



HR DELIVERY

Making Sure HR Delivers

HR DELIVERY / PROFESSIONAL COACHING LIBRARY

Book of coaching questions

600 questions for purposeful conversations
across the 6A coaching journey.



100 QUESTIONS FOR EACH A

Align / Agree / Assess / Activate / Apply / Assure

INTRODUCTION

A better question. More room to think.

A working companion

This book offers 600 questions for coaching conversations in organisations: 100 for each part of HR Delivery's 6A Workplace Coaching System. It is designed to sit beside the coach as a practical reference, not between the coach and the person who is thinking.

Choose for the moment

A question may help clarify a mandate, establish a boundary, understand a work episode, challenge an assumption or prepare a useful next step. Its value depends on what is happening in the conversation. A short factual question can be as useful as an expansive one.

The coachee remains the author

Use the wording as a starting point. Follow the person's language and make room for them to disagree, change direction or pass on a topic. The purpose is to help them form a considered view, not lead them to an answer you have already chosen.

Six stages; sixty themes

The questions are organised into ten themes within each A. Each theme contains ten numbered prompts and a short practice note. Use the contents, stage directories or the situation finder to locate a relevant starting point. The numbers provide stable references, not a sequence to complete.

A companion, not a new framework

Align, Agree, Assess, Activate, Apply and Assure retain their published meanings. This book focuses mainly on the engagement: the coach's conversation with the coachee. It keeps the surrounding programme and organisation visible without turning a private session into a governance audit.

Original questions; a clear foundation

The 600 prompts and their thematic grouping are new editorial material for this book. The framework, its operating levels and its quality lens come from the HR Delivery publications listed at the end. The question bank is not a test, scoring instrument or claim that every question will suit every person.

THE PURPOSE

Not more questions, but more useful thinking.

Framework: [1] pp.5-6; [2] pp.4-7. Questioning principles: [2] pp.25-28. Original question bank.



CONTENTS

Find the stage. Open the conversation.

Select a section or a page number. Each A contains 100 questions in ten themes.

Introduction 2

Foreword 4

6A framework 5

Using the questions 7

Situation finder 8

01 ALIGN

Purpose before provision

Q001-Q100

09 >

02 AGREE

A clear agreement protects useful freedom

Q101-Q200

16 >

03 ASSESS

Evidence improves the question

Q201-Q300

23 >

04 ACTIVATE

Dialogue should expand choice

Q301-Q400

30 >

05 APPLY

Learning must survive contact with work

Q401-Q500

37 >

06 ASSURE

Protect quality and make an honest value judgement

Q501-Q600

44 >

Final thoughts

51

Sources and publication notes

52

All 600 bank questions are numbered once, from Q001 to Q600.

FOREWORD

Listen first. Choose the question second.

**DR PHILLIP WELSH**

HR Delivery

Foreword prepared for review and approval

A coach can ask a beautifully worded question and still miss what the person is trying to say. The task is not to sound insightful. It is to listen closely enough to recognise what would help the person think, choose or act with greater clarity.

That is the spirit in which I would encourage you to use this book. Its breadth gives you options, but the quality of the conversation does not depend on how many you use. One carefully chosen question, followed by time and genuine attention, may be enough for an important piece of work.

The 6A framework provides a useful home for those options. Purpose and agreement matter before an activity begins. Evidence and context matter when we interpret a difficulty. Choice matters when an insight emerges, and the opportunity to practise matters when the person returns to work.

Keep the relationship humane. Do not use a challenging question to display cleverness, press for disclosure or win a point. Let the coachee tell you when the wording does not fit. Their correction is information that helps the work, not a setback to your authority.

Equally, do not expect the conversation to repair every organisational problem. A person may need a clearer mandate, time, resources, instruction or another form of support. Careful inquiry should help distinguish those needs, not place every responsibility on the individual.

My hope is that these questions support both experienced coaches and people developing their practice. Read widely, choose lightly and keep returning to the person in front of you. The best outcome is not an impressive answer. It is thinking and learning the coachee can use as their own.

Draft foreword: approval is required before publication under his name.

Original foreword prepared for this book. Portrait retained from the supplied HR Delivery framework.

Six connected responsibilities. One purposeful coaching journey.



A complete 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 context, goal or agreement changes. The stages do not prescribe a fixed number of sessions.

Assurance throughout

Ethical, Useful, Applied and Evidenced is the quality lens across the whole system, not only at the final review.

Published 6A artwork retained from HR Delivery Coaching Framework, p.5.
The separate mentoring architecture is not reproduced in this book.

THE OUTPUT TO CARRY FORWARD

ALIGN Charter + value hypothesis	AGREE Four-way contract	ASSESS Goal + baseline + formulation
ACTIVATE Insight + options + commitment	APPLY Experiments + transfer plan	ASSURE Quality + value decision

Source foundation: [1] pp.5-6; [2] pp.6-7. Published stage names, outputs and diagram retained.

THE FRAMEWORK IN PRACTICE

The conversation sits inside a wider system.

The question bank focuses mainly on the engagement. Keep the other responsibilities visible.

ORGANISATION	Policy, portfolio, culture, resources and governance. Leaders decide where coaching belongs and act on wider organisational barriers.
PROGRAMME	Population, pathways, matching, operations and evaluation. The programme owner makes the service accessible and dependable.
ENGAGEMENT	Contract, goals, sessions, application, review and closure. Coach and coachee agree the work and protect the developmental relationship.

SIX ENABLING CONDITIONS

Strategic sponsorship

Purpose, boundaries and expected contribution.

Culture and manager ecosystem

Time, trust, feedback and opportunity to apply learning.

Data and technology

Minimum necessary data and clear human responsibility.

Coach capability

Competence, observed practice, supervision and referral.

Equity and access

Fair eligibility, matching and reasonable adjustments.

Governance and improvement

Accountability, concerns, evaluation and renewal.

QUALITY LENS

Ethical / Useful / Applied / Evidenced

Source foundation: [1] p.6; [2] pp.4-7. The levels and enablers are not additional coaching stages.

USING THE QUESTIONS

Ask with purpose. Stay with the answer.

Choose, do not administer

Use one relevant question, not a page of ten in sequence. The bank is a menu, not a questionnaire. There is no scoring key, required response or ideal number of questions for a session.

Ask one thing at a time

Keep the wording short enough to hold in mind. Let the coachee answer before adding a second question. A pause, reflection or factual clarification may be more useful than immediately moving deeper.

Use the person's language

Adapt a phrase that does not sound natural for this person or context. Refer to the episode or goal they have already described. Do not assume that a pattern, feeling or difficulty exists just because a question mentions it.

Leave space for correction

Treat the answer as information, not evidence that your question was right. A coachee may reject an interpretation or prefer another focus. Follow their explanation before deciding where to go next.

Distinguish inquiry from advice

Do not hide a recommendation inside a question. When you need to explain a term, boundary or practical arrangement, do so plainly. Ask a checking question only after the information has been made available.

Keep choice meaningful

Explain the purpose of an activity and check willingness to use it. The person can pass on a prompt or ask for different wording. Do not infer resistance from silence, language differences or a reluctance to disclose.

Respect the scope

These are workplace-development prompts, not clinical questions or a substitute for specialist support. Follow the agreed concerns, referral and information arrangements when an issue sits outside the coach's competence.

Connect with work

Where appropriate, help the coachee name the learning, their choice and an opportunity to test it. Reflection may also be a legitimate outcome. Do not insist on an action simply to make the session look productive.

IN PRACTICE

Listen > choose one question > pause > reflect > agree the next useful move.

Questioning foundation: [2] pp.25-28. Application and selection guidance are original editorial material.

QUICK FINDER

Find a question for the moment.

Use these routes as starting points. Select the question that fits the person's current account.

An unclear coaching purpose

Align / Q001-Q010

Uncertain role or authority

Align / Q021-Q030

Pressure from a sponsor

Agree / Q161-Q170

Questions about privacy or records

Agree / Q151-Q160

A broad or repeated explanation

Assess / Q231-Q240

An assessment or 360 debrief

Assess / Q271-Q280

A narrow range of options

Activate / Q321-Q330

An important conversation to rehearse

Activate / Q381-Q390

An insight not yet tested at work

Apply / Q401-Q410

An action that did not happen

Apply / Q481-Q490

Uncertain progress or contribution

Assure / Q511-Q530

An engagement approaching its end

Assure / Q581-Q600

All routes refer to the 600 numbered questions. No additional questions are added by this finder.



