Manual for the coding of question types and questioning sequences in coaching (QueSCoM)

Version 1.0 (March 2024)

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1 Introduction to version 1.0 (March 2024)

Manual for the description and evaluation of questioning sequences in coaching

The present manual consists of two parts: the first part explains its development and usage, the second part includes coding guidelines and the operationalization of the sub-manuals on question types and questioning sequences. The two sub-manuals build on each other.

1.1 Part 1

1.1.1 Purpose of the QueSCoM manual

This manual serves to describe and evaluate a coaching-specific typology of questions and, building on this, of questioning sequences. Based on an interdisciplinary, psychological and linguistic/conversation analytical approach, a rating instrument has been developed in order to qualitatively and quantitatively capture questions and questioning sequences in the coaching process. The aim is to distinguish between more and less successful sequences. It is assumed that successful sequences contribute to the overall success of the coaching conversation.

The success of the questioning sequences is evaluated by examining the responsiveness of coach and coachee. Responsiveness refers to the verbal actions of both participants in the conversation (Graf & Dionne 2021) and is understood in this manual both at the level of individual sequence positions as well as the entire questioning sequence. The responsiveness of the participants in the conversation and the success of the questioning sequences are considered in relation to the organizational structure of the coaching conversation.

The manual is based on dyadic coaching conversations between coaches and coachees from the area of business/work-related coaching. Coaches' questions serve as a starting point (target action) (Peräkylä 2019) for a questioning sequence.

Scope of application

The manual can be used to evaluate questions and questioning sequences in authentic business/work-related dyadic coaching sessions / processes with two participants, coach and coachee, documented by means of video and/or audio recordings as well as linguistic transcriptions of these coaching sessions / coaching.

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1.1.2 Subject of the QueSCoM manual

The different parts of the manual are described below.

Questions and questioning sequences:

Questions are considered *target actions* in the sense of Peräkylä (2019), i.e., they are the focus of the analytical attention and are regarded here as (coaching-specific) actions with which information, cognitions, and attitudes/emotions of clients are elicited. Typically, they take the form of wh-questions, polar interrogative questions, alternative questions, or declarative sentence questions (Spranz-Fogasy 2010). Questions are assessed and classified in relation to their fulfillment of coaching-specific tasks (Deplazes et al. 2018; Graf 2019) using content and conversation analysis.

Conversational and sequential structure

The sequentiality principle in Conversation Analysis requires actions (e.g., questioning) to be considered in their sequential context. It claims that meanings and functions are (only) constituted / understood within the interactional progressivity of the conversation (Schegloff 2007, Deppermann 2008, Peräkylä 2019). In the analysis, we therefore record which reactions questions as *target actions* elicit in clients and how, in the third position, coaches assess these reactions and verbally respond to them. In addition, we examine, which actions by coach and client precede questions, whether clients' actions directly trigger the questions or whether coaches prepare them in some other way. Our questioning sequences thus include a total of five positions, with the question itself as position 1, the client's reaction as position 2, and the coach's reaction to the client's reaction as position 3; we consider the immediately preceding contributions by coach and client as position -2 and -1.

Responsiveness

The success of the sequences is measured by the degree of **responsiveness** of the coaches and clients. Responsiveness refers to the actions of both participants in the conversation. This means that responsive coaches do the best for their clients at the right moment in time, both in relation to previous verbal contributions of clients and to their own professional agenda (Kramer & Stiles 2015; Graf & Dionne 2021; Juatz et al. 2023). Responsive coaches succeed in this by observing and interpreting clients' utterances and actions and deciding which utterances and actions are needed for the desired result, i.e., a positive coaching outcome (McKenna & Davis 2009).

In this manual, responsiveness is considered **on different levels**. First, the suitability of the individual utterances ("sequence positions") in relation to each other is evaluated with different criteria of responsiveness (e.g., reaction in 2nd position based on 1st position, reaction in 3rd position based on 1st and 2nd position) (for the criteria of responsiveness see "Manual Development – Logic Development"). On a superordinate level, an evaluation of responsiveness takes place with reference to the entire sequence. Here, a separate psychological and linguistic evaluation, each based on its

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own criteria (see also "Manual Development – Logic Development") is carried out. The relationship between the different levels of responsiveness is shown in Figure (1).

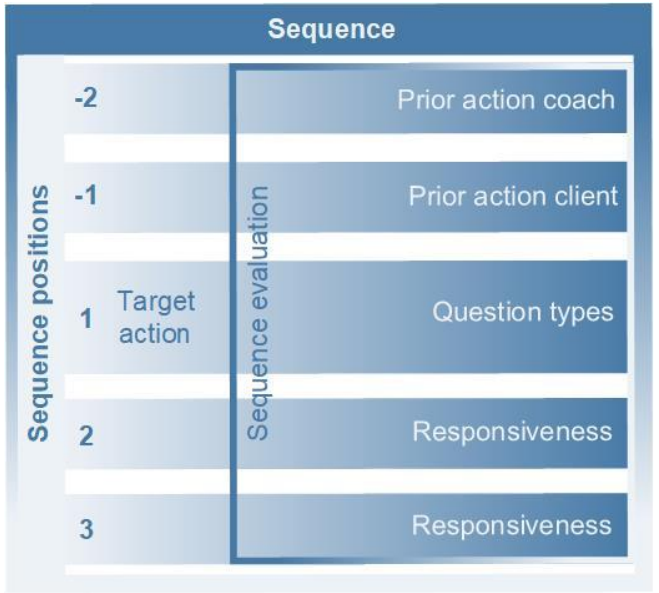

Figure 1: Levels of Responsiveness for Evaluation

Coaching and coaching conversations

The coaching process takes place *in* and *through* the conversations between coach and client (Graf 2015, 2019; Deplazes et al. 2018; Fleischhacker & Graf 2024). The coaching conversation follows both conversation-organizing principles as well as the action rationale in coaching, which is geared toward enabling client change. This structure of the coaching conversations, which underly the coaching process as a whole, is described and illustrated by Deplazes et al. (2018) in their TSPP model ("Turn - Sequence - Phase - Process Model"). It uses the concept of “phase” since phases are used to describe coaching processes both in the context of empirical change models as well as in descriptive models in coaching practice literature (see Schreyögg 2012 or Greif & Benning-Rohnke 2015). Phases follow a sequential action logic and include tasks that the coach and client solve together communicatively within the framework of the respective phase ("Formulating the concern", "Defining the goal", "Co-constructing change", "Generating measures of action & securing transfer", "Evaluation"). Turns[1] and sequences function as another central structuring element for coaching conversations and processes; sequences are composed of several turns and phases of several sequences. The TSPP model also includes the process lead, which coaches are responsible for as they guide the process from phase to phase following their coaching theory and action logic. The local, in-situ implementation of the process lead takes place via the conversational lead, which is also in the hands of the coaches. Finally, the TSPP model incorporates relationship management or the working alliance between coach and client as a fundamental and ongoing task in the coaching conversation (Spranz-Fogasy 1992; Graf 2015, 2019) (see Fig. 2).

Based on coaching phases and process lead, the following thematic areas were derived for the development of the coaching-specific question typology. Questions thus serve as a basis for their processing of the (higher-level) thematic activities: "Relationship management", "Agenda thematizing", "Defining the concern and formulating the goal", "Defining the underlying problem", "Developing solutions", "Transfer and/or securing results" as well as "Evaluating the coaching".

[1] Unlike a position, a *turn* does not refer to the order within the sequence.

Data and data processing

For the manual development, 14 video-recorded processes (a total of 62 hours) were used. The processes were led by 12 different coaches. Coaches ranged in age from 42 to 72, had between 7 and 34 years of professional experience, and worked primarily with a systemic solution-focused coaching approach. Overall, coaches were 42% (n = 5) female and 58% (n = 7) male. The clients were between 32 and 56 years old. Overall, clients were 86% (n = 12) female and 14% (n = 2) male. The coaching processes consisted of one to sixteen coaching sessions. The data amounted to 52 coaching sessions, ranging in duration from 37 to 101 minutes. Between two and eight processes were used for each step of the manual development. These processes were randomly selected.

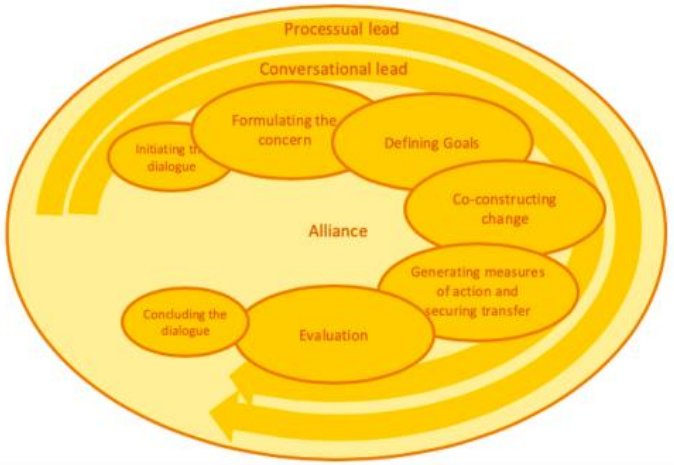

Figure 2: The TSPP Model (Deplazes et al. 2018)

Manual development – logic development (and theoretical foundations)

The process of manual development is based on the organizational principle of sequence positions. Based on the question as a *target action* (see Peräkylä 2019 "transformative sequences"), criteria for five sequence positions (-2/ -1/ 1/ 2/ 3) were developed in an iterative process of consensual decisions.

(1) In the first step of the manual development, **question types** of the "target action*"* (Peräkylä 2019) were determined. The starting point was the linguistically based distinction into wh-questions, polar interrogative questions, alternative questions, and declarative questions (Spranz-Fogasy 2010). Referring to the coaching literature and the basic activities and tasks/phases, the question types were then developed according to action logic / interaction-type specific function (Graf 2015, 2019; Deplazes et al. 2018). Finally, **additional descriptive criteria** were developed to provide information about the *Referentiality* (coach, coachee, relationship, third party, or things/events), the *Temporality* of a question (past, present, future), and the questions' *Facticity* (factual, hypothetical).

(2) In a second step, guidelines for the identification of relevant **sequence positions** were established. These include the conclusion of contributions / turns, the handling of pauses, overlaps, cooperative overlaps and negotiations, interim clarifications and stepwise (re-) formulations, insertion sequences, etc.

(3) **2nd position**: Coachees' response to the coaches' question was assessed by the degree of fulfillment of the conditional relevance and preference organization of the question (Schegloff 2007; Pomerantz & Heritage 2013). Complete (non-)fulfillment was designated as *client participates* versus *CL does not participate*, responses beyond the scope of the question were categorized as *CL does more*, incomplete responses as *CL partly participates*, and evasive responses as *CL does something else*.

Two manuals (psychological and linguistic) were developed for the 3rd position.

(4) **3rd position (psy)**: In a deductive process, elements for the analysis were drawn from different theories, i.e., conversation analysis, affect control, motivational interviewing, and coaching relationships. These theories include responsive communicative actions of coaches to coachees' responses (2nd position) (Camer & Sauer 2014; Elliott et al. 2011; Farber & Doolin 2011; Kramer & Stiles 2015). After identifying different elements for the analysis, these were thematically clustered (Braun & Clarke 2012). In an abductive process using two coaching processes, three foci for responsiveness in 3rd position were determined: theme management, relationship management, and affect management. Theme management is used to examine responsiveness relations and coherence between verbal contributions (Silverman 1998; Peräkylä & Ruusuvuori 2008). Relationship management – consisting of autonomy preservation and empathy – describes the formation and development of the working relationship (Bordin 1979; Gessnitzer & Kauffeld 2015). Affect management looks at how coaches deal with clients' emotions and enables the description of coaches' responsiveness to clients' emotional needs (Deplazes et al. 2018; Moyers & Rollnick 2002).

(5) **3rd position (ling)**: In contrast to the 2nd position, the 3rd sequence position is not based on a conditional relevance or preference organization, but on a different kind of responsiveness of coaches (Winkler 2022). When responding to the client's (non-)fulfillment in the 2nd position, coaches decide whether the initial question was understood correctly and answered appropriately, or whether there were misunderstandings (Sidnell 2010) or evasions and the question was thus not answered adequately (Clayman & Heritage 2002). First of all, the 3rd position categories are based on coaches' basic decision to either move the process forward (category *Change*) or to interrupt it, initiate a loop, or seek more information (category *Exploration*). Within the *Change* category, the subcategories *initiation* (e.g. of a new phase), *Transforming* in the sense of a change of perspective, (*Re-)focusing* on coaching relevant aspects or *Knowledge transfer* were deductively developed. Reactions of the coach with an exploratory intention include the categories *Repairing or insisting* (to restore intersubjectivity or to insist on the initial question) as well as *Request for evaluation* and *Request for clarification or elaboration* to demand further information, explanations, or an evaluation of what was said.

(6) **Positions -2 and -1**: The categories for the actions of the coach (-2) and client (-1) preceding the *target action* (see *prior actions*) were determined in relation to and based on the question in the 1st position. They retrospectively and prospectively capture the possible relations of the prior actions to the question itself (Schegloff 2007; Muntigl & Horvath 2014; Spranz-Fogasy et al. 2019). Questions can be an immediate response to client input (*Question reacts to local trigger in -1*); they can be prepared with specific interventions (*Question preparation in -2*); or they can be part of a *Complex question preparation/context* that involves a larger conversational context. Finally, questions can also have no connection to the preceding actions that are visible on the surface of the conversation. In this case, coaches fall back on their underlying professional agenda for process and goal achievement in coaching. These cases are categorized as *No (visible) question preparation*.

Two manuals (psychological and linguistic) were developed for the overall assessment of the sequence.

(7) **Overall assessment (psy):** For the overall assessment of the sequence, the elements of topic management, relationship management and affect management described above are used in an extended manner. They are considered and assessed not only on the 3rd position, but

on the 1st and 3rd position (theme and affect management) as well as on the positions -2, 1 and 3 (relationship management), respectively. As additional criteria, formulation efforts and thematic complexity are coded and evaluated as formal levels of the coach's responsiveness; prior actions of the coach are coded and assessed in relation to topic management, i.e., question preparation. The six criteria of the overall evaluation were selected based on quality criteria for the coach's conversational lead and allow for a distinction between less successful and more successful sequences. For the manual development, these six criteria were developed on the basis of three coaching processes and differentiated on the basis of consensual decisions; finally, a scoring system between -2 (not at all successful) and 5 points (very successful) was developed.

(8) **Overall assessment (ling):** For the sequence evaluation from a linguistic perspective, both the 2nd and 3rd positions are used. While for the 2nd position, the structural fulfillment of the conditional relevance and preference for progressivity (Stivers & Robinson 2006) are essential, content-related as well as action-related criteria are used for the 3rd position. If *CL does not participate*/*partly participates*/*does something else* has been assigned as the response type on the 2nd position, the sequence is automatically deemed *Not fulfilled*. If the reactions of the coachees were categorized as *CL participates* or *CL does more*, the coach's reaction in 3rd position must be considered. Coaches can either indicate that the question has been (sufficiently) answered; the sequence is then rated as completed, i.e., *Fulfilled*. If coaches indicate a need for further information, thus requesting an elaboration, clarification or specification, the sequence is categorized as *Extended*.

1.2 Part 2

1.2.1 Instructions for coding

Coding with the present manual presupposes video-recorded and linguistically transcribed dyadic coaching processes. The transcription of the coaching material should be done following cGAT conventions (Schmidt & Schütte 2015). The application of the coding system requires several steps. We recommend the following procedure: 1) teaching coders the theoretical basics and goals of the system; 2) introducing the coding procedure with first exercises; 3) practicing the formation of units and coding of entire conversations. The training is considered as completed when 60 sequences have been processed and an interrater reliability of $\kappa \geq .70$ has been achieved. In this case, it is recommended that discrepancies be discussed in detail and a consensual decision is made. Persons with prior linguistic-psychological knowledge can familiarize themselves with the coding system in self-study with the help of the manual. In principle, an interdisciplinary coding procedure is recommended; purely psychologically trained people depend on linguists for the identification of questions (see pp. 11-15) as well as for the sequencing (see pp. 35-40) of the coaching conversations. On the other hand, linguists rely on psychological knowledge, e.g., for psychological sequence assessment or psychological 3rd position. Comprehensive instructions on coding as well as on how to deal with exceptional cases can be found in the corresponding sections of the manual.

