed at once. Keep selected conditions or routines stable where feasible, while acknowledging that real work cannot be fully controlled.

WHAT IT MAY BRING

A simpler attempt whose effects may be easier to interpret.

Q408

08 / 100

What result would challenge your current expectation?

HOW TO USE IT

Invite evidence that would count against the prediction. Agree to notice it rather than interpreting every result as proof that the coaching idea was right.

WHAT IT MAY BRING

A more open learning process and a clearer basis for revising the approach.

Questions: [1] p.39. How-to and benefit notes: new editorial guidance; no guaranteed effect.

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APPLY / THEME 01 OF 10

Q409-Q410 / 3 of 3

Turn insight into a small experiment

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

Q409

09 / 100

What would make this an experiment rather than a promise to perform perfectly?

HOW TO USE IT

Use when the assignment feels like a performance examination. Clarify the learning purpose, boundaries and acceptable variation without removing accountability for responsible conduct.

WHAT IT MAY BRING

A more honest attempt in which uncertainty and learning can be reported rather than hidden.

Q410

10 / 100

When will you have enough experience to decide what to try next?

HOW TO USE IT

Agree a review point based on relevant opportunities and evidence. Avoid repeating the experiment indefinitely or assuming one event proves a stable change.

WHAT IT MAY BRING

A sensible point for deciding whether to continue, adapt or stop.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A broad insight about inviting challenge is ready to become a trial in one decision meeting.

THE COACH'S CHOICE

Specify the moment, behaviour, prediction and evidence. Keep the attempt bounded and independent of any promised reaction from colleagues.

USEFUL OUTPUT

An informative first experiment rather than a general instruction to lead differently.

SOURCE PRACTICE NOTE

Keep the experiment small enough to observe. An attempt should not depend on controlling another person's response.

New vignette; retained source practice note.

Questions: [1] p.39. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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APPLY / THEME 02 OF 10

Q411-Q414 / 1 of 3

Prepare for the moment of practice

Use to make the chosen behaviour available in the situation where it will be needed.

Q411

11 / 100

What will you need to have ready before the situation arises?

HOW TO USE IT

Invite the practical preparation needed: information, materials, access or a conversation. Distinguish essentials from preparation that would add burden without helping the attempt.

WHAT IT MAY BRING

A readiness check that makes the chosen action more feasible in the moment.

Q413

13 / 100

What opening words will help you begin as intended?

HOW TO USE IT

Invite an opening the coachee can say naturally. Try it aloud and adjust for purpose and tone without scripting the other person's response.

WHAT IT MAY BRING

A usable entry into the action, reducing the gap between intention and starting.

Q412

12 / 100

Which part of the action would benefit from one more rehearsal?

HOW TO USE IT

Select one difficult part and practise it briefly. Keep the rehearsal connected to the actual situation rather than polishing an entire conversation in advance.

WHAT IT MAY BRING

More accessible wording or behaviour at the point most likely to be challenging.

Q414

14 / 100

What will you need to notice before deciding how to respond?

HOW TO USE IT

Identify cues that should influence the response, including signs that the planned action is inappropriate. Preparation should improve judgement, not replace it.

WHAT IT MAY BRING

A more responsive practice plan that remains sensitive to the real situation.

Questions: [1] p.39. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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APPLY / THEME 02 OF 10

Q415-Q418 / 2 of 3

Prepare for the moment of practice

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

Q415

15 / 100

What information should you check in advance?

HOW TO USE IT

Ask about information that materially changes the action. Identify the source and timing, and avoid making complete certainty a condition for every bounded attempt.

WHAT IT MAY BRING

A proportionate evidence check before practice begins.

Q417

17 / 100

What permission is required for this particular attempt?

HOW TO USE IT

Check the actual decision rights for this task. Distinguish a courtesy notification from consent or approval that must be obtained before the experiment.

WHAT IT MAY BRING

An action plan consistent with organisational authority and other people's rights.

Q416

16 / 100

Who needs to understand the plan before you try it?

HOW TO USE IT

Identify people who need to authorise, support or participate. Separate a useful briefing from unnecessary sharing of private coaching reasons.

WHAT IT MAY BRING

Fewer avoidable surprises and a clearer understanding of others' legitimate involvement.

Q418

18 / 100

What could you simplify so the action is easier to remember?

HOW TO USE IT

Invite the person to reduce the plan to a short cue or sequence. Retain essential safeguards even where a simpler version feels easier to remember.

WHAT IT MAY BRING

A clearer practice intention that can be recalled under ordinary working demands.

Questions: [1] p.39. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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APPLY / THEME 02 OF 10

Q419-Q420 / 3 of 3

Prepare for the moment of practice

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

Q419

19 / 100

What will help you pause when the familiar reaction begins?

HOW TO USE IT

Use after the person has identified an early sign of the familiar response. Choose a brief, feasible interruption rather than demanding calm or perfect self-control.

