



HR DELIVERY

Making Sure HR Delivers

THE 6A QUESTION BOOKLETS

03

Assess

Book of coaching questions

Understand the person in their work.



100 QUESTIONS

Q201-Q300

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

Evidence improves the question

Understand before labelling

Assess develops a useful picture of the coachee's goal, behaviour and working conditions. It begins with the person's account and relevant work evidence. A report or a persuasive explanation can add information, but neither should take the place of understanding the actual situation.

Events, meanings and conditions

The questions distinguish what happened, how the person interpreted it and what the context allowed. They look for strengths and exceptions as well as difficulty. A recurring pattern is a working hypothesis to examine, not a fixed description of the executive's character.

Use assessment proportionately

The assessment questions support debriefing an authorised report with a clear developmental purpose. Preference, judgement, experienced behaviour and reasoning remain different kinds of evidence. The coach should explain the instrument and its limits rather than seek agreement with every finding.

One hundred questions with application notes

The source themes and Q201-Q300 are retained unchanged. Each now has a short note on use and a potential benefit. Select what helps the current inquiry. There is no required diagnostic battery, total score or minimum number of questions for a sound coaching conversation.

Leave with enough understanding to proceed

Assess should support a meaningful goal, an honest starting point and a shared explanation open to revision. Complete certainty is rarely available. The practical decision is what is understood sufficiently to explore next, and what uncertainty or organisational responsibility must remain visible.

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

Understand the work. Keep the person whole.



DR PHILLIP WELSH

HR Delivery

Foreword prepared for review and approval

An executive can arrive with a label already attached to the problem: not strategic enough, too cautious, reluctant to delegate. A careful coach does not have to accept or reject that label immediately. We can begin with a recent episode and discover what the words are trying to describe.

The Assess questions support that more patient work. They separate events from interpretations, preferences from capabilities and personal responses from the conditions surrounding them. Those distinctions give the conversation more precision without reducing the person to a score.

I would encourage you to look for strengths and exceptions with the same care you bring to difficulties. A useful pattern is not necessarily universal. An example that does not fit may tell us something important about context, opportunity or an assumption we have made too quickly.

Assessment reports deserve the same care. They can improve a question, but they do not settle every interpretation. A coachee's disagreement with a report is information to explore, not a barrier to be overcome. The goal is understanding that is useful enough to guide responsible practice.

Use this booklet to build that understanding with the person. Keep uncertainty visible and conclusions open to revision. A clear, modest explanation grounded in work can be more valuable than a sophisticated account that nobody has tested.

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



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

CONTENTS

Find the theme. Choose the question.

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

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

THE 100 QUESTIONS

01	Start with a real episode	Q201-Q210	08
02	Locate strengths in action	Q211-Q220	11
03	Explore motivation and values in practice	Q221-Q230	14
04	Examine patterns and assumptions	Q231-Q240	17
05	Understand decision-making	Q241-Q250	20
06	Notice responses under pressure	Q251-Q260	23
07	Understand relationships and experienced impact	Q261-Q270	26
08	Make sense of assessment evidence	Q271-Q280	29
09	Examine time, opportunity and the system	Q281-Q290	32
10	Build a baseline and a shared explanation	Q291-Q300	35

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

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

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

Six connected responsibilities.

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

ASSESS / THE STAGE GATE

Is evidence sufficient and contextual?
Output: Goal + baseline + formulation

THE CONVERSATION SITS INSIDE A WIDER SYSTEM

Organisation Policy, portfolio, culture, resources and governance.

Programme Population, pathways, matching, operations and evaluation.

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

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

01 Align

02 Agree

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05 Apply

06 Assure

USING THE QUESTIONS

Ask one thing. Stay with the answer.

Choose, do not administer

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

Read the use note

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

Understand the benefit

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

Keep choice and boundaries real

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

Separate evidence from interpretation

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

Leave with owned learning

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

A USEFUL RHYTHM

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

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

01 Align

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ASSESS / STAGE BRIEF

Evidence improves the question

The developmental job

Build a proportionate evidence base around the goal, role, strengths and conditions. The published output connects a goal, baseline and formulation. The formulation is a shared working explanation, not a clinical diagnosis or a final judgement about the person.

What to listen for

Distinguish direct observations from recalled impressions and inferences about others. Notice exceptions, missing opportunities, authority gaps and conflicting accounts. These can improve the question without proving any one explanation correct.

What to make explicit

State the behaviour and contexts relevant to the baseline. Keep assessment evidence types distinct and preserve report access protections. Record what would support the interpretation, what might challenge it and which alternatives remain plausible.

When to revisit Assess

Return after an experiment produces a surprising result, feedback changes the picture or the role changes. Further assessment is not always needed: a clarification or a carefully selected work example may answer the question more directly.

CARRY FORWARD

Goal + baseline + formulation. Keep the evidence, boundaries and unresolved responsibilities visible.

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



01 Align

02 Agree

03 Assess

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ASSESS / THEME 01 OF 10

Q201-Q204 / 1 of 3

Start with a real episode

Use when a broad judgement about the person or situation needs a concrete example.

Q201

01 / 100

Which recent incident would help us understand the issue more clearly?

HOW TO USE IT

Invite one recent, relevant episode chosen by the coachee. Establish enough context to understand it without assuming that it represents every occurrence of the issue.

WHAT IT MAY BRING

A concrete starting point that makes a broad judgement easier to examine.

Q203

03 / 100

What did you actually say or do at the key moment?

HOW TO USE IT

Invite the person's best recollection of words or actions. Distinguish direct recall from a later summary, and avoid turning the conversation into a cross-examination.

WHAT IT MAY BRING

Observable detail that can be separated from labels about personality or intent.

Q202

02 / 100

What was happening just before you made that choice?