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The steps of the procedure are as follows:

(A) The transcripts are uploaded into the qualitative data and text analysis software MAXQDA without table formatting. Each session of a process is uploaded individually into a MAXQDA project.

(B) The coding process begins with the identification of questions (see pp. 11-12) and multi-unit questions (see pp. 10 and 52). The questions are identified and marked in MAXQDA with the code 1st position/grammatical form.

(C) Then the sequence positions (see pp. 36) are defined based on the previously identified question. The sequence positions -2/-1/1/2/3 are coded (-2/-1 (prior actions), 1 (question = target action), 2 (answer/reaction), 3 (reaction of the coach)). The codes start with -2a/-1a/1a/2a/3a. Since the 3rd position is again often a target action, it is coded with 1b (followed by 2b/3b, backwards -1b/-2b). The code system also includes the codes -2c/-1c/1c/2c/3c, which are used if the 3rd position is yet again a target action. The entire sequence is given an overarching code with the corresponding letter (sequence a/ sequence b/ sequence c). Attention should be paid to dealing with pauses (see pp. 37-38), overlaps (see p. 38), cooperative overlaps (collaborative completions) (see p. 39), non-cooperative/competitive overlaps (see p. 39), interim clarifications and stepwise (re-)formulations (see pp. 40), as well as insertion sequences (see p. 41). Following the sequencing of the coaching conversations, various coding options are possible. It is mandatory that position 2 is coded before position 3. It is mandatory that the sequence assessments are coded last. The following chronology is recommended.

(D) To determine the question types, further codes of the manual (see manual for the coding of question types) are added to the previously identified questions. It is imperative that not the entire 1st position, but only the question is coded here.

(E) To determine the prior actions (see pp. 41-51), the positions -1/-2(/-4/-6 etc.) starting from the target action of the 1st position are considered; for the coding of the type *Complex question preparation*/*context* (see pp. 43-44) including at least positions -4/-6 is necessary. The coding is done on the 1st position. The additional descriptive criterion *topic closure* can be coded on position -2 (and / or position 1) (see pp. 42-43).

(F) The codes of the 2nd position (see pp. 53-61) are assigned to the entire 2nd position.

(G) Coding the 3rd position is done successively from a linguistic (see pp. 61-67) as well as psychological point of view (see pp. 68-76); the order is irrelevant. The codes are assigned to the 3rd position.

(H) Finally, the sequence assessments – also with linguistic (see pp. 77-78) and psychological (see pp. 79-85) focus – are made. The codes are assigned to the overarching sequence code (e.g., sequence a).

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The QueSCoM manual consists of two submanuals:

Manual for the coding of question types

This manual is used to code questions and question types (and other descriptive criteria) in coaching.

Figure 3 gives a graphical overview of all question types.

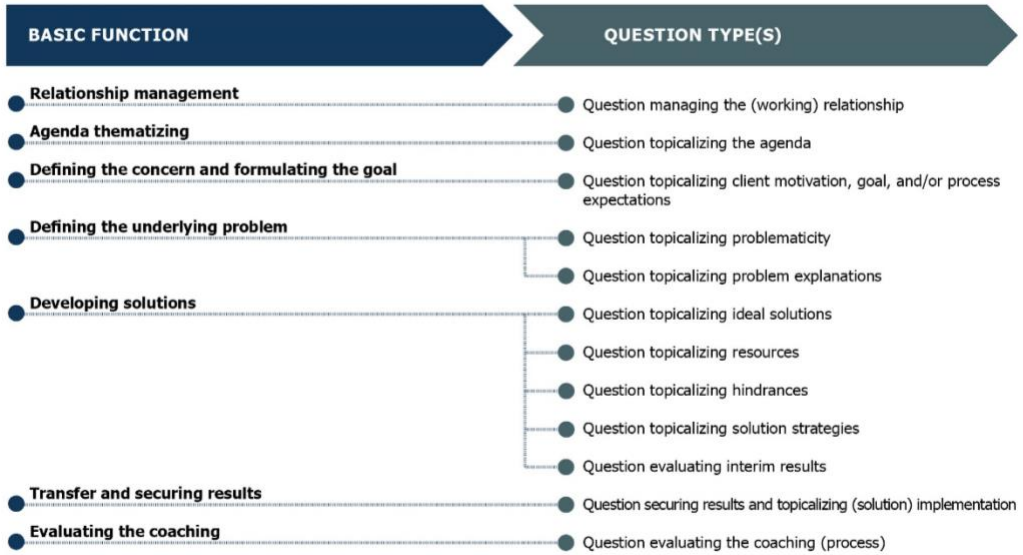

Figure 3: Question Types and Thematic (Basic) Functions

Manual for the coding of questioning sequences

This manual is used to code the prior actions (positions -2 and -1), the 2nd position, the 3rd position (psychological & linguistic), and the sequence assessment (psychological & linguistic).

Figure 4 gives a graphical overview of the questioning sequence criteria.

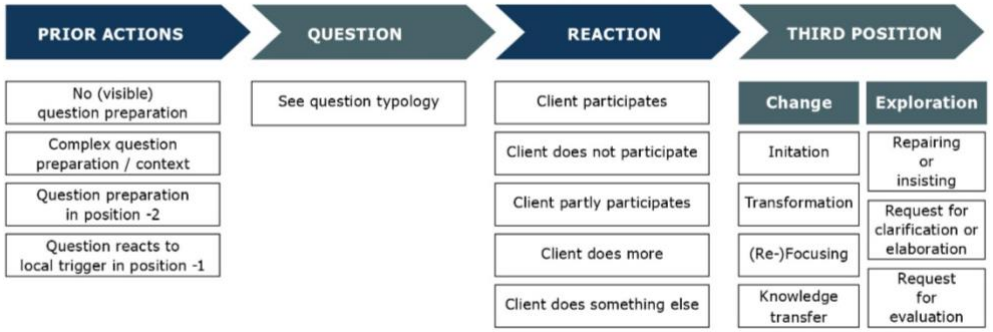

Figure 4: Questioning Sequences

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2 Manual for the coding of question types

2.1 General approach to coding

This manual helps to code questions or question types (and other descriptive criteria) in coaching. At the same time, it serves as a guide for the use of the master code in MAXQDA. Unless otherwise specified in the descriptions, the question types should be coded independently of context, i.e., coding the questions should not be based on the phases they appear in (Deplazes et al. 2018).

Step 1: Formation of the units of analysis (questions)

a. Identification of questions, i.e. identifying the question (target action) (see pp. 11-12) and determining the grammatical form (see pp. 13-15). Identification of multi-unit questions (see pp. 10 and 52).

Step 2: Code question types and additional criteria based on the manual below:

Step 2.1: Assign a question type (see pp. 16-30) to each question. Focus first on the question itself, i.e., the verbal, content, and action levels of the question. It should be largely possible to assign a category based on the question alone. Do not interpret, evaluate, or subjectively assess the question (possibly based on existing contextual or practical knowledge). Only if (with regard to the question alone) no clear assignment is possible, the context can be included in the following order:

a. Sequence (order/content) (i.e., positions -2 to 3)
b. Phase/overarching activity
c. Session/interactional identities of the participants

Step 2.2: Determine all additional descriptive criteria (*referentiality*, *temporality* and *facticity*) for each question (see pp. 31-34). If one or more additional category/categories cannot be determined, the code *indeterminable* must be assigned.

Step 3: (Parallel to step 2): Create "memos" for observations and ambiguities in coding to be discussed later on.

Please read the descriptions of the question types and additional criteria as well as the general coding instructions (see pp. 10-11) carefully.

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2.2 General coding instructions and tips

Coding of one vs. multiple questions	If it is unclear whether two consecutive questions with no reaction from CL, i.e., *client does not participate,* or a multi-unit question (see below) should be coded, one should first check whether a response/reaction from CL would already be possible (i.e., if it clear what the coach wants to ask). If this is the case and there is a longer pause (of more than 0.7 sec., see Jefferson 1989), i.e., a reaction is set conditionally relevant (Schegloff 1968), and the question is reformulated or asked again (i.e., CO reacts to the absence of a reaction from the client in some way), then two or more questions are coded (see also manual for questioning sequences).
Multi-unit questions	Multi-unit questions (Ehlich & Rehbein 1977; Linell et al. 2003; Skovholt et al. 2021) refer to several questions that are asked one after the other within one position of CO (see manual for questioning sequencs). Only after the last question is asked, an answer/response is set conditionally relevant. If several questions follow each other, the question types must be determined for all questions individually. In addition, the overall code *multi-unit question* must be assigned as well. The additional descriptive criteria must be coded for all questions.
Questions about the research process	Questions about the process of the research project (e.g., Have you signed the consent forms?) are not coded because they are not part of the coaching process itself.
Matrix sentence for determining the question type or the additional descriptive criteria	When determining the question type and/or the additional criteria, attention should be paid to whether there are syntactic dependencies, i.e. whether there is a superordinate main sentence (= matrix sentence). The matrix sentence is sometimes decisive to determining the appropriate question type and/or additional criteria. Ex. **How plausible do you think is it that these issues** we have addressed so far **are resolved**? The matrix sentence is directed to the present and has a clear evaluative character, i.e. it would have to be coded as *Question evaluating interim results*, and the temporality of the question would be *Present*.
Multiple coding	In cases of doubt, ambiguity, or multiple possibilities, a decision must be made based on the main emphasis, i.e., the category that is most clearly present. Multiple coding is not possible. Memos are to be created for problematic elements. For the additional descriptive criteria, the category *Indeterminable* is to be selected.
Elliptical questions/one-word questions	Questions with missing components (e.g. the predicate, the subject, etc.) or one-word questions (e.g. *Why?/How?*) cannot always be determined with respect to the additional descriptive criteria. If no assignment is possible based on the sequential co-text, the category *Indeterminable* must be coded.

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Thematic areas / activities	Although the question types are prototypically assigned to certain thematic areas (which serve as an auxiliary model for temporal or process-related placement), they are independent of them. That is, the question types (and their activities) can also occur in other thematic activities. E.g., solution-oriented questions might alternate with defining the underlying problem. Questions are to be considered and coded as independent of the established phases (Deplazes et al. 2018), i.e., one should not be influenced by the overarching topic or the phase when coding.
Abbreviations	CO = Coach(es); CL = Client(s)

2.3 Question (*target action*)

Question	• Questions are our "target action" (Peräkylä 2019) in the project and thus the starting point for the coding of question types (and in a next step questioning sequences, see manual for questioning sequences). • Questions are predominantly initiating actions with (high) response mobilization, which make a response or reaction conditionally relevant (Schegloff 1968) (i.e., request confirmation, agreement, action, or information). They can have the grammatical form of a wh-question, polar interrogative question, alternative question, or declarative question (see p. 13-15) (cf., e.g. Sidnell & Stivers 2013; Graf & Spranz-Fogasy 2018; Spranz-Fogasy 2020; 2010). • Questions exist on a continuum of response mobilization (expressed by more or less *response mobilizing features*, such as interrogative lexical/morphological syntax, interrogative intonation, eye contact, and epistemic asymmetry in favor of recipients/CL) (cf. Stivers & Rossano 2010). • To be coded as questions (for this enumeration see also Stivers & Enfield 2010): a. Only (fully formulated) questions from CO. b. Questions that are formally formulated as a question and that build conditional relevance. c. Questions that are (functionally) processed and understood as such in the conversation (CL interprets the contribution as a question) (cf. *functional questions*, Stivers 2022).

	d. (Re-Formulations by CO (cf. *formulations*, Antaki 2008, Weiste & Peräkylä 2013) to which there is more than a minimal response/type-conforming response (Raymond 2003, Hayano 2013) (i.e., they go beyond "mere" securing understanding/establishing intersubjectivity; cf. Sidnell & Stivers 2013; Sidnell 2014). e. *Fishing* elements (Pomerantz 1980) and *noticings* (Muntigl & Horvath 2014) are coded as questions only if the object of reference is CL or CL's perspective is requested (e.g., via question tags, etc.) and not only CO's perspective is presented (e.g., *You are unhappy now, aren't you?* (= question) vs. *I feel that this makes you unhappy/You look unhappy to me.* (= not a question)). • Not to be coded as questions (see Stivers & Enfield 2010 for this enumeration): a. Interpretations (Bercelli et al. 2008) and extensions (Vehviläinen 2003) with question tags or requests for confirmation. b. Questions from CL. c. Question tags that do not allow turn-taking by CL (e.g., during a narration/explanation, etc.). d. Questions (without conditional relevance) embedded in other actions, e.g. explanation (e.g. *reported questions*; indirect questions). e. Aborted or interrupted questions that are not answered or completed by CL. f. Requests for physical response/physical activity (e.g., *Can you open the door for me?*, i.e., *requests for action*). g. Rhetorical or *outloud* questions, i.e., questions that CO address to themselves.

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2.3.1 Grammatical form (of the question)		
Wh-questions	• Wh-questions are formed with interrogative adverbs or interrogative pronouns, which usually begin with "wh" (who, what, when, where, why, which etc.); these wh-question words form the beginning of the sentence, the verb is in the second position. • Wh-questions are formally marked as a question. • New and unknown information is requested. (cf. Stivers & Enfield 2010; Sidnell & Stivers 2013; Graf & Spranz-Fogasy 2018; Spranz-Fogasy 2020; 2010; Dionne et al. 2024)	• *Where did you do your master's degree?* • *What effect does that have on you?* • *What feeling do you associate with having a clear vision?*
Polar interrogative questions	• Polar interrogative or verb first questions are defined by the (auxiliary / modal) verb being in the first position of a sentence (V1). Alternative questions can also have a V1 form; however, these are coded separately (see below). • Polar interrogative questions are syntactically-semantically designed to make only one (preferred) answer (yes/no) conditionally relevant, whose preference organization is contained in the presupposition. • They are also formally marked as questions. (cf. Stivers & Enfield 2010; Sidnell & Stivers 2013; Graf & Spranz-Fogasy 2018; Spranz Fogasy 2020; 2010)	• *Have you not tried this before?* • *Is there anything else you would like to address today?* • *Can you specify that a bit more?* • *Did you have time to think about the last coaching session?*

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Alternative questions	• Alternative questions are (usually) formal questions that have an interrogative syntax. • With alternative questions, speakers present two (or more) propositions that act as *candidate answers* (Linell et al. 2003). Of these alternatives included in the question, one is to be selected by the recipient in their response. • These alternatives are often (but not always) separated by coordinating conjunctions (e.g., either ... or ...). • Although alternative questions sometimes resemble polar interrogative questions, they differ from them by means of: a. their *cornering effect*, i.e., their insistence on an answer (e.g. *Are you coming or not?)* b. their prosody: while polar interrogative questions generally have a final rising intonation, in alternative questions the intonation rises at the first alternative; in return, the intonation then falls towards the end of the second (e.g., *do you like coffee↑, (or) tea↓?*) (cf. Biezma 2009; Linell et al. 2003; Drake 2021) **Note**: Alternative questions alone do not count as a multi-unit question because they represent (even if there formulated as several consecutive question items) *candidate answers* for the same (implicit or explicit) question.	• *Do you leave your doctoral thesis in the office, or do you take it home in the evening?* • *Is it new for you to proceed like this or did you do it like this before?* • *And is she smiling, is she unhappy? (= alternative question 1) How would you paint the mouth? (= Wh-question) With a smiley upwards, straight? (= alternative question 2)*

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Declarative questions	• In their syntactic structure, declarative questions resemble a declarative sentence (statement), i.e., it does not have interrogative morpho-syntax. The statement must be confirmed by CL, i.e. they are asked to comment on it ((dis-)confirmation). The proposition contained in the declarative question is, however, qualified by question markers. • Declarative questions are identifiable as questions by means of interactive, prosodic, sequential, and other contextual factors, or the question intention is expressed by CO (also retrospectively). These include: a. Intonation as a question or mobilizing eye contact. b. Question tags or follow-up elements (*post-completer*, e.g., "right?") that initiate a question-response sequence. c. Epistemic authority resides with the recipient, i.e., the answer is in CL's territory of knowledge (*epistemic domain*). CL is thus ascribed a higher epistemic status (K+). d. Treatment as a question in the answer; the recipient decides whether the utterance is interpreted as a question or not (cf. “functional question”) e. CO indicates in the 3rd sequence position that the utterance was intended as a question in the 1st sequence position. (cf. Stivers & Rossano 2010; Heritage 2012; Graf & Spranz-Fogasy 2018; Spranz-Fogasy 2020; 2010; Stivers 2022) • Declarative questions with a formulating function (Antaki 2008; Weiste & Peräkylä 2013) that receive more than a type-conforming response (i.e., minimal confirmation) from CL (see above) are coded as declarative questions. Additionally, they receive the label (R*e-)formulation*.	• *Yes, then I would suggest that we look at maybe two or three options, yes?* • *You mean what we have put together on the flipchart?* • *That means you have no information to date?* • *So, these sticky notes?*