WHAT IT MAY BRING

A practical opportunity to choose a response instead of immediately repeating the established pattern.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee has a useful plan but expects the real conversation to follow the successful rehearsal exactly.

THE COACH'S CHOICE

Prepare the opening and the cues to notice, while leaving room to listen and adapt to the other person's actual response.

USEFUL OUTPUT

A more flexible practice plan that remains connected to reality.

Q420

20 / 100

How will you prepare without assuming the other person will follow a script?

HOW TO USE IT

Invite preparation for a range of plausible reactions. Agree how the coachee will listen and adapt rather than expecting the real conversation to reproduce the rehearsal.

WHAT IT MAY BRING

A more flexible attempt that retains attention to the other person and the emerging context.

SOURCE PRACTICE NOTE

Preparation should support a flexible response. Avoid rehearsing so tightly that the coachee stops listening to the real situation.

New vignette; retained source practice note.

Questions: [1] p.39. How-to and benefit notes: new editorial guidance; no guaranteed effect.

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APPLY / THEME 03 OF 10

Q421-Q424 / 1 of 3

Make time and opportunity real

Use when the plan is reasonable but the working week may not allow it to happen.

Q421

21 / 100

Where in your next working week does this action genuinely fit?

HOW TO USE IT

Use with the actual week in view. Identify a credible slot or event and check competing demands instead of treating a calendar entry as sufficient opportunity.

WHAT IT MAY BRING

A practice plan grounded in the working week rather than the relative calm of the coaching session.

Q423

23 / 100

Which existing meeting could become a useful practice opportunity?

HOW TO USE IT

Look for an existing setting where the target behaviour matters. Avoid creating a special event solely to make the assignment appear completed.

WHAT IT MAY BRING

A relevant practice opportunity embedded in normal work.

Q422

22 / 100

What will you stop or reduce to make room for it?

HOW TO USE IT

Invite a specific reduction or trade-off. Check ownership and consequences before removing work, particularly where someone else may inherit it.

WHAT IT MAY BRING

A commitment supported by real capacity rather than added to an unchanged workload.

Q424

24 / 100

What interruption is most likely to displace the plan?

HOW TO USE IT

Ask about the most likely disruption, using recent experience. Distinguish an avoidable interruption from a legitimate priority that should take precedence.

WHAT IT MAY BRING

A more realistic contingency plan for protecting or adapting the practice.

Questions: [1] p.40. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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APPLY / THEME 03 OF 10

Q425-Q428 / 2 of 3

Make time and opportunity real

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

Q425

25 / 100

How could you protect the time without transferring an unfair burden to someone else?

HOW TO USE IT

Explore how time will be protected and who bears the cost. Agree any redistribution openly rather than transferring the burden invisibly to colleagues.

WHAT IT MAY BRING

A feasible practice arrangement that considers fairness as well as the coachee's convenience.

Q427

27 / 100

What is the minimum viable version for an unusually busy week?

HOW TO USE IT

Define a reduced version that still serves the learning purpose. Retain essential boundaries and allow postponement when even the minimum is inappropriate.

WHAT IT MAY BRING

A practical way to adapt to workload without confusing a smaller attempt with failure.

Q426

26 / 100

What support would make the opportunity more dependable?

HOW TO USE IT

Invite a specific support action from someone with the authority to provide it. Verify availability rather than assuming verbal encouragement creates a dependable opportunity.

WHAT IT MAY BRING

A stronger link between the plan and the conditions needed to carry it out.

Q428

28 / 100

Which deadline needs to be renegotiated before you add this commitment?

HOW TO USE IT

Ask before adding the coaching commitment to competing obligations. Identify who can agree a changed deadline and what cannot legitimately be deferred.

WHAT IT MAY BRING

A more responsible capacity decision and fewer incompatible promises.

Questions: [1] p.40. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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APPLY / THEME 03 OF 10

Q429-Q430 / 3 of 3

Make time and opportunity real

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

Q429

29 / 100

What will you do if the planned opportunity does not occur?

HOW TO USE IT

Agree an alternative opportunity or a review decision. Do not require the coachee to manufacture a situation simply to complete the assignment.

WHAT IT MAY BRING

A clear response to unavailable opportunity that keeps learning and context visible.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The assignment is worthwhile but has been added to a week with no available time or suitable opportunity.

THE COACH'S CHOICE

Identify a real trade-off, support request or smaller version. Agree what happens if the intended opportunity does not occur.

USEFUL OUTPUT

A plan based on actual capacity rather than an additional promise.

Q430

30 / 100

How will you distinguish lack of opportunity from a decision not to act?

HOW TO USE IT

Discuss what would show that the opportunity existed and what choice was made. Keep the distinction factual rather than using it to assign blame.

WHAT IT MAY BRING

A more informative review of non-completion and a better basis for the next plan.