HOW TO USE IT

Use while reconstructing the sequence. Stay with the conditions immediately before the decision rather than jumping ahead to the eventual outcome.

WHAT IT MAY BRING

A clearer view of the cues, pressures and circumstances surrounding the choice.

Q204

04 / 100

What information was available to you then?

HOW TO USE IT

Ask before judging the choice with hindsight. Identify what was known, uncertain or unavailable at the time, rather than what became clear afterwards.

WHAT IT MAY BRING

A fairer account of the decision context and the limits within which judgement was exercised.

Questions: [1] p.25. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ASSESS / THEME 01 OF 10

Q205-Q208 / 2 of 3

Start with a real episode

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

Q205

05 / 100

What were you trying to achieve in that situation?

HOW TO USE IT

Invite the intended outcome in the person's own words. Keep intention separate from what others experienced or what the action actually achieved.

WHAT IT MAY BRING

Understanding of the purpose behind the response without treating that purpose as proof of effectiveness.

Q207

07 / 100

What happened immediately afterwards?

HOW TO USE IT

Use to extend the episode beyond the focal moment. Separate immediate consequences from later developments and avoid assuming every later event followed because of this action.

WHAT IT MAY BRING

A clearer sequence of events that supports more careful interpretation of consequences.

Q206

06 / 100

What did the other people do in response?

HOW TO USE IT

Ask for actions or words the person observed. Mark interpretations of others' motives separately and accept that some responses may be unknown.

WHAT IT MAY BRING

A more reliable account of the interaction and fewer unsupported assumptions about other people.

Q208

08 / 100

Which details are you sure about, as distinct from what you now infer?

HOW TO USE IT

Ask when memory and interpretation have become blended. Help the coachee distinguish known details, uncertain recollections and inferences without insisting on perfect recall.

WHAT IT MAY BRING

A more transparent evidence base, including uncertainty that should remain visible.

Questions: [1] p.25. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ASSESS / THEME 01 OF 10

Q209-Q210 / 3 of 3

Start with a real episode

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

Q209

09 / 100

What part of the episode seems most important when you describe it aloud?

HOW TO USE IT

Offer after the person has described the episode. Let them choose the significant detail rather than announcing the insight you believe the story contains.

WHAT IT MAY BRING

Greater ownership of the meaning emerging from the account and a useful direction for further exploration.

Q210

10 / 100

What would someone who witnessed it add to your account?

HOW TO USE IT

Frame any imagined account as a hypothesis. Identify what a witness might have observed differently without claiming to know their thoughts or seeking protected feedback identities.

WHAT IT MAY BRING

A broader perspective and a possible route to corroboration through an appropriate, agreed conversation.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A coachee describes themselves as poor at delegation but gives no example of what happens when work is handed over.

THE COACH'S CHOICE

Start with a recent episode. Establish actions, information, purpose and responses before considering a wider pattern.

USEFUL OUTPUT

A concrete account that may reveal a more precise developmental issue.

SOURCE PRACTICE NOTE

Ask one question at a time. Establish the sequence without cross-examining the coachee or assuming that the latest episode represents every occasion.

New vignette; retained source practice note.

Questions: [1] p.25. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

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ASSESS / THEME 02 OF 10

Q211-Q214 / 1 of 3

Locate strengths in action

Use to identify capabilities and useful contributions from work evidence, not labels alone.

Q211

11 / 100

When have you handled a comparable situation particularly well?

HOW TO USE IT

Invite a comparable example rather than an unrelated success. Examine what was different in the task, conditions or approach before assuming the same response will transfer.

WHAT IT MAY BRING

Evidence of useful practice and a starting point for exploring when it works.

Q213

13 / 100

Which capability do others reliably seek from you?

HOW TO USE IT

Invite examples of actual requests from others. Explore what people seek and whether their experience supports the coachee's interpretation of the capability.

WHAT IT MAY BRING

A practical clue to contribution that can be checked against work evidence.

Q212

12 / 100

What did you contribute that made a difference on that occasion?

HOW TO USE IT

Ask after the successful episode has been described. Separate the coachee's contribution from the contribution of colleagues, resources and circumstances.

WHAT IT MAY BRING

A more accurate account of capability without giving one person credit for the entire result.

Q214

14 / 100

What comes easily to you that still requires deliberate effort from others?

HOW TO USE IT

Use as a perception to explore, not a comparative ability judgement. Invite a specific task and avoid accepting assumptions about how difficult it is for everyone else.

WHAT IT MAY BRING

Visibility of an often-overlooked capability while keeping comparisons with others appropriately tentative.

Questions: [1] p.25. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ASSESS / THEME 02 OF 10

Q215-Q218 / 2 of 3

Locate strengths in action

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

Q215

15 / 100

Where are you using a strength without recognising it as one?

HOW TO USE IT

Ask when the coachee discounts useful behaviour as ordinary. Draw attention to a concrete contribution without imposing a flattering label they do not recognise.

WHAT IT MAY BRING

A fuller inventory of resources already available for the development goal.

Q217

17 / 100

When does a normally useful strength become less helpful?

HOW TO USE IT

Use with a strength the person has already identified. Explore a situation in which its timing, intensity or fit changed the effect.

WHAT IT MAY BRING

A more flexible view of strengths, including the judgement required to use them appropriately.

Q216

16 / 100

What conditions allow your best work to emerge?

HOW TO USE IT

Invite one best-work example and its supporting conditions. Distinguish personal preparation from team, task and environmental factors.

WHAT IT MAY BRING

A clearer understanding of how useful capability can be enabled rather than merely demanded.

Q218

18 / 100

Which capability are you not currently getting the opportunity to use?

