



HR DELIVERY

Making Sure HR Delivers

THE 6A QUESTION BOOKLETS

06

Assure

Book of coaching questions

Review contribution, quality and independence.



100 QUESTIONS

Q501-Q600

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

STANDALONE PRACTITIONER EDITION / OCTOBER 2026

INTRODUCTION

Protect quality and make an honest value judgement

Review what is useful and evidenced

Assure examines the quality of the coaching and the value it may have contributed. It asks what has changed, how the change is understood and what should happen next. It operates throughout the relationship, not only in a final review.

Keep the evidence distinctions

Participation, satisfaction, learning, changed behaviour and organisational results answer different questions. A positive experience does not establish business impact, and a missing observation is not a zero. Useful review makes the limits of the evidence as visible as its strengths.

Include the relationship itself

The questions examine usefulness, challenge, consent, fairness and information handling. The coach must be willing to hear that something did not help or a boundary did not work. Serious concerns need the appropriate response; they should not be averaged away by favourable feedback elsewhere.

One hundred review questions

The ten source themes and Q501-Q600 are retained. New notes explain how each question may be used and the benefit it is intended to support. Select by the review decision, not by a desire to gather a complete scorecard or produce an impressive ending.

End with independence and clear ownership

Continuation needs a present purpose. Closure can be appropriate even where some issues remain, provided they have the right owners or support routes. The coachee should leave with useful learning, an honest account of progress and clear arrangements for records, contact and future help.

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

Make the review as honest as the work.



DR PHILLIP WELSH

HR Delivery

Foreword prepared for review and approval

At the end of a coaching engagement, there can be an understandable wish to tell a positive story. The coachee has invested effort, the sponsor has provided resources and the coach wants the work to have mattered. That wish should not decide what the evidence says.

The Assure questions help us make a more useful account. They distinguish changes in understanding from changes in behaviour, and changed behaviour from outcomes influenced by many other factors. A modest, well-supported contribution is worth recognising without exaggeration.

I would encourage you to review the relationship with equal honesty. A question that was unhelpful, a concern that was difficult to raise or an information boundary that needs attention belongs in the picture. The coach's willingness to hear these things is part of professional responsibility.

Assurance also includes the decision to stop. More coaching is not automatically better coaching. A person may be ready to carry a practice independently, need a different form of support or have reached the limits of the agreed purpose. Those can be sound outcomes.

Use this booklet to support decisions that are fair to the person and credible to the organisation. Keep the learning in the coachee's own voice. A clear ending should leave them with more capacity to choose their next move, not an indefinite dependence on the relationship.

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

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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 Assure 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.

ASSURE / THE STAGE GATE

What should scale, adapt or stop?

Output: Quality + value decision

THE CONVERSATION SITS INSIDE A WIDER SYSTEM

Organisation

Policy, portfolio, culture, resources and governance.

Programme

Population, pathways, matching, operations and evaluation.

Engagement

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

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

USING THE QUESTIONS

Ask one thing. Stay with the answer.

Choose, do not administer

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

Read the use note

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

Understand the benefit

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

Keep choice and boundaries real

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

Separate evidence from interpretation

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

Leave with owned learning

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

A USEFUL RHYTHM

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

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

01 Align

02 Agree

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06 Assure

ASSURE / STAGE BRIEF

Protect quality and make an honest value judgement

The developmental job

Protect ethics and quality while making a credible decision about value and the next step. The published output is a quality and value decision. At engagement level, it includes progress, useful practice, boundaries, continuation and closure.

What to listen for

Notice unsupported success claims, missing observation opportunities, persistent difficult feedback and pressure for a positive ending. Equally, notice modest progress the person is discounting. Review should be neither promotional nor unnecessarily negative.

What to make explicit

Keep different sources and levels of evidence separate. Describe coaching's plausible contribution alongside other changes and uncertainties. Address boundary concerns directly. State what remains unresolved and who owns the response.

When assurance is needed

Use these questions at early check-ins, midpoint review, changed circumstances and closure. A favourable progress report cannot override a serious issue in consent, information handling or competence. The response must fit the concern, not the reporting timetable.

CARRY FORWARD

Quality + value decision. 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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ASSURE / THEME 01 OF 10

Q501-Q504 / 1 of 3

Return to the original purpose

Use at a midpoint, review or ending to reconsider the reason for the engagement.

Q501

01 / 100

How would you describe the purpose of the coaching now?

HOW TO USE IT

Use at a review without first reading back the original wording. Invite the coachee's present understanding, then compare it with the recorded purpose.

WHAT IT MAY BRING

A current, personally owned account of why the engagement exists.

Q503

03 / 100

Which part of the original goal still matters most?

HOW TO USE IT

Ask when several new topics have emerged. Identify the part of the original purpose that still deserves attention without requiring every initial aim to remain fixed.

WHAT IT MAY BRING

Continuity around what remains meaningful within an evolving engagement.

Q502

02 / 100

What has changed in what you hoped to gain when we began?

HOW TO USE IT

Explore changes in aspiration, understanding or circumstances. Retain the history of the original aim instead of presenting the revised purpose as if it had always been agreed.

WHAT IT MAY BRING

A transparent account of how the focus has developed.

Q504

04 / 100

What turned out to be a different issue from the one we first named?

HOW TO USE IT

Invite a specific difference between the first formulation and the issue now understood. Examine what led to the revision rather than treating changed understanding as failure.

WHAT IT MAY BRING

Recognition of learning that improved the definition of the work.

Questions: [1] p.46. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

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ASSURE / THEME 01 OF 10

Q505-Q508 / 2 of 3

Return to the original purpose

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

Q505

05 / 100

Where has the coaching remained relevant to the work you actually do?