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2.4 Question types (sorted by thematic areas/activities)

2.4.1 Relationship management

Question type	Description and notes	Example(s)
Questions managing the (working) relationship	• These questions can occur throughout the coaching process. • They are questions that address the coach-client relationship or the working alliance. They address the basic collaboration (hierarchy/dyad/triad) or make it the focus of the interaction in order to establish trust and a shared knowledge base (see *working alliance*, Graf 2019; Graf & Jautz 2022; Ribeiro et al. 2013). Thus, CO expresses sympathy, interest, and attention or emotional involvement in CL's experience. • Questions managing the (working) relationship include: a. Questions about CL's personal well-being. b. Questions that serve the purpose of (physically/mentally) settling up the coaching space (questions about how to get to the coaching location, about drinks, etc.) (see *establishing the coaching realm*, Graf 2019) c. Questions that serve to explicitly negotiate roles and (professional) identities (anew, e.g., in case of conflicts) as well as coaching approaches.	***a) Personal wellbeing:*** • *How have you been? How have you survived these hot days? Did you have a cool place to work?* ***b) Establishing the coaching realm:*** • *Are you comfortable sitting like this? Is there no draught?* • *Did you find your way here right away? It was easy to find, wasn't it?* ***c) Roles and identities:*** • *Anything else you'd like to know about my background (as a coach)?* ***c) Methods/approaches:*** • *I think we have addressed the earlier. Is that helpful to you?* ***e) Online interaction:*** • *Is the noise at your end? Are you still there?*

	d. Issues related to the online interaction (especially related to technical or organizational issues). e. Questions that serve to achieve explicit agreement, i.e., CO clarifies, for example, whether a certain action may be performed. f. Questions that serve "reference clarification" (cf. Mack et al. 2016), i.e. CO asks for certain necessary, lacking or more specific (background) information in order to better understand CL (in their experiential system), fill in knowledge gaps, or clarify ambiguities. They serve to complete knowledge about CL. g. Questions that serve to explicitly establish intersubjectivity (the common ground between CO and CL, e.g., Sidnell 2014; Clark 1996). h. Follow-up questions for repair by CO (*other initiation of repair*, e.g., Schegloff 2000) that concern comprehension, unintelligible pronunciation, or unfamiliar vocabulary. These follow-up questions often contain word repetitions or sentence fragments of what was previously said, or *open class repair initiators* (e.g., What? Please? Huh?) (cf. Drew 1997). **Note**: If it is possible to code another question type apart from establishing intersubjectivity or reference clarification (= subitems g and h), the other question type should be given preference.	***f) Explicit agreement:*** • *May I write "appropriate interaction," yes?* ***g) Reference clarification:*** • *Could you tell me again: where did you do your master's?* • *May I ask what the topic of your dissertation is?* ***h) Establishing intersubjectivity:*** • *You mean what we put together on the flipchart?* • *What do you mean with it is not quite sure yet?* • *That means you have no information to this date?* • *But when are you really going to be hired? Also on the fifteenth, right?* ***i) Repair:*** • *So (you mean) these sticky notes?* • *Who said that? (name not understood correctly).* • *Are we talking about the research group now?*

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2.4.2 Agenda thematizing

Question type	Description and notes	Example(s)
Questions topicalizing the agenda	• With questions topicalizing the agenda, there is a switch between the content/action-level and the meta-level of interaction (cf. Graf 2017; Graf 2019; Jautz et al. 2023). As a result, issues that are not explicitly negotiated or explicitly addressed in everyday conversations are addressed here. • Questions topicalizing the agenda serve to (collaboratively) negotiate the procedure, next steps, and themes in the process between CO and CL. • The questions can either be very open (wh-questions, which do not ask for an opinion on a proposal but offer CL many possibilities for co-construction) or may already suggest concrete possibilities for the further course of action (polar interrogative questions/declarative question + question tags). • In the case of more "pre-structured" (cf. Pick & Scarvaglieri 2022), i.e. more concrete agenda questions, the coach usually justifies or explains their preferred course of action. That is, the questions are often embedded in explanations or accounts (related to the coaching/overarching goal). • Questions topicalizing the agenda or agenda steps are usually aligned with the goal formulated for the coaching or session. • Questions about the organization of appointments, or the length of the session or process also belong to this category (cf. Graf 2019).	• *What else would you like to address?* • *When would you like to make the next appointment?* • *Can we leave it like this for today?* • *Is there anything else you would like to talk about today?* • *So, we do it like this, and we're done for today?* • *What would you say if we put together a kind of recipe for your ideal job?* • *Yes, then I would suggest that we come up with two or three options?* • *The next thing I think would make sense is to develop a timeline, yes?*

2.4.3 Defining the concern and formulating the goal		
Question type	**Description and notes**	**Example(s)**
Questions topicalizing client motivation, goal, and/or process expectations	• Questions about motivation help CO to find out more about the reasons why CL come to the coaching or about existing (though maybe still vague) concerns. • CO support CL in concretizing their concerns or needs (concerning professional issues and relationships, etc.) for the coaching before a concrete goal can be defined. • Sometimes these questions refer to pre-coaching conversations that have already taken place outside of the ongoing session, i.e., before the start of the coaching. • In contrast to goals, concerns are still quite vague or fuzzy, little concrete. • Goal-setting questions serve to define a clear (overarching) goal for the entire coaching process or the respective session. • Usually, these questions are dealt with in the first coaching session, but there may also be updates of the goal formulation in later sessions. They usually follow questions about motivation. • If possible and depending on the approach, the question is used to make the goal very concrete and measurable (specific, measurable, achievable, realistic, time-bound (=SMART goal) (Locke & Latham 1990).	• *On the phone in our preliminary conversation, you mentioned that you are a soft skills trainer and wondered if you were stagnating professionally, right?* • *What has been your motivation for the coaching?* • *What do you want to achieve with the coaching? What is your goal?* • *And if you were to formulate the goal of this coaching? What would you say is the goal you want to achieve?* • *How would you like to use the session?* • *What would you like to work on?* • *Now I would also like to hear from you precisely what you would like my role to be in this process. What can I help you with?*

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	• Questions about process expectations also help CO to find out what role they are supposed to fulfill in the coaching process and what is expected of them. CO ask how they can support CL during the coaching, i.e. what contributions they can make. • These questions are usually asked only when formulating the concern or goal, i.e. only once in the coaching process, unless goals change. **Note:** To distinguish between goal setting and solution projection: if the category is specifically mentioned (e.g. goal, set, formulate), the question type *Questions topicalizing client motivation, goal, and/or process expectations* is coded, even if the facticity of the question is hypothetical. In case of doubt, the phase can be used as a reference point. If "result" is mentioned, it must be decided with the help of the context whether it might be a *Question topicalizing solution projection* instead.	

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2.4.4 Defining the underlying problem		
Question type	**Description and notes**	**Example(s)**
Question topicalizing problematicity	• This question type addresses behaviors, reactions, interactions, interpersonal issues, sensitivities, and the personality of CL and serves to uncover and elaborate the underlying issue in coaching. It establishes connections and contradictions between behaviors, ways of thinking, experiences, relationships, etc. • The questions therefore have a strong focus on the subjective realm of experience of CL. Often CL are directly addressed. • Among other things, CL are to be confronted with (problematic) behaviors, perceptions, thinking patterns, etc. • CO intentionally provokes (negative) emotions so that they can be experienced and negotiated in the session. • The questions often work with changes in perspective, i.e., different views on the problem are explored on an inter- or intra-personal level. • Questions topicalizing problematicity can also reoccur outside of the core work of problem elaboration. This serves to re-address the problem in the here and now of the coaching session. • Questions topicalizing problematicity may: a. Describe or elaborate on the quality of the problem. b. Be (strongly) emotionalizing questions. c. Be provocative questions that explore sensitive issues.	***a) Problem quality*** • *You said you see this perhaps a bit too idealistically. Where exactly do you see that?* • *And why do you think that not being demanding would be good for you?* ***b) (Strongly) emotionalizing question*** • *What do you mean by being negative?* • *How does this behavior affect you then?* • *How do you feel about the dismissal?* ***c) Provocative question*** • *Can I jump in right there? What would that look like? How could you have been less demanding in that situation?* • *What if you say you quit, and everyone says "great". What would that be like?* • *How do you imagine this: you leave and the position remains unfilled and there is no one coming in to support the team. Is that realistic?* • *Now does that have to do with your value, with your likability as a person?*

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	d. Include *worst case scenarios* or (negative) (hypothetical) thought experiments. e. Be problem-oriented scaling questions that identify the status or problem quality and intensity. f. Combine several of these options. **Note**: Questions with changes in perspective that include a movement between problem and solution orientation (*problem <> solution talk*, cf. de Shazer 1989) should be coded with regard to the focus of the question. For example, "What if you formulated the word “criticism” differently?" = question about solution strategies, since it involves a change from problem to solution orientation.	***d) Worst case scenarios or negative thought experiments*** • *Let's say you had the new job now. What would happen if you found out that there were small sacrifices to be made?* • *And if the path you choose now is not the right after all, what then?* • *Yeah, what happens if they don't see it that way?* ***e) Scaling question*** • *On a scale of 1-10, where would you say you are right now?*
Questions topicalizing problem explanations	• Questions topicalizing problem explanations serve to explore causes and reasons for the underlying problem. Explanations should be found or discussed together. • They should point out patterns, explain behavioral, emotional and experiential worlds of CL or establish connections, relations, and causality. • Often connections/parallels are identified between (past and present) situations or behaviors and between professional and private life. • The past often serves as the temporal reference for this purpose.	***a) Collaboratively finding explanations:*** • *What do you think is making it impossible for this person? What might that be?* • *So, this is more of a learned behavior?* ***b) Requesting examples:*** • *Why? Can you think of an example, why? Maybe we can get to the bottom of it.* • *Can you think of a situation?*

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	• Questions topicalizing problem explanations include: a. Questions to collaboratively find explanations (cf. Mack et al. 2016; Spranz-Fogasy 2020). b. Questions requesting examples (cf. Spranz-Fogasy et al. 2019). c. Questions seeking to identify patterns. d. Questions to elaborate on, illustrate, and explain specific problematic circumstances / facts.	***c) Identifying patterns*** • *Have there ever been in situations like this in your life?* • *Has this been expressed before? Have you already experienced that before?* • *When you hear this from me, what is the first thing that comes to your mind? Where do you know this from?* ***d) Questions to elaborate, illustrate and justify*** • *Why should they take this personally?* • *But why? Can you explain that in more detail?*

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2.4.5 Developing solutions		
Question type	**Description and notes**	**Example(s)**
Questions topicalizing ideal solutions / solution projection	• Questions topicalizing ideal solutions / solution projections are intended to uncover, explore, name, or reflect on solutions or changes, ideas, visions, and possibilities of CL. An aspired and changed way of thinking, acting, behaving etc. is imagined. • Questions that are assigned with this code help to prepare a solution strategy or imagine it, which however they do not yet include any action strategies. • This question type can occur at the very beginning of the coaching or a session to support goal formulation. They elicit desired changes in the client's thinking, feeling or behavior. • In this way, CL's own ideas for solution generation and abilities for finding suitable solutions are explored. • These questions are usually hypothetical (i.e., open up an imaginary space) and future-oriented, but can also be formulated in the present tense (with an implicit future orientation). • Questions topicalizing ideal solutions / solution projection can also be linked to scaling questions to determine the strength and intensity of the CL's wish to change. For solution generation, see also research on solution-focused questions in psychotherapy, e.g., Mack et al. 2016; Spranz-Fogasy et al. 2018; Läpple et al. 2021.	• *What would be a good result? What would be a desired behavior? What could help?* • *If you imagine in 5 years, we are sitting in the cinema, curtain goes up and the life of X comes on. What do you think we will see there?* • *What else is part of your dream job?* • *(Working in a corporation or mid-sized company in five years) On a scale of 1-10, 10 pretty great, how good does that feel from today's perspective?*

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	Note: To distinguish between goal setting and solution projection: if the category is specifically mentioned (e.g. solution, idea, ideal, wish), the question type *Questions topicalizing ideal solution / solution projection* is coded. If "result" is mentioned, it must be decided with the help of the context whether it might be a "question topicalizing client motivation, goal, and/or process expectations". In case of doubt, the phase can be used as a reference point.	
Questions topicalizing resources	• These questions address or mobilize both abilities, strengths, characteristics and personality parts of CL (= internal resources), as well as people, temporal and financial resources (= external resources), which enable CL to solve problems, develop solutions and, thus, achieve the goal. • Questions topicalizing resources help to make existing, buried, or unconscious knowledge, as well as abilities, positive sides, solution finding competences etc. conscious and accessible. They serve to concretize, activate, and reinforce them. • Often, CO asks which solutions and approaches have already been explored by CL. Reference is made to past (already resolved) challenges (e.g., by means of requesting examples, cf. Spranz-Fogasy et al. 2019). • In certain coaching approaches, personality parts of CL (= "inneres Team" / *the inner team*, cf. Schulz von Thun 1998) are defined, explored, and employed in the sense of inner resources using questions. Also, questions serve to gain new insights or make connections between personality parts. • Questions topicalizing resources also help to uncover gaps in the existing resources or their applicability. They invite CL to reflect on alternative ways of thinking and acting (cf. Pick & Scarvaglieri 2022).	• *What have you already tried to orient yourself?* • *The (positive) experiences you've had now, despite your doubts at the beginning... What does that do to you? How do you experience it?* • *What do you think, who else could help? What would be a good part that could support you?* • *Are those three (personality parts) a good team to carry you through this?* • *What does your "self-love" (=personality part) say about your doubts?* • *There are certainly a lot of points that you have also liked and appreciated, yes?*

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	Note: To distinguish between resources, solution strategies, and transfer: a) Resources are already available to CL but may not yet be used actively or are (still) unconscious => *What does already exist?* b) Solution strategies address the concrete use of acquired and known resources in hypothetical/general situations => *How can it be applied?* c) Transfer relates to questions addressing the concrete application of strategies in actual, specific, future situations => *How can it be implemented in situation XY?*	
Questions topicalizing hindrances	• Hindrances or obstacles can be seen as counterparts to (internal and external) resources. However, while resources contribute to problem solving, hindrances stand in the way of developing or implementing (already available) solutions and strategies. • Hindrances are "symptoms" or concrete manifestations of problems or problematic behaviors, etc., or (external) factors perceived as obstacles (and are thus also related to problematicity). • Questions topicalizing hindrances can occur when elaborating problems (e.g. *What prevented you from addressing this issue?*), developing solutions, or securing transfer and results.	• *So, there was also a fearful part of you? An anxious part?* • *And when you say it like that. How strong is the anxious part still?* • *What has prevented that?* *When someone schedules an appointment so late, what's preventing you from handing that over in or changing it?*
Questions topicalizing solution strategies	• With questions topicalizing solution strategies, concrete solution strategies, actions, steps, or measures are collaboratively developed. • The aim is to enable the client to (better) cope with difficult situations, to withstand them, to endure them and to make concrete use of the (established) resources.	• *What is the next step to get to your goal?* • *What would be the criteria you can use to proceed?* • *How can you find out which (trainings) are the right ones for you?*