SOURCE PRACTICE NOTE

Time entered in a diary is not always time available. Explore who can protect the opportunity and what needs to be reduced or renegotiated.

New vignette; retained source practice note.

Questions: [1] p.40. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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APPLY / THEME 04 OF 10

Q431-Q434 / 1 of 3

Practise delegation and ownership

Use when the coachee has chosen to change how they allocate responsibility or support others.

Q431

31 / 100

Which task is suitable for a bounded delegation experiment?

HOW TO USE IT

Select a task whose scope, risk and authority are clear enough to delegate. Check the other person's capability, workload and agreement before treating it as a practice opportunity.

WHAT IT MAY BRING

A suitable test of delegation rather than an unplanned transfer of risk or responsibility.

Q433

33 / 100

What decisions can the other person make without returning to you?

HOW TO USE IT

Agree specific decisions and exceptions with the receiving person. Verify the executive's authority to delegate them instead of treating the coaching plan as authorisation.

WHAT IT MAY BRING

More explicit decision boundaries and less avoidable dependence on repeated approval.

Q432

32 / 100

What result needs to be clear before you hand it over?

HOW TO USE IT

Invite a clear description of the required result and constraints. Distinguish an outcome specification from prescribing every step of the other person's method.

WHAT IT MAY BRING

A better handover that supports ownership while preserving what the work must achieve.

Q434

34 / 100

What information do they need to exercise that authority?

HOW TO USE IT

Identify the information needed to use the delegated authority well. Check accessibility, timing and any restrictions before assuming the person can act independently.

WHAT IT MAY BRING

A delegation supported by usable information rather than authority in name only.

Questions: [1] p.40. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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APPLY / THEME 04 OF 10

Q435-Q438 / 2 of 3

Practise delegation and ownership

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

Q435

35 / 100

What support have they said would be useful?

HOW TO USE IT

Use the other person's actual request where possible. Avoid deciding unilaterally that frequent checking, training or complete independence is the support they need.

WHAT IT MAY BRING

A more responsive support arrangement that respects the recipient's experience and agency.

Q437

37 / 100

What conditions would justify an earlier escalation?

HOW TO USE IT

Specify triggers such as a material risk, missing information or a boundary breach. Ensure the receiving person knows how and when to escalate.

WHAT IT MAY BRING

A more complete delegation that includes exceptions rather than only routine execution.

Q436

36 / 100

What checkpoint would provide assurance without constant interruption?

HOW TO USE IT

Agree a checkpoint based on the task's risk and progress needs. Explain its purpose and distinguish assurance from constant checking or taking work back.

WHAT IT MAY BRING

A clearer balance between oversight and space for the other person to own the work.

Q438

38 / 100

How will you respond if they choose a sound approach different from yours?

HOW TO USE IT

Rehearse acceptance of a different but sound method. Distinguish genuine quality requirements from a preference for having the task done in the executive's own way.

WHAT IT MAY BRING

More room for legitimate autonomy without abandoning standards.

Questions: [1] p.40. How-to and benefit notes: new editorial guidance; no guaranteed effect.

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APPLY / THEME 04 OF 10

Q439-Q440 / 3 of 3

Practise delegation and ownership

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

Q439

39 / 100

What will you notice about your own urge to take the work back?

HOW TO USE IT

Ask the coachee to notice the trigger, interpretation and next choice. Do not make never intervening the target where the task requires responsible escalation.

WHAT IT MAY BRING

Greater awareness of avoidable take-backs while retaining appropriate accountability.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A leader delegates the task but remains the only person authorised to make the routine decisions it requires.

THE COACH'S CHOICE

Clarify outcomes, authority, information, support and escalation with the recipient. Retain oversight without prescribing every action.

USEFUL OUTPUT

A more complete delegation that gives ownership practical substance.

Q440

40 / 100

What feedback will help both of you improve the next delegation?

HOW TO USE IT

Agree a brief, two-way review of clarity, support and outcomes. Include the recipient's experience and avoid turning the discussion into an evaluation of them alone.

WHAT IT MAY BRING

Learning that can improve the delegation relationship and the next handover.

SOURCE PRACTICE NOTE

Delegation does not mean never intervening. Retain appropriate safeguards and the other person's opportunity to raise concerns.

New vignette; retained source practice note.

Questions: [1] p.40. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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APPLY / THEME 05 OF 10

Q441-Q444 / 1 of 3

Act through relationships

Use when a chosen change depends on conversations, cooperation or shared understanding.

Q441

41 / 100

Who is the first person you need to involve in this next step?

HOW TO USE IT

Identify the person whose involvement is genuinely needed first. Consider dependencies and authority rather than starting only with the most agreeable colleague.

WHAT IT MAY BRING

A more effective sequence for seeking cooperation or permission.

Q443

43 / 100

What might they need from you to make that request workable?