HOW TO USE IT

Invite actual work examples where the coaching focus has been relevant. Distinguish relevant discussion from evidence that the practice has changed or improved outcomes.

WHAT IT MAY BRING

A grounded review of the engagement's connection with real responsibilities.

Q507

07 / 100

What has become less important as your understanding has developed?

HOW TO USE IT

Invite topics whose significance has reduced through learning or changed conditions. Distinguish a reasoned reprioritisation from avoidance that still warrants exploration.

WHAT IT MAY BRING

A clearer view of what can be released so attention remains on useful work.

Q506

06 / 100

What important need has not received enough attention?

HOW TO USE IT

Ask with a willingness to acknowledge missed needs. Explore whether the need belongs in coaching and what would be required to address it appropriately.

WHAT IT MAY BRING

Visibility of an important gap without automatically extending the coaching scope.

Q508

08 / 100

Which change of direction was useful rather than simply a distraction?

HOW TO USE IT

Review a change of focus and its contribution to the purpose. Avoid assuming that staying with the first plan is inherently more disciplined or valuable.

WHAT IT MAY BRING

A more thoughtful distinction between adaptive learning and unhelpful drift.

Questions: [1] p.46. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

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ASSURE / THEME 01 OF 10

Q509-Q510 / 3 of 3

Return to the original purpose

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

Q509

09 / 100

What would you say is the central learning task at this review point?

HOW TO USE IT

Use to consolidate a review of changing priorities. Invite one central learning task in the person's own language rather than a new list of improvements.

WHAT IT MAY BRING

A focused basis for deciding what support or practice is now useful.

Q510

10 / 100

What should the current purpose lead us to review next?

HOW TO USE IT

Ask after the current purpose is clear. Select the evidence and aspects of the relationship relevant to that purpose rather than reviewing everything indiscriminately.

WHAT IT MAY BRING

A review agenda driven by the decision at hand, not by the availability of data.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The original goal concerned confidence, but the engagement has clarified a recurring decision-authority problem and a more specific practice need.

THE COACH'S CHOICE

Review the purpose as it is now understood and retain the history of the change. Decide which evidence the current purpose needs.

USEFUL OUTPUT

An honest review of an evolving engagement rather than a rewritten success narrative.

SOURCE PRACTICE NOTE

Do not require the original goal to remain fixed. Keep its history visible so that a change in focus is understood rather than hidden.

New vignette; retained source practice note.

Questions: [1] p.46. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

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ASSURE / THEME 02 OF 10

Q511-Q514 / 1 of 3

Review behaviour against the starting point

Use to compare current practice with a defined baseline or previously agreed goal anchors.

Q511

11 / 100

What are you doing differently in the situations we chose to focus on?

HOW TO USE IT

Invite specific behaviour in the agreed situations. Separate what the person intends to do differently from what they have actually attempted or demonstrated.

WHAT IT MAY BRING

A clearer account of application beyond insight or commitment.

Q513

13 / 100

How does it compare with the starting point we recorded?

HOW TO USE IT

Use the recorded baseline and comparable circumstances. Identify differences in behaviour and evidence quality rather than relying solely on the person's overall impression.

WHAT IT MAY BRING

A more transparent comparison between the starting point and current practice.

Q512

12 / 100

Which recent example gives the clearest evidence of that difference?

HOW TO USE IT

Choose an example with relevant detail and observation. Avoid selecting only the most favourable episode or treating one example as proof of consistent change.

WHAT IT MAY BRING

A concrete basis for examining progress with appropriate limits.

Q514

14 / 100

What remains unchanged in your behaviour?

HOW TO USE IT

Invite unchanged behaviour without framing it as a failure. Explore whether it remains appropriate, has lacked opportunity to change or needs a different response.

WHAT IT MAY BRING

A balanced progress account that includes continuity as well as improvement.

Questions: [1] p.46. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 02 OF 10

Q515-Q518 / 2 of 3

Review behaviour against the starting point

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

Q515

15 / 100

Where is the new practice still inconsistent?

HOW TO USE IT

Ask about the contexts in which the practice varies. Identify patterns of opportunity, difficulty or support before judging inconsistent use as weak commitment.

WHAT IT MAY BRING

A more precise next development need than a general instruction to be more consistent.

Q517

17 / 100

What evidence is too limited to support a conclusion yet?

HOW TO USE IT

Invite gaps, weak observations or an insufficient time period. Mark an inconclusive judgement explicitly rather than forcing a score or a positive narrative.

WHAT IT MAY BRING

An honest assessment of what can and cannot yet be concluded.

Q516

16 / 100

What opportunity have you had to demonstrate the behaviour?

HOW TO USE IT

Establish the number and type of relevant opportunities. Do not interpret absent demonstration as absent capability when the person has had no suitable chance to act.

WHAT IT MAY BRING

A fairer basis for evaluating progress and planning further evidence.

Q518

18 / 100

Which predefined description best fits what can actually be observed?

HOW TO USE IT

Use only where behavioural anchors were agreed in advance. Compare the evidence with the descriptions, retain uncertainty and avoid turning unlike goals into comparable person scores.

WHAT IT MAY BRING

A more disciplined goal review without false precision or inappropriate comparison between coachees.

Questions: [1] p.46. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 02 OF 10

Q519-Q520 / 3 of 3

Review behaviour against the starting point

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

Q519

19 / 100

What change in context makes a direct comparison difficult?

HOW TO USE IT

Compare role, task, audience and conditions across the observation periods. Explain the effect of differences instead of treating the before-and-after comparison as controlled evidence.

WHAT IT MAY BRING

A better-qualified interpretation of apparent progress.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee feels more capable but has had only one opportunity to demonstrate the agreed behaviour.