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Questions topicalizing solution strategies	• By means of questions topicalizing solution strategies, CL develops, reflects on, and practices new or alternative behaviors and ways of thinking or acting with the help of CO (cf. Pick & Scarvaglieri 2022). • This generates new knowledge and contributes to problem solving in challenging situations. • Based on solutions, thinking and action alternatives developed in previous steps (e.g. solution projections or resources), decisions are made regarding next steps, options, and actions. Likewise, personality traits are used strategically. • Concrete (alternative) courses of action or behaviors are addressed, thereby closing previously identified gaps (e.g., in resources). • References to concrete actions are included: How? When? Where? To what end? By what means? • Strategies are formulated in the indicative rather than the subjunctive and may also be distinguished from resources or projections by the verbs used (do/make/tackle, etc.). **Note:** To distinguish between resources, solution strategies, and transfer: a) Resources are already available to CL but may not yet be used actively or are (still) unconscious => *What does already exist?* b) Solution strategies address the concrete use of acquired and known resources in hypothetical/general situations => *How can it be applied?* c) Transfer relates to questions addressing the concrete application of strategies in actual, specific, future situations => *How can it be implemented in situation XY?*	• *What can you do now to use this energy for you in such a way that it leads you to your goal?* • *What would it be like if the self-confident part of you says: stop, today you finish at five o'clock?*

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Questions evaluating interim results	• Questions evaluating interim results help conclude (longer) activities or tasks (cf. Levinson 1992; Schegloff 2007, “sequences of sequences”), e.g. developing resources, solution criteria, etc. They thus represent an evaluation on the meso-level of the conversation. • Often, this question type (re-)establishes a connection between a (developed) solution and the underlying problem (problem actualization). A renewed comparison is made between the current and envision state or between what was and what is (or vice versa). Thus, an evaluation of what has already been accomplished takes place (in the sense of: Where does CL stand right now? Are they on the right track? Which changes have occurred?) • Questions evaluating interim results may also occur as a conclusion to activities that serve to elaborate or clarify the problem. In this case, the concluding evaluation establishes a link between problem and solution and promotes or enables solution orientation. • In these questions, reference is made to previous content, parts of the conversation are summarized or distilled. These questions must thus be considered in their interactional context, especially whenever a reference is unclear and/or an explicit anaphoric reference is made. • Apart from the above, questions evaluating interim results can also be used to determine the current state of the concern, coaching process, or goal achievement / progress made in-between or within coaching sessions (cf. *mapping the current state*, Graf 2019; 2015): To what extent has CL continued to work on the issues and solutions? What has already been achieved?	• *Do you have a feeling, can you say, do you find many of these points in your current job position?* • *Now, those would be the elements that you need. Do you think that they will be straightened out in your current job?* • *How does this reflection affect you? What does it mean for your decision?* • *What would that mean for your current position?* • *How did you feel after the coaching, after the last or the first lesson?* • *Is there a different situation than two weeks ago?*

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2.4.6 Transfer and securing results		
Question type	**Description and notes**	**Example(s)**
Question securing results and/or topicalizing (solution) implementation	• This question type serves to support the concrete transfer and implementation of the developed strategies etc. outside of the coaching or the current session. The questions usually refer to the future but may also refer to the past. They often contain concrete temporal and spatial references. • Questions that serve to secure results explicitly consolidate the strategies and solutions etc. that have already been developed in the context of the coaching session itself. CO often ask them at the end of sessions and usually use the present tense. • Questions securing results also address the need of CL for further input etc. that might be needed for the implementation of the plans, i.e., the transfer into practice outside of the ongoing session. • Questions about implementation focus on concrete solutions, strategies, or tasks that will be or have been implemented by CL. This sets them apart from *Questions evaluating interim results*, which can be used to address solutions developed independently by CL. • Questions topicalizing (solution) implementation with reference to the past can have a *mapping the current state* function (see above) and thereby address the implementation of "homework" (i.e. concrete tasks, strategies, or measures) agreed upon in the preceding coaching session.	• *What else do you need so that you can say, yes, that's exactly what I wanted to gain from the coaching* • *In order to take these steps, do you feel well supported or is there something that both of us can still do?* • *What could the self-loving part (= personality part) contribute next Friday?* • *I said last time, maybe you could do a little homework, write down 3 positive things in a notebook every day. And I wanted to ask if you succeeded?*

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	Note: To distinguish between resources, solution strategies, and transfer: a) Resources are already available to CL but may not yet be used actively or are (still) unconscious => *What does already exist?* b) Solution strategies address the concrete use of acquired and known resources in hypothetical/general situations => *How can it be applied?* c) Transfer relates to questions addressing the concrete application of strategies in actual, specific, future situations => *How can it be implemented in situation XY?*	

2.4.7 Evaluating the coaching

Question type	**Description and notes**	**Example(s)**
Question evaluating the coaching process	• These questions represent a shift between the content/action-level and the meta-level of the interaction (cf. Graf 2017). • The question type encourages CL to evaluate the coaching conversation and process, its content, the (working) relationship, the role of CO, as well as the methods and approaches used. • CL is also often asked to evaluate the progression of the process or the progress in learning in relation to the agreed-upon goal. This is done at the end of a coaching session or at the end of the entire coaching process (*mapping the final state*, cf. Graf 2019).	• *To what extent have you come closer to your goal of gaining more clarity about where you want to go in today's session?* • *How far have you progressed, what do you think?* • *How do you feel now? How do you feel with the goal of today in mind?*

2.4.8 Additional descriptive criteria

Note: If one descriptive criterion or several criteria of a question cannot be clearly determined, the category *indeterminable* is assigned.

Referentiality

Explanation: To assign the correct code, it must be determined to whom or what the question refers to (predominantly in terms of content). Referentiality refers to the object of a question. The object referred to is in the nominative case and is the subject of the utterance. Unclear pronominal references (e.g. "one", "it") must be identified (as far as possible) with the help of the context.

Object of reference	Description and notes	Example(s)
Coach	• Is coded if the question refers to the coach, e.g. their performance.	• *What can **I** do for you?* • *How can **I** support you?*
Coachee	• Is coded if the question refers to the coachee (even if other people are included). The experiences, feelings, emotions, sensitivities, etc. of CL are the focus of the question. This also includes parts of the inner team and character traits of the coachee.	• *What do **you** want to do?* • ***You** had spoken to her again, hadn't you?* • *What does **the self-confident** say?*
Relationship	• Is coded if the question refers to the coach-coachee relationship, i.e., the coaching dyad and the joint work.	• *What should **we** do today?* • *Should **we** leave it like this for today?*
Third parties	• In the question, reference is made to (current or former) (concretely mentioned or abstract) people from CL's environment (e.g. partners, colleagues, parents) or third parties in the sense of the *third party/coaching triad* (= CL's organization, cf. Graf 2019).	• *What does **your colleague** want to do?* • *Did **your friend** have any other good advice for you?*

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Things/events	• Refers to concrete objects and events (e.g. meetings), also outside of the coaching. • The code is also assigned to abstract references such as topics, wishes, goals, solutions etc..	• *What does **a good day at work** look like for your doctoral thesis?* • *When did **the dismissal** take place?*
Temporality		
Explanation: The temporality of a question does not necessarily coincide with the grammatical tense, but refers to the time referred to by question, i.e. the addressing of a topic in the present, in the future, in the past.		
Time	**Description and notes**	**Example(s)**
Past	• Questions with a reference to the past refer to events etc. that took place and were completed in the past (i.e. before the beginning of the coaching session). • References to the past often occur when CL is talking about the underlying problem or when CO and CL are exploring the problematicity of an issue. They are also found in solution-oriented questions about challenges that have already been overcome. • Whenever past events have not yet been completed, when there is a clear effect on the present, or when results only become apparent in the present, for temporality *Present* is coded.	• *Where did you do your master's degree?* • *How could you have been less demanding?* • *Have there ever been situations like this in your life?* • *Who told you that?* • *Did get here easily?*

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Present	• Questions with reference to the present focus on the current coaching situation, the participants' sensitivities, the concern or current state, etc. • Present tense questions focus on the current interaction, i.e. the ongoing coaching session (also in the case of referring back to something that was just said, e.g. "What did you mean by that?"). • Questions topicalizing the agenda or the current session's goal are also coded with *Present*. • Statements with general validity (and without a clear reference to the future) are also coded as *Present*.	• *And are you comfortable sitting like that?* • *How does all of this affect you?* • *What is your goal for today?* • *What do you want to focus on in this session?*
Future	• Questions with reference to the future refer to something that lies or will begin in the future, i.e., after the current coaching session. • Questions with an implicit future orientation (regarding the overarching process, goal, solution projection, wishes, etc.), with a focus on CL's future, are also coded with *Future*. The exception are future references that only orient to the current / ongoing session. In this case, *Present* is coded (see above). • Questions topicalizing the agenda or the goal(s) of the entire process or the next session have a future orientation. • Hypothetical questions are also assigned the code *Future* unless there is a clear reference to the past (e.g., when elaborating the problem). **Note**: The adverb "now" does not necessarily indicate present.	• *What can I help you with (in the process)?* • *What is now the next step to get to your goal?* • *What will it look if you can realize your potential? What exists then?* • *What would dad say?*

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Facticity		
Relation to reality	**Description and notes**	**Example(s)**
Factual	• Questions that refer to factual circumstances that exist in the real world, but also existing feelings, character traits of CL, etc., are coded as "factual". • Mostly the indicative mood is used, apart from the use of the subjunctive as a form of politeness.	• *Why did this happen? Can you explain that in a bit more detail?* • *Does this have to do with your value, with your kindness as a human being?*
Hypothetical	• Hypothetical questions (cf. Peräkylä 1995) add or take away some layer of the currently existing reality. This allows for new thinking spaces or for the imagination of (not yet existing) solutions. This includes thought experiments such as working with the “inner team". • May be recognizable by the subjunctive mood. Hypothetical questions, however, can also use the indicative. In this case, the reference to reality must be inferred from the context, i.e. did something actually happen or not, is it a thought experiment or similar. • Utterances starting with e.g. "Assuming that..." or "Let's assume"... "Imagine that..."; "What if..." also indicate hypothetical questions.	• *What would that mean for your current position and the contract extension?* • *Just imagine ... a good friend is telling you a story like that. What would be your impression?* • *Which of these inner parts could contribute to it?*

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3 Manual for the coding of questioning sequences

3.1 General approach to coding

This manual helps to code the various positions in questioning sequences (and other descriptive criteria) in coaching. At the same time, it serves as a guide for the use of the master code in MAXQDA. For this purpose, the questions have already been identified and the question types (see “Manual for the coding of question types”) have already been coded.

Step 1: Formation of the units of analysis (questioning sequences):

a. Identification of sequence positions (see pp. 36-41), i.e., -2 and -1 (prior actions), 1 (target action, has already been identified), 2 (answer / reaction), and 3 (reaction of the coach).
b. The sequences are coded (-2a/-1a/1a/2a/3a; -2b/-1b/1b/2b/3b; -2c/-1c/1c/2c/3c) according to the steps outlined in the procedure (see p. 7).

Step 2: The prior actions are determined (see pp. 41-51) as well as the additional descriptive criteria *topic closure* and *(activity-)initiating question*.

Step 3: The reaction / answer of the client is coded in relation to the target action / question (see pp. 53-61).

Step 4: The reaction of the coach in 3rd position is coded in relation to the reaction / answer of the client as well as the coach’s question in 1st position from both a linguistic (see pp. 61-67) as well as a psychological (see pp. 68-76) perspective. The order is thereby irrelevant.

Step 5: The sequences are assessed again with a linguistic (see pp. 77-78) and psychological (see pp. 79-85) focus. The order is thereby irrelevant.

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3.2 Coding the sequence positions

Sequence positions (Deppermann 2008) are not to be understood as contributions or utterances in the sense of *turns* (Couper-Kuhlen & Selting 2018), but as sequence positions for interpretation with regard to a focal element (*target action* = question, cf. Peräkylä 2019) and its preceding and following actions. They are defined by a particular relation between focal element and participation roles (of CO/CL).

The positions relevant for the coding are:

- CO: Position -2 (possible question preparation)
- CL: Position -1 (possible trigger for a question)
- CO: Position 1: contribution containing a question as *target action* (FPP).
- CL: Position 2: immediately following answer or (non-)reaction (SPP) to FPP.
- CO: Position 3: immediately following response to CL's answer/(non-)reaction (SPP).

Conclusion of contributions / recognizing the end of sequence positions	(1) Normally, a speaker transition occurs between sequence positions at *transition relevant places* (TRP, e.g., Couper-Kuhlen & Selting 2018). Speaker transitions are characterized by short overlaps or minimal pauses. Sometimes the conclusion of the current speaker's contribution (if not recognized by the interactant) is explicitly marked with "yes" or "exactly" (see example). (2) A sequence position thereby performs at least one (central) action in response to the preceding position / prior action (e.g., Deppermann 2008), including, for example, "yes" (or even "hmhm") as a positive response (confirmation / agreement) or "no" (rejection/denial) (see example).	**Example**[2] **for points 1 and 3:** **CL**: and uh (.) uh i mean naturally then the idea was when i said we will see (0.44) nobody asks more in-depth questions (0.28) because there isn't any plan **CO:** okay => *continuer / acknowledgement token* **CL:** and naturally whenever (.) one has a clear concept **CO:** hmhm => *continuer / acknowledgement token* (0.42) **CL:** then one can speak very differently about this topic (0.2) **CO:** hmhm hmhm => *continuer / acknowledgement token* (0.23) **CL: yes** => explicit conclusion of CL's contribution/position

[2] The examples are translated from the original cGAT (minimal transcript) conventions. For information on transcription conventions / symbols, see p.94.

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	(3) Sequence positions are to be distinguished from so-called feedback particles (i.e., acknowledgement tokens or *continuers;* Schegloff 1982) (such as yeah, uh huh, hmhm), which treat the ongoing contribution as not yet completed, i.e. are intended to animate the interactant to continue speaking. **Note**: In order to distinguish discrete sequence positions from contributions that constitute interim clarifications, collaborative completions, etc. (see below) (which are subsumed under one position), pay attention to the yielding or holding of speaking rights (e.g. Sidnell 2010; Couper-Kuhlen & Selting 2018). Another important criterion is the current speaker making a particular reaction conditionally relevant (Schegloff 1968). **Note**: A clearly audible inhalation (°hh) or the smacking of lips often mark the beginning of a (new) contribution (and sequence position).	(0.29) **CO**: hmhm (0.41) ((smacks lips)) => coach is initiating their contribution (0.22) **CO**: and (.) you have said that you actually have your (.) own plan for your dissertation […] **Example for points 2 (see below):** **CO**: ah (0.41) does that mean then that you reacted internally with planning the termination of your contract or in in uh wh when you say "then i will stop doing all of that" because the self-confident part of you is it not someone (.) saying like "i know what i can do, who I am" (0.38) [isn't it] **CL**: [hmhm] => in overlap (0.24) **CL**: **ja** => answer to CO's question **CO**: (certainly) yes
Dealing with pauses	(1) *Pauses* within contributions (Hepburn & Bolden 2013) are assigned to the respective participant producing the ongoing contribution / sequence position (CO or CL) (see example). (2) Pauses between positions, *gaps* (Hepburn & Bolden 2013), i.e., pauses producing during speaker transition, are usually not assigned to a particular participant, i.e., sequence position (see example). (3) Only pauses that represent a *relevant absence* (i.e., by failing to provide a response/reaction, Schegloff 1968) are assigned to a person (in our case CL) in terms of a distinct (but "non-responsive") sequence position (see ex.). For pauses that are longer than 0.7s (cf. Jefferson 1989) one has to look more closely and decide on the basis of criteria whether it is a *relevant absence*.	**Example for point 1: Position CO:** **CO**: How are you doing with the vision for your Phd **(0.67)** how often do you think about it or how helpful is it still for you **Example for point 2: No attribution:** **CO**: How does that feel for you (7.38) **CL**: its better this way (0.96) **CO**: in what way is it better