HOW TO USE IT

Explore information, capacity, authority and reciprocal commitments. Check with the other person instead of assuming you know what would make the request feasible.

WHAT IT MAY BRING

A more workable arrangement based on both parties' needs.

Q442

42 / 100

What will you ask of them in concrete terms?

HOW TO USE IT

Invite a request specifying the contribution, timing and boundaries. Keep it open to discussion rather than disguising an instruction as an invitation where authority differs.

WHAT IT MAY BRING

A clearer proposal the other person can understand and respond to meaningfully.

Q444

44 / 100

How will you explain the purpose without sharing private coaching material?

HOW TO USE IT

Prepare a short work-focused explanation. Share only agreed purpose and relevant action, not private reflection or assessment material simply to justify the request.

WHAT IT MAY BRING

A useful briefing that protects the coaching relationship's information boundary.

Questions: [1] p.41. How-to and benefit notes: new editorial guidance; no guaranteed effect.



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APPLY / THEME 05 OF 10

Q445-Q448 / 2 of 3

Act through relationships

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

Q445

45 / 100

What would make the conversation reciprocal rather than a request for support only?

HOW TO USE IT

Invite the coachee to consider the other person's work and interests. Avoid making reciprocity a transaction that obliges the colleague to support the experiment.

WHAT IT MAY BRING

A more balanced interaction that recognises mutual contribution rather than one-sided developmental benefit.

Q447

47 / 100

What will you do if they cannot agree to the proposed arrangement?

HOW TO USE IT

Prepare for a legitimate refusal or constraint. Explore alternatives, timing or a different route without assuming the other person must support the coaching plan.

WHAT IT MAY BRING

A more flexible action plan that preserves others' agency and practical limits.

Q446

46 / 100

How will you check that you have understood their concern?

HOW TO USE IT

Plan a summary-and-check response using the other person's wording. Allow correction before offering a solution or interpreting the concern as resistance.

WHAT IT MAY BRING

A better chance of understanding the real issue before negotiating an arrangement.

Q448

48 / 100

Which commitment belongs to you regardless of their response?

HOW TO USE IT

Separate the executive's commitment from outcomes requiring cooperation. Identify what they can still do responsibly without trying to control the colleague's response.

WHAT IT MAY BRING

Clearer personal accountability within a genuinely interdependent situation.

Questions: [1] p.41. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 05 OF 10

Q449-Q450 / 3 of 3

Act through relationships

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

Q449

49 / 100

What would a useful follow-up conversation need to establish?

HOW TO USE IT

Agree what needs checking after the first conversation, including understanding, action and outstanding concerns. Avoid follow-up that merely seeks reassurance that everything is fine.

WHAT IT MAY BRING

A purposeful review of whether the working agreement is taking effect.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The experiment depends on a colleague's help, but the colleague has not yet agreed and has competing priorities.

THE COACH'S CHOICE

Prepare a specific, reciprocal request and an appropriate alternative if agreement is not possible.

USEFUL OUTPUT

A relationship-based plan that respects the other person's agency and workload.

Q450

50 / 100

How will you recognise whether the new interaction is helping the work as well as the relationship?

HOW TO USE IT

Identify evidence about both the task and the interaction. Do not use a warmer relationship alone as proof that the new approach improves the work.

WHAT IT MAY BRING

A fuller judgement of usefulness that includes experienced collaboration and practical contribution.

SOURCE PRACTICE NOTE

Do not turn colleagues into instruments of the coachee's development. Explain the purpose of their involvement and invite agreement.

New vignette; retained source practice note.

Questions: [1] p.41. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 06 OF 10

Q451-Q454 / 1 of 3

Build cues, routines and useful repetition

Use when a small chosen behaviour needs to become easier to remember and repeat.

Q451

51 / 100

What event in your normal day could remind you to practise?

HOW TO USE IT

Choose an existing event reliably connected to the intended behaviour. Use a cue within normal work rather than adding a reminder that depends on remembering another task.

WHAT IT MAY BRING

A clearer prompt for practice at a relevant moment.

Q453

53 / 100

How could you connect the new behaviour to an existing routine?

HOW TO USE IT

Invite a natural connection with an existing routine. Check whether the new action adds value at that point rather than attaching it merely for convenience.

WHAT IT MAY BRING

A practical way to integrate the behaviour into ordinary work.

Q452

52 / 100

What exactly will you do when that cue occurs?

HOW TO USE IT

Make the response to the cue specific and feasible. Include any condition under which the response should be adapted or not used.

WHAT IT MAY BRING

A more actionable intention than a general promise to remember the learning.

Q454

54 / 100

What makes the old response easier than the new one?

HOW TO USE IT

Compare the effort, incentives and familiarity of the old and new responses. Explore the design of the situation instead of attributing the difference solely to willpower.

WHAT IT MAY BRING

Visibility of conditions that make the desired behaviour harder to choose.