THE COACH'S CHOICE

Compare actual practice with the baseline and its context. Mark what remains inconclusive rather than treating confidence as behavioural evidence.

USEFUL OUTPUT

A proportionate progress judgement and a clear next observation need.

Q520

20 / 100

How would you describe your progress without overstating it?

HOW TO USE IT

Invite a short summary supported by examples, limits and remaining work. Avoid demanding a transformation story or treating modest progress as insufficiently impressive.

WHAT IT MAY BRING

A credible account of development that can support an honest next decision.

SOURCE PRACTICE NOTE

Keep unlike goals and evidence sources separate. A missing observation is not a zero, and a changed rating is not automatically a changed capability.

New vignette; retained source practice note.

Questions: [1] p.46. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 03 OF 10

Q521-Q524 / 1 of 3

Examine contribution to work outcomes

Use to consider whether the learning has made a useful difference beyond the session.

Q521

21 / 100

What difference has the changed behaviour made to the work?

HOW TO USE IT

Ask only after the changed behaviour has been evidenced. Explore the practical difference and distinguish a plausible contribution from proof of causation.

WHAT IT MAY BRING

A clearer connection between practice and work value, with uncertainty kept visible.

Q523

23 / 100

What evidence connects your practice with the outcome you describe?

HOW TO USE IT

Invite the chain linking action, response and outcome. Examine unsupported links rather than assuming that improvement after coaching establishes coaching as its cause.

WHAT IT MAY BRING

A more defensible contribution account grounded in available evidence.

Q522

22 / 100

Who has experienced that difference directly?

HOW TO USE IT

Identify people who directly experienced the reported difference. Consider appropriate confirmation without making their participation compulsory or exposing private coaching content.

WHAT IT MAY BRING

A more grounded account of who benefited or encountered a different effect.

Q524

24 / 100

What else changed during the same period?

HOW TO USE IT

Review other changes in staffing, systems, workload, information or leadership. Include them as part of the explanation rather than as inconvenient complications.

WHAT IT MAY BRING

A fuller interpretation of outcomes and less risk of over-attributing change to coaching.

Questions: [1] p.47. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 03 OF 10

Q525-Q528 / 2 of 3

Examine contribution to work outcomes

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

Q525

25 / 100

Which improvement might have happened without the coaching?

HOW TO USE IT

Explore plausible alternative explanations or pre-existing trends. Treat the answer as a judgement under uncertainty, not a way to calculate a precise causal share.

WHAT IT MAY BRING

A more cautious and credible account of coaching's contribution.

Q527

27 / 100

What benefit matters to you even though it is not captured in the formal measures?

HOW TO USE IT

Ask for a specific non-measured benefit and how it is experienced. Avoid converting it into an unsupported financial estimate merely to make it appear more credible.

WHAT IT MAY BRING

Recognition of meaningful value alongside, rather than instead of, formal evidence.

Q526

26 / 100

Where did the new approach create an unexpected cost or difficulty?

HOW TO USE IT

Invite adverse or unintended effects without defending the method. Examine the scale and cause carefully, and identify any response required beyond the coaching relationship.

WHAT IT MAY BRING

A more complete evaluation that includes costs and difficulties as well as benefits.

Q528

28 / 100

Which hoped-for outcome has not yet appeared?

HOW TO USE IT

Compare the hoped-for outcome with what has occurred and the relevant timeframe. Distinguish not yet observed from unlikely, unmeasured or no longer appropriate.

WHAT IT MAY BRING

A clearer account of incomplete results and what should be reviewed next.

Questions: [1] p.47. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 03 OF 10

Q529-Q530 / 3 of 3

Examine contribution to work outcomes

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

Q529

29 / 100

What can you reasonably say the coaching contributed?

HOW TO USE IT

Invite wording that describes plausible contribution, supporting evidence and other influences. Do not require a percentage attribution or an isolated coaching effect where none is established.

WHAT IT MAY BRING

A proportionate value statement that can withstand questioning.

Q530

30 / 100

What would be misleading to claim about the results?

HOW TO USE IT

Ask before a report or final review is agreed. Identify claims about causality, capability or permanence that exceed the evidence.

WHAT IT MAY BRING

A practical safeguard against overstating results in a compelling but misleading success story.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

Work outcomes improved during coaching, but staffing and information systems also changed in the same period.

THE COACH'S CHOICE

Trace the supported links from practice to outcome and include other influences. Avoid an unsupported percentage attribution to coaching.

USEFUL OUTPUT

A credible contribution account rather than a claim of isolated causation.

SOURCE PRACTICE NOTE

Do not attribute every improvement to coaching. Describe the links that are supported and the ones that remain uncertain.

New vignette; retained source practice note.

Questions: [1] p.47. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 04 OF 10

Q531-Q534 / 1 of 3

Make sense of feedback over time

Use when follow-up feedback needs to be considered alongside the coachee's account.

Q531

31 / 100

What have colleagues noticed changing over the course of the engagement?

HOW TO USE IT

Invite actual feedback about change over time, retaining the context and source protections. Distinguish direct observations from a general impression that the person is improving.

WHAT IT MAY BRING

A more specific view of experienced change beyond the coachee's own account.

Q533

33 / 100

Where does your experience of progress differ from theirs?

HOW TO USE IT

Compare specific accounts rather than deciding whose view is right. Retain the distinction between intention, self-observation and colleagues' experience.

WHAT IT MAY BRING

A more informative understanding of progress across perspectives.

Q532

32 / 100

Which feedback has remained consistent despite your efforts?

HOW TO USE IT

Ask without implying that effort should have changed every observation. Explore whether the behaviour, the context or the observer's exposure has remained similar.