HR DELIVERY

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THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

01

Align

100 COACHING QUESTIONS

Connect the coachee's own development purpose with the work, role and organisational priorities that make it worthwhile.

Purpose / role / ambition / values / sponsorship / fit

A worthwhile purpose and an appropriate form of help.

Q001-Q100 / Ten themes. Ten questions in each.

[Open the theme directory >](#)

ALIGN / ORIENTATION AND THEME DIRECTORY

Purpose before provision

Align asks where coaching belongs and why it is worth the effort. Begin with the person's reason for participating, then connect it with the work they need to do. Explore the role, organisational expectations and conditions around the issue before deciding that a personal development response is appropriate.

Stay curious about the commission. A sponsor's concern may identify useful work, but it does not establish a deficit in the coachee. Keep coaching, management action, instruction and other support distinguishable.

THE 100 QUESTIONS / SELECT A THEME

01	Find the reason to begin	Q001-Q010	11
02	Connect with organisational purpose	Q011-Q020	11
03	Clarify the role and mandate	Q021-Q030	12
04	Hear the personal ambition	Q031-Q040	12
05	Explore values and contribution	Q041-Q050	13
06	Understand stakeholders and sponsorship	Q051-Q060	13
07	Navigate a role transition	Q061-Q070	14
08	Choose a worthwhile priority	Q071-Q080	14
09	Test whether coaching is the right help	Q081-Q090	15
10	Define value and readiness to begin	Q091-Q100	15

CARRY FORWARD

A provisional coaching focus, a reason it matters and any conditions or decisions needed outside the relationship.

Purpose before provision

THEME 01

Find the reason to begin

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

- Q001** What has brought coaching into consideration at this point in your work?
- Q002** What would make this a worthwhile use of your attention?
- Q003** Which part of your working life most needs room for thought?
- Q004** What have you been carrying without a useful place to explore it?
- Q005** What would you like to understand before deciding whether anything needs to change?
- Q006** What would you hope to gain even if nobody else knew you were being coached?
- Q007** What is happening now that makes this conversation timely?
- Q008** Which opportunity would you regret leaving unexplored?
- Q009** What would make coaching feel relevant rather than another obligation?
- Q010** Where would you like us to begin, in your own words?

COACH'S PRACTICE NOTE

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

THEME 02

Connect with organisational purpose

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

- Q011** Which organisational priority most depends on the way you lead?
- Q012** Where could a change in your approach make a meaningful difference to others' work?
- Q013** What does the organisation need from your role that it is not consistently receiving?
- Q014** Which strategic ambition feels least connected to your everyday decisions?
- Q015** What would better leadership make possible for the people using your team's service?
- Q016** Which current business challenge contains a genuine development opportunity for you?
- Q017** Where do competing organisational priorities leave you uncertain about your contribution?
- Q018** What aspect of the organisation's purpose gives this coaching work meaning?
- Q019** Which result would matter even if it were difficult to express financially?
- Q020** How would you explain the connection between your development and the work the organisation needs done?

COACH'S PRACTICE NOTE

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

Purpose before provision

THEME 03

Clarify the role and mandate

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

- Q021** What are you accountable for that cannot simply be handed to someone else?
- Q022** Which decisions are clearly yours to make?
- Q023** Where are you carrying responsibility without matching authority?
- Q024** What do people rely on you for that is not written in your role description?
- Q025** Which expectation about your role have you never actually checked?
- Q026** Where does your contribution need to be different from that of your team?
- Q027** What work belongs elsewhere but repeatedly arrives with you?
- Q028** Which part of your mandate is being interpreted differently by different people?
- Q029** What would a clearer boundary around your role allow you to focus on?
- Q030** Who could clarify the most important uncertainty about your authority?

COACH'S PRACTICE NOTE

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

THEME 04

Hear the personal ambition

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

- Q031** What kind of contribution would you like to become more capable of making?
- Q032** Which ambition still matters when you set status aside?
- Q033** What would growth look like if it did not involve a promotion?
- Q034** Which part of your potential feels insufficiently used in this role?
- Q035** What do you want to be trusted with in the future?
- Q036** Where would you like to have more choice in how you work?
- Q037** What would a fulfilling next chapter require you to learn?
- Q038** Which ambition feels genuinely yours rather than inherited from other people's expectations?
- Q039** What are you not willing to sacrifice for career progress?
- Q040** How does your preferred future affect the coaching focus you would choose now?

COACH'S PRACTICE NOTE

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

Purpose before provision

THEME 05

Explore values and contribution

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

- Q041** What do you most want your leadership to stand for in ordinary working moments?
- Q042** When have you felt proud of how you handled a difficult responsibility?
- Q043** Which value is hardest to honour under the demands of your current role?
- Q044** What contribution would still matter to you without recognition?
- Q045** Where does the way you work feel out of step with what you believe is important?
- Q046** What would colleagues experience if your stated values were more visible in your decisions?
- Q047** Which trade-off would you like to handle with greater integrity?
- Q048** What is worth preserving as you change your approach?
- Q049** Which responsibility to other people should shape this coaching goal?
- Q050** What would make the proposed goal feel personally meaningful rather than merely acceptable?

COACH'S PRACTICE NOTE

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

THEME 06

Understand stakeholders and sponsorship

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

- Q051** What do you understand your sponsor wants this coaching to support?
- Q052** Where does that purpose overlap with what you want?
- Q053** Which difference in expectations needs an honest conversation before we proceed?
- Q054** Whose experience of your leadership is most relevant to the proposed focus?
- Q055** What would your manager need to understand about your reasons for choosing this goal?
- Q056** Who might benefit from your development without being directly involved in the coaching?
- Q057** Which stakeholder expectation feels contradictory or unclear?
- Q058** What support could your sponsor provide that coaching itself cannot supply?
- Q059** What do you need to ask rather than assume about the commission?
- Q060** How would you describe a shared purpose without concealing the differences that remain?

COACH'S PRACTICE NOTE

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

Purpose before provision

THEME 07

Navigate a role transition

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

- Q061** What has changed in the work expected of you, beyond the title?
- Q062** Which previous strength still serves you well in the new role?
- Q063** What familiar way of succeeding may need to change here?
- Q064** What are you expected to stop doing as your responsibility broadens?
- Q065** Which new relationship will be important to your effectiveness?
- Q066** Where do you need to learn the context before trying to change it?
- Q067** What uncertainty about this transition would be useful to explore through coaching?
- Q068** What do you want to retain about yourself while adapting to the role?
- Q069** Which early decision could shape how others understand your leadership?
- Q070** What would make the transition a learning process rather than a test you must pass immediately?

COACH'S PRACTICE NOTE

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

THEME 08

Choose a worthwhile priority

Use when several development needs compete for limited attention.

- Q071** Which of your possible coaching topics would make the greatest practical difference now?
- Q072** What makes that topic more important than the alternatives?
- Q073** Which recurring issue is absorbing disproportionate attention?
- Q074** What might become easier if you addressed one underlying leadership challenge?
- Q075** Which priority is important but not yet ready for useful coaching work?
- Q076** What would you need to put aside to give this development proper attention?
- Q077** Where are you choosing a visible concern over a more consequential one?
- Q078** Which opportunity has a time window worth considering?
- Q079** What is the cost of leaving the chosen issue as it is for another six months?
- Q080** What is a sufficiently focused starting point without oversimplifying the situation?

COACH'S PRACTICE NOTE

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

Purpose before provision

THEME 09

Test whether coaching is the right help

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

- Q081** What kind of help have you found useful with challenges like this before?
- Q082** Which part of this situation could reflection and practice realistically influence?
- Q083** What would remain unresolved even with an excellent coaching relationship?
- Q084** Where would direct instruction be more useful than further exploration?
- Q085** What might you gain from someone with relevant experience offering mentoring instead?
- Q086** Which part of the issue requires a management decision?
- Q087** What conditions would need to change outside you for progress to be possible?
- Q088** How much choice do you feel you have about taking part in coaching?
- Q089** What would tell you that a different source of support was needed?
- Q090** What would make proceeding, pausing or choosing another route the right decision for you?