Questions: [1] p.41. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 06 OF 10

Q455-Q458 / 2 of 3

Build cues, routines and useful repetition

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

Q455

55 / 100

Which piece of friction could you remove in advance?

HOW TO USE IT

Identify one obstacle that can be changed before the moment of practice. Keep the modification proportionate and within the coachee's authority.

WHAT IT MAY BRING

A simpler environment for attempting the new behaviour.

Q457

57 / 100

How will you make the practice small enough to repeat on an ordinary day?

HOW TO USE IT

Reduce the behaviour to a repeatable unit while preserving its purpose. Distinguish consistent opportunity from a promise to practise regardless of context.

WHAT IT MAY BRING

A sustainable practice scale that is realistic on ordinary working days.

Q456

56 / 100

What reminder would help without becoming another distraction?

HOW TO USE IT

Choose a reminder appropriate to the person's work and access needs. Agree to remove or revise it if it becomes noise rather than support.

WHAT IT MAY BRING

A more useful cue without unnecessary additional distraction.

Q458

58 / 100

What would an appropriate exception to the routine look like?

HOW TO USE IT

Agree legitimate circumstances for varying or not using the routine. Retain the reason for the practice instead of treating consistency as an end in itself.

WHAT IT MAY BRING

Flexibility that protects judgement and avoids rigid adherence to an inappropriate habit.

Questions: [1] p.41. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 06 OF 10

Q459-Q460 / 3 of 3

Build cues, routines and useful repetition

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

Q459

59 / 100

What signal would show that repetition is becoming mechanical rather than useful?

HOW TO USE IT

Identify signs such as repetition without attention or a mismatch with the situation. Avoid assuming frequency alone establishes useful application.

WHAT IT MAY BRING

An early check against a once-useful practice becoming automatic but unhelpful.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee remembers the new practice during coaching but forgets it in the relevant work situation.

THE COACH'S CHOICE

Choose an existing cue and a small response. Reduce practical friction and include legitimate exceptions and a restart plan.

USEFUL OUTPUT

A more accessible routine without assuming repetition alone makes the behaviour useful.

Q460

60 / 100

How will you restart after missing an opportunity?

HOW TO USE IT

Plan a proportionate restart at the next appropriate opportunity. Explore what was missed without requiring self-criticism or an exaggerated compensation task.

WHAT IT MAY BRING

A practical route back into learning after interruption.

SOURCE PRACTICE NOTE

Do not promise automatic habits after a fixed number of days. Track whether repetition is both possible and useful in the actual context.

New vignette; retained source practice note.

Questions: [1] p.41. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 07 OF 10

Q461-Q464 / 1 of 3

Invite targeted feedback

Use when the coachee needs evidence about a particular behaviour they are practising.

Q461

61 / 100

What specific behaviour would you like someone to observe?

HOW TO USE IT

Specify the action and situation an observer could recognise. Avoid broad requests to rate leadership, confidence or improvement as a whole.

WHAT IT MAY BRING

More focused feedback about the behaviour the coachee is actually practising.

Q463

63 / 100

How will you ask for feedback without signalling the answer you hope to hear?

HOW TO USE IT

Prepare a neutral request that invites helpful and unhelpful effects. Avoid describing the hoped-for improvement so strongly that disagreement becomes difficult.

WHAT IT MAY BRING

A more open feedback invitation with less pressure to confirm the coachee's expectations.

Q462

62 / 100

Who will have a genuine opportunity to see it?

HOW TO USE IT

Choose someone with direct exposure to the relevant situation. Confirm willingness and suitability rather than selecting only a trusted person who did not observe it.

WHAT IT MAY BRING

Feedback based on a genuine observation opportunity.

Q464

64 / 100

What would make it comfortable for the observer to describe an unhelpful effect?

HOW TO USE IT

Consider power, consequences and the observer's right to decline. Explain how the feedback will be used without promising anonymity that cannot be maintained.

WHAT IT MAY BRING

More credible conditions for honest feedback, especially from people with less formal authority.

Questions: [1] p.42. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 07 OF 10

Q465-Q468 / 2 of 3

Invite targeted feedback

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

Q465

65 / 100

What information do you need beyond whether they liked your approach?

HOW TO USE IT

Ask for description of the behaviour, its effect and the context. Keep likeability or agreement separate from whether the approach served the task.

WHAT IT MAY BRING

Information that can guide practice rather than a simple approval rating.

Q467

67 / 100

How will you respond if the feedback differs from your own experience?

HOW TO USE IT

Plan to listen, clarify and compare examples before responding. Disagreement need not be resolved immediately or treated as evidence that either account is invalid.

WHAT IT MAY BRING

A more constructive use of feedback that differs from the coachee's intention or perception.

Q466

66 / 100

When would the feedback be close enough to the event to be useful?

HOW TO USE IT

Choose a reasonable time close to the relevant event while respecting the observer's workload. Avoid treating speed as more important than a considered response.