HOW TO USE IT

Invite evidence of a capability and the opportunity gap. Distinguish not being able to demonstrate it from lacking the capability itself.

WHAT IT MAY BRING

Recognition of development or role-design opportunities that may be obscured by limited access to relevant work.

Questions: [1] p.25. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

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ASSESS / THEME 02 OF 10

Q219-Q220 / 3 of 3

Locate strengths in action

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

Q219

19 / 100

What evidence would help you distinguish a genuine strength from a familiar preference?

HOW TO USE IT

Ask when enjoyment or familiarity is being treated as proof of strength. Compare preference with examples of effective performance under the conditions that matter.

WHAT IT MAY BRING

A clearer distinction between what the person likes doing and what they can reliably contribute.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

An executive can list shortcomings easily but dismisses successful collaboration as something anyone would have done.

THE COACH'S CHOICE

Explore a comparable best-work example and the person's actual contribution. Keep strengths grounded in evidence and conditions.

USEFUL OUTPUT

A fuller picture of capability and resources already available.

Q220

20 / 100

What does your best-work example reveal about resources already available to you?

HOW TO USE IT

Use after examining a best-work episode. Identify the knowledge, relationships, routines or conditions that could be drawn on again, with any transfer limits.

WHAT IT MAY BRING

A resource-based starting point for the next step rather than a focus only on deficits.

SOURCE PRACTICE NOTE

A strength can be useful without fitting every task. Explore range and context rather than requiring a perfectly balanced profile.

New vignette; retained source practice note.

Questions: [1] p.25. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 03 OF 10

Q221-Q224 / 1 of 3

Explore motivation and values in practice

Use to understand what the coachee is protecting, pursuing or finding difficult to sustain.

Q221

21 / 100

What matters most to you in the situation we are examining?

HOW TO USE IT

Ask while the specific episode is still in view. Invite the priority the person experienced at the time, allowing more than one motive or concern.

WHAT IT MAY BRING

A more grounded understanding of what was at stake for the coachee.

Q223

23 / 100

What is different about tasks you approach willingly?

HOW TO USE IT

Compare a willingly approached task with a less welcome one. Examine purpose, autonomy, competence, conditions and consequences before attributing the difference to attitude.

WHAT IT MAY BRING

Useful hypotheses about motivation that remain connected to the work environment.

Q222

22 / 100

Which part of the work gives you a sense of meaningful contribution?

HOW TO USE IT

Invite an actual work moment that felt meaningful. Explore the contribution it represented rather than searching only for tasks the person enjoys.

WHAT IT MAY BRING

A clearer account of the work that gives the developmental goal personal significance.

Q224

24 / 100

When do your actions feel least consistent with your own standards?

HOW TO USE IT

Ask only after the person has identified a possible inconsistency. Explore a specific action and the pressures around it without assuming a character failing.

WHAT IT MAY BRING

A work-focused account of a values gap that can be examined without shame or overgeneralisation.

Questions: [1] p.26. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 03 OF 10

Q225-Q228 / 2 of 3

Explore motivation and values in practice

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

Q225

25 / 100

What were you trying to protect in the decision you described?

HOW TO USE IT

Invite the concern or responsibility behind the decision. Acknowledge its legitimacy where appropriate while keeping open whether the chosen action served it well.

WHAT IT MAY BRING

Understanding of the protective intention that may need a different form of expression.

Q227

27 / 100

Where do your priorities conflict with one another?

HOW TO USE IT

Invite two priorities that pull in different directions. Keep both visible and explore the circumstances in which each becomes important.

WHAT IT MAY BRING

Recognition of a genuine tension rather than a simplistic conclusion that the person lacks commitment.

Q226

26 / 100

Which reward or consequence seems to influence your choices most?

HOW TO USE IT

Use to explore incentives as experienced, not only those formally stated. Identify a recent choice and the consequence the person expected.

WHAT IT MAY BRING

A clearer view of the pressures shaping behaviour and possible conflicts with the coaching goal.

Q228

28 / 100

What has changed in what you find motivating?

HOW TO USE IT

Ask when the coachee notices a change in engagement. Explore changes in role, circumstances and priorities without assuming loss of motivation is itself a personal problem.

WHAT IT MAY BRING

A more current understanding of what supports effort and what may need to be renegotiated.

Questions: [1] p.26. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 03 OF 10

Q229-Q230 / 3 of 3

Explore motivation and values in practice

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

Q229

29 / 100

Which demand feels difficult because it conflicts with something important to you?

HOW TO USE IT

Invite a specific demand and the value or responsibility it conflicts with. Distinguish a negotiable preference from a boundary or duty that needs another response.

WHAT IT MAY BRING

A clearer basis for addressing the conflict rather than asking the person to push through it unquestioningly.

Q230

30 / 100

What does the pattern suggest about the conditions you need for sustained effort?

HOW TO USE IT

Use after reviewing several motivation examples. Identify plausible enabling conditions and test the pattern before treating it as a fixed motivational profile.

WHAT IT MAY BRING

A practical hypothesis about sustaining effort that includes both personal choices and contextual support.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee is engaged by complex projects but reluctant to accept another apparently similar assignment.

THE COACH'S CHOICE

Compare meaning, autonomy, workload and consequences across examples. Leave room for mixed motives and changed priorities.

USEFUL OUTPUT

A current understanding of motivation rather than a fixed label about attitude.

SOURCE PRACTICE NOTE

Allow mixed motives. A concern about workload, fairness or consequence may be entirely reasonable and need more than a change in attitude.

New vignette; retained source practice note.

Questions: [1] p.26. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 04 OF 10

Q231-Q234 / 1 of 3

Examine patterns and assumptions

Use when a repeated response or familiar explanation may be narrowing the picture.

Q231

31 / 100

Across the examples you have described, what seems to repeat?