WHAT IT MAY BRING

A clearer understanding of persistent feedback and what still needs investigation.

Q534

34 / 100

What might explain that difference in observation?

HOW TO USE IT

Consider differences in timing, audience, opportunity and meaning. Keep alternative explanations tentative instead of explaining away feedback the coachee finds difficult.

WHAT IT MAY BRING

A contextual interpretation of disagreement that supports further learning.

Questions: [1] p.47. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 04 OF 10

Q535-Q538 / 2 of 3

Make sense of feedback over time

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

Q535

35 / 100

Which positive feedback is supported by a concrete example?

HOW TO USE IT

Invite the event behind a positive statement. Explore what the coachee did and what difference it made rather than treating praise alone as proof of progress.

WHAT IT MAY BRING

A more usable account of effective behaviour to retain or test elsewhere.

Q537

37 / 100

Whose experience have we still not heard where it would be appropriate to do so?

HOW TO USE IT

Identify a missing perspective relevant to the goal. Consider whether seeking it is proportionate and consistent with permission and confidentiality arrangements.

WHAT IT MAY BRING

A clearer view of feedback coverage without indiscriminate collection.

Q536

36 / 100

What difficult feedback deserves further consideration rather than immediate explanation?

HOW TO USE IT

Offer time to understand the feedback before defending or correcting it. Clarify the behaviour and context without requiring the coachee to accept every interpretation.

WHAT IT MAY BRING

Space for difficult information to become useful rather than immediately rejected or rationalised.

Q538

38 / 100

What does the feedback suggest about the situations in which the practice works best?

HOW TO USE IT

Compare feedback across relevant situations. Look for the conditions in which the practice helps and avoid treating an average impression as universal effectiveness.

WHAT IT MAY BRING

A more selective understanding of when and how to use the practice.

Questions: [1] p.47. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 04 OF 10

Q539-Q540 / 3 of 3

Make sense of feedback over time

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

Q539

39 / 100

What would you like to clarify through an agreed follow-up conversation?

HOW TO USE IT

Invite one material point needing clarification. Prepare a respectful request that seeks understanding rather than the identity of a protected contributor or a retraction.

WHAT IT MAY BRING

A focused route to resolving ambiguity in the feedback.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

Peers report improvement while direct reports describe a continuing difficulty in a different type of meeting.

THE COACH'S CHOICE

Compare observation opportunities and specific examples. Do not let the more positive group erase the other experience.

USEFUL OUTPUT

A more contextual understanding of where progress is and is not evident.

Q540

40 / 100

What feedback should influence the next development priority?

HOW TO USE IT

Select feedback relevant to the purpose and supported by sufficient detail. Balance it with other evidence rather than allowing the most recent or strongest comment to dominate.

WHAT IT MAY BRING

A considered next priority instead of a reactive response to every observation.

SOURCE PRACTICE NOTE

Agreement across views can be informative, but a majority does not erase a particular person's experience. Protect contributors and explore the behaviour.

New vignette; retained source practice note.

Questions: [1] p.47. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

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ASSURE / THEME 05 OF 10

Q541-Q544 / 1 of 3

Evaluate the coaching relationship

Use throughout the engagement to learn what the relationship is making possible or obstructing.

Q541

41 / 100

What about our conversations has been most useful to your thinking?

HOW TO USE IT

Invite a concrete moment and what it enabled in the person's thinking. Avoid seeking a compliment about your style or treating enjoyment as evidence of impact.

WHAT IT MAY BRING

Specific learning about which aspects of the relationship are useful.

Q543

43 / 100

When have you felt most able to disagree with me?

HOW TO USE IT

Invite an example of disagreement and your response to it. Do not assume that lack of disagreement demonstrates either complete agreement or a safe relationship.

WHAT IT MAY BRING

Evidence about how agency and challenge have operated in practice.

Q542

42 / 100

What has been less useful than you expected?

HOW TO USE IT

Ask with genuine willingness to hear disappointment. Explore the mismatch and any adjustment needed without defending your intention or the method.

WHAT IT MAY BRING

A clearer opportunity to improve the work or reconsider its fit.

Q544

44 / 100

Where have I moved too quickly or stayed too long?

HOW TO USE IT

Ask about an actual point in a session. Explore what pacing would have helped rather than expecting the coachee to judge your overall coaching competence.

WHAT IT MAY BRING

Actionable feedback on timing and depth in the conversation.

Questions: [1] p.48. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

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ASSURE / THEME 05 OF 10

Q545-Q548 / 2 of 3

Evaluate the coaching relationship

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

Q545

45 / 100

Which question or activity opened something valuable for you?

HOW TO USE IT

Invite the coachee to identify the prompt or activity and explain its effect. Avoid treating their choice as proof that the same technique should be used more often.

WHAT IT MAY BRING

A more precise understanding of what helped this person think in this context.

Q547

47 / 100

How well has the balance of support and challenge fitted your needs?

HOW TO USE IT

Invite examples where support or challenge fitted and where it did not. Avoid assuming that more challenge is always developmental or more reassurance always helpful.

WHAT IT MAY BRING

A clearer basis for adjusting the balance to the coachee's current needs.

Q546

46 / 100

What would you have preferred me to do differently?

HOW TO USE IT

Accept a specific alternative without requiring the person to soften it. Clarify what would have been useful and distinguish possible changes from limits you must retain.

WHAT IT MAY BRING

Practical feedback that can improve the relationship without placing the burden of repair entirely on the coachee.

Q548

48 / 100

What have you found difficult to tell me about the coaching?

HOW TO USE IT

Offer permission to pass and explain routes beyond the coach where relevant. Do not use the question to press for a disclosure the relationship has not made safe.

WHAT IT MAY BRING

An opening for previously withheld concerns, with respect for the person's choice about how to raise them.