WHAT IT MAY BRING

A better chance of obtaining specific, usable recollection.

Q468

68 / 100

What will you do with an observation you do not yet understand?

HOW TO USE IT

Invite clarification of the event and meaning before accepting or rejecting the observation. Preserve uncertainty where the evidence remains unclear.

WHAT IT MAY BRING

A more careful interpretation and less reactive use of ambiguous feedback.

Questions: [1] p.42. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 07 OF 10

Q469-Q470 / 3 of 3

Invite targeted feedback

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

Q469

69 / 100

How will you keep the feedback request proportionate to the other person's time?

HOW TO USE IT

Limit the request to the agreed behaviour and a realistic amount of time. Avoid repeated surveying of colleagues solely to maintain the coachee's learning record.

WHAT IT MAY BRING

A feedback process that is useful without imposing disproportionate burden.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A feedback request asks colleagues whether the executive has improved, producing warm but vague responses.

THE COACH'S CHOICE

Narrow the request to an observable behaviour and relevant event. Invite unhelpful effects as well as useful ones.

USEFUL OUTPUT

More actionable evidence with less pressure for general approval.

Q470

70 / 100

What will help you turn the feedback into a next practice choice?

HOW TO USE IT

After understanding the feedback, identify one practice to retain or change. Keep the choice with the coachee rather than making every comment a new instruction.

WHAT IT MAY BRING

A focused learning response instead of an expanding list of disconnected improvements.

SOURCE PRACTICE NOTE

Ask about the chosen behaviour rather than a general judgement of the person. Keep any agreed confidentiality and group protections intact.

New vignette; retained source practice note.

Questions: [1] p.42. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 08 OF 10

Q471-Q474 / 1 of 3

Keep a useful learning record

Use to capture enough evidence for reflection without creating excessive or intrusive documentation.

Q471

71 / 100

What is worth recording immediately after this attempt?

HOW TO USE IT

Agree a minimum record of the situation, action, response and learning. Exclude unnecessary personal details about colleagues and protect the record appropriately.

WHAT IT MAY BRING

Enough evidence for later reflection without creating excessive or intrusive documentation.

Q473

73 / 100

What did you do as planned?

HOW TO USE IT

Compare the actual attempt with the planned behaviour. Recognise partial enactment without assuming completion proves usefulness or incomplete enactment proves failure.

WHAT IT MAY BRING

A more accurate account of what was actually tested.

Q472

72 / 100

How will you describe what happened without adding an explanation too soon?

HOW TO USE IT

Invite a factual description first, then a separate interpretation. Acknowledge uncertainty in recall rather than filling gaps to make the story complete.

WHAT IT MAY BRING

A clearer distinction between observation and explanation in the learning record.

Q474

74 / 100

What did you adapt in the moment?

HOW TO USE IT

Invite the change made during practice and the reason for it. Distinguish responsive judgement from an accidental departure the person did not notice at the time.

WHAT IT MAY BRING

Learning about how the plan worked under real conditions.

Questions: [1] p.42. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 08 OF 10

Q475-Q478 / 2 of 3

Keep a useful learning record

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

Q475

75 / 100

What response did you actually observe?

HOW TO USE IT

Record words, actions or outcomes directly observed. Keep assumptions about internal reactions separate and avoid interpreting silence as agreement or disapproval.

WHAT IT MAY BRING

A more trustworthy account of others' responses.

Q477

77 / 100

Which contextual factor belongs beside the observation?

HOW TO USE IT

Identify a contextual factor that materially affects interpretation. Avoid recording every surrounding detail or using context to explain away all personal responsibility.

WHAT IT MAY BRING

An observation that remains connected to the conditions in which it occurred.

Q476

76 / 100

What surprised you about the result?

HOW TO USE IT

Ask after the result is described. Explore a specific surprise and what expectation it challenges, without turning every unexpected event into a major insight.

WHAT IT MAY BRING

A focused opportunity to learn from a difference between prediction and experience.

Q478

78 / 100

What remains uncertain despite the attempt?

HOW TO USE IT

Invite what the attempt did not establish, including missing observation or alternative explanations. Treat uncertainty as a useful finding rather than a gap to disguise.

WHAT IT MAY BRING

A more proportionate conclusion and a clearer next evidence need.

Questions: [1] p.42. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 08 OF 10

Q479-Q480 / 3 of 3

Keep a useful learning record

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

Q479

79 / 100

What is the most useful learning to bring to our next session?

HOW TO USE IT

Ask the coachee to select one learning point relevant to the goal. Bring the unresolved issue as well as any positive result rather than preparing a success report.

WHAT IT MAY BRING

A more useful starting point for the next coaching conversation.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The learning journal has become so detailed that the coachee no longer maintains it.

THE COACH'S CHOICE

Reduce the record to the situation, action, response and one learning point. Keep unnecessary personal details out.