HOW TO USE IT

Ask only after more than one example has been explored. Identify a recurring sequence in concrete terms while noting differences among the episodes.

WHAT IT MAY BRING

A tentative pattern grounded in examples rather than a broad description imposed on the person.

Q233

33 / 100

What are you assuming about what the other person intended?

HOW TO USE IT

Invite the coachee to separate observed behaviour from attributed intent. Do not replace their assumption with your own account of what the other person really meant.

WHAT IT MAY BRING

Space to consider alternative interpretations and decide what might be checked directly.

Q232

32 / 100

Where does that pattern not appear?

HOW TO USE IT

Use immediately after a pattern is proposed. Look for exceptions and the conditions around them, including examples that genuinely contradict the explanation.

WHAT IT MAY BRING

A more qualified account and possible clues to useful alternatives.

Q234

34 / 100

Which part of your explanation rests on something you have not checked?

HOW TO USE IT

Ask when an explanation sounds certain. Identify one unchecked element and the information needed to support, qualify or reject it.

WHAT IT MAY BRING

A clearer distinction between evidence and belief, with a manageable verification step.

Questions: [1] p.26. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 04 OF 10

Q235-Q238 / 2 of 3

Examine patterns and assumptions

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

Q235

35 / 100

What expectation about yourself was operating in that moment?

HOW TO USE IT

Use within a specific episode. Explore the standard or rule the person applied to themselves, without assuming it was irrational or harmful.

WHAT IT MAY BRING

Awareness of an internal expectation that may deserve to be retained, revised or applied more selectively.

Q237

37 / 100

How does your response influence what happens next?

HOW TO USE IT

Ask after the response and its sequence are clear. Explore possible effects on others without assuming that the coachee determines every reaction.

WHAT IT MAY BRING

Visibility of the person's part in an interaction while preserving the influence and agency of others.

Q236

36 / 100

What tends to happen just before you respond in this way?

HOW TO USE IT

Invite a description of the recurring lead-up. Separate the external event, the person's interpretation and any practical condition that changes the response.

WHAT IT MAY BRING

A more precise understanding of the situations in which the pattern tends to arise.

Q238

38 / 100

What might be sustaining the pattern outside your own behaviour?

HOW TO USE IT

Invite organisational routines, incentives, information gaps or other conditions. Avoid using the system as a blanket explanation that removes all personal choice.

WHAT IT MAY BRING

A fuller account of what maintains the issue and where different owners may need to act.

Questions: [1] p.26. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

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06 Assure

ASSESS / THEME 04 OF 10

Q239-Q240 / 3 of 3

Examine patterns and assumptions

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

Q239

39 / 100

Which counterexample deserves more attention?

HOW TO USE IT

Ask when an exception has been mentioned but quickly dismissed. Explore its detail and whether it qualifies the prevailing explanation.

WHAT IT MAY BRING

A more balanced interpretation and a potential source of overlooked learning.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

Several accounts suggest that challenge is avoided, but one meeting contains a confident and constructive disagreement.

THE COACH'S CHOICE

Give the exception proper attention. Compare context and behaviour before treating the pattern as general or stable.

USEFUL OUTPUT

A qualified explanation and a possible clue to conditions that support a different response.

Q240

40 / 100

What would we need to observe before treating this explanation as reliable?

HOW TO USE IT

Use before adopting a formulation as the basis for action. Define the observations that would support it and those that would challenge it.

WHAT IT MAY BRING

A testable account with a stated evidence threshold rather than confidence mistaken for reliability.

SOURCE PRACTICE NOTE

Name any interpretation as provisional. Avoid turning a repeated work difficulty into a fixed description of the person.

New vignette; retained source practice note.

Questions: [1] p.26. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

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ASSESS / THEME 05 OF 10

Q241-Q244 / 1 of 3

Understand decision-making

Use to examine how a decision was reached without judging it only by the outcome.

Q241

41 / 100

How did you decide what information mattered most?

HOW TO USE IT

Invite the selection process, including information excluded or given extra weight. Examine the reasoning available at the time rather than only whether the result was favourable.

WHAT IT MAY BRING

A clearer understanding of how the executive filters evidence and where a different process may help.

Q243

43 / 100

What option did you dismiss most quickly?

HOW TO USE IT

Use to examine an early dismissal without assuming it was wrong. Explore the reason, evidence and constraints that led the option to be rejected.

WHAT IT MAY BRING

A chance to notice either sound exclusion or an option that received insufficient consideration.

Q242

42 / 100

Which alternatives did you consider before making the decision?

HOW TO USE IT

Ask for alternatives genuinely considered at the time. Distinguish them from options that became apparent only after the outcome.

WHAT IT MAY BRING

A more accurate picture of the available choice and the breadth of the original reasoning.

Q244

44 / 100

What criteria were you using, whether or not you stated them?

HOW TO USE IT

Invite both explicit criteria and priorities visible in the decision. Check whether the coachee agrees with your interpretation of any unstated criterion.

WHAT IT MAY BRING

More transparent decision standards that can be examined and deliberately applied in future.

Questions: [1] p.27. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

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ASSESS / THEME 05 OF 10

Q245-Q248 / 2 of 3

Understand decision-making

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

Q245

45 / 100

Which uncertainty had the greatest influence on your judgement?

HOW TO USE IT

Ask about the uncertainty as it was experienced then. Explore how it shaped the choice and distinguish missing information from an unknowable future outcome.

WHAT IT MAY BRING

A clearer account of how uncertainty entered the judgement and what response was feasible.

Q247

47 / 100

Whose perspective shaped the decision most strongly?

HOW TO USE IT

Explore the perspective's relevance, expertise and authority. Distinguish legitimate influence from an unexamined tendency to favour a particular voice.