Questions: [1] p.48. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 05 OF 10

Q549-Q550 / 3 of 3

Evaluate the coaching relationship

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

Q549

49 / 100

What should we change in the way we work if the engagement continues?

HOW TO USE IT

Use after understanding what has and has not helped. Agree specific changes in method, pacing or arrangements rather than a vague promise to work better together.

WHAT IT MAY BRING

A more purposeful continuation with visible adjustments to the relationship.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The relationship feels warm, but the coachee says some sessions moved too quickly to be useful.

THE COACH'S CHOICE

Invite concrete feedback and respond without defence. Separate the quality of the relationship from the achievement of its purpose.

USEFUL OUTPUT

A practical adjustment and a more honest account of the coaching experience.

Q550

50 / 100

What would an honest account of this relationship include alongside what worked well?

HOW TO USE IT

Invite a balanced account including limitations, disagreements and unhelpful moments. Do not require equal amounts of praise and criticism or a positive overall verdict.

WHAT IT MAY BRING

A fuller evaluation of the relationship that supports learning and an informed decision about its future.

SOURCE PRACTICE NOTE

Ask with a genuine willingness to change. Do not use a warm relationship or positive satisfaction report as evidence that the work has achieved its purpose.

New vignette; retained source practice note.

Questions: [1] p.48. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 06 OF 10

Q551-Q554 / 1 of 3

Check boundaries, choice and fairness

Use to review how the agreement has operated, not merely whether it was signed.

Q551

51 / 100

How has the information boundary worked in practice?

HOW TO USE IT

Compare actual information handling with the agreement. Invite concrete examples and address any mismatch directly rather than relying on the existence of a signed contract.

WHAT IT MAY BRING

A practical review of whether confidentiality arrangements have been maintained.

Q553

53 / 100

When have you felt free to decline a question or activity?

HOW TO USE IT

Ask for actual occasions when a prompt or activity was declined or changed. Accept that the person may not have experienced that freedom despite its being offered.

WHAT IT MAY BRING

A more realistic understanding of agency within the relationship.

Q552

52 / 100

What has been shared that you would like to review or clarify?

HOW TO USE IT

Invite the coachee to identify a specific disclosure or uncertainty. Establish what occurred and use the appropriate correction or concerns process where needed.

WHAT IT MAY BRING

A route to clarify or address information-sharing issues rather than leaving them as private unease.

Q554

54 / 100

What has made that freedom harder to exercise?

HOW TO USE IT

Explore pressure from status, expectation, timing or the coach's response. Do not make the person solely responsible for using a choice that felt difficult to exercise.

WHAT IT MAY BRING

Visibility of conditions that need adjustment before consent can be more meaningful.

Questions: [1] p.48. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 06 OF 10

Q555-Q558 / 2 of 3

Check boundaries, choice and fairness

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

Q555

55 / 100

How well have the arrangements supported your language or access needs?

HOW TO USE IT

Invite the person's experience of the agreed arrangements. Check what worked and what remains difficult without requiring personal or diagnostic disclosure to justify a change.

WHAT IT MAY BRING

A practical accessibility review grounded in the coachee's account.

Q557

57 / 100

Which part of our agreement has been hardest to maintain?

HOW TO USE IT

Identify the specific term and the conditions making it difficult. Decide whether it needs clearer implementation, re-contracting or a formal response rather than ignoring repeated exceptions.

WHAT IT MAY BRING

A more workable and honest agreement.

Q556

56 / 100

What effect have sponsor expectations had on your choices here?

HOW TO USE IT

Explore how sponsor expectations affected topic choice, candour or action. Distinguish legitimate accountability from pressure to disclose or comply beyond the agreement.

WHAT IT MAY BRING

A clearer understanding of sponsorship's effect on the coaching relationship.

Q558

58 / 100

What concern needs to be addressed outside an ordinary coaching conversation?

HOW TO USE IT

Explain the relevant concerns, professional or specialist routes. Do not use ordinary reflection as a substitute for addressing an issue requiring a different process.

WHAT IT MAY BRING

Recognition of when the coaching conversation is not the right or sufficient response.

Questions: [1] p.48. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 06 OF 10

Q559-Q560 / 3 of 3

Check boundaries, choice and fairness

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

Q559

59 / 100

What would need to change for the relationship to remain trustworthy?

HOW TO USE IT

Ask only with willingness to act on material concerns. Identify the required change, who is responsible and whether the relationship should pause while it is unresolved.

WHAT IT MAY BRING

A concrete basis for restoring trust or deciding that continuation is not appropriate.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee enjoyed the programme but is concerned that an update included information beyond the agreed boundary.

THE COACH'S CHOICE

Establish what occurred and use the appropriate response process. Do not allow general satisfaction to outweigh a specific information concern.

USEFUL OUTPUT

Direct attention to the issue that matters for trust and responsible practice.

Q560

60 / 100

What would demonstrate that an issue you raised had been properly addressed?

HOW TO USE IT

Agree what response, communication or evidence would demonstrate resolution. Distinguish the person's satisfaction from any formal obligations that still need to be completed.

WHAT IT MAY BRING

A clearer way to check that a concern has been addressed rather than merely acknowledged.

SOURCE PRACTICE NOTE

Respond directly to concerns and use the appropriate process when needed. A favourable overall experience must not override a serious boundary issue.

New vignette; retained source practice note.

Questions: [1] p.48. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 07 OF 10

Q561-Q564 / 1 of 3

Decide whether to continue, adapt or stop

Use when the next phase of support needs a reasoned choice rather than an automatic extension.

Q561

61 / 100

What developmental need would further coaching address now?