COACH'S PRACTICE NOTE

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

THEME 10

Define value and readiness to begin

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

- Q091** What useful difference would justify the effort you are considering?
- Q092** What would be an early sign that the coaching focus is well chosen?
- Q093** Which changes would colleagues be able to notice in actual work?
- Q094** What would count as worthwhile learning even if the original goal changed?
- Q095** Which assumption about the value of coaching needs to be tested?
- Q096** What opportunity will you have to use what you learn?
- Q097** What might prevent the proposed coaching from being useful at present?
- Q098** What needs to be in place before you can make a genuine commitment to begin?
- Q099** How would you describe the purpose without making a promise you cannot control?
- Q100** What are you choosing to work towards as we move into an agreement?

COACH'S PRACTICE NOTE

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



02

Agree

100 COACHING QUESTIONS

Build an explicit, workable relationship in which roles, expectations, information boundaries and meaningful choice are understood.

[Relationship](#) / [scope](#) / [trust](#) / [privacy](#) / [choice](#) / [review](#)

Shared understanding of purpose, roles and boundaries.

Q101-Q200 / Ten themes. Ten questions in each.

[Open the theme directory >](#)

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / ORIENTATION AND THEME DIRECTORY

A clear agreement protects useful freedom

Agree makes the relationship trustworthy enough for useful work. The published framework names four parties: coachee, coach, sponsor and programme owner. The questions in this section help the coachee express their needs and check their understanding; they do not replace the coach's responsibility to explain the terms.

Be direct about scope, information handling, records, practical arrangements and routes for concerns. Do not ask the coachee to discover a rule that you should already have explained. Revisit the agreement when circumstances change.

THE 100 QUESTIONS / SELECT A THEME

01	Build the working relationship	Q101-Q110	18
02	Make expectations explicit	Q111-Q120	18
03	Agree the focus and scope	Q121-Q130	19
04	Define success without prescribing the answer	Q131-Q140	19
05	Agree how to think together	Q141-Q150	20
06	Make confidentiality concrete	Q151-Q160	20
07	Contract with the wider system	Q161-Q170	21
08	Protect choice and access	Q171-Q180	21
09	Make the arrangement workable	Q181-Q190	22
10	Plan review, repair and exit	Q191-Q200	22

CARRY FORWARD

An understood agreement, a coachee-owned focus and a practical route to review, re-contract, pause or end.

Framework foundation: [1] pp.7-18; [3] stage practitioner briefs. Themes and questions are original.

A clear agreement protects useful freedom

THEME 01

Build the working relationship

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

- Q101** What helps you decide whether someone is a useful thinking partner?
- Q102** What would you like to know about my approach before we agree to work together?
- Q103** What has helped you speak openly in previous developmental relationships?
- Q104** What has made a helping relationship less useful for you?
- Q105** What would make you feel that I was listening rather than evaluating you?
- Q106** How do you prefer a coach to respond when you are still finding your words?
- Q107** What would you like me not to assume about you because of your role?
- Q108** What would tell you that our working relationship was becoming useful?
- Q109** What uncertainty about the match would you like to put into words?
- Q110** What would give you enough confidence to try working together?

COACH'S PRACTICE NOTE

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

THEME 02

Make expectations explicit

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

- Q111** What do you expect me to contribute during a coaching session?
- Q112** What do you see as your own responsibility in this relationship?
- Q113** Where would you welcome a question more than an answer?
- Q114** When would you prefer me to explain a method before using it?
- Q115** What should happen when you ask for advice that sits outside my competence?
- Q116** How would you like us to distinguish coaching from a separate performance discussion?
- Q117** What would count as me taking too much ownership of your problem?
- Q118** What would count as me offering too little support?
- Q119** Which expectation have we not yet spoken about?
- Q120** What does our explanation of coaching leave unclear for you?

COACH'S PRACTICE NOTE

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

A clear agreement protects useful freedom

THEME 03

Agree the focus and scope

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

- Q121** What would you like this coaching engagement to focus on first?
- Q122** Which aspect of the broader issue is yours to explore here?
- Q123** What would you prefer to keep outside our work together?
- Q124** How narrowly do we need to define the goal for it to be useful?
- Q125** What would make this goal too broad to guide our sessions?
- Q126** Which part of the goal needs clearer language before you can own it?
- Q127** What would be a reasonable expectation for the time we have agreed?
- Q128** What should we do when a session reveals a more important question?
- Q129** How will we recognise a topic that belongs with another person or process?
- Q130** What wording captures the scope without closing down useful discovery?

COACH'S PRACTICE NOTE

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

THEME 04

Define success without prescribing the answer

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

- Q131** What would you like to be able to do differently by the end of the engagement?
- Q132** What would a useful change look like in a typical working week?
- Q133** How would you distinguish a good conversation from progress on your goal?
- Q134** What do you want to learn as well as achieve?
- Q135** Whose experience could help you judge whether the change is useful?
- Q136** What would be an unrealistic expectation to remove from our agreement?
- Q137** What would progress look like if the circumstances became more difficult?
- Q138** Which important benefit might not appear in a performance measure?
- Q139** What would you not want us to count as success?
- Q140** How much certainty about the outcome is reasonable at this stage?

COACH'S PRACTICE NOTE

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

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / 100 COACHING QUESTIONS

Q141-Q160

A clear agreement protects useful freedom

THEME 05

Agree how to think together

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

- Q141** What pace helps you think rather than respond automatically?
- Q142** How would you like us to use silence when something important emerges?
- Q143** What makes a challenging question useful to you?
- Q144** How would you like me to check an interpretation before pursuing it?
- Q145** What would help you tell me that a question does not fit?
- Q146** When might writing or drawing support your thinking better than speaking?
- Q147** What would you like me to do when we seem to be going in circles?
- Q148** How should we handle a difference between your view and an observation I offer?
- Q149** What would help us notice when an exercise has stopped serving your purpose?
- Q150** How would you prefer us to bring a session towards a close?

COACH'S PRACTICE NOTE

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

THEME 06

Make confidentiality concrete

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

- Q151** What is your understanding of what remains private in our sessions?
- Q152** Which information-sharing arrangement would you like explained through an example?
- Q153** What concerns do you have about notes being kept?
- Q154** Who do you understand will have access to any assessment report?
- Q155** What would you want to check before agreeing to a sponsor update?
- Q156** How should we distinguish your private reflections from an agreed development summary?
- Q157** What would you like clarified about recording or using digital tools in coaching?
- Q158** Which exception to confidentiality needs a more concrete explanation?
- Q159** How would you like to be involved in reviewing information that may be shared?
- Q160** What remains unclear about what happens to records when the coaching ends?

COACH'S PRACTICE NOTE

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

Original HR Delivery prompts / Agree / Select for relevance; do not ask the page as a sequence.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

AGREE / 100 COACHING QUESTIONS

Q161-Q180

A clear agreement protects useful freedom

THEME 07

Contract with the wider system

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

- Q161** What do you need your sponsor to understand about this agreement?
- Q162** What support would you ask your manager to provide between sessions?
- Q163** Which responsibility should remain with the programme owner rather than the coach?
- Q164** What would a useful four-way contracting conversation need to settle?
- Q165** Where might the sponsor's expectations put pressure on your freedom to explore?
- Q166** How would you like to raise a concern about competing expectations?
- Q167** What should the agreed progress update help the sponsor decide?
- Q168** Which organisational action needs an owner outside this relationship?
- Q169** How should we respond if someone asks for information outside the agreed boundary?
- Q170** What would all four parties need to be able to explain in the same way?

COACH'S PRACTICE NOTE

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

THEME 08

Protect choice and access

Use to surface practical or relational barriers to meaningful participation.