WHAT IT MAY BRING

A clearer view of whose thinking shaped the choice and which relevant perspectives may have been absent.

Q246

46 / 100

How did time pressure affect your reasoning?

HOW TO USE IT

Invite a specific change in the reasoning process, such as reduced consultation or a narrower option set. Avoid assuming that speed always means poor judgement.

WHAT IT MAY BRING

A more precise understanding of the consequences of time pressure in this decision.

Q248

48 / 100

What did you expect would happen as a result of your choice?

HOW TO USE IT

Ask before comparing the decision with its outcome. Record the original expectation as accurately as possible and acknowledge hindsight or memory limits.

WHAT IT MAY BRING

A basis for distinguishing prediction, result and later explanation.

Questions: [1] p.27. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 05 OF 10

Q249-Q250 / 3 of 3

Understand decision-making

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

Q249

49 / 100

Where did your authority to decide begin and end?

HOW TO USE IT

Use with the actual decision-rights arrangement. Clarify what the executive could decide, what required consultation and what needed another person's approval.

WHAT IT MAY BRING

A more accurate account of judgement within authority, rather than assessing the choice as unconstrained.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A risky decision happened to produce a good result, and the executive takes that as evidence that their process was sound.

THE COACH'S CHOICE

Reconstruct the alternatives, criteria, information and prediction available at the time. Keep the process separate from the outcome.

USEFUL OUTPUT

A more careful judgement about decision quality and future learning.

Q250

50 / 100

What does this example reveal about how you make decisions when the evidence is incomplete?

HOW TO USE IT

Use after the decision has been reconstructed. Invite a provisional pattern and a contrasting example before drawing a broader conclusion about the person's approach.

WHAT IT MAY BRING

A focused development hypothesis about decision-making under uncertainty without creating a fixed label.

SOURCE PRACTICE NOTE

A good outcome does not prove a sound process, and an unfavourable outcome does not automatically prove poor judgement. Keep the context visible.

New vignette; retained source practice note.

Questions: [1] p.27. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 06 OF 10

Q251-Q254 / 1 of 3

Notice responses under pressure

Use when the coachee wishes to examine a work-related pressure response within the agreed scope.

Q251

51 / 100

What changed in your experience as the pressure increased?

HOW TO USE IT

Ask only within an agreed work-related exploration. Let the person choose whether to describe thoughts, feelings, behaviour or conditions, and respect a request to limit depth.

WHAT IT MAY BRING

Recognition of the person's experience of pressure without requiring intimate disclosure.

Q253

53 / 100

Which early sign tells you that your usual approach is changing?

HOW TO USE IT

Ask for a sign the person can recognise themselves. Keep it work-relevant and avoid treating an early warning sign as a diagnosis.

WHAT IT MAY BRING

A practical cue that may allow a more deliberate response before the familiar pattern intensifies.

Q252

52 / 100

What did you notice about your attention at that point?

HOW TO USE IT

Invite a concrete description of what the person noticed or missed. Explore attention in that episode rather than inferring a general cognitive weakness.

WHAT IT MAY BRING

A more specific view of how pressure affected the information available to their judgement.

Q254

54 / 100

What meaning did you give to the setback?

HOW TO USE IT

Invite the meaning assigned to the setback and distinguish it from the event. Do not insist on a positive reinterpretation or minimise a genuine loss.

WHAT IT MAY BRING

Room to examine how interpretation shaped the response while respecting the reality of the setback.

Questions: [1] p.27. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 06 OF 10

Q255-Q258 / 2 of 3

Notice responses under pressure

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

Q255

55 / 100

What concern was most present before you reacted?

HOW TO USE IT

Use to identify the concern immediately before the reaction. Acknowledge that risks may be legitimate and explore the response rather than challenging the feeling itself.

WHAT IT MAY BRING

A clearer understanding of what the person was trying to protect under pressure.

Q257

57 / 100

What helped you remain effective on another difficult occasion?

HOW TO USE IT

Ask for a comparable demanding episode. Identify what supported effectiveness and whether those resources are available or appropriate in the present situation.

WHAT IT MAY BRING

Evidence of workable responses and support that can inform a proportionate next experiment.

Q256

56 / 100

How did the pressure affect the way you listened?

HOW TO USE IT

Invite examples of what was heard, interrupted or overlooked. Compare with another occasion and avoid assuming that reduced listening caused every subsequent difficulty.

WHAT IT MAY BRING

A concrete listening behaviour that can be explored or rehearsed without a broad personality judgement.

Q258

58 / 100

Which part of the pressure came from the situation rather than your interpretation?

HOW TO USE IT

Separate workload, deadlines and actual consequences from the meaning attached to them. Avoid implying that objective pressure would disappear through a different attitude.

WHAT IT MAY BRING

A fairer distinction between contextual demands and interpretations that may be open to examination.

Questions: [1] p.27. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 06 OF 10

Q259-Q260 / 3 of 3

Notice responses under pressure

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

Q259

59 / 100

What support was available but difficult to use?

HOW TO USE IT

Explore both available support and barriers to using it. Include trust, timing, authority or access rather than assuming the person simply failed to ask.

WHAT IT MAY BRING

A more practical support plan that addresses why an apparently available resource was not usable.

Q260

60 / 100

What would help us explore this at a depth that remains useful for you?

HOW TO USE IT

Ask before deepening a pressure conversation. Agree what is useful to explore now, what to leave aside and when a different support route is needed.

WHAT IT MAY BRING

A clear depth boundary that protects agency and keeps the work within the coaching agreement.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A leader notices speaking more abruptly when deadlines tighten and wants to understand the change without discussing unrelated personal history.

THE COACH'S CHOICE

Stay with the chosen work episode and the depth agreed. Distinguish external demand, interpretation and behaviour.