HOW TO USE IT

Ask before proposing an extension. Identify a current developmental purpose and avoid treating an unfinished relationship or remaining difficulty as sufficient reason for more coaching.

WHAT IT MAY BRING

A reasoned basis for continuation, separate from habit or the coach's commercial interest.

Q563

63 / 100

Which part of the work would benefit from a different method?

HOW TO USE IT

Explore whether a different coaching activity, instruction, mentoring or another intervention better fits the remaining need. Keep the choice tied to purpose rather than novelty.

WHAT IT MAY BRING

A more appropriate next form of support instead of simply repeating the current method.

Q562

62 / 100

What could you progress without another coaching session?

HOW TO USE IT

Invite work the coachee can now carry independently or with existing support. Do not equate independence with refusing all further help.

WHAT IT MAY BRING

A clearer view of where additional coaching may no longer be needed.

Q564

64 / 100

What would justify changing the frequency or length of our meetings?

HOW TO USE IT

Review the purpose, practice opportunities and burden of the current cadence. Avoid changing session length or frequency without a clear reason.

WHAT IT MAY BRING

A better fit between the amount of support and the work that remains.

Questions: [1] p.49. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 07 OF 10

Q565-Q568 / 2 of 3

Decide whether to continue, adapt or stop

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

Q565

65 / 100

What would be the cost of continuing with the present approach?

HOW TO USE IT

Consider time, resources, opportunity cost and possible dependency. Include the benefits of continuity without making continuation the default option.

WHAT IT MAY BRING

A more complete comparison of continuing, adapting and ending the approach.

Q567

67 / 100

Which unresolved issue belongs with management or another specialist?

HOW TO USE IT

Identify the unresolved issue and the accountable role. Avoid keeping it in coaching because the organisational or specialist conversation is difficult to arrange.

WHAT IT MAY BRING

A clearer transfer of responsibility to the appropriate decision-maker or professional.

Q566

66 / 100

What alternative source of support is now worth considering?

HOW TO USE IT

Explain relevant alternatives within your knowledge and remit. Encourage appropriate specialist input where required, without implying that one route is universally better than coaching.

WHAT IT MAY BRING

An informed choice among forms of support that may now fit the need more closely.

Q568

68 / 100

What would tell you that the engagement has reached a useful stopping point?

HOW TO USE IT

Invite criteria linked to purpose, learning and independence. Allow a useful stopping point even where not every issue has been resolved.

WHAT IT MAY BRING

A more purposeful ending that does not depend on an unrealistic sense of complete transformation.

Questions: [1] p.49. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 07 OF 10

Q569-Q570 / 3 of 3

Decide whether to continue, adapt or stop

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

Q569

69 / 100

What evidence supports your preferred next step?

HOW TO USE IT

Ask after the coachee expresses a preference about continuation. Compare the choice with experience, progress, remaining need and alternatives, without demanding a defence.

WHAT IT MAY BRING

A more transparent rationale for the next support decision.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The engagement is approaching its end and an extension is suggested before the remaining developmental need has been defined.

THE COACH'S CHOICE

Compare continuation with independent practice, a different method and other support. Ask for the evidence behind the preferred route.

USEFUL OUTPUT

A reasoned next support decision rather than automatic renewal.

Q570

70 / 100

What decision about continuation feels most responsible at this stage?

HOW TO USE IT

Use to conclude the continuation review. Record the choice, reasons and any conditions or follow-up responsibilities rather than leaving the arrangement open-ended.

WHAT IT MAY BRING

A clear decision that respects value, boundaries and the coachee's agency.

SOURCE PRACTICE NOTE

Continuation should serve a purpose, not the coach's preference or discomfort with ending. Distinguish an unfinished issue from a need for more coaching.

New vignette; retained source practice note.

Questions: [1] p.49. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 08 OF 10

Q571-Q574 / 1 of 3

Sustain useful practice and independence

Use as support reduces or the engagement approaches closure.

Q571

71 / 100

Which practice has earned a place in the way you work?

HOW TO USE IT

Invite a practice supported by repeated useful experience. Distinguish it from an exercise that was completed successfully but has little continuing relevance.

WHAT IT MAY BRING

A focused maintenance priority grounded in actual usefulness.

Q573

73 / 100

What conditions need to remain in place for it to stay useful?

HOW TO USE IT

Identify the support, information, authority or opportunity that enables the practice. Clarify who maintains each condition rather than placing all sustainability with the individual.

WHAT IT MAY BRING

A more realistic maintenance plan that includes the environment.

Q572

72 / 100

What makes it worth sustaining?

HOW TO USE IT

Ask for the practical value and the conditions in which it appears. Avoid sustaining a method solely because it has become familiar or associated with coaching progress.

WHAT IT MAY BRING

A clear reason to retain the practice and a standard for later reconsideration.

Q574

74 / 100

What early sign would tell you that you are drifting from it?

HOW TO USE IT

Choose a specific early sign of drift in work. Keep it descriptive and proportionate, avoiding a monitoring regime that turns every lapse into failure.

WHAT IT MAY BRING

A useful cue for review before a valued practice is lost unnoticed.

Questions: [1] p.49. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 08 OF 10

Q575-Q578 / 2 of 3

Sustain useful practice and independence

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

Q575

75 / 100

What simple review could you carry out without the coach?

HOW TO USE IT

Invite a brief self-review using the goal, recent evidence and context. Make it simple enough to use without replicating the entire coaching process.

WHAT IT MAY BRING

A practical way to continue learning with less reliance on scheduled coaching.

Q577

77 / 100

What would you do if the practice stopped fitting the role?

HOW TO USE IT

Plan to adapt, replace or stop the practice when the role changes. Preserve the underlying purpose rather than insisting on the original routine.