USEFUL OUTPUT

A manageable record that still supports a thoughtful review.

Q480

80 / 100

How could you keep the record brief enough that you will actually use it?

HOW TO USE IT

Agree a short format the person can maintain, such as four labelled lines. Retain the distinctions between action, result, context and interpretation as the record is simplified.

WHAT IT MAY BRING

A learning record that is practical enough to use consistently.

SOURCE PRACTICE NOTE

Record the minimum useful detail. Protect other people's information and avoid converting a private learning note into an unagreed performance record.

New vignette; retained source practice note.

Questions: [1] p.42. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 09 OF 10

Q481-Q484 / 1 of 3

Learn from setbacks and non-completion

Use when an action was not taken or an attempt did not work as hoped.

Q481

81 / 100

What happened between making the plan and the intended opportunity?

HOW TO USE IT

Reconstruct the interval without beginning with blame. Establish what changed between planning and practice, including whether the anticipated opportunity actually occurred.

WHAT IT MAY BRING

An informed account of non-completion rather than an automatic judgement about commitment.

Q483

83 / 100

Which part of the plan no longer felt relevant when you returned to work?

HOW TO USE IT

Ask when the goal or context changed after the meeting. Distinguish loss of relevance from discomfort with an action that may still be worthwhile.

WHAT IT MAY BRING

A reasoned basis for adapting the assignment instead of repeating it simply because it was agreed.

Q482

82 / 100

What made the action less feasible than it appeared in the session?

HOW TO USE IT

Explore the mismatch between the session plan and working reality. Name the constraint specifically before deciding whether to redesign, postpone or obtain support.

WHAT IT MAY BRING

A better understanding of feasibility and a more realistic next attempt.

Q484

84 / 100

What did you choose instead at the moment of decision?

HOW TO USE IT

Invite the actual alternative chosen and its purpose. Keep accountability visible while examining the trade-off rather than treating any deviation as avoidance.

WHAT IT MAY BRING

A clearer understanding of the decision made in practice and what it protected or displaced.

Questions: [1] p.43. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 09 OF 10

Q485-Q488 / 2 of 3

Learn from setbacks and non-completion

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

Q485

85 / 100

What does the setback reveal about the design of the experiment?

HOW TO USE IT

Review the scale, assumptions, support and measurement of the experiment. Do not locate every unsuccessful outcome in the coachee's effort or personality.

WHAT IT MAY BRING

Specific learning about how the practice task should be redesigned.

Q487

87 / 100

What needs a system response rather than more effort from you?

HOW TO USE IT

Identify a constraint requiring authority, resources or process change. Name an appropriate owner and retain the coachee's own choices separately.

WHAT IT MAY BRING

A more complete response than asking the executive to compensate through additional effort.

Q486

86 / 100

What would be worth keeping from the attempt despite the result?

HOW TO USE IT

Invite a useful action, insight or safeguard from the attempt. Acknowledge the disappointing result without requiring the experience to be reframed as wholly positive.

WHAT IT MAY BRING

A balanced review that preserves worthwhile learning.

Q488

88 / 100

What is one adjustment that would make a second attempt more informative?

HOW TO USE IT

Choose one change that would produce clearer learning next time. Avoid increasing difficulty automatically or changing so many elements that the comparison becomes meaningless.

WHAT IT MAY BRING

A more informative second experiment with a clear reason for the adjustment.

Questions: [1] p.43. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 09 OF 10

Q489-Q490 / 3 of 3

Learn from setbacks and non-completion

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

Q489

89 / 100

What would tell you that this action should be stopped rather than repeated?

HOW TO USE IT

Agree evidence of harm, irrelevance, poor fit or unacceptable burden. Treat stopping as a legitimate decision where continued practice would not serve the goal responsibly.

WHAT IT MAY BRING

A clear limit to persistence and a way to avoid repeating an unsuitable action.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The first attempt did not happen because the meeting was cancelled and a new operational priority took over.

THE COACH'S CHOICE

Establish the sequence and distinguish opportunity from choice. Decide whether to redesign, defer or select another setting.

USEFUL OUTPUT

A realistic next move without treating every missed assignment as a motivation problem.

Q490

90 / 100

What is a realistic next move from where you are now?

HOW TO USE IT

Start from current conditions rather than the original ideal plan. Invite a step the person can own, including seeking a decision, changing support or pausing.

WHAT IT MAY BRING

A feasible restart without pretending the setback or changed context did not happen.

SOURCE PRACTICE NOTE

Keep accountability without shame. A revised, postponed or stopped action may be more responsible than persistence with a poor plan.

New vignette; retained source practice note.

Questions: [1] p.43. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 10 OF 10

Q491-Q494 / 1 of 3

Transfer learning beyond the first success

Use once a practice has shown promise and the coachee is considering wider use.

Q491

91 / 100

What made the new approach useful on this occasion?