USEFUL OUTPUT

A useful pressure-related inquiry with appropriate boundaries.

SOURCE PRACTICE NOTE

Invite, do not require, emotional disclosure. Stay within coaching competence and use an appropriate support route when the need goes beyond it.

New vignette; retained source practice note.

Questions: [1] p.27. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 07 OF 10

Q261-Q264 / 1 of 3

Understand relationships and experienced impact

Use to compare intention with what colleagues may actually experience.

Q261

61 / 100

How would you describe the relationship from your own experience?

HOW TO USE IT

Invite a specific description of the relationship as experienced by the coachee. Separate recurring interactions from assumptions about the other person's character.

WHAT IT MAY BRING

A grounded account that gives the relationship issue a more precise starting point.

Q263

63 / 100

What evidence supports that belief?

HOW TO USE IT

Use after a belief about the relationship has been expressed. Invite direct statements, observed behaviour and contrary examples without turning the exchange into an interrogation.

WHAT IT MAY BRING

A more transparent basis for the coachee's view of the relationship.

Q262

62 / 100

What do you believe the other person needs from you at work?

HOW TO USE IT

Ask as a hypothesis about work needs, not mind-reading. Identify what the other person has actually requested and what remains inferred.

WHAT IT MAY BRING

A clearer distinction between understood needs and expectations that should be checked.

Q264

64 / 100

When does the interaction between you work better?

HOW TO USE IT

Invite an occasion of better interaction. Explore differences in task, timing, setting and behaviour rather than assuming either person is permanently difficult.

WHAT IT MAY BRING

Potentially useful conditions or practices that can inform a different approach.

Questions: [1] p.28. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 07 OF 10

Q265-Q268 / 2 of 3

Understand relationships and experienced impact

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

Q265

65 / 100

What do colleagues experience when you believe you are being helpful?

HOW TO USE IT

Ask where the coachee sees a possible intention-impact gap. Seek relevant feedback or examples instead of speculating about what every colleague feels.

WHAT IT MAY BRING

A clearer picture of how a well-meant action may be experienced differently.

Q267

67 / 100

Which relationship gives you a different view of your leadership?

HOW TO USE IT

Explore a relationship that offers a contrasting perspective. Consider different observation opportunities rather than deciding automatically that one view is more accurate.

WHAT IT MAY BRING

A broader picture of leadership across contexts and relationships.

Q266

66 / 100

Where have you received feedback that differs from your intention?

HOW TO USE IT

Invite an actual feedback message and its context. Separate the intended contribution, observed action and reported effect, while preserving the source's privacy protections.

WHAT IT MAY BRING

A useful development question about experienced impact rather than a verdict about the person's motives.

Q268

68 / 100

What have you directly heard, as distinct from what you think people may be saying?

HOW TO USE IT

Ask when reported opinion is mixed with speculation. Distinguish direct comments, second-hand information and assumptions, without pursuing protected identities.

WHAT IT MAY BRING

A more reliable account of feedback and reduced risk of acting on imagined criticism.

Questions: [1] p.28. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 07 OF 10

Q269-Q270 / 3 of 3

Understand relationships and experienced impact

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

Q269

69 / 100

Whose relevant perspective is missing from the current picture?

HOW TO USE IT

Identify perspectives relevant to the specific goal, including less visible roles. Discuss whether and how it is appropriate to seek them under the agreement.

WHAT IT MAY BRING

A clearer view of evidence gaps without encouraging indiscriminate or intrusive feedback collection.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The executive intends detailed checking as support, but a colleague describes it as repeated interference.

THE COACH'S CHOICE

Separate intention from observed behaviour and experienced effect. Clarify the context without deciding in advance whose account is correct.

USEFUL OUTPUT

A concrete relationship question that can lead to a better working agreement.

Q270

70 / 100

What interaction would be worth understanding before deciding how to respond?

HOW TO USE IT

Use before planning a corrective conversation. Select an interaction that could clarify the pattern and what still needs to be understood.

WHAT IT MAY BRING

Better sequencing: understanding the relationship before committing to a response based on incomplete assumptions.

SOURCE PRACTICE NOTE

Do not attempt to identify protected feedback contributors. Invite the coachee to test a hypothesis through an appropriate conversation or observation.

New vignette; retained source practice note.

Questions: [1] p.28. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 08 OF 10

Q271-Q274 / 1 of 3

Make sense of assessment evidence

Use with an authorised report only when the assessment has a clear developmental purpose.

Q271

71 / 100

What question did you hope this assessment would help you explore?

HOW TO USE IT

Ask at the start of a debrief, after confirming the instrument and purpose. Reconnect the report with the developmental question rather than letting every result become a new goal.

WHAT IT MAY BRING

A focused interpretation that keeps assessment in service of the coaching purpose.

Q273

73 / 100

What example from work supports that finding?

HOW TO USE IT

Ask for a recent episode supporting the selected finding. Keep the assessment result and the work example as distinct sources rather than treating either as automatic confirmation.

WHAT IT MAY BRING

A more contextual interpretation and a possible starting point for workplace practice.

Q272

72 / 100

Which finding feels most relevant to the goal we agreed?

HOW TO USE IT

Invite the coachee to select a relevant finding rather than starting with the most striking score. Check its meaning against the authorised report and intended interpretation.

WHAT IT MAY BRING

A proportionate debrief focused on useful evidence rather than the entire profile.

Q274

74 / 100

Which result does not fit your experience?

HOW TO USE IT

Invite disagreement without seeking acceptance of the report. Explore the mismatch, the instrument's limits and the person's examples before revising the interpretation.

WHAT IT MAY BRING

A more collaborative debrief that leaves room for error, context and results that are not useful.