- Q171** What would make it easier for you to participate fully in these sessions?
- Q172** Which language or communication arrangements would help you express what matters?
- Q173** What should I understand about your context without making assumptions about it?
- Q174** How might differences in status affect what feels possible to say here?
- Q175** What would help you decline an activity without feeling you had failed the coaching?
- Q176** What choices about the relationship do you understand are available to you?
- Q177** Which practical adjustment would improve the usefulness of our meetings?
- Q178** What would you want us to do if a topic felt too personal for the agreed purpose?
- Q179** How would you like to raise a concern about fairness or respect?
- Q180** What would demonstrate that your consent is being checked rather than taken for granted?

COACH'S PRACTICE NOTE

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

Original HR Delivery prompts / Agree / Select for relevance; do not ask the page as a sequence.

A clear agreement protects useful freedom

THEME 09

Make the arrangement workable

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

- Q181** What session rhythm would be realistic alongside your work?
- Q182** What preparation would help you arrive with a useful focus?
- Q183** Where can you meet with enough privacy and attention?
- Q184** What might repeatedly interrupt the time we are setting aside?
- Q185** How much between-session practice can you realistically take on?
- Q186** What form of contact between meetings would serve the agreed purpose?
- Q187** What should happen when either of us needs to rearrange a session?
- Q188** Which practical term of the arrangement would you like clarified before committing?
- Q189** What would help you bring unfinished work back without feeling you had to justify yourself?
- Q190** How will you know that the practical demands of coaching have become disproportionate?

COACH'S PRACTICE NOTE

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

THEME 10

Plan review, repair and exit

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

- Q191** When would it be useful to review how our agreement is working?
- Q192** What would you like us to revisit at the first midpoint conversation?
- Q193** How would you prefer to tell me that the coaching is not helping?
- Q194** What would a constructive response from me look like if you raised a concern?
- Q195** Which changes in your role would require us to re-contract?
- Q196** What should happen if the sponsor changes during the engagement?
- Q197** How would you decide whether to continue with this match or seek another?
- Q198** What would be a legitimate reason to pause the coaching?
- Q199** What would a respectful ending need to include for you?
- Q200** What do we still need to agree before the relationship can begin on clear terms?

COACH'S PRACTICE NOTE

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



HR DELIVERY

Making Sure HR Delivers

THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

03

Assess

100 COACHING QUESTIONS

Develop a proportionate understanding of the person in their role, drawing on work episodes, context and relevant evidence.

Episodes / strengths / patterns / feedback / context / evidence

A sufficient, contextual understanding of the starting point.

Q201-Q300 / Ten themes. Ten questions in each.

[Open the theme directory >](#)

ASSESS / ORIENTATION AND THEME DIRECTORY

Evidence improves the question

Assess builds a usable understanding, not a verdict about the person. Begin with real episodes and examine actions, meaning and context separately. Use strengths, feedback and authorised assessments only when they help answer the agreed developmental question. A preference is not competence and a report is not the whole person.

Keep explanations provisional. Seek counterexamples and notice the opportunity people have had to demonstrate a behaviour. The coachee may disagree with a profile or formulation; explore the difference rather than seek compliance.

THE 100 QUESTIONS / SELECT A THEME

01	Start with a real episode	Q201-Q210	25
02	Locate strengths in action	Q211-Q220	25
03	Explore motivation and values in practice	Q221-Q230	26
04	Examine patterns and assumptions	Q231-Q240	26
05	Understand decision-making	Q241-Q250	27
06	Notice responses under pressure	Q251-Q260	27
07	Understand relationships and experienced impact	Q261-Q270	28
08	Make sense of assessment evidence	Q271-Q280	28
09	Examine time, opportunity and the system	Q281-Q290	29
10	Build a baseline and a shared explanation	Q291-Q300	29

CARRY FORWARD

A meaningful goal, a usable baseline and a shared explanation that can be tested or revised.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ASSESS / 100 COACHING QUESTIONS

Q201-Q220

Evidence improves the question

THEME 01

Start with a real episode

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

- Q201** Which recent incident would help us understand the issue more clearly?
- Q202** What was happening just before you made that choice?
- Q203** What did you actually say or do at the key moment?
- Q204** What information was available to you then?
- Q205** What were you trying to achieve in that situation?
- Q206** What did the other people do in response?
- Q207** What happened immediately afterwards?
- Q208** Which details are you sure about, as distinct from what you now infer?
- Q209** What part of the episode seems most important when you describe it aloud?
- Q210** What would someone who witnessed it add to your account?

COACH'S 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.

THEME 02

Locate strengths in action

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

- Q211** When have you handled a comparable situation particularly well?
- Q212** What did you contribute that made a difference on that occasion?
- Q213** Which capability do others reliably seek from you?
- Q214** What comes easily to you that still requires deliberate effort from others?
- Q215** Where are you using a strength without recognising it as one?
- Q216** What conditions allow your best work to emerge?
- Q217** When does a normally useful strength become less helpful?
- Q218** Which capability are you not currently getting the opportunity to use?
- Q219** What evidence would help you distinguish a genuine strength from a familiar preference?
- Q220** What does your best-work example reveal about resources already available to you?

COACH'S PRACTICE NOTE

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

Original HR Delivery prompts / Assess / Select for relevance; do not ask the page as a sequence.

Evidence improves the question

THEME 03

Explore motivation and values in practice

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

- Q221** What matters most to you in the situation we are examining?
- Q222** Which part of the work gives you a sense of meaningful contribution?
- Q223** What is different about tasks you approach willingly?
- Q224** When do your actions feel least consistent with your own standards?
- Q225** What were you trying to protect in the decision you described?
- Q226** Which reward or consequence seems to influence your choices most?
- Q227** Where do your priorities conflict with one another?
- Q228** What has changed in what you find motivating?
- Q229** Which demand feels difficult because it conflicts with something important to you?
- Q230** What does the pattern suggest about the conditions you need for sustained effort?

COACH'S PRACTICE NOTE

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

THEME 04

Examine patterns and assumptions

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

- Q231** Across the examples you have described, what seems to repeat?
- Q232** Where does that pattern not appear?
- Q233** What are you assuming about what the other person intended?
- Q234** Which part of your explanation rests on something you have not checked?
- Q235** What expectation about yourself was operating in that moment?
- Q236** What tends to happen just before you respond in this way?
- Q237** How does your response influence what happens next?
- Q238** What might be sustaining the pattern outside your own behaviour?
- Q239** Which counterexample deserves more attention?
- Q240** What would we need to observe before treating this explanation as reliable?

COACH'S PRACTICE NOTE

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

Evidence improves the question

THEME 05

Understand decision-making

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

- Q241** How did you decide what information mattered most?
- Q242** Which alternatives did you consider before making the decision?
- Q243** What option did you dismiss most quickly?
- Q244** What criteria were you using, whether or not you stated them?
- Q245** Which uncertainty had the greatest influence on your judgement?
- Q246** How did time pressure affect your reasoning?
- Q247** Whose perspective shaped the decision most strongly?
- Q248** What did you expect would happen as a result of your choice?
- Q249** Where did your authority to decide begin and end?
- Q250** What does this example reveal about how you make decisions when the evidence is incomplete?

COACH'S 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.

THEME 06

Notice responses under pressure

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

- Q251** What changed in your experience as the pressure increased?
- Q252** What did you notice about your attention at that point?
- Q253** Which early sign tells you that your usual approach is changing?
- Q254** What meaning did you give to the setback?
- Q255** What concern was most present before you reacted?
- Q256** How did the pressure affect the way you listened?
- Q257** What helped you remain effective on another difficult occasion?
- Q258** Which part of the pressure came from the situation rather than your interpretation?
- Q259** What support was available but difficult to use?
- Q260** What would help us explore this at a depth that remains useful for you?

COACH'S PRACTICE NOTE

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

Evidence improves the question

THEME 07

Understand relationships and experienced impact

Use to compare intention with what colleagues may actually experience.

- Q261** How would you describe the relationship from your own experience?
- Q262** What do you believe the other person needs from you at work?
- Q263** What evidence supports that belief?
- Q264** When does the interaction between you work better?
- Q265** What do colleagues experience when you believe you are being helpful?
- Q266** Where have you received feedback that differs from your intention?
- Q267** Which relationship gives you a different view of your leadership?
- Q268** What have you directly heard, as distinct from what you think people may be saying?
- Q269** Whose relevant perspective is missing from the current picture?
- Q270** What interaction would be worth understanding before deciding how to respond?