WHAT IT MAY BRING

A more flexible maintenance approach that remains relevant to current work.

Q576

76 / 100

Who could be a willing partner in maintaining the learning?

HOW TO USE IT

Identify a willing person with a clear, bounded role. Agree reciprocity, permission and workload rather than assuming they will become the coachee's ongoing monitor.

WHAT IT MAY BRING

Appropriate support for maintenance without transferring ownership of the learning.

Q578

78 / 100

What is your plan for responding to a familiar setback after coaching ends?

HOW TO USE IT

Use a realistic setback and agree a modest restart or support route. Do not promise that the learning will prevent recurrence or that self-coaching will always be enough.

WHAT IT MAY BRING

Preparedness for difficulty after closure without creating dependence on an indefinite relationship.

Questions: [1] p.49. How-to and benefit notes: new editorial guidance; no guaranteed effect.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 08 OF 10

Q579-Q580 / 3 of 3

Sustain useful practice and independence

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

Q579

79 / 100

When would seeking fresh support be a considered choice rather than a default?

HOW TO USE IT

Invite a defined new need or change in circumstances that would justify support. Separate thoughtful help-seeking from automatically restarting the same coaching arrangement.

WHAT IT MAY BRING

A clearer basis for obtaining help while retaining independence and judgement.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The coachee has a useful routine but expects the coach to keep checking that it is maintained after closure.

THE COACH'S CHOICE

Agree a light self-review and a willing support partner where appropriate. Keep responsibility with the coachee and define when fresh help would be useful.

USEFUL OUTPUT

A practical maintenance plan that supports independence rather than indefinite dependence.

Q580

80 / 100

What can you now take responsibility for with greater independence?

HOW TO USE IT

Ask for responsibility the coachee can now exercise differently, supported by examples. Recognise appropriate collaboration and escalation as compatible with independence.

WHAT IT MAY BRING

A grounded account of greater self-direction rather than an expectation of handling everything alone.

SOURCE PRACTICE NOTE

Independence does not mean doing everything alone. It means recognising needs and choosing appropriate help without relying on an indefinite coaching relationship.

New vignette; retained source practice note.

Questions: [1] p.49. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 09 OF 10

Q581-Q584 / 1 of 3

End the engagement deliberately

Use to bring the relationship to a clear and respectful close.

Q581

81 / 100

What would you like us to acknowledge before we finish?

HOW TO USE IT

Invite learning, effort, difficulty and disappointment before closing. Let the person choose what deserves acknowledgement without requiring a celebratory tone.

WHAT IT MAY BRING

A more complete and respectful ending that reflects the actual experience.

Q583

83 / 100

What remains unfinished without necessarily belonging in further coaching?

HOW TO USE IT

Name unfinished issues and their appropriate owners or routes. Do not use their existence alone to justify an extension of the coaching relationship.

WHAT IT MAY BRING

An orderly ending with unresolved work visible rather than abandoned or absorbed into open-ended coaching.

Q582

82 / 100

What feels complete in this piece of work?

HOW TO USE IT

Ask for the work that has reached an adequate conclusion. Keep completion bounded to the engagement rather than implying the person is now fully developed.

WHAT IT MAY BRING

A clear sense of what has been achieved or settled.

Q584

84 / 100

How are you experiencing the ending of the relationship?

HOW TO USE IT

Offer the question without expecting attachment, relief or sadness. Respect the depth the person chooses and avoid interpreting discomfort as proof that coaching should continue.

WHAT IT MAY BRING

Room for an honest response to ending without turning it into another dependency or diagnosis.

Questions: [1] p.50. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 09 OF 10

Q585-Q588 / 2 of 3

End the engagement deliberately

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

Q585

85 / 100

What would make the final sponsor conversation accurate and useful?

HOW TO USE IT

Define the decision and audience for the final review. Agree evidence, limitations and support needs within the established information boundary.

WHAT IT MAY BRING

A sponsor conversation that is useful and credible rather than a promotional account of success.

Q587

87 / 100

What needs to be settled about records before the engagement closes?

HOW TO USE IT

Review the verified retention, return, deletion and access arrangements. Resolve questions through the responsible process instead of making informal promises at the final meeting.

WHAT IT MAY BRING

A clearer and more orderly record closure.

Q586

86 / 100

What do you want to keep private from that summary?

HOW TO USE IT

Ask within the actual information agreement, explaining any non-negotiable limits. Separate private reflections from authorised developmental outputs before drafting the summary.

WHAT IT MAY BRING

A clearer boundary around what the final report should and should not contain.

Q588

88 / 100

What is your understanding of contact after our final session?

HOW TO USE IT

State the actual post-engagement contact terms first. Check the coachee's understanding and distinguish a future enquiry from an implied ongoing coaching service.

WHAT IT MAY BRING

Fewer ambiguous expectations about availability after the relationship ends.

Questions: [1] p.50. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 09 OF 10

Q589-Q590 / 3 of 3

End the engagement deliberately

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

Q589

89 / 100

What would you like to say about something that did not work as intended?

HOW TO USE IT

Invite a specific unmet expectation or unsuccessful part of the work. Listen without turning the response immediately into a positive lesson or justification.

WHAT IT MAY BRING

A more honest closing account and useful feedback for professional improvement.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The last session ends positively but the parties have not settled the final summary, records or expectations of later contact.

THE COACH'S CHOICE

Make the ending explicit and review the actual arrangements. Allow unfinished issues and mixed views to remain visible.

USEFUL OUTPUT

A respectful, clear closure rather than an engagement that simply fades away.

Q590

90 / 100

What would make this a clear ending rather than an arrangement that simply fades away?

HOW TO USE IT

Agree the final date, outstanding responsibilities, permitted summary and record arrangements. Make any future engagement a separate decision with a defined purpose.