Questions: [1] p.28. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 08 OF 10

Q275-Q278 / 2 of 3

Make sense of assessment evidence

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

Q275

75 / 100

What context might help explain the difference between your view and the report?

HOW TO USE IT

Use when self-view and report differ. Consider role, period, audience, interpretation and observation opportunities without assuming the discrepancy proves a blind spot.

WHAT IT MAY BRING

Alternative explanations that may make the disagreement more informative and less personal.

Q277

77 / 100

What would be unsafe to conclude from these results alone?

HOW TO USE IT

Invite limits such as diagnosis, fixed potential or employment suitability where unsupported. Explain technical boundaries directly rather than expecting the coachee to identify them all.

WHAT IT MAY BRING

Protection against over-interpretation and against a report becoming a judgement about the whole person.

Q276

76 / 100

What can this assessment tell us that your work examples cannot?

HOW TO USE IT

Ask after explaining the evidence type and limits. Distinguish what standardised assessment adds from what still requires observation or contextual understanding.

WHAT IT MAY BRING

A clearer rationale for using the assessment rather than treating it as inherently superior to work evidence.

Q278

78 / 100

Which difference between feedback groups might reflect what they have had the opportunity to observe?

HOW TO USE IT

Use with grouped feedback only where the report permits comparison. Examine different work exposure and retain group thresholds; do not attempt to identify individual raters.

WHAT IT MAY BRING

A contextual interpretation of group differences without undermining confidentiality.

Questions: [1] p.28. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 08 OF 10

Q279-Q280 / 3 of 3

Make sense of assessment evidence

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

Q279

79 / 100

What further evidence would make the interpretation more useful?

HOW TO USE IT

Identify one material uncertainty left by the report. Select a proportionate work example, observation or conversation rather than automatically administering another test.

WHAT IT MAY BRING

An evidence plan that improves the usefulness of interpretation without unnecessary assessment burden.

Q280

80 / 100

What new question does the report give you, rather than a label to accept?

HOW TO USE IT

Use to conclude the debrief. Invite a work-focused inquiry and link it to a possible experiment, rather than asking the person to adopt the report's label.

WHAT IT MAY BRING

Movement from assessment description towards personally owned learning and practical investigation.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A report result conflicts with the coachee's experience and the coach is tempted to explain why the report must be right.

THE COACH'S CHOICE

Revisit the developmental purpose and evidence type. Invite supporting examples, counterexamples and context without requiring acceptance.

USEFUL OUTPUT

An assessment debrief that improves inquiry rather than imposing a label.

SOURCE PRACTICE NOTE

Explain the instrument and its limits first. Keep preference, judgement, observed behaviour and reasoning distinct; do not seek agreement with every result.

New vignette; retained source practice note.

Questions: [1] p.28. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 09 OF 10

Q281-Q284 / 1 of 3

Examine time, opportunity and the system

Use when a personal development issue may be shaped by workload, process or authority.

Q281

81 / 100

Where does your time actually go compared with where you intend it to go?

HOW TO USE IT

Use with a calendar or short activity record where available. Distinguish planned, actual and remembered time rather than treating the diary as a precise account of attention.

WHAT IT MAY BRING

A clearer picture of the gap between intended priorities and the use of time.

Q283

83 / 100

Which resource constraint materially changes what you can do?

HOW TO USE IT

Ask for a constraint that materially affects the chosen goal. Name the resource, its effect and who can make a decision about it.

WHAT IT MAY BRING

An evidence-based boundary around what is feasible and a clearer organisational support need.

Q282

82 / 100

What repeatedly interrupts the work you consider most important?

HOW TO USE IT

Invite a recurring interruption and its source. Explore which interruptions are legitimate, which are avoidable and which require a wider agreement to change.

WHAT IT MAY BRING

A practical account of displaced attention without blaming the person for every demand.

Q284

84 / 100

What behaviour does the organisation reward in practice?

HOW TO USE IT

Compare stated priorities with actual recognition, consequences and promotion signals. Use examples rather than general claims about organisational culture.

WHAT IT MAY BRING

Visibility of incentives that may support or conflict with the desired behaviour.

Questions: [1] p.29. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 09 OF 10

Q285-Q288 / 2 of 3

Examine time, opportunity and the system

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

Q285

85 / 100

Where do the formal process and the real way work gets done differ?

HOW TO USE IT

Invite one process where official guidance and practice diverge. Explore why, what the workaround enables and what risks or burdens it creates.

WHAT IT MAY BRING

A more realistic picture of work and the conditions any coaching experiment must respect.

Q287

87 / 100

What do you have to work around to deliver a good result?

HOW TO USE IT

Invite a specific workaround and the problem it compensates for. Do not treat ingenuity as evidence that the underlying constraint is acceptable or sustainable.

WHAT IT MAY BRING

Recognition of hidden effort and a clearer distinction between coping and improving the system.

Q286

86 / 100

Which unclear decision right contributes to the issue?

HOW TO USE IT

Ask after an authority issue has emerged. Specify the decision, the competing interpretations and the role able to resolve the ambiguity.

WHAT IT MAY BRING

A concrete governance issue that can be addressed rather than absorbed into a vague development need.

Q288

88 / 100

When have the conditions made a different response easier?

HOW TO USE IT

Compare two occasions with different conditions. Identify what became easier and what changed outside the coachee's own intention.

WHAT IT MAY BRING

Evidence of environmental support that may be more useful than simply asking for greater effort.

Questions: [1] p.29. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 09 OF 10

Q289-Q290 / 3 of 3

Examine time, opportunity and the system

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

Q289

89 / 100

What would remain difficult for another capable person in your position?

HOW TO USE IT

Use as a perspective check, not a claim about an imaginary ideal performer. Identify constraints likely to affect others while preserving the coachee's particular choices.