COACH'S PRACTICE NOTE

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

THEME 08

Make sense of assessment evidence

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

- Q271** What question did you hope this assessment would help you explore?
- Q272** Which finding feels most relevant to the goal we agreed?
- Q273** What example from work supports that finding?
- Q274** Which result does not fit your experience?
- Q275** What context might help explain the difference between your view and the report?
- Q276** What can this assessment tell us that your work examples cannot?
- Q277** What would be unsafe to conclude from these results alone?
- Q278** Which difference between feedback groups might reflect what they have had the opportunity to observe?
- Q279** What further evidence would make the interpretation more useful?
- Q280** What new question does the report give you, rather than a label to accept?

COACH'S PRACTICE NOTE

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

Evidence improves the question

THEME 09

Examine time, opportunity and the system

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

- Q281** Where does your time actually go compared with where you intend it to go?
- Q282** What repeatedly interrupts the work you consider most important?
- Q283** Which resource constraint materially changes what you can do?
- Q284** What behaviour does the organisation reward in practice?
- Q285** Where do the formal process and the real way work gets done differ?
- Q286** Which unclear decision right contributes to the issue?
- Q287** What do you have to work around to deliver a good result?
- Q288** When have the conditions made a different response easier?
- Q289** What would remain difficult for another capable person in your position?
- Q290** Which system condition is important enough to include in our understanding of the goal?

COACH'S PRACTICE NOTE

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

THEME 10

Build a baseline and a shared explanation

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

- Q291** What behaviour would we need to observe to understand the starting point?
- Q292** In which situations would observing it be most informative?
- Q293** What evidence do you already have about how often it happens?
- Q294** What is missing from that evidence?
- Q295** How would you describe the current pattern without judging your character?
- Q296** What is your best explanation of the issue at present?
- Q297** Which alternative explanation should we keep in view?
- Q298** What does our current account leave out about your role or environment?
- Q299** What would cause you to revise the goal or our understanding of it?
- Q300** What do we understand well enough now to explore a useful next possibility?

COACH'S PRACTICE NOTE

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



04

Activate

100 COACHING QUESTIONS

Use skilled inquiry to help the coachee see possibilities, examine interpretations, rehearse important moments and choose their next move.

Possibility / perspective / assumptions / decisions / rehearsal / agency

Greater awareness and a genuinely owned choice.

Q301-Q400 / Ten themes. Ten questions in each.

[Open the theme directory >](#)

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / ORIENTATION AND THEME DIRECTORY

Dialogue should expand choice

Activate is the skilled dialogue at the heart of coaching. Its purpose is not to produce a clever insight from the coach, but to widen what the coachee can understand and choose. Different methods can sit within this stage. Select a question for the live conversation, not because the list suggests it must come next.

Ask permission before moving into a more challenging or personal area. Let alternatives emerge before evaluating them. Challenge an interpretation with care, and leave room for the coachee to reject it or choose further reflection.

THE 100 QUESTIONS / SELECT A THEME

01	Describe a preferred future	Q301-Q310	32
02	Find exceptions and existing resources	Q311-Q320	32
03	Expand the range of options	Q321-Q330	33
04	Challenge a limiting interpretation	Q331-Q340	33
05	Try another perspective	Q341-Q350	34
06	Compare options and make trade-offs	Q351-Q360	34
07	Work with tension and ambivalence	Q361-Q370	35
08	Develop courage and a workable challenge	Q371-Q380	35
09	Rehearse the important conversation	Q381-Q390	36
10	Choose an ethical, owned next move	Q391-Q400	36

CARRY FORWARD

A clearer view, coachee-owned options and a considered commitment, including a deliberate decision to learn more before acting.

Dialogue should expand choice

THEME 01

Describe a preferred future

Use to explore possibility without requiring certainty or an idealised outcome.

- Q301** What would be different in an ordinary working day if this issue became more manageable?
- Q302** What would you be doing that you are not doing now?
- Q303** What would other people notice first?
- Q304** What would still be difficult in that preferred future?
- Q305** Which part of the picture feels most important to you?
- Q306** What would a useful first version of that future look like?
- Q307** How would your decisions change if you felt clearer about your contribution?
- Q308** What would become possible for the team if your approach changed in this way?
- Q309** What does describing that future make you notice about the present?
- Q310** Which detail of the future would you like to explore further before choosing an action?

COACH'S PRACTICE NOTE

A future description is an aid to thinking, not a guarantee. Include continuing constraints and let the person revise the picture.

THEME 02

Find exceptions and existing resources

Use when the issue has begun to sound inevitable or the coachee is overlooking useful experience.

- Q311** When has the difficulty been less strong than you expected?
- Q312** What was different about that occasion?
- Q313** What did you do then that you have not yet considered here?
- Q314** Which resource helped you make that response possible?
- Q315** What part of that earlier success could transfer to the present situation?
- Q316** What would need to be different for it to transfer safely?
- Q317** Who has seen you use the capability you now need?
- Q318** What have you already learned that you are not giving yourself credit for?
- Q319** Where are you closer to the preferred future than your first account suggested?
- Q320** What small possibility becomes visible when you include those exceptions?

COACH'S PRACTICE NOTE

An exception offers a possibility to investigate. Do not claim that a previous success can simply be copied into a different situation.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / 100 COACHING QUESTIONS

Q321-Q340

Dialogue should expand choice

THEME 03

Expand the range of options

Use when the conversation is moving too quickly towards a familiar answer.

- Q321** What approaches have not yet had a fair hearing?
- Q322** What could you do differently without changing the overall goal?
- Q323** What would a smaller version of the change involve?
- Q324** What might a more collaborative response look like?
- Q325** What could you stop doing instead of adding another action?
- Q326** How might changing the sequence create a different option?
- Q327** What could be clarified before anything else is attempted?
- Q328** Which option would preserve the most useful future choices?
- Q329** What might be possible through another person's legitimate involvement?
- Q330** What would choosing not to act yet allow you to learn?

COACH'S PRACTICE NOTE

Allow options to emerge before evaluating them. The coach's preferred solution should not be disguised as the next question.

THEME 04

Challenge a limiting interpretation

Use when a belief is constraining options and the coachee agrees to examine it.

- Q331** What else could the same facts mean?
- Q332** Which word in your account carries the strongest assumption?
- Q333** What evidence would you look for if you did not already hold this view?
- Q334** Where might you be treating a possibility as a certainty?
- Q335** What distinction would make this less of an all-or-nothing choice?
- Q336** What would a thoughtful person who disagrees with you notice?
- Q337** Which part of the story are you willing to hold more lightly?
- Q338** What is the most balanced account you can give without minimising the difficulty?
- Q339** What could you check directly instead of continuing to interpret?
- Q340** How does that revised account change the choices available to you?

COACH'S PRACTICE NOTE

Challenge the interpretation, not the person's worth. A concern may be justified; the task is inquiry rather than replacing it with optimism.

Original HR Delivery prompts / Activate / Select for relevance; do not ask the page as a sequence.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / 100 COACHING QUESTIONS

Q341-Q360

Dialogue should expand choice

THEME 05

Try another perspective

Use to explore viewpoints while distinguishing imagination from another person's actual position.

- Q341** How might this situation look from the other person's responsibilities?
- Q342** What might an informed observer see that neither side is acknowledging?
- Q343** How would you describe the issue without making either person the problem?
- Q344** What would you notice if you looked at the interaction rather than the individuals?
- Q345** Which part of your account might be hardest for the other person to recognise?
- Q346** What would your future self want you to consider before deciding?
- Q347** How might someone with less formal power experience the same meeting?
- Q348** What are you assuming while imagining that other perspective?
- Q349** What would be worth asking the other person to check your understanding?
- Q350** What does this wider view make possible in your own response?

COACH'S PRACTICE NOTE

Perspective-taking is not mind-reading. Return to the coachee's own choices and identify what remains unknown about others.