	Criteria are: The length of the pause, prosody, conclusion of the action (it is not indicated that CO's contribution will be continued, e.g. by filler words like "um" or elongated sounds, cf. Couper-Kulhlen & Selting 2018). Audio recordings should be used here. This is particularly relevant when CL does not respond to a question asked by CO (based on conditional relevance of FPP > SPP).	**Example for point 3: Attribution of pauses in between speech contributions:** **CO**: How do you feel where you are standing now **CL**: (2.87) => sequence position 2 (non-responsive) **CO**: How does this feel
Dealing with overlaps	(1) **Overlapping talk of one speaker with feedback particles (acknowledgement tokens / *continuers)*** (e.g., hm, hmhm, yes, okay etc., cf. Schegloff 1982) of the interlocutor: Since such particles have the function of supporting the ongoing speech talk and encourage speakers to hold their turn (Deppermann 2012; Couper-Kuhlen & Selting 2018), they are assigned to the position of the current speaker (even if they follow the speaker's contribution in the transcript) (see example). The particles can occur simultaneously with current speaker's contribution or at TRP (i.e., at points where a transfer of speakership could occur). (2) **Overlap of questions and reactions**: If CO has not yet finished the question, but there is already a reaction to it from CL, so that parts of the question overlap with the reaction, only the first part of CO's contribution is coded as position 1, and CL's reaction is coded as position 2 (see example). Thus, either a part of CO's utterance is not coded, or it is assigned to CL if they continue speaking afterwards. Thus, double coding of positions is not possible. (3) **Overlaps of questioning sequences:** If the third sequence position is again a question (i.e. also a 1st sequence position), it is coded with a new sequence position set in MAXQDA (1a>1b>1c etc.). The 3rd sequence position is thus, for instance, the 3rd position for sequence a (3a), but also the 1st position for sequence b (1b), and so on.	**Example for point 1:** **CO**: So like as concretely (.) as possible also visionally [imagining] the situation uh i am going to his office and i am saying please or °h i am sending the e-[mail] and (.) °h uh please confirm or something like that (.) that i imagine visually in my head **CL**: [yes] [yes] => attributed to CO's position (1.24) **CL**: well until now i have not really done that (0.27) **CO**: hmhm => attributed to CL's position **CL**: maybe i have done that more unconsciously because I do set deadlines for myself but not like this **Example for point 2:** **CO**: uh maybe i could address the small homework task a journal making note of three positive things every day **CL**: i have [now and again thought about it] I have not yet succeeded in doing it [((laughs, 1.8s))] **CO**: [whether you have succeeded] => coded as part of CL's position or not coded **CO**: [((laughs, 1.8s))] °h uh what has prevented you from succeeding (1.61) **CL**: exhaustion (.) actually exhaustion in the evening i did not really have time to rest i was out and about a lot

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Dealing with cooperative overlaps / collaborative completion	(1) Individual words and completions of the other speaker that serve to support or collaboratively formulate the current speaker's thoughts (*collaborative completion*, see e.g. Lerner 2004, Vehviläinen et al. 2008) or to find appropriate expressions etc. are assigned to the position of the current speaker. This means that there is no turn yielding at this point, but the interlocutors support each other by completing each other's TCU. **Note**: If the TCU is already complete and the other speaker continues it (e.g., with "and"), it is not a collaborative completion, but (usually) an extension (Vehviläinen et al. 2008).	**CL**: yes very much so (.) maybe for some people this freedom is positive because they so not have that kind of pressure **CO**: hm[hm] **CL**: [th]ey feel freer and because of that they can work more freely but for me (0.4) is this when there is too much freedom (1.15) this is (.) just too (0.48) uhm yes (0.22) too (0.96) => CL is looking for the right words, collaborate completion suggestion by CO (noncommittal) **CO**: [((incomprehensible)) ok]ay noncommittal **CL**: [to undefined too] **CO:** [((incomprehensible)) hmhm okay **CL**: [yes too noncommittal] because […]
Dealing with non-cooperative or competitive overlaps	The coding of competitive overlaps (in the sense of a fight over speakership rights[3], see e.g. Birkner et al. 2020) is dependent on subsequent turn-taking. When CO and CL either overlap or try to take over speakership (while the other person's contribution is still ongoing), attention must be paid to who retains or takes over the right to speak. If the person speaking retains speakership rights (and the other person breaks off), the coding of the passage is not interrupted. If the other person, however, takes over speakership and the current speaker yields their turn, a new position is coded (see example). **Note**: See also interim clarifications for short overlapping speech with a confirmative function.	**CO**: maybe they are concerned but what kind of message uh uh uh do you receive implicitly here °h for me it [sound like] => competitive overlap, CO yields turn to CL **CL**: [if it is] not the right thing for you then you have to look for something else (1.11) **CO**: okay **CL**: so according to the motto that one is also responsible for one's own luck

[3] In Conversation Analysis, this is known as the organization of turn-taking. However, since this manual is based on *sequence positions* not *turns*, we refer to speakership and speakership rights.

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<table>
<tr>
<td>Interim clarifications and step-by-step (re-)formulations</td>
<td>(1) Interim clarifications are minimal confirmations to one or more sub-questions contained in CO’s overarching question formulation. The overarching question itself, then, receives a longer and more detailed response from CL. If this is the case, the interim clarifications are not coded as separate positions (Schwitalla 2002). CL’s ratifications serve to support the ongoing contribution or the formulation of the question and have no distinct "value" of their own, i.e. speakership rights are not yielded, and the overarching question has greater conditional relevance or informational value for SO than the sub-questions.

Note: Ratifications, e.g., after (re-)formulations, which are made conditionally relevant by CO at the end of their contribution are to be distinguished from interim clarifications. They represent two distinct positions (CO’s contribution and CL’s confirmation). Interim clarifications, thus, must be distinguished from cases in which there is turn yielding from CO to CL (see e.g. pauses, intonation, completed TCUs, no syntactic ties, direct address, etc., Couper-Kuhlen & Selting 2018).

(2) Sometimes CO and CL work collaboratively on a (re-) formulation (Antaki 2008; Weiste & Peräklyä 2013) or an idea to, e.g., re-define the goal, carve out resources, mottos, guiding principles etc. (which are then often written down by CO). Also in these case, CL’s interim clarifications are coded as part of CO's position. Though CL might contribute repairs or corrections, speakership rights are upheld by CO until the end of their negotiation. However, their negotiation should be followed by an explicit ratification by CL, which is then coded as CL does more (in the reaction, see 2nd position below). This is often again followed by a ratification (also possible "en passent” or implicitly Spranz-Fogasy 2005) by CO (see example).</td>
<td>Example for point 1:

CO: hmhm °h did you do the time management plan you have sent me your (.) °h this schedule your process pla[n °h] so to say via email [yes °h (.)] uh (.) did you hang this up for yourself because you just said that you continually remind yourself of it

CL: [yes] => response to interim clarification

CL: [exactly] => response to interim clarification

CL: well i did not hang it up but i talk more about it

Example for point 2:

CO: i want to (.) lead the (.) research group (.) [uhm well]

CL: [hmhm]

CO: (0.25) lead or or work with them well I want (0.5)

((CO is writing))

CL: i have to lead it and I want to do that as well

((CO is writing))

CO: i want to lead the research group well and finish my (.) my dissertation (.) well (.) finish it very well but (.) [yes]

CL: [yes] ((laughs)) you could eliminate the very well because i would just like to finish it ((laughs)) no no sorry it should also be good of course

(0.37)

CO: finish it well ((CO is writing))

CL: yes => end of the step-by-step (re-)formulation and ratification by CL

CO: okay => explicit ratification by CO

CO: °hh but then something happens</td>
</tr>
</table>

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Dealing with insertion sequences for clarification purposes	Insertion sequences (Schegloff 2007) dealing with reference clarification (Mack et al. 2016) or other-initiated repair (Schegloff 2000) with respect to individual elements of a contribution after which CL/CO continues with, i.e., returns to, their initial contribution, are not coded as separate positions (see example). **Note**: These instances must be distinguished from other-initiated repairs by CL in 2nd position after CO has completed their question (*target action*) in the 1st position. This corresponds to *CL partly participates* as a label for the 2nd position (see below). Such reactions require CO to provide a repair for the question. These "insertion sequences" (between question and – eventually – answer) are coded as separate positions, since the focus of this manual is on questions or their comprehensibility, which is important to record.	**CO**: how did you feel after the coaching after the last (.) well actually the first session our first [meeting] **CL**: [yes] °hhh uh good (.) well uhm (0.81) i found it good somehow to once again i (.) I think i benefitted most from I uhm (.) I think this is also ((incomprehensible)) °h things that are important for me professionally (0.64) uhm (0.69) °h (0.46) it is good to know that doesn't necessarily make it any easier °h **CO**: ((laughs)) you mean the things we collected on the flip[chart paper yes] => insertion: clarification question from CO **CL**: [yes exactly uh exactly yes] yes exactly yes uhm => CL's answer to insertion question **CL**: somehow (1.05) it also helped me once more in the interview that i have had directly after the session she helped me somehow to say much more directly what i am looking for and what is important for me and °hh somehow => CL comes back to their initial contribution/narration

3.3 Prior actions (positions -2 and -1)

Note: The coding of prior actions focuses (retrospectively) on the actions, in the sense of triggers or strategic preparatory activities (of CO) preceding the *target action* "question" in position 1, i.e., it looks back starting from position 1 (see *retro-sequences*, Schegloff 2007; Muntigl & Horvath 2014). The questions should have been coded beforehand according to the manual on question types (see above).

Coding rules:

- The code *Question reacts to local trigger in -1* (in which CO immediately reacts to CL's input) overrides a possible *Question preparation in -2*. A *Question preparation in -2* overrides a possibly more *Complex question preparation/context* since these actions have a stronger intervening character.
- The codes for the prior actions are assigned to position 1 (question) in MAXQDA. The code for the additional descriptive criterion *Topic closure* can, however, be assigned to position 1 and/or position -2 (i.e., it may even occur twice in the same sequence).

3.3.1 Additional descriptive criteria for prior actions

The additional descriptive criteria *Topic closure* and (*Activity-)initiating question* serve, among other things, as a means of distinguishing between or determining the categories for the prior actions.

Topic closure	• This additional criterion can be assigned to position -2 and/or position 1. • It indicates the (explicit) completion of a topic or overarching activity in the sense of a sequences of sequences by CO (before a new activity is initiated) (e.g., Maynard 1980; Couper-Kuhlen & Selting 2018).	**Ex. 1: *Topic closure* in position -2:** **CO**: ill just write down this 8 on your scale for the time being (.) °hh [uh]m °hhh => CO and CL have finished working on CL's motivation, the activity is finished in -2 (= topic closure) and is ratified by CL in -1 **CL**: [hmhm] yes (0.33) **CO**: how does an (.) ideal (.) work day look like (1.42) for you[r diss]ertation => new activity is initiated **Ex. 2: *Topic closure* in position 1:** **CO**: good (1.58) uhm (1.2) so (.) i i find your goal (.) very very plausible (.) and (.) i also find (.) it great (.) that you have committed to achieving it °hh that you now (.) want to finish your dissertation °hhh and uhm °hh (.) this shows me (.) that you are very (.) motivated (.) yes to tackle this (.) issue (.) °hh uhm (.) and to make progress => closure of the activity "defining the goal" within CO's position **CO**: and if we (.) now (.) had a scale if we were in a room together (.) i would draw a scale (0.69) with a one (0.2) and a ten (0.4) and would ask you where (.) on this scale (.037) is your motivation (0.42) to finish (0.98) your dissertation => new activity possibly addressing an underlying problem

(Activity-)initiating question	• This label is assigned whenever the question initiates a new (higher-level) activity or phase (Deplazes et al. 2018) / basic activity (Graf 2015, 2019) (e.g., from problem elaboration > solution generation; defining the goal > processing the concern) in correspondence to the underlying coaching rationale (see *professional vision*, Goodwin 1994. CO thereby initiates a next step in the change process. • In these cases, the motivation for CO's question is not (always) directly evident from the conversation itself but is rather based on the underlying action rationale and CO's processual knowledge (*professional stocks of knowledge*, Peräkylä & Vehviläinen 2003). • Usually, a topic or a preceding activity is first completed (*topic closure*, see above) before a new one is initiated.	**CO**: ((smacks lips)) okay (0.21) so this is the goal => the collaborative definition of the goal is completed (2.39) **CO**: okay (0.34) °h and for you to (.) finish this goal successfully (.) and in the timeframe that you have set for yourself °h does it make sense to look °h what resources you have at your disposal °h (.) what can be used and how °h so that i can (.) focus on it °hh so that i stay in that timeframe (0.31) and so that it turns out to be successful => agenda-setting for the next collaborative step, i.e., the processing of the goal => (activity-)initiating question
3.2.2. Categories for prior actions		
Complex question preparation / context	• The thematic thread and/or activity that culminates in the question in position 1 begins (long) before position -2 and is not (strategically) prepared there, i.e., in position -2. The question in position 1 is thus embedded in a complex thematic or conversational/interactional context and does not arise suddenly or locally (in -2 or -1). • The question ties in (thematically) with something that was already relevant before position -2. In this way, CO orients not only to the ongoing sequence, but also the overarching activity or topic. A thematic continuity or common thread becomes visible in conversational context leading up to the question.	**CO**: so this is something where you need a [long breath] (.) and you need continuing (.) and to keep on going and keeping on going and like °hh oh (.) i am concentrating °hh uhm °h you have a lot of resources actually at your disposal so that you can succeed (.) succeed in this such as (.) internal resources […omission…] **CL**: hmhm (.) yes **CO**: does this ring a bell when you think about your internal (.) resources => question preparation in position -2 [… omission…]

	• Questions coded with *Complex question preparation / context* also include questioning patterns that become observable in (repeated / similar) questions within an overarching activity (e.g., working with the inner team). CO thereby follows a strategic / planned procedure (e.g., first naming the inner team member, then describing its characteristics, etc.). A *Complex question preparation / context* can be recognized by the following features: • There is no (re-)formulation (Antaki 2008) or any other typical intervention that prepares the question in position -2 (see below). Instead position -2 is part of a longer negotiation or collaborative activity. • CO argumentatively prepares for the question (i.e., there are explanations, accounts, knowledge transfer) or continuously elaborates, specifies, or consolidates a topic in the interactional context leading up to position 1. • The question has already been hinted at before position -2 or the topic has been present for a while in the conversation. • The question can mark the conclusion of a thematic activity (e.g., a negotiation). Also, it may be used to establish intersubjectivity or secure the common ground between CO and CL at the end of an activity (e.g., task for next session). • In the question, CO can explicitly refer to a previously asked or implied question, the conversational context preceding position -2, or an overarching activity also in the sense of "looping", i.e., explicitly coming back to something. **Note**: Is only coded if the question is thematically connected to something that was relevant before position -2, i.e., in -3 to -6, or if CO explicitly refers back to something, e.g., with "another".	**CO**: so then i will (.) i will briefly explain to you because my suggestion would be °h that we have a look (.) examine your internal resources °h you uh then this would also be connected a bit to the question understanding yourself better or selfreflection °hh so what do i have here °h to (.) develop this long breath (.) and to (.) uh uh focus on something […omission…] **CO**: so °h these resources this is not something that is given to you uh uh uh by devine intervention well (.) born with this but °h we develop them in the course of °h uh our process of growing up °h so many man well if i am now uh uh very strong because i was allowed oh yes you can help and you can carry this [… omission…] **CO**: yes yes yes exactly °h so °h (.) i would now suggest °h that we have a look at your resources today what do you think => complex question context / preparation **CL**: hmhm (0.24) **CL**: sounds very good

Question preparation in position -2	• CO uses the position -2 to strategically prepare the question in position 1. The requested action or information in -2 is thus necessary or a prerequisite for CO asking the question. • Even if the activity or topic has already been started or is relevant before -2 (see *Complex question preparation / context*), CO intervenes more strongly in position -2 to work towards the question. Position -2 serves to pave the way for the question or next activity (cf. *grounding* Clark 1996). This can also include an explicit conclusion of a topic or activity followed by CL's ratification and an (activity-)initiating question by CO (see above). CO usually draws on one of these interventions in -2: • CO (re-)formulates (Antaki 2008) CL's contribution or summarizes it to clarify whether it has been correctly understood or to make a record of what was said. This can be a "neutral" (re-)formulation, but it can also highlight a problematic point of view, followed, e.g., by a question eliciting a change in perspective. • CO offers an interpretation (Bercelli et al. 2008) or interpretive summary in -2 that represents a subjective view to be confirmed or rejected by CL in position -1. • CO asks a clarifying question in -2 to (re-)establish intersubjectivity. Building on this shared understanding, CO can ask a (follow-up) question or move ahead in the change process. This may often be necessary in longer negotiations. • CO provides a metapragmatic framing (e.g., Graf 2017) for the question, i.e., CO explicitly addresses the ongoing / previous conversation (and possibly problematic aspects thereof) in a meta-discursive manner seeking CL's confirmation in position -1.	**CO**: well this is like i sense i sense here so uh uh uh (.) i feel like there is some kind of contradiction well °hh actually it is very stressful (.) and you say (.) yes with this attitude with this internal attitude or position yes it is doable and i can withstand stress yes °h but you also say this is not (.) really the solution (.) so °h now a real solution (.) you say good (.) i can use the inner parts of the stubborn or the doubtful uh uh just like uh °hh summon them but when i am doing that (.) it is at the expense of others => (re-)formulation as an intervention that prepares the question (0.33) **CL**: ja (0.26) **CO**: °h is there any other possibility another solution

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	• CO *reframes* previous talk (e.g., from *problem* > *solution talk*) (see *transforming* below) in position -2. • CO presents a new activity, task, approach, or agenda step in -2 that is explicitly agreed upon. • CO explicitly concludes a topic, a preceding activity, or a collaborative negotiation process (e.g., of the goal). This is to be confirmed by CL in position -1 before they may proceed to the next step. • In position 1, CO insists on or reformulates an already asked question (in position -2) that was not adequately answered in position -1 (note: unlike a repair (e.g., Sidnell 2010; Sidnell & Stivers 2013), the question was understood but not addressed in CO's terms). • CO provides a positive assessment / evaluation that is either conclusive in nature or prepares for the next question. **Note**: To identify *Question preparation in position -2*, attention should be paid primarily to the abovementioned interventions. **Note**: This category is coded, even if a *Complex question preparation / context* is present, because CO's intervention in -2 has a stronger impact on the following conversation.	