WHAT IT MAY BRING

A more balanced explanation that reduces unfair personalisation of a structural difficulty.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

A leader's planned strategic time is repeatedly displaced by an approval process that directs routine exceptions to them.

THE COACH'S CHOICE

Review actual time, decision rights and workarounds together. Keep a personal practice question separate from the process decision needed.

USEFUL OUTPUT

A formulation that includes the system as well as the executive's choices.

Q290

90 / 100

Which system condition is important enough to include in our understanding of the goal?

HOW TO USE IT

Use to complete the contextual picture. Select the condition that materially changes the goal and explain its effect in the shared formulation.

WHAT IT MAY BRING

A goal and development plan that reflect the actual environment rather than an idealised setting.

SOURCE PRACTICE NOTE

Keep personal responsibility and system responsibility visible together. Neither needs to erase the other.

New vignette; retained source practice note.

Questions: [1] p.29. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 10 OF 10

Q291-Q294 / 1 of 3

Build a baseline and a shared explanation

Use to agree a workable starting point before selecting an intervention or experiment.

Q291

91 / 100

What behaviour would we need to observe to understand the starting point?

HOW TO USE IT

Invite a behaviour an informed observer could recognise. Replace broad labels with specific actions while keeping the coachee's chosen purpose visible.

WHAT IT MAY BRING

A clearer starting point for observing change rather than relying on impressions alone.

Q293

93 / 100

What evidence do you already have about how often it happens?

HOW TO USE IT

Ask about existing records and their coverage. Distinguish counts, estimates and memories, and note the number of opportunities in which the behaviour could occur.

WHAT IT MAY BRING

A more honest account of frequency, including the quality and scope of the evidence.

Q292

92 / 100

In which situations would observing it be most informative?

HOW TO USE IT

Identify situations that genuinely test the target behaviour. Include relevant variation and avoid selecting only easy, convenient or unusually visible occasions.

WHAT IT MAY BRING

More informative observation opportunities for understanding the baseline.

Q294

94 / 100

What is missing from that evidence?

HOW TO USE IT

Use after reviewing the available baseline. Identify missing periods, perspectives or contexts without assuming every gap must be filled before useful work begins.

WHAT IT MAY BRING

A transparent statement of evidence limits and a proportionate plan for improvement.

Questions: [1] p.29. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 10 OF 10

Q295-Q298 / 2 of 3

Build a baseline and a shared explanation

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

Q295

95 / 100

How would you describe the current pattern without judging your character?

HOW TO USE IT

Invite a description of situation, action and consequence. Remove global labels such as weak or difficult without removing accountability for specific behaviour.

WHAT IT MAY BRING

A developmental formulation focused on changeable practice rather than character judgement.

Q297

97 / 100

Which alternative explanation should we keep in view?

HOW TO USE IT

Invite a plausible alternative that fits some of the same evidence. Give it genuine consideration rather than using it as a token challenge to the preferred story.

WHAT IT MAY BRING

A more balanced formulation and a clearer way to test competing interpretations.

Q296

96 / 100

What is your best explanation of the issue at present?

HOW TO USE IT

Ask once sufficient context has been explored. Invite the person's provisional explanation and keep it open to correction rather than presenting it as a diagnosis.

WHAT IT MAY BRING

A shared working account that the coachee can understand and own.

Q298

98 / 100

What does our current account leave out about your role or environment?

HOW TO USE IT

Use as a check against over-personalising the issue. Revisit authority, relationships, incentives and opportunity that may have been lost in the developing account.

WHAT IT MAY BRING

A fuller explanation that keeps role and environment visible alongside personal behaviour.

Questions: [1] p.29. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / THEME 10 OF 10

Q299-Q300 / 3 of 3

Build a baseline and a shared explanation

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

Q299

99 / 100

What would cause you to revise the goal or our understanding of it?

HOW TO USE IT

Agree evidence or contextual changes that would justify reconsideration. Preserve the original goal and the reason for any later revision rather than rewriting history.

WHAT IT MAY BRING

A transparent basis for adapting the work when new understanding makes the first account less useful.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The goal is to listen more, but no one has defined the behaviour or the situations in which it matters.

THE COACH'S CHOICE

Specify observable practice, a relevant starting window and the evidence already available. Mark uncertainty rather than forcing a baseline score.

USEFUL OUTPUT

A clearer starting point for exploring and later reviewing change.

Q300

100 / 100

What do we understand well enough now to explore a useful next possibility?

HOW TO USE IT

Use to close Assess. Separate what is sufficiently understood from what remains uncertain, then choose a proportionate possibility to explore in Activate.

WHAT IT MAY BRING

A reasoned transition from understanding to inquiry or practice without demanding complete certainty.

SOURCE PRACTICE NOTE

Do not turn uncertainty into false precision. A baseline can include descriptions and missing evidence as well as counts.

New vignette; retained source practice note.

Questions: [1] p.29. 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 Assess 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

Carry a hypothesis, not a verdict.

Keep the account checkable

Describe the pattern in terms of situations, actions, consequences and conditions. Retain the coachee's language and the possibility of a different explanation. A shared formulation should make further inquiry easier, not close it down.

Be honest about the baseline

State what was observed and what remains missing. Do not make unlike goals or different evidence types appear interchangeable through a single score. Lack of opportunity to demonstrate behaviour should not be mistaken for lack of capability.

Move towards a useful possibility

Use Activate to explore options or rehearse an appropriate response once there is enough understanding. Keep unanswered questions visible. A next step may test the explanation, gather information or seek a needed organisational decision.

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 Assess question wording, Q-numbers, ten theme titles, theme-use descriptions and source practice notes. Original question pages: 25-29.

[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.