HOW TO USE IT

Examine the behaviour, task and enabling conditions together. Separate a plausible explanation from proof that the new approach alone caused the outcome.

WHAT IT MAY BRING

A more grounded understanding of what may be worth repeating.

Q493

93 / 100

What would need to change for a different audience or level of responsibility?

HOW TO USE IT

Compare audience, power and responsibility before transferring the practice. Adjust language, involvement and safeguards rather than repeating the first version unchanged.

WHAT IT MAY BRING

A more appropriate application across different working contexts.

Q492

92 / 100

Which part could be repeated in another relevant situation?

HOW TO USE IT

Identify the transferable element and a comparable setting. Preserve its purpose while allowing the form to change where the next situation differs.

WHAT IT MAY BRING

A considered route from one useful attempt to wider application.

Q494

94 / 100

Where would applying the same approach be inappropriate?

HOW TO USE IT

Invite boundary cases where the method would be unhelpful or unauthorised. Do not treat a positive example as evidence that the approach should be used everywhere.

WHAT IT MAY BRING

A clearer understanding of the practice's limits and the judgement required to use it well.

Questions: [1] p.43. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 10 OF 10

Q495-Q498 / 2 of 3

Transfer learning beyond the first success

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

Q495

95 / 100

What further practice would help you use it with less preparation?

HOW TO USE IT

Identify the specific element that still needs rehearsal or support. Reduce preparation gradually without treating fluent delivery as equivalent to competent judgement.

WHAT IT MAY BRING

A practical development route towards more confident use under ordinary conditions.

Q497

97 / 100

What would show that the practice is becoming part of your actual work?

HOW TO USE IT

Invite evidence across relevant occasions, including when the coach is not involved. Distinguish routine use from occasional demonstration for a review meeting.

WHAT IT MAY BRING

A clearer basis for judging whether learning is being integrated into work.

Q496

96 / 100

Who could support your learning without becoming responsible for it?

HOW TO USE IT

Choose a willing learning partner and agree a bounded role. Keep ownership of the learning with the coachee rather than making the partner monitor or rescue them.

WHAT IT MAY BRING

Support for continued practice without creating a new dependency.

Q498

98 / 100

How will you notice if the surrounding conditions change?

HOW TO USE IT

Identify contextual signals that would require adaptation, such as changed authority, workload or audience. Agree to reconsider the practice rather than defend it as permanently correct.

WHAT IT MAY BRING

A way to keep the learning responsive as the work changes.

Questions: [1] p.43. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / THEME 10 OF 10

Q499-Q500 / 3 of 3

Transfer learning beyond the first success

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

Q499

99 / 100

What is the next slightly more demanding situation worth trying?

HOW TO USE IT

Select a slightly more demanding but appropriate situation. Check capability, support and risk instead of assuming that escalation is always the next developmental move.

WHAT IT MAY BRING

A proportionate progression in practice where the evidence and context justify it.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A new opening worked well with peers, and the executive plans to use it unchanged with every audience.

THE COACH'S CHOICE

Examine why it helped, where it may not fit and what a different level of responsibility requires.

USEFUL OUTPUT

A transferable principle supported by contextual judgement rather than a universal script.

Q500

100 / 100

What will you carry forward as a principle rather than a rigid script?

HOW TO USE IT

Invite a principle in the coachee's own words, supported by examples and limits. Keep enough flexibility for judgement rather than preserving the original wording as a rule.

WHAT IT MAY BRING

Learning that can travel across situations without becoming a rigid conversational script.

SOURCE PRACTICE NOTE

One positive episode is a starting point, not proof of a universal method. Preserve the reason for the practice as its form changes.

New vignette; retained source practice note.

Questions: [1] p.43. 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 Apply 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

Keep the learning connected to the work.

Review three different things

Keep the action, result and explanation distinct. A completed task may not demonstrate the behaviour if someone else rescued it. An unfavourable outcome may reflect a dependency rather than a poor attempt. Preserve the detail needed to understand the difference.

Choose the next version deliberately

Retain what helped and revise what the evidence challenges. More difficulty, more repetition or a larger audience is not automatically the right next step. The next attempt should have a clear learning purpose and appropriate conditions.

Carry forward a useful principle

As practice broadens, keep its purpose and limits visible. Use Assure to review behaviour, contribution and sustainability, without treating one positive episode or a completed practice log as proof of lasting change.

THE PRINCIPLE TO RETAIN

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

THE SIX-BOOKLET COLLECTION

Align / Agree / Assess / Activate / Apply / Assure

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

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

SOURCES AND PUBLICATION NOTES

A clear foundation. A distinct new contribution.

[1] HR Delivery Book of Coaching Questions

The supplied 52-page question book, first edition / October 2026. This booklet retains the Apply question wording, Q-numbers, ten theme titles, theme-use descriptions and source practice notes. Original question pages: 39-43.

[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.