WHAT IT MAY BRING

A deliberate ending instead of an unclear relationship that continues through assumption.

SOURCE PRACTICE NOTE

Explain actual record and contact arrangements. Leave room for mixed feelings and dissatisfaction rather than requiring a celebratory ending.

New vignette; retained source practice note.

Questions: [1] p.50. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 10 OF 10

Q591-Q594 / 1 of 3

Carry the learning into the future

Use to consolidate what the coachee wants to remember and use in a new context.

Q591

91 / 100

What have you learned about how you learn in real work?

HOW TO USE IT

Invite examples of learning through practice, feedback and context. Avoid converting a preference into a fixed learning-style label.

WHAT IT MAY BRING

A more practical understanding of how the person can support future development.

Q593

93 / 100

What have you learned about the conditions that help you act well?

HOW TO USE IT

Ask for the conditions supported by actual experience. Distinguish those the person can arrange from those requiring organisational support or authority.

WHAT IT MAY BRING

A clearer understanding of how to create workable conditions for future action.

Q592

92 / 100

Which assumption about your leadership would you now question sooner?

HOW TO USE IT

Identify an assumption revealed by the engagement and the cue for reconsidering it sooner. Keep the learning specific rather than claiming all assumptions have been resolved.

WHAT IT MAY BRING

A portable check that can improve future reflection and judgement.

Q594

94 / 100

What is a lesson you do not want to lose when work becomes demanding?

HOW TO USE IT

Invite one lesson relevant under pressure and a simple reminder for it. Avoid trying to preserve every insight from the engagement equally.

WHAT IT MAY BRING

A focused principle more likely to remain accessible when attention is limited.

Questions: [1] p.50. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 10 OF 10

Q595-Q598 / 2 of 3

Carry the learning into the future

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

Q595

95 / 100

What would you tell your future self before a similar challenge?

HOW TO USE IT

Offer an optional short message or private letter. Keep it grounded in experience and permit uncertainty rather than writing a prediction of future success.

WHAT IT MAY BRING

A personally meaningful reminder of useful practice, boundaries and ways to restart.

Q597

97 / 100

What will help you remain open to evidence that contradicts your view of progress?

HOW TO USE IT

Identify a practice for seeking counterexamples or contrasting feedback. Avoid assuming that confidence in progress removes the need to revisit the evidence.

WHAT IT MAY BRING

A more open and revisable understanding of development over time.

Q596

96 / 100

Which capability would you like to develop next for a clear reason?

HOW TO USE IT

Invite a specific next capability and the contribution it would serve. Do not treat ongoing development as evidence that the completed coaching was insufficient.

WHAT IT MAY BRING

A purposeful next learning direction without manufacturing a need for another engagement.

Q598

98 / 100

How could your learning benefit others without turning your experience into a rule for everyone?

HOW TO USE IT

Explore a way to share learning with context and limits. Protect private material and avoid presenting one person's successful method as an instruction for everyone else.

WHAT IT MAY BRING

A responsible contribution to others' learning without overgeneralising from the coachee's experience.

Questions: [1] p.50. How-to and benefit notes: new editorial guidance; no guaranteed effect.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSURE / THEME 10 OF 10

Q599-Q600 / 3 of 3

Carry the learning into the future

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

Q599

99 / 100

What would a fair description of this coaching journey say?

HOW TO USE IT

Invite an account that includes purpose, changes, constraints and what did not work. Keep the coachee's words rather than editing the journey into a transformation narrative.

WHAT IT MAY BRING

A balanced description that is both meaningful and supported by the actual experience.

Q600

100 / 100

What will you carry forward as your own considered choice?

HOW TO USE IT

Use as the final selection, not a demand for a profound conclusion. Let the coachee name the practice, principle or decision they choose to own.

WHAT IT MAY BRING

A clear, autonomous ending centred on what the person will carry into their own work.

PUTTING THE THEME TO WORK

ILLUSTRATIVE VIGNETTE / FICTIONAL

The executive wants to share the learning with colleagues but is tempted to present their own successful technique as the answer for everyone.

THE COACH'S CHOICE

Distinguish the principle, the context and the limits of the experience. Invite a fair personal account rather than a general rule.

USEFUL OUTPUT

Learning that can benefit others without overstating what one coaching journey establishes.

SOURCE PRACTICE NOTE

Invite a personal conclusion without manufacturing a transformation narrative. A modest, well-supported difference can be worth carrying forward.

New vignette; retained source practice note.

Questions: [1] p.50. 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 Assure 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

End with evidence. Leave room for the future.

Tell a fair story

Describe purpose, learning, observed application and the limits of the contribution claim. Include unsuccessful attempts and other influences. The account should be something the coachee can recognise, not a transformation narrative written for somebody else.

Leave responsibilities in the right place

An unfinished authority issue belongs with the accountable leader; a specialist need belongs with an appropriate professional. Closure does not require the coaching relationship to solve every outstanding difficulty.

Make independence practical

Agree the practice worth retaining, a light review routine and appropriate support routes. Settle records and post-engagement contact clearly. A future engagement should begin with a new purpose and an informed choice, not an assumption that the relationship never really ended.

THE PRINCIPLE TO RETAIN

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

THE SIX-BOOKLET COLLECTION

Align / Agree / Assess / Activate / Apply / Assure

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

SOURCES AND PUBLICATION NOTES

A clear foundation. A distinct new contribution.

[1] HR Delivery Book of Coaching Questions

The supplied 52-page question book, first edition / October 2026. This booklet retains the Assure question wording, Q-numbers, ten theme titles, theme-use descriptions and source practice notes. Original question pages: 46-50.

[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.