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Question reacts to local trigger in position -1	• CL's verbal contribution in position -1 has a direct influence on the question posed by CO in position 1. It is what provokes or triggers CO's question. Without CL's input in position -1, asking the question would not be possible. • The question (in-)directly refers to CL's contribution (in position -1). The following is possible here: ○ The question is directly and linguistically linked to CL's contribution. ○ The question contains an observation (*noticing*, see Muntigl & Horvath 2014) of CL's behavior, gestures, facial expressions, etc. ○ CL's talk in position -1 results in a need for clarification, specification, expansion or elaboration for CO. ○ CO initiates repair, i.e. they have not correctly understood CL. ○ CO reacts to CL's "other-initiated repair", i.e., it becomes clear in position -1 that CO needs to reformulate or clarify a question because CL did not understand it (Sidnell 2010; Schegloff 2010); this way, intersubjectivity is re-established. ○ The question builds on CL's contribution by using its content for specific purposes (often with a change in perspective or change-inducing function). However, CO thereby continues working on the same activity rather than making another step in the change process according to the underlying coaching rationale (see *No (visible) question preparation* below).	**Example 1:** **CO**: okay °hhh yes what (.) would be indications for you uhm that (.) our session today (.) has been successful **CL**: hmhm if i (.) at least have (.) a good (.) feeling ((laughs)) [so] **CO**: [a] good feeling you say? => question reacts to local trigger "a good feeling" **Example 2**: **CO**: why not stop at five uh uh uh explain to me (.) why can't you stop working at five **CL**: because I am simply not finished yet and because of this corona thing meetings are sometimes scheduled for 7pm **CO**: […] but what prevents you from changing this schedule if someone schedules a meeting at 7pm °h what prevents you from changing it or delegating it or °hh => question reacts to CL's input on meetings at 7pm

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	The question marks a change in perspective between position -1 and 1: from *problem > solution talk* (de Shazer 1989) or vice versa; from *low agency > empowerment* (Spranz-Fogasy et al. 2018) etc.); from *argument > counterargument / contradiction,* etc. A question reacting to a local trigger can be recognized by the following features: • The question directly follows CL's contribution (often without question *preface*, see MacMartin 2008). Sometimes there is latching, i.e., immediate transition. • The question recycles language material from CL. Parts of the wording used in -1 are taken up again by CO, terms are repeated or slightly modified (e.g. adjective > noun; synonyms). • The question addresses the topic (newly introduced) by CL e.g. in cases of "topic shift/change" (Maynard 1980). • The question represents a (summarizing) conclusion or an interpretation (Bercelli et al. 2008) based on position -1, which needs to be confirmed by CL. • The question is a suggestion, e.g. for next steps or a course of action, which is based on CL's contribution in position -1. CO thereby considers CL's wishes and needs or selects one possible (coachable) topic. • The question requests an account from CL. • There are deictic references regarding CL's contribution in position -1 (e.g., What are you doing to stay on top of *this*?). • Metaphors or imagery introduced by CL are taken over by CO in the question.	**CL**: i (.) well °hhh (0.32) and at least the fear if i can implement that (.) because i know also before your session (.) i have I have already (.) done coaching before (.) not not (.) on this (.) uhm °hh topic (.) but (.) on something else from which i know °hh it is no (0.7) miracle cure (0.26) it is just (.) yes (.) based on this (0.3) °hhh but i wish that i get (.) a few tangible (.) impulses so that i make progress (0:45) because (0.81) i (.) there is somehow (.) something going on (0:21) yes (.) i cannot make progress (.) not on my own at least (0.89) yes (0.53) **CO**: okay °hhh yes (1.18) hm (0.41) °hhh (0.95) how would (.) then realise (0.86) uhm (0.69) that (.) in our session today (.) in our first session that we are making progress (=> question reacts to local trigger "making progress" but changes the perspective from problem to solution talk)

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	• There is an apparent or actual syntactic connection to CL's contribution. • CO is fighting for speakership rights (overlapping talk). **Note**: If CL's contribution in -1 is addressed thematically – i.e. to establish coherence or intersubjectivity – but a new activity or a next step in the change process is initiated, then *No (visible) question preparation* is coded (see below). **Note**: Even in the case of longer passages of negotiation (if, for example, several clarification questions follow after the other), *Question reacts to local trigger in position -1* is coded, since the clarification always refers to -1.	

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No (visible) question preparation	• Questions can initiate a new phase (Deplazes et al. 2018), a new Basic Activity (Graf 2015; 2019), a new (higher level) activity (Levinson 1992; Schegloff 2007), or a new topic. Also, they can transform what has already been discussed to such an extent that one cannot speak of prior actions leading towards the question in position 1. Such questions can only be explained by CO's underlying action rationale and knowledge about coaching conversations (*professional stocks of knowledge*, see Peräkylä & Vehviläinen 2003). • Thus, the motivation and affordances for the question are not directly evident from the ongoing conversation or visible on the verbal level of the interaction. • In such cases, there is no direct link to position -1 or a question preparation in -2. However, there may be some (thematic) coherence in order to establish intersubjectivity. Also, the topic may not be new, but CO takes the change process one step further in position 1 (i.e., the preceding (sub)topic has been sufficiently addressed for CO). CO then formulate next courses of action, agenda or process steps or simply initiate a new activity. • Often, a topic or a preceding activity is finalized in position 1 (or already in -2) (*topic closure*) before something new is initiated by the question (e.g. problem elaboration > solution development; goal elaboration > concern processing). • There are also no prior actions for questions that arise spontaneously in position 1 (but pay attention to "insertion sequences" (Schegloff 2007), which are not coded as questions of their own). • Apart from the coaching rationale, questions in position 1 can also draw on underlying conversational knowledge (i.e., previous conversational sequences or sessions, are made	**CO**: a good feeling **CL**: yes (.) i (.) i was always with the coach (.) uhm yes like i said i have done (.) coaching before °hhh and (.) sometimes successful (.) sometimes also not °hh (.) ((smacks lips)) and (.) i know that it is important (.) to somehow (.) that uhuh that this is also a good conversation (.) that it (.) is (.) that it somehow feels right °hh (.) this is one thing […omission…] **CL**: °hhh (.) uhm (.) when i also have the feeling okay now i have something (.) which helps me to tackle things (.) or (.) which gives me °hhh like (.) somehow (.) a bit the feeling okay (.) now i am °hh at least have taken a step further although i do not know yet (.) what step this could (.) be but okay this (.) is something i want (yes) (0.67) **CO**: good => ratification and topic closure (1.58) **CO**: uhm (1.2) **CO**: well (.) i i find your goal (.) very very understandable (.) and (.) i also find (.) it great (.) that you have set this goal for yourself °hh that you now (.) want to finish your PhD => short summary and affirmation **CO:** °hh and uhm °hh (.) this shows me already (.) that you are very (.) motivated (.) yes to takle (.) this goal (.) °hhh uhm (.) and to make progress °hh and if we now (.) had a (.) scale here if we were together in a room i would draw one with one and with ten and i would ask you (.) on this scale (.) where is your motivation to finish (.) your PhD => no visible question preparation, next step in the change process is to measure CL's motivation

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	relevant again, but are not locally triggered or prepared). They "suddenly" re-appear. Questions with (no) visible preparation can be recognized by the following features: • Preceding activities are explicitly completed, e.g., CO records, summarizes, (re-)formulates the result or explicitly ratifies them (*Okay. Then*...). Positive evaluations are also possible (*So I think this goal is great...*). • Often connected to *topic closure* and a "topic shift/change*"* (Maynard 1980). • *No (visible) question preparation* is often found at the beginning of the process or session or at the end of the conversation (based on CO's knowledge about an appropriate moment to end a session). • Towards the end of the conversation: concluding activities (e.g., homework has been clarified) and "pre-closing activities" (Levinson 1983) (ratifications, positive evaluations, long pauses, e.g., *So... Good... Okay... Exactly...*) are often present. **Note**: If a *Topic closure* occurs in position 1, an *(Activity-) initiating question* and thus *No (visible) question preparation* is very likely. If a topic or activity is explicitly closed in position -2 (and an (*Activity-)initiating question* occurs in position 1), then Q*uestion preparation in position -2* is coded. **Note**: Even if, based on the coaching rationale, CO's next step is understandable, it is not evident in the conversation itself. In contrast, a *Complex question context / preparation* reveals the overarching activity and CO's motivation. Both becomes visible on the surface of the conversation.	

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3.4 Question / *target action* (1st position)

See “Manual for the coding of question types” (pp. 9-34).

3.4.1 Dealing with multi-unit questions in questioning sequences

Whenever multiple questions or *target actions* (Peräkylä 2019) occur within CO’s position 1, all question types are first coded individually (including additional descriptive criteria) using the “Manual for the coding question types”. Additionally, the code "multi-unit question" is assigned. Multi-unit questions (cf. Skovholt et al. 2021 or *multi-unit questioning turns*, Linell et al. 2003) can take different forms. These include *narrowing question cascades* (= successive specialization of the question in several questions or with the help of several *candidate answers*), *paraphrases* (= question variants of the same question on the same level of generalization), *collateral questions* (= different questions which do not have a generalizing, specifying or paraphrasing relationship) or *generalizing appended questions* (= which have a generalizing semantic relationship to each other) (see example 1 and 3, paraphrase; example 2, collateral question).

Once the questions have been coded, the following procedure is used for coding the sequence: CL's response is coded using the category system for the 2nd position. It does not matter whether all questions are answered or not. As soon as at least one question is answered, the categories *CL participates*, *CL partially participates*, *CL does more* (responsive or partially responsive) or *CL does something else* can be assigned (see below, 2nd position) (see example 1). If none of the questions are answered, *CL does not participate* is coded.

Note: Alternative questions (see "Manual for the coding question types") alone are not considered to be “multi-unit questions”, since they represent different *candidate answers* to the same question at the same level of specification or generalization. However, alternative questions can occur within question batteries, e.g. in *narrowing question cascades* or *generalizing appended questions* (see examples 2 and 3).

Example 1:

CO: do you hear somebody else (0.24) is there some other inner team member °hh regarding i will finish my PhD within three years => multi-unit question

(0.65)

CL: right °h uhm (2.42) the the scared one (0.3) who u uhm (1.16) says you will not make it => CL does more

(0.27)

CO: hmhm (1.74) this is the (.) scared one let’s just place her here for the moment

Example 2:

CO: Is this new for you to proceed like this or have you been doing that before, too? (= alternative question) Or how am i to understand this (= wh-question)

Example 3:

CO: And how can you make use of this or how can you use this resource for your goal (= multi-unit question, paraphrase, but not an alternative question)

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3.5 Answer / Reaction (2nd position)

The term "participates" and the forms derived from it for the response alternatives refer to *structural alignment*, i.e., not (dis)affiliative behavior.

Note on coding: The 2nd position is coded independently of the 3rd position as far as possible.

CL participates (responsive)	• A simple answer is given to what the question is looking for, without further reflection or elaboration of the underlying presupposition / assumption of the question. • The action of the question is fulfilled, no more and no less; the change project is moved forward or further negotiated. • *CL participates* is coded for preferred and dispreferred responses, as CL still provides an answer to the question. While preferred responses move the change project forward, however, dispreferred responses lead to further negotiations. • For "topic proffering*"* questions (Schegloff 2007), *CL participates* reactions are generally dispreferred and disaffiliated with the proposed change project, i.e., the change project is negotiated further. • Topic treatment: *CL participates* responses are mostly associated with *topic continuation* (Maynard 1980) and set relevant a "sequence closure" (Schegloff 2007) in the 3rd position.	

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	To assign the code *CL participates* correctly, a distinction needs to be made between polar, alternative, and wh-questions: **Polar questions (i.e., polar interrogative and declarative questions)** • *Type-conforming answers* (Raymond 2003): e.g. Have you started writing yet? – Yes. / No. • *Repetitional responses* (Heritage & Raymond 2012): e.g. Have you started writing yet? – I have already started. • *Marked interjections* (Stivers 2018): e.g. You have already started writing? – Exactly. • Formal fulfillment of the question (including *topic proffers* (Schegloff 2007) that are not taken up by CL) **Alternative questions** • *Type-conforming answers* (Drake 2021; Hayano 2013): one of the alternatives is selected by CL: e.g. Would you like water or coffee? – Water. **Wh-questions** • *Type-conforming answers* (Hayano 2013): e.g. When did you start your dissertation? – Two years ago. • Formal fulfillment of the question (also used with *topic proffers* (Schegloff 2007) that are not taken up by CL): e.g. How are you doing with it? – Good.	**Example for polar questions (c)** **CO:** and the positive is laughing i guess [right] **CL**: [exactly] °hh **Example for wh-questions (a)** **CO**: and how would you call this voice this part of you [((clears throat))] **CL**: [uhm] the doubtful one **Example wh-questions (b)** **CO**: ((smacks lips)) how are you **CL**: good

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CL does more (responsive)	• Here, CL's responses respond to the reflection-eliciting potential of questions (Köller 2004; Spranz-Fogasy & Moos 2024). CL answers the question and goes beyond it, i.e., adds more related to the idea or presupposition of the question (reflects, elaborates, adds, etc.). • The scope of the question is exceeded, and the change project is moved forward or further negotiated. The question is answered and something new / productive is added. *CL does more* answers are therefore usually (much) longer than *CL participates* answers and thereby also generally explore several topics or aspects. • *CL does more* is coded for preferred and dispreferred responses, as CL still provides an answer to the question. While preferred responses move the change project forward, however, dispreferred responses lead to further negotiations. **Attention**: If CL's contribution is predominantly evasive, e.g., due to the presence of dispreference markers such as delay signals, "beating around the bush", etc. (Couper-Kuhlen & Selting 2018; Sidnell 2010; Deppermann 2008), i.e., if the meaning of the contribution is not explicit in relation to the question, *CL does more (semi-responsive)* is coded (see below). • For questions with a "topic proffering" function, *CL does more* responses are preferred and are affiliative with the proposed change project. • Topic treatment: *CL does more* responses are associated with "topic continuation*"* (Maynard 1980).	