THEME 06

Compare options and make trade-offs

Use when the coachee has genuine alternatives and needs to choose thoughtfully.

- Q351** What criteria should matter most in this decision?
- Q352** Which option best serves the purpose you said matters?
- Q353** What would each option require you to give up?
- Q354** What consequence are you most at risk of overlooking?
- Q355** Which choice remains useful across more than one possible outcome?
- Q356** What would make the apparently attractive option unsuitable?
- Q357** Where are you placing too much weight on the easiest thing to measure?
- Q358** Which assumption has the greatest influence on your preferred option?
- Q359** What information is valuable enough to obtain before choosing?
- Q360** What trade-off are you prepared to own openly?

COACH'S PRACTICE NOTE

A matrix can organise judgement but does not make the choice objective. Examine the assumptions and trade-offs behind any score.

Original HR Delivery prompts / Activate / Select for relevance; do not ask the page as a sequence.

Dialogue should expand choice

THEME 07

Work with tension and ambivalence

Use when the person is pulled between legitimate aims or feels uncertain about changing.

- Q361** What attracts you to making this change?
- Q362** What makes keeping things as they are understandable?
- Q363** Which concern would need a serious response before you could move forward?
- Q364** What is valuable on each side of the tension?
- Q365** What would happen if either side dominated completely?
- Q366** How could you protect the useful part of both priorities?
- Q367** What are you not yet ready to commit to?
- Q368** What would a genuinely acceptable compromise need to preserve?
- Q369** How would you know you were choosing rather than simply yielding to pressure?
- Q370** What does your hesitation tell us to examine more carefully?

COACH'S PRACTICE NOTE

Do not treat hesitation as resistance to overcome. Explore whether the proposed change is desirable, workable and within the coachee's choice.

THEME 08

Develop courage and a workable challenge

Use when the coachee has chosen a worthwhile stretch but needs a proportionate way to approach it.

- Q371** What exactly feels difficult about taking this step?
- Q372** Which part is unfamiliar rather than beyond your capability?
- Q373** What evidence suggests you could handle a small version of it?
- Q374** What would a manageable stretch look like here?
- Q375** What would you say to a respected colleague facing the same doubt?
- Q376** Which standard are you holding yourself to before allowing yourself to try?
- Q377** What support would make courage less dependent on willpower?
- Q378** What would learning from an imperfect attempt involve?
- Q379** What boundary would let you practise without taking an unreasonable risk?
- Q380** What are you willing to try without first feeling completely certain?

COACH'S PRACTICE NOTE

Confidence is not a prerequisite for every action and not proof of competence. Do not frame reasonable caution as a personal failing.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

ACTIVATE / 100 COACHING QUESTIONS
Q381-Q400

Dialogue should expand choice

THEME 09

Rehearse the important conversation

Use once the coachee has chosen a real conversation worth practising.

- Q381** What do you want the other person to understand by the end of the conversation?
- Q382** What is a clear opening sentence you could actually say?
- Q383** How could you describe the concern using observable events?
- Q384** What would you want to hear before presenting your own conclusion?
- Q385** What response might make it hardest for you to stay constructive?
- Q386** How could you respond to that without abandoning your purpose?
- Q387** What request would be specific enough for the other person to consider?
- Q388** Where do you need a firm boundary rather than further persuasion?
- Q389** What did you notice about your approach during that rehearsal?
- Q390** Which one adjustment would you like to practise again?

COACH'S PRACTICE NOTE

Rehearse a plausible response, not a caricature of the other person. Repeat one difficult moment with a small adjustment rather than scripting an entire relationship.

THEME 10

Choose an ethical, owned next move

Use to bring exploration towards a deliberate choice without forcing a commitment.

- Q391** Who could be affected by the choice you are considering?
- Q392** What responsibility should not be compromised in pursuing this goal?
- Q393** Which option would you be willing to explain to those affected by it?
- Q394** What are the limits of your authority in taking this step?
- Q395** What would make the action respectful of another person's right to choose?
- Q396** What have you understood in this conversation that changes your next move?
- Q397** Which possibility now feels most worth testing?
- Q398** What is your own reason for choosing it?
- Q399** What needs more reflection before you make a commitment?
- Q400** What would you like to carry from this conversation into the next part of your work?

COACH'S PRACTICE NOTE

An appropriate outcome may be further reflection, a formal decision or another support route. Do not manufacture an action just to complete the session.

Original HR Delivery prompts / Activate / Select for relevance; do not ask the page as a sequence.



HR DELIVERY

Making Sure HR Delivers

THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

05

Apply

100 COACHING QUESTIONS

Translate chosen insights into small, authorised workplace experiments supported by opportunity, feedback and reflection.

Experiments / preparation / opportunity / relationships / routines / learning

A feasible practice and evidence from actual work.

Q401-Q500 / Ten themes. Ten questions in each.

[Open the theme directory >](#)

APPLY / ORIENTATION AND THEME DIRECTORY

Learning must survive contact with work

Apply connects the conversation with the working week. A useful intention needs an opportunity, appropriate permission, support and a way to learn from what happens. Keep the first attempt sufficiently small to observe. Review what the coachee did, what followed and what may explain the result as different matters.

Do not turn an assignment into a hidden test of commitment. When practice does not happen, examine relevance and conditions. Preserve legitimate technical, operational and employment boundaries, and recognise actions owned outside coaching.

THE 100 QUESTIONS / SELECT A THEME

01	Turn insight into a small experiment	Q401-Q410	39
02	Prepare for the moment of practice	Q411-Q420	39
03	Make time and opportunity real	Q421-Q430	40
04	Practise delegation and ownership	Q431-Q440	40
05	Act through relationships	Q441-Q450	41
06	Build cues, routines and useful repetition	Q451-Q460	41
07	Invite targeted feedback	Q461-Q470	42
08	Keep a useful learning record	Q471-Q480	42
09	Learn from setbacks and non-completion	Q481-Q490	43
10	Transfer learning beyond the first success	Q491-Q500	43

CARRY FORWARD

A bounded experiment, practical support, proportionate evidence and a plan to retain, adapt or stop the practice.

Learning must survive contact with work

THEME 01

Turn insight into a small experiment

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

- Q401** What is the smallest useful action that would put this insight into practice?
- Q402** In which real situation will you try it first?
- Q403** What will you do differently at the specific moment that matters?
- Q404** What do you predict may happen when you make that change?
- Q405** What would you want the experiment to help you learn?
- Q406** What will you keep the same so that the attempt remains manageable?
- Q407** What is a safe limit on the size of this first test?
- Q408** What result would challenge your current expectation?
- Q409** What would make this an experiment rather than a promise to perform perfectly?
- Q410** When will you have enough experience to decide what to try next?

COACH'S PRACTICE NOTE

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

THEME 02

Prepare for the moment of practice

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

- Q411** What will you need to have ready before the situation arises?
- Q412** Which part of the action would benefit from one more rehearsal?
- Q413** What opening words will help you begin as intended?
- Q414** What will you need to notice before deciding how to respond?
- Q415** What information should you check in advance?
- Q416** Who needs to understand the plan before you try it?
- Q417** What permission is required for this particular attempt?
- Q418** What could you simplify so the action is easier to remember?
- Q419** What will help you pause when the familiar reaction begins?
- Q420** How will you prepare without assuming the other person will follow a script?

COACH'S PRACTICE NOTE

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

Learning must survive contact with work

THEME 03

Make time and opportunity real

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

- Q421** Where in your next working week does this action genuinely fit?
- Q422** What will you stop or reduce to make room for it?
- Q423** Which existing meeting could become a useful practice opportunity?
- Q424** What interruption is most likely to displace the plan?
- Q425** How could you protect the time without transferring an unfair burden to someone else?
- Q426** What support would make the opportunity more dependable?
- Q427** What is the minimum viable version for an unusually busy week?
- Q428** Which deadline needs to be renegotiated before you add this commitment?
- Q429** What will you do if the planned opportunity does not occur?
- Q430** How will you distinguish lack of opportunity from a decision not to act?