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	Polar questions (i.e., polar interrogative and declarative questions), alternative questions and wh-questions *CL does more* responses are characterized by the following elements which contribute to (more than) answering the question: (a) Elaboration or addition of information that might be useful or interesting to CO or that anticipatively answers potential (further) questions from CO (Spranz-Fogasy 2010). (b) Account/justification or explanation (c) Evaluation • They can occur in addition to type-conforming answers, repetitional responses, and marked interjections (see above) or on their own.	**Example elaboration (a)** **CO**: and who ((clears throat)) else is coming forward here (0.88) **CL**: right well then there is naturally immediately the fearful one ((laughs)) who says uh or the or yes the doubftful one maybe (.) maybe we call her rather the doubtful one uhm who says (1.0) uhm (1.32) uuuh this is actually (0.4) well who questions (.) this timeframe of three years **Example for explanation (b)** **CO**: the maker **CL**: yes well the one who implements things uh yes somehow (really stupid) **Example for evaluation (c)** **CO**: °hh is it really true that your life path would be over then (0.45) **CL**: noo it's not true but uhm for me it would be really °hhh awful because i am thinking okay i have faired here and this failure i find somehow shhh (.) well °hh i do not want it but °hh i mean there are (0.74) also then (0.39) well no idea i just find this thought difficult that i would have failed

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CL does more (semi-responsive)	• *CL does more (semi-responsive)* responses are generally designed similarly to *CL does more (responsive*) responses but have an evasive quality with regard to the question. One gets the impression that CL is uncomfortable with something, or that CL is having a hard time answering the question, etc. • In such answers, the wording is rather vague and hesitant and the concrete meaning of the contribution in relation to the question is not always clear. *CL does more (semi-responsive)* responses can often be identified by the presence of (inappropriate) laughter and markers of dispreference (e.g., Sidnell 2010): (a) Delay: fillers (e.g., uh, uhm), prefaces and hedges (e.g., well, I don't know exactly), and pauses. (b) Beating around the bush (e.g., I wish I could) and pro forma agreement (e.g., yes but ...). (c) Mitigation: apologies. (d) Account: Explanations and clarifications • *CL does more (semi-responsive)* responses are often found with dispreferred responses, as these tend to be euphemistically formulated.	**CO**: and the daily activities (0.2) have you looked at that (.) uhm again **CL:** i wanted to have a look at that again and somehow (0.2) **CO**: hmhm (1.02) **CL**: it then (0.83) well (0.41) [slipped] my mind **CO**: ((laughs)) [okay] (0.35) **CL**: but i think this was just uh the (.) or the last weeks at work were just very chaotic before i went on maternal leave with lots of tasks to hand over

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<table>
<tr>
<td>CL partly participates (semi-responsive)</td>
<td>

CL partly participates includes reactions in which CL show that they would like to answer the question but cannot (yet) do so. This might be due to, e.g., the fact that they have not understood the question or that they do not yet have an answer to it (yet).
Thus, the action / scope of the question is only partially addressed. The change project is put on hold.
Topic continuation: both “topic continuation” and topic “non-continuation” are possible (Maynard 1980).

CL partly participates responses are recognizable by:
(a) An obvious orientation to the question, which, however, indicates a certain degree of uncertainty (fillers, etc.).
(b) “No access responses” (e.g., "I don't know") (Stivers & Robinson 2006) with explanations. Explanations show that CL is making an effort to answer the question.
(c) A refusal to answer and an explanation or apology.
(d) Repairs, i.e. “other-initiation of repair” (e.g. “Do you mean…?”) (Schegloff 2000).
(e) Partial responses with a thematic/semantic relation to the question.
(f) Counterquestions (which indicate an authentic interest).

Note: If clients provide an answer to the question which is dispreferred, CL participates or CL does more is coded (see above).
</td>
<td>
Example for orientation to the question (a)
CO: does it require this care this benevolence from the doubtful one at this moment or is this in relation to your concern not important at the moment yes because °hh yes an because the (.) the doer the ambitious the positive one tackle this now with the help of the hard-working part of you (0.23) °hh (0.22) hmhm
(0.67)
CL: hm: => indicates that CL is thinking about the question
(2.1)
CO: what i am getting at is […]

Example for no access response (b)
CO: what would the ambitious part need so that this not comparing to others would be easier for her
(1.24)
CL: hmhm (6.0) °h (0.25) oah this is so difficult to turn off I don’t even know ((laughs))

Example for repair (d)
CO: in which situations has the active part (.) already helped you
(0.57)
CL: in the pa[st]
CO: [yes]
</td>
</tr>
</table>

CL does something else (semi-responsive)	• Here, CL's reactions also respond to the reflection-eliciting potential of questions (Köller 2004; Spranz-Fogasy & Moos 2024). CL's reactions show that the question has had a thought-provoking effect on them, but not necessarily what CO had intended. • The question is not answered, but something productive is being added to the conversation by CL. *CL does something else* responses, like *CL does more* responses, are characterized by elaborations, explanations/justifications, evaluations, etc. However, these are not used to answering the question. • In their response, CL change the question's agenda. Thus, they do not answer the original question, but reflect on another idea that is (often) related to the concern but was not (directly) included in CO's question proposition. In this way, CL can also orient to the overarching activity (e.g., solution development) (Pomerantz 2021). However, CL can also change the question's agenda because they do not want to or cannot answer the original question. • CL's reaction is not aligned with the agenda of the question; the change project is either moved forward or put on hold. To assess this, attention must be paid to the 3rd – possibly also 5th/7th position: If CL's response digresses too much, CO refer back to the coaching project implicitly (e.g., new topic(s) is/are not addressed) or explicitly (e.g., digression is addressed). • Thematic treatment: *CL does something else* responses are most often associated with "topic non-continuation" (Maynard 1980).	**Example of CO's topicalization of CL's digression:** **CO**: Is there maybe another positive intention that we have not yet uncovered (0.24) **CL**: hmhm (0.32) hm well the doubtful one (.) says maybe yes (2.31) it is actually (0.25) you have a good education why are you not taking another step why do you even need this for yourself uhm **CO**: [hmhm] ((smacks lips)) but this is not a (.) posi well i would not understand it as such

	CL does something else reactions are recognizable as, e.g.: • "Transformative answers" that change or modify the agenda (note: but not the terms or the form of the question) (Stivers & Hayashi 2010); i.e., the quantity or quality, focus or presupposition(s) of the question is adjusted in CL's response (see also MacMartin 2008 and Dionne et al. 2024).	**Example CO's rejection of CL's (thematic) digression** **CO**: is it uh let's say a (.) such a (.) competitive observation in this case maybe i am missing out on another topic °h or do you have a gut feeling for this (.) well i am not sure if i have the right energy to dedicate myself for three years to this topic (0.4) °h (0.33) **CL**: hm ((smacks lips)) i don't exactly know if it's just well i just think this is a thought °h (0.48) a feeling (0.)1) i don't really know yet if the topic provides enough content (0.46) **CO**: hmhm (0.32) **CL**: uhm (4.66) **CO**: ((smacks lips)) °h yes well but the competitive one in the last in the last team has said i have to compare myself
CL does not participate (non-responsive)	• Includes responses from CL that do not respond / react to the question; CL refuses to answer. • The question's projected action is not fulfilled, and the change project is put on hold. • Topic treatment: *CL does not participate* is characterized by "topic non-continuation*"* (Maynard 1980) of CL. Non-responsive reactions are identifiable by: (a) Silence (longer than 0.7 seconds, Jefferson 1989).	**Example for silence (a)** **CO**: yes (.) this is what it is about right to know (.) uh i will finish my PhD (1.29) => CL does not respond **CO**: right

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	• Implicit refusal to respond via “no access responses” (e.g., "I don't know") without account/justification or explanation (Hutchby 2002). • Explicit refusal to answer the question (e.g., "I don't want to talk about it"; “no answer”) (Dionne et al. 2024). • Counterquestions (with an evasive quality). • Evasive jokes or sarcastic responses (MacMartin 2008).	

3.6 Reaction to CL’s answer / Reaction (3rd position) – Linguistics

Note on coding: The third position must be coded in relation to the first and second positions.

Rules on coding: Only one code from the categories below is assigned. If there are multiple actions present in the 3rd position, the focus should be placed on the action that sets a reaction from CL most conditionally relevant (Schegloff 1968). For example, if *knowledge transfer* is followed by a *request for clarification or elaboration* in the 3rd position, *exploration* is coded (rather than *change*). In cases where the action set relevant by CO in 3rd position is unclear, the following rules apply: The more pronounced category is coded but *change* overrides *exploration*. The code *change/initiation,* for instance, generally occurs in combination with a different category, but *initiation* is always coded in such cases.

3.6.1 Change

Contributions with a change function are transformative inputs by CO at specific moments in the interaction; that is, contributions with a change function are not to be associated with a solution generation phase, but with changes in perspectives, topics, activities, and phases.

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Initiation	• A new overarching activity or phase (Graf 2019; Deplazes et al. 2018) is initiated (*topic initiation*) by CO (Maynard 1980), with or without explicit agenda thematizing. • Initiations follow (verbal or non-verbal) ratifications. • The motivation for the intervention can be abrupt, i.e. not directly visible in the conversation (in the sense of *professional vision*, Goodwin 1994), or prepared in a complex way (in position -2 or within a complex question context / preparation, see above). Initiations can be recognized by: (a) A new question (without *follow-up* function) (b) Agenda thematizing (c) Instructions/requests for action (Couper-Kuhlen 2014)	**CO**: and then you could tell me now its not uhuh good for me any more (.) that we proceed like this yes is that okay for you (0.63) **CL**: yes (0.23) lets [do it like that] **CO**: [super] => explicit ratification (0.3) **CO**: yes (0.21) °hhh (0.41) ms moser (0.36) uhm (4.27) what has maybe changed since our last conversation (0.23) for you => initiation
Transforming	• When coaches transform, they initiate an "invasive" thematic / conceptual change of perspective, e.g., from *problem talk* to *solution talk* (de Shazer 1989) or by means of an interpretation. • Transforming is also coded when possible alternative ways of thinking or acting are explicitly addressed (Pick & Scarvaglieri 2022), i.e., when changes in thinking in behavior are encouraged by CO.	**CO**: and (.) what feels like success for you (1.14) **CL**: when you struggled though it (.) when it has been accomplished when its (.) finished when (0.34) **CO**: and you are practically lying dead on the floor **CL**: [yes ((laughing, 2.99s))] its stupid right **CO**: [then it feels like success]

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Transforming	Transforming can be recognized by: (a) Interpretations (Bercelli et al. 2008) (b) (Re-)Formulations (Antaki 2008; Weiste & Peräkylä 2013) (c) Extensions (Vehviläinen 2003) **Note**: In the case of lexical substitution (Vehviläinen et al. 2008), i.e., if only one word is replaced, *request for clarification or elaboration* is coded rather than *transforming*.	
(Re-)Focusing	CO localizes coaching-relevant topics and (re-)focuses on certain aspects of CL's talk or steers the conversation by highlighting or returning to certain (coachable) aspects. (Re-)focusing can be recognized by: (a) (Re-)Formulations with a highlighting character (e.g. *highlighting formulation*, Weiste & Peräklyä 2013). (b) Questions that refer to a particular element of the 1st or 2nd position and specifically follow up on it. (c) Instructions/requests for action (Couper-Kuhlen 2014).	**CO**: and your daily summary have you (0.2) had another (.) look at it **CL**: i wanted to have another look at it but somehow (0.2) **CO**: hmhm (1.02) **CL**: this then (0.83) well (0.41) **CO**: ((laughs)) [okay] **CL**: [fell und]er the table […omission…] **CO**: °h (.) uhm (.) the daily summary has (0.26) primarily the function that you practically in the evening °h you make a positive summary for yourself (0.3) what has worked really well for me where °h am i at regarding my goal (0.33) uh did i get nearer to it like that uhm (0.81) it sounds to me like you are doing it when you talk to your husband (0.78) could this be something similar (.) °h how do you see that

Knowledge transfer	Coaching-relevant knowledge of is transferred from CO to CL, e.g., insights, tips, tool, and strategies. Information regarding the procedural/methodological approach of the coaching interaction (Graf 2019) is conveyed. Knowledge transfer can be identified by: (a) Knowledge / information transfer from CO to CL (b) *Announcings* (Schegloff 2007) (c) Instructions/requests for action (Couper-Kuhlen 2014)	**CO**: wh what (.) what is the benefit for you of questioning this why al °hh why does this always re-occur it has to have some kind of benefit then or you would not to it (.) is my assumption °h (0.43) what do you think is the reason for this (2.49) **CL**: oh i have never yet th though about that whether it is an advantage to question something °h (0.66) i always thought it is a disadvantage ((laughs)) °h uhm **CO**: hm yes well my position in such cases is uhm if one does something again and again then it has some kind of sense and a purpose then it has to be done yes °h and there is something uh ben somehow you benefit from it there is something for you in it or you wouldn't do it

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3.6.2 Exploration

Contributions with an exploratory function help CO to get a better picture of CL: CO asks for clarification of unclear elements, explores issues or aspects of CL's life and system, and obtains an understanding of how CL perceives their situation. It is not a specific phase, e.g. defining the concern, but rather the processing of a topic, an activity, or a phase.

Repairing and insisting	• A loop is created in the conversation, i.e. the question from position 1 is asked again. • Intersubjectivity (e.g. Sidnell 2010) is (re-)established via repair, e.g. *other-initiated other-repair* (CL asks something and CO clarifies it) or *other-initiated self-repair* (CO notices that CL did not understand the question correctly and reformulates implicitly or explicitly what was meant in the 1st position) (Schegloff 2008; 2007). • Problems in intersubjectivity are often recognizable in *CL partly participates* or *CL does not participate* responses. Repairing and insisting can, however, also be coded after responsive 2nd positions, e.g., when COs ask the question again "just to be sure". **Note**: If an explanation is given as a repair that is explicitly based on professional knowledge, it is coded as *knowledge transfer*. Repairing and insisting can be recognized by: (a) Reformulation (in the sense of paraphrasing) of the question or insisting on the initial question. (b) Repairs (*other-/self-initiated other-* or *self-repair*), e.g. an explanation for the question is provided. (c) Requests to produce a repair or to re-establish inter-subjectivity.	**CO**: how did you accomplish that **CL**: °hh (.) yes well if (.) I knew that (0.57) **CO**: ((laughing, 0.46s)) (0.91) **CL**: ((laughing, 0.5s)) °hh (1.28) **CO**: well (.) i mean (0.25) it did (.) get (.) between last and this session (.) it did get much better

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Request for clarification or elaboration	• CL's reaction / answer in 2nd position is implicitly or explicitly problematized by CO. Something needs to be clarified or is is made relevant for further topicalizing and exploring. • CO further explores and specifies the topic of the 2nd position with the help of a statement with *follow-up* function (e.g. new question as *follow-up*, etc.) • The conversation continues in a step-by-step manner. Requests for clarification or elaboration can be recognized by: (a) Asking a new question. This new question addresses a problematic element in CL's response in 2nd position or explores a newly introduced aspect. (b) In rare cases, requests for clarification or elaboration consist of short repetitions of CL's words or echoes of them.	**Example for asking a new question (a)** **CO**: °hh and what could the positive one tell the ambitious part of you so that she keeps that decisive voice **CL**: hm (4.06) yes the ambitious part would have to withdraw a little or the positive voice would have to get a bit louder uhm **CO**: yes (1.21) **CO**: what does she need to get louder the (.) positive one **Example for repetition (b)** **CO**: who else comes to the foreground here (0.68) **CL**: uhm (3.59) right (.) the uhm (0.55) the uhm (1.09) stressed one or the uhm the one that likes to exert pressure (0.27) **CO**: hmhm **CL**: uhm (1.26) she often appears this is what i have observed now in the last two weeks (0.7) **CO**: hmhm (2.66) **CL**: °hh she (0.22) shows herself also a bit with this goal to finish in three years (2.3) **CO**: °hh the stressed one you say

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Request for evaluation	• The coaching process is briefly put on hold while its current state (regarding the change project) is evaluation. • CO makes relevant some kind of evaluation by CL in the 4th position. CL is asked to evaluate or assess a statement, a situation, a status etc. Requests for evaluation can be recognized by: (a) CO requests a (cognitive or affective) evaluation from CL (b) In rarer cases, evaluation requests are *assessments* by CO inviting CL to *second assessments* (Pomerantz 1984).	**Example for a request (a)** **CO**: how realistic is it for you (.) to get back to this point (0.61) **CL**: in my current job **CO**: yes (3.91) you are welcome to do that again on a scale how likely do you think it is **Example for assessment (b)** **CO**: so h° here you already have quite a nice team assembled for yourself **CL**: ((laughs)) hmhm (0.72) **CO**: °hh (2.34) °h how does this affect you °h

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3.7 Reaction to CL's answer / Reaction (3rd position) – Psychology

Background on the relevant categories:

(a) **Topic management** refers to the interactional relationship between verbal contributions. Verbal contributions – utterances or human speech contributions – can be seen as a mode of action (Bühler 1933). One action of the client (2nd position) requires a certain kind of second action of the coach (3rd position). If the relationship between these actions is logical and self-contained, it serves to (co-)construct the conversation (Schegloff 1995, 1991; Peräkylä et al. 2008).