COACH'S PRACTICE NOTE

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

THEME 04

Practise delegation and ownership

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

- Q431** Which task is suitable for a bounded delegation experiment?
- Q432** What result needs to be clear before you hand it over?
- Q433** What decisions can the other person make without returning to you?
- Q434** What information do they need to exercise that authority?
- Q435** What support have they said would be useful?
- Q436** What checkpoint would provide assurance without constant interruption?
- Q437** What conditions would justify an earlier escalation?
- Q438** How will you respond if they choose a sound approach different from yours?
- Q439** What will you notice about your own urge to take the work back?
- Q440** What feedback will help both of you improve the next delegation?

COACH'S PRACTICE NOTE

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

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / 100 COACHING QUESTIONS

Q441-Q460

Learning must survive contact with work

THEME 05

Act through relationships

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

- Q441** Who is the first person you need to involve in this next step?
- Q442** What will you ask of them in concrete terms?
- Q443** What might they need from you to make that request workable?
- Q444** How will you explain the purpose without sharing private coaching material?
- Q445** What would make the conversation reciprocal rather than a request for support only?
- Q446** How will you check that you have understood their concern?
- Q447** What will you do if they cannot agree to the proposed arrangement?
- Q448** Which commitment belongs to you regardless of their response?
- Q449** What would a useful follow-up conversation need to establish?
- Q450** How will you recognise whether the new interaction is helping the work as well as the relationship?

COACH'S PRACTICE NOTE

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

Original HR Delivery prompts / Apply / Select for relevance; do not ask the page as a sequence.

THEME 06

Build cues, routines and useful repetition

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

- Q451** What event in your normal day could remind you to practise?
- Q452** What exactly will you do when that cue occurs?
- Q453** How could you connect the new behaviour to an existing routine?
- Q454** What makes the old response easier than the new one?
- Q455** Which piece of friction could you remove in advance?
- Q456** What reminder would help without becoming another distraction?
- Q457** How will you make the practice small enough to repeat on an ordinary day?
- Q458** What would an appropriate exception to the routine look like?
- Q459** What signal would show that repetition is becoming mechanical rather than useful?
- Q460** How will you restart after missing an opportunity?

COACH'S PRACTICE NOTE

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

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

APPLY / 100 COACHING QUESTIONS

Q461-Q480

Learning must survive contact with work

THEME 07

Invite targeted feedback

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

- Q461** What specific behaviour would you like someone to observe?
- Q462** Who will have a genuine opportunity to see it?
- Q463** How will you ask for feedback without signalling the answer you hope to hear?
- Q464** What would make it comfortable for the observer to describe an unhelpful effect?
- Q465** What information do you need beyond whether they liked your approach?
- Q466** When would the feedback be close enough to the event to be useful?
- Q467** How will you respond if the feedback differs from your own experience?
- Q468** What will you do with an observation you do not yet understand?
- Q469** How will you keep the feedback request proportionate to the other person's time?
- Q470** What will help you turn the feedback into a next practice choice?

COACH'S PRACTICE NOTE

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

THEME 08

Keep a useful learning record

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

- Q471** What is worth recording immediately after this attempt?
- Q472** How will you describe what happened without adding an explanation too soon?
- Q473** What did you do as planned?
- Q474** What did you adapt in the moment?
- Q475** What response did you actually observe?
- Q476** What surprised you about the result?
- Q477** Which contextual factor belongs beside the observation?
- Q478** What remains uncertain despite the attempt?
- Q479** What is the most useful learning to bring to our next session?
- Q480** How could you keep the record brief enough that you will actually use it?

COACH'S PRACTICE NOTE

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

Original HR Delivery prompts / Apply / Select for relevance; do not ask the page as a sequence.

Learning must survive contact with work

THEME 09

Learn from setbacks and non-completion

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

- Q481** What happened between making the plan and the intended opportunity?
- Q482** What made the action less feasible than it appeared in the session?
- Q483** Which part of the plan no longer felt relevant when you returned to work?
- Q484** What did you choose instead at the moment of decision?
- Q485** What does the setback reveal about the design of the experiment?
- Q486** What would be worth keeping from the attempt despite the result?
- Q487** What needs a system response rather than more effort from you?
- Q488** What is one adjustment that would make a second attempt more informative?
- Q489** What would tell you that this action should be stopped rather than repeated?
- Q490** What is a realistic next move from where you are now?

COACH'S PRACTICE NOTE

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

THEME 10

Transfer learning beyond the first success

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

- Q491** What made the new approach useful on this occasion?
- Q492** Which part could be repeated in another relevant situation?
- Q493** What would need to change for a different audience or level of responsibility?
- Q494** Where would applying the same approach be inappropriate?
- Q495** What further practice would help you use it with less preparation?
- Q496** Who could support your learning without becoming responsible for it?
- Q497** What would show that the practice is becoming part of your actual work?
- Q498** How will you notice if the surrounding conditions change?
- Q499** What is the next slightly more demanding situation worth trying?
- Q500** What will you carry forward as a principle rather than a rigid script?

COACH'S PRACTICE NOTE

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



06

Assure

100 COACHING QUESTIONS

Review usefulness, ethics, application and contribution, while supporting independence and a clear decision about what comes next.

[Progress](#) / [contribution](#) / [experience](#) / [boundaries](#) / [independence](#) / [closure](#)

A credible decision about quality, value and continuation.

Q501-Q600 / Ten themes. Ten questions in each.

[Open the theme directory >](#)

ASSURE / ORIENTATION AND THEME DIRECTORY

Protect quality and make an honest value judgement

Assure runs throughout the journey, with particular focus at review and closure. It asks what has been useful, what has been applied and what can reasonably be said about contribution. It also protects the relationship: autonomy, appropriate boundaries and a route for concerns remain important even when the reported results are positive.

Invite an honest account, including disappointment, contrary evidence and unintended effects. Do not treat satisfaction as proof of capability or business impact. End or adapt an engagement for a clear reason, not because continuation has become the default.

THE 100 QUESTIONS / SELECT A THEME

01	Return to the original purpose	Q501-Q510	46
02	Review behaviour against the starting point	Q511-Q520	46
03	Examine contribution to work outcomes	Q521-Q530	47
04	Make sense of feedback over time	Q531-Q540	47
05	Evaluate the coaching relationship	Q541-Q550	48
06	Check boundaries, choice and fairness	Q551-Q560	48
07	Decide whether to continue, adapt or stop	Q561-Q570	49
08	Sustain useful practice and independence	Q571-Q580	49
09	End the engagement deliberately	Q581-Q590	50
10	Carry the learning into the future	Q591-Q600	50

CARRY FORWARD

An evidence-informed account of learning and contribution, an appropriate next decision and a plan for independent continuation.

Protect quality and make an honest value judgement

THEME 01

Return to the original purpose

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

- Q501** How would you describe the purpose of the coaching now?
- Q502** What has changed in what you hoped to gain when we began?
- Q503** Which part of the original goal still matters most?
- Q504** What turned out to be a different issue from the one we first named?
- Q505** Where has the coaching remained relevant to the work you actually do?
- Q506** What important need has not received enough attention?
- Q507** What has become less important as your understanding has developed?
- Q508** Which change of direction was useful rather than simply a distraction?
- Q509** What would you say is the central learning task at this review point?
- Q510** What should the current purpose lead us to review next?

COACH'S 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.

THEME 02

Review behaviour against the starting point

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

- Q511** What are you doing differently in the situations we chose to focus on?
- Q512** Which recent example gives the clearest evidence of that difference?
- Q513** How does it compare with the starting point we recorded?
- Q514** What remains unchanged in your behaviour?
- Q515** Where is the new practice still inconsistent?
- Q516** What opportunity have you had to demonstrate the behaviour?
- Q517** What evidence is too limited to support a conclusion yet?
- Q518** Which predefined description best fits what can actually be observed?
- Q519** What change in context makes a direct comparison difficult?
- Q520** How would you describe your progress without overstating it?

COACH'S 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.

Protect quality and make an honest value judgement

THEME 03

Examine contribution to work outcomes

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

- Q521** What difference has the changed behaviour made to the work?
- Q522** Who has experienced that difference directly?
- Q523** What evidence connects your practice with the outcome you describe?
- Q524** What else changed during the same period?
- Q525** Which improvement might have happened without the coaching?
- Q526** Where did the new approach create an unexpected cost or difficulty?
- Q527** What benefit matters to you even though it is not captured in the formal measures?
- Q528** Which hoped-for outcome has not yet appeared?
- Q529** What can you reasonably say the coaching contributed?
- Q530** What would be misleading to claim about the results?

COACH'S PRACTICE NOTE

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

THEME 04

Make sense of feedback over time

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

- Q531** What have colleagues noticed changing over the course of the engagement?
- Q532** Which feedback has remained consistent despite your efforts?
- Q533** Where does your experience of progress differ from theirs?
- Q534** What might explain that difference in observation?
- Q535** Which positive feedback is supported by a concrete example?
- Q536** What difficult feedback deserves further consideration rather than immediate explanation?
- Q537** Whose experience have we still not heard where it would be appropriate to do so?
- Q538** What does the feedback suggest about the situations in which the practice works best?
- Q539** What would you like to clarify through an agreed follow-up conversation?
- Q540** What feedback should influence the next development priority?

COACH'S 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.

Protect quality and make an honest value judgement

THEME 05

Evaluate the coaching relationship

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

- Q541** What about our conversations has been most useful to your thinking?
- Q542** What has been less useful than you expected?
- Q543** When have you felt most able to disagree with me?
- Q544** Where have I moved too quickly or stayed too long?
- Q545** Which question or activity opened something valuable for you?
- Q546** What would you have preferred me to do differently?
- Q547** How well has the balance of support and challenge fitted your needs?
- Q548** What have you found difficult to tell me about the coaching?
- Q549** What should we change in the way we work if the engagement continues?
- Q550** What would an honest account of this relationship include alongside what worked well?

COACH'S 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.

THEME 06

Check boundaries, choice and fairness

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

- Q551** How has the information boundary worked in practice?
- Q552** What has been shared that you would like to review or clarify?
- Q553** When have you felt free to decline a question or activity?
- Q554** What has made that freedom harder to exercise?
- Q555** How well have the arrangements supported your language or access needs?
- Q556** What effect have sponsor expectations had on your choices here?
- Q557** Which part of our agreement has been hardest to maintain?
- Q558** What concern needs to be addressed outside an ordinary coaching conversation?
- Q559** What would need to change for the relationship to remain trustworthy?
- Q560** What would demonstrate that an issue you raised had been properly addressed?

COACH'S PRACTICE NOTE

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

Protect quality and make an honest value judgement

THEME 07

Decide whether to continue, adapt or stop

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

- Q561** What developmental need would further coaching address now?
- Q562** What could you progress without another coaching session?
- Q563** Which part of the work would benefit from a different method?
- Q564** What would justify changing the frequency or length of our meetings?
- Q565** What would be the cost of continuing with the present approach?
- Q566** What alternative source of support is now worth considering?
- Q567** Which unresolved issue belongs with management or another specialist?
- Q568** What would tell you that the engagement has reached a useful stopping point?
- Q569** What evidence supports your preferred next step?
- Q570** What decision about continuation feels most responsible at this stage?

COACH'S 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.

Original HR Delivery prompts / Assure / Select for relevance; do not ask the page as a sequence.

THEME 08

Sustain useful practice and independence

Use as support reduces or the engagement approaches closure.

- Q571** Which practice has earned a place in the way you work?
- Q572** What makes it worth sustaining?
- Q573** What conditions need to remain in place for it to stay useful?
- Q574** What early sign would tell you that you are drifting from it?
- Q575** What simple review could you carry out without the coach?
- Q576** Who could be a willing partner in maintaining the learning?
- Q577** What would you do if the practice stopped fitting the role?
- Q578** What is your plan for responding to a familiar setback after coaching ends?
- Q579** When would seeking fresh support be a considered choice rather than a default?
- Q580** What can you now take responsibility for with greater independence?

COACH'S PRACTICE NOTE

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

Protect quality and make an honest value judgement

THEME 09

End the engagement deliberately

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

- Q581** What would you like us to acknowledge before we finish?
- Q582** What feels complete in this piece of work?
- Q583** What remains unfinished without necessarily belonging in further coaching?
- Q584** How are you experiencing the ending of the relationship?
- Q585** What would make the final sponsor conversation accurate and useful?
- Q586** What do you want to keep private from that summary?
- Q587** What needs to be settled about records before the engagement closes?
- Q588** What is your understanding of contact after our final session?
- Q589** What would you like to say about something that did not work as intended?
- Q590** What would make this a clear ending rather than an arrangement that simply fades away?

COACH'S PRACTICE NOTE

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

THEME 10

Carry the learning into the future

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

- Q591** What have you learned about how you learn in real work?
- Q592** Which assumption about your leadership would you now question sooner?
- Q593** What have you learned about the conditions that help you act well?
- Q594** What is a lesson you do not want to lose when work becomes demanding?
- Q595** What would you tell your future self before a similar challenge?
- Q596** Which capability would you like to develop next for a clear reason?
- Q597** What will help you remain open to evidence that contradicts your view of progress?
- Q598** How could your learning benefit others without turning your experience into a rule for everyone?
- Q599** What would a fair description of this coaching journey say?
- Q600** What will you carry forward as your own considered choice?

COACH'S PRACTICE NOTE

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

FINAL THOUGHTS

The question is only the beginning.

Use the breadth; keep the focus

Six hundred questions provide choice. They are not six hundred tasks for the coach or coachee. The practical discipline is to select a useful starting point, listen to the answer and decide together what deserves attention next.

Stay with what is said

A response may reveal a different issue from the one you expected. It may also tell you that the wording is wrong, the topic is not welcome or more explanation is needed. Notice this before reaching for another technique.

Keep challenge respectful

An assumption can be questioned without diminishing the person who holds it. Ask from curiosity, leave room for correction and acknowledge the realities of the work. Some concerns need a management decision or additional support, not a more challenging question.

Let the learning belong to the person

A coachee does not need to adopt the coach's vocabulary for a conversation to be useful. Invite them to describe the insight, choice or uncertainty in their own terms. What they can carry into work matters more than how polished the session sounds.

Review the effect of your questions

After a session, notice which prompts helped, which closed the conversation and where a pause or explanation would have been better. Use supervision and practice feedback to explore your own assumptions. A useful question bank supports judgement; it does not replace its development.

Return to the whole 6A system

Purpose, agreement, contextual evidence, skilled dialogue, workplace application and assurance belong together. The next useful move may sit in an earlier A. The framework gives that move a place without turning the relationship into a rigid sequence.

A FINAL DISCIPLINE

Listen carefully. Ask thoughtfully. Leave the coachee with their own voice and choice.

Original closing commentary, consistent with the source framework and the supplied coaching ebook.

The foundation of this book.

[1] HR Delivery Coaching Framework

Supplied 20-page introduction. Pages 5-6 provide the 6A diagram, stage outputs, operating levels, enabling conditions and quality lens. Pages 7-18 explain the six stages.

[2] Coaching and Mentoring at Work

Designing Relationships and Programmes That Support Development. Supplied D6 ebook, 131 pages, Editorial Edition / October 2026. Framework: pp.4-7. Listening, questioning and reflection: pp.25-28. Contracting: pp.19-23. Ethics: pp.46-50. Evaluation and closure: pp.63-71.

[3] Executive Coaching Framework & Toolkit

Supplied Visual Practice / Designer Edition, 606 pages. Stage practitioner briefs: Align p.30; Agree p.113; Assess p.177; Activate p.294; Apply p.413; Assure p.490. This question book complements the toolkit rather than replacing its tools or working records.

Original contribution

The 600 numbered questions, the sixty theme groupings, the selection notes and the situation finder were written for this book. They are not presented as extracted quotations, proprietary assessment items or a validated instrument.

Use and adaptation

Use the prompts within a clear coaching agreement and the practitioner's competence. The wording may be adapted to the person and work context. The book does not confer accreditation or replace professional judgement.

Framework continuity

The six A names, operating levels, enabling conditions and quality lens retain the supplied HR Delivery terminology. The existing model artwork, logo and portrait are reused from the coaching framework publication.

Edition record

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