(b) **Affect management** concerns how coaches deal with clients' emotions. In coaching sessions geared toward change, clients often move in an ambivalent field of tension between their actual / current state and the desired target state (Deplazes et al. 2018; Moyers & Rollnick 2002). This tension concerns, on the one hand, thinking about the need for change and, on the other hand, shying away from that very change (Oliveira et al. 2016). This discrepancy evokes – mostly negative – emotions, which in turn can be channeled into a motivation to change (Sell et al. 2022). Coaches accordingly assume an important role in dealing with these emotions (Greif 2008).

(c) **Relationship management** concerns autonomy preservation and empathy. Autonomy preservation is characterized by coaches signaling to their clients that they have co-decision-making rights in coaching; they can make decisions and these choices are respected and valued. Autonomy preservation is a central concept for the *working alliance* (Graf & Jautz 2022) between coach and client. The *working alliance* involves a mutual agreement on goals (Goal) and tasks (Task) to be achieved in the process as well as the building of a relationship (Bond) (Bordin 1979; Gessnitzer & Kauffeld 2015). Therefore, autonomy preservation supports the *working alliance* in that coaches respect their clients' decisions (Deci & Ryan 2000; Grant 2014; Gessnitzer & Kauffeld 2015; Lampropoulos 2000; Spence & Oades 2011; Taylor & Van Oosten 2019). This is based on a mutual trust that develops during the coaching process (Alvey & Barcley 2007). Empathy is characterized by friendly and sympathetic reactions and empathic responses of coaches to clients (Alvey & Barclay 2007; Ianiro et al. 2013, 2015; Ianiro & Kauffeld 2014; Will & Kauffeld 2018; Will et al. 2019).

3.7.1 Topic management			
2nd position: CL participates (responsive)	On the 3rd position, CO: • Addresses the topic of the 2nd and 1st position at the same time. • Addresses the topic of the 2nd position. • Addresses the topic of the previous positions (-2/-1) with simultaneous reference to the 2nd position. • Addresses a new topic independent of the previous positions. **Note**: Only applicable in the phases “Initiating the Conversation”, “Defining the Goals” and “Closing the Conversation”.	Responsive topic management	**Example of addressing the topic of the 2nd and 1st position:** **CO:** can you (.) do you swear too **KL:** i swear a lot yes [hhh°] **CO:** [can] you (.) say three great swearwords **Example of addressing the topic of the 2nd position:** **CO:** so dynamic at different places like (.) bustle how did you call it bustling around that means what ((laughs)) **CL:** yes uhm (1.94) being in motion to move something like that uhm (.) that probably **CO:** so being in motion moving something
	On the 3rd position, CO: • Addresses the topic of the 1st position without considering the 2nd position. • Addresses a new topic independent of the previous positions. **Note**: Only applicable in the phases “Formulating the Concern” / elaborating the problem, “Co-constructing Change”, and “Generating Measures of Action and Securing Transfer”.	Semi-responsive topic management	**Example of addressing a new topic:** **CO:** but what does mean continuing like that **CL:** well so in other words let’s move on with the process (.) together (.) so let’s continue working in other words i i (.) accept (.) your decision **CO:** yes (.) but the book project was yes with that (.) uh finished for you anyway (.) yes yes (.) hmhm

<table>
<tr><td rowspan="2">2nd position:
CL does more
(responsive)</td><td>On the 3rd position, CO:
Addresses the topic of the 2nd and 1st position at the same time.
Addresses the topic of the 2nd position introduced by CL.
Addresses the topic of the previous positions (-2/-1) with simultaneous reference to the 2nd position.
Addresses a new topic independent of the previous positions. Note: Only applicable in the phases “Initiating the Conversation”, “Defining the Goals” and “Closing the Conversation”.
Note: If one or more new topics are introduced by CL in the 2nd position, this must at least be mentioned by CO. If this is not addressed by CO, "semi-responsive topic management" is coded.</td><td>Responsive topic management</td><td>Example of addressing the topic of the 2nd position:
CO: ((laughs)) °h yes and then it would be good if we would avoid this here and prevent that we get into this dynamic °h what would be important how we work together then ((swallows))
KL: uhm well first that i do not have any inhibitions uh have to have any so that I really can say everything frankly but I already have that because you are not part of our company you are independent here a a and so uhm
CO: °h and this invitation is very much there (.) tina right that you can speak freely what concerns you what preoccupies you °hh and that this is just also uh clearly expressed</td></tr>
<tr><td>On the 3rd position, CO:
Addresses the topic of the 1st position without considering the 2nd position.
Addresses a new topic independent of the previous positions. Note: Only applicable in the phases “Formulating the Concern” / elaborating the problem, “Co-constructing Change”, and “Generating Measures of Action and Securing Transfer”.</td><td>Semi-responsive topic management</td><td>Example of addressing the topic of the 1st position:
CO: so you have (0.38) office gossip or in whatever way heard that the position had been created for a particular person
CL: yes of whom i (0.29) niley nicely put (.) do not think much of (0.42) yes
CO: and then you have (0.26) applied once more</td></tr>
</table>

2nd position: **CL contributes more (semi-responsive) / CL partly participates / CL does something else / CL does not contribute (non-responsive)**	On the 3rd position, CO: • Addresses the topic of the 2nd and the 1st position at the same time.	Responsive topic management	CO: does this give energy (1.81) does it need something else CL: i think it does really radiate more confidence ((laughs)) CO: yes does the sentence need further changing or do you find the sentence good like this (okay)
	On the 3rd position, CO: • Addresses the topic of the 2nd position. • Addresses the topic of the previous (-2/-1) positions with simultaneous reference to the 2nd position. • Addresses a new topic independent of the previous positions. **Note**: Only applicable in the phases “Initiating the conversation”, “Defining the goals” and “Closing the conversation”.	Semi-responsive topic management	**Example of addressing the topic of the 2nd position:** **CO**: how are you **CL**: i find it somehow interesting (.) uh that i generally apply this focusing on the topic somehow (.) focusing or prioritizing to other areas (.) too now of course with a focus on my PhD, but also on other areas in a way that makes me more aware of the fact that i differentiate more decisively between important and unimportant [...] aslo with the schedule (just) making yourself aware of okay what are the important steps and uh to always keep this in mind so that one (.) uh doesn’t forget and lose one’s plan **CO**: did you send me your schedule you have also sent me your schedule (.) °h your plan my timetable here right °h (.) uh (.) did you hang it on the wall because you said now that uh that you keep it in mind

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	On the 3rd position, CO: • Addresses the topic of the 1st position without considering the 2nd position. • Addresses a new topic independent of the previous positions. **Note**: Only applicable in the phases "Formulating the Concern" / elaborating the problem, "Co-constructing Change", and "Generating Measures of Action and Securing Transfer".	Non-responsive topic management	**Example addressing a new topic:** **CO:** do i see this (1.0) do i understand this correctly **CL:** results in the opportunity (0.9) that (.) its an option then that one (0.26) has to intervene or not and so before it is like if somebody comes (0.52) one intervenes (0.27) and this again somehow saves time **CO:** ((smacks lips)) °h may i give you a bit of feedback on your linguistic formulations **Example addressing the topic of the 1st position without considering the 2nd position:** **CO:** no but can you (.) from this value tree so to say can you draw something from it °h so if you imagine you are doing your work and somewhere very present the picture that represents your values hangs on the wall °h or your values °h i don't know how can you help to keep °hh ((smacks lips)) this present in your mind **CL**: hmhm (2.69) hm (2.76) **CO**: i have had this already as a (.) screensaver

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<table>
<tr><td rowspan="4">Additional descriptive criterion: Number of topics (CO)</td><td colspan="3">Note: The additional descriptive criterion “number of topics” – introduced by CO – can negatively overrule a responsive or semi-responsive coding of topic management.</td></tr>
<tr><td>• CO formulates a multi-unit question that represents a repair or contains alternative questions.</td><td>Responsive topic management</td><td>CO: How are you managing with your goal vision? How often are you focusing on it? How adequate do you think it still is?</td></tr>
<tr><td>• CO formulates a multi-unit question consisting of questions that represent different question types.
• CO introduces two new topics. Note: Even if the previous topic is still addressed, this is considered a semi-responsive topic management.</td><td>Semi-responsive topic management</td><td>CO: your uh desires uh concerns for the coaching to what extent could they be fulfilled or rather what else to you need °h (.) so that you say great this is what i have learned</td></tr>
<tr><td>• CO introduces more than two new topics. Note: Even if the previous topic is still addressed, this is considered a non-responsive topic management.</td><td>Non-responsive topic management</td><td>CO: yes also if you have done most of °h the work this is maybe also exactly the point °h yes here for me the question is how could you (0.34) put this again into words (0.52) at eye level a good cooperation without him °h uh you at subordinated or in the sense that you need help from him °h (0.33) would there be (.) good formulations that that (.) that would fit well for you (0.44) i just ask this question again even if you then don’t have an answer yet i ask ag again and again °h i can also gladly make you (0.2) uh hypothetical suggestions in the sense of how does that sound for you but i would like first that you °h try °h to see for yourself (.) because i assume that you can describe this very adequately °h (0.27) i admire that too how w how well you can describe this so for me the images are very (0.44) vivid how you how these conversations proceed ((laughs))</td></tr>
</table>

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3.7.2 Affect management			
2nd position: Affect-relevant situation	• CO specifically enquires about, i.e., activates, CL's emotional state. **Note**: If CL's affect is sufficiently reflected in the 2nd position or if it has already been activated and developed beforehand, CO can only briefly ratify it in the 3rd position and use the momentum of the affect-relevant position for a next step in coaching. • CL labels the emotional state in the 2nd position and CO continues to work with (i.e., addresses and pursues) said affect label in the 3rd position.	Responsive affect activation	**Example for enquiring:** **CL**: because so much of the work also takes place at home so [°h the] physical distance is (.) really much much better with the room it's no comparison to before °h but I think it's even better for the head to actually have this input from outside […omission …] such a change of scenery, right **CO**: °h and now at this moment when you are talking about going outside and talk about this (.) change of scenery how does that feel for you right now **Example for activating emotion:** **CL**: like also to have this feeling there is a life out there **CO**: hmhm **CL**: right so there is also a life (.) so i do not live to work but [the other way round right] **CO**: [ah wonderful] so these °h so these are the weekends the girlfriend the friends (.) and the partner and the cinema
	• CO simply names CL's emotional state (without enquiring about it or activating it).	Semi-responsive affect activation	**CL:** but now like (0.48) being put in front of people and that this is being announced that is then rather a bit like (0.54) uh (.) maybe too much **CO:** yes (.) a bit embarrassing

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	• CO does not ratify or address the emotional state of CL.	Non-responsive affect activation	**CL:** °h yes and then (0.22) it is naturally comfortable (.) to stay there for now (.) and uhm (1.46) then one tells oneself i am too old anyway nobody wants me anymore ((stutters)) mid fifties (1.01) **CO:** the new job would be outside of your organization
2nd position: No affect-relevant situation		Undeterminable affect activation	**CO**: you know that (.) right **CL**: yes **CO**: yes

3.7.3 Relationship management			
3rd position (without recourse to the 2nd position)	• CO is attentive, shows sympathy, or responds empathically to CL and/or • CO allows autonomy / allows CL to participate in decision-making processes.	Present	**CL**: it varies so much (.) it is really like moment by moment sometimes there are (1.15) moments where i think i (.) i have my place there are really these moments not that i (.) do not have my place but there are these moments where i (0.95) am a bit lost **CO:** okay (.) yes (0.88) so there are moments where you have your place where you also feal secure (0.54) °h and also comfortable (.) i will just put it like that for now and uhm there are moments where you feel lost
		Not present	**CO**: and you are practically lying dead on the floor **CL**: [yes ((laughing))] its stupid right **CO**: [then if feels like success] (1.1) well it is contradictory in my ears (.) it doesn't go together **CL**: it's actually also not what i wanted to achieve
		Undeterminable relationship management	**CL**: good (.) uhm (.) exchange (.) is also important sometimes **CO**: yes **CL**: yes

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3.8 Overall linguistic sequence evaluation

Both the 2nd and the 3rd position are used for the sequence evaluation. While for the 2nd position the formal / structural fulfillment is relevant, thematic-, content-, and action-related criteria are used to evaluate the 3rd position.

Note on coding: The criteria of the 2nd and 3rd position do not always have to be considered. If the reaction type in the 2nd position is *CL does not participate*, *CL partly participates*, *CL does something else*, the sequence is automatically considered as n*ot fulfilled*.

3.8.1 Fulfilled

Criteria in the 2nd position	• CL is structurally responsive (Schegloff 2007), i.e. CL fulfills the action made relevant by the question. • The response can be both preferred and dispreferred (Pomerantz & Heritage 2013). • The 2nd position is categorized as *CL participates* or *CL does more*.
Criteria in the 3rd position	• CO ratifies (“en passant”) CL’s answer indicating that the sequence (i.e., the initiating action) has been fulfilled and something new and/or constructive can be done. • Thematically, CO indicates that enough information has been provided, that understanding and intersubjectivity are sufficient, and that next steps can be taken, e.g. the situation has been sufficiently explored and can now be evaluated and assessed (= another action building on the one in position 1). • Knowledge transfer that builds on a responsive answer from CL and which has the function of providing some concluding remarks / information is coded as *fulfilled*.

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3.8.2 Extended	
Criteria in the 2nd position	• CL is structurally responsive (Schegloff 2007), i.e., CL fulfills the action made relevant by the question. • The response can be both preferred and dispreferred (Pomerantz & Heritage 2013). • The 2nd position is categorized as *CL participates* or *CL does more*.
Criteria in the 3rd position	• CO indicates that CL's answer is going into the right direction, but it is not yet fully sufficient. More information is needed to achieve full understanding of an issue (e.g., by requesting an example; (re-)formulating to assure intersubjectivity). • Thematically, CO asks CL to elaborate, clarify, expand, or specify. CO stays on topic and continues working with it. Often, CO builds on previous talk (e.g., by referring back to something). • A ratification is possible.
3.8.3 Not fulfilled	
Criteria in the 2nd position	• CL is structurally non-responsive, i.e. CL does not orient to the question or does not fulfill the action made relevant by question. • CL initiates a repair. • The 2nd position is coded as *CL does not participate*, *CL partly participates,* or *CL does something else*.
Criteria in the 3rd position	• CO indicates that CL's response to the question is insufficient. • CO indicates that they cannot do anything with CL's answer or cannot continue based on what CL has said. This can also occur with responsive contributions from CL in the 2nd position. • The initiated action is aborted while no fulfillment is indicated. A topic change follows, or a new action or sequence is initiated. • CO repeats the question (also in the sense of insisting), or CO initiates repair. • The sequence is also not fulfilled if CO ignores CL's answer, does not refer to or orient to it at all in the 3rd position (here CL is structurally responsive in the 2nd position).

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3.9 Overall psychological sequence evaluation

The positions -2/ -1/ 1/ 2 as well as 3 are used for the sequence evaluation.

Note on coding: Formulation effort, thematic complexity as well as relationship management are coded for the entire sequence (sequence a/ sequence b/ sequence c). The codes related to the prior actions were already coded beforehand on the 1st position. Scores related to topic management as well as affect management were also previously coded on the 3rd position. The score obtained is additionally assigned as a code to the entire sequence.

Background on the relevant categories:

(1) The coach's **formulation effort** relates to utterances that are not produced fluently and that frequently contain interruptions / re-starts, delay signals or pauses. This also includes unintelligible utterances that cannot be clearly interpreted because of errors, repetitions, reformulations, *self-initiated self-repairs*, or leaps in thought. The formulation effort can – in case of frequent occurrence – influence the comprehension process (Kindt & Weingarten 1983). **Thematic complexity** refers to, on the one hand, the use of multi-unit questions consisting of different question types, which can influence CL's responsiveness on the second position – and thus the success of the overall sequence. On the other hand, it includes complex thematic focus shifts (*pre/post-faced*), which do not represent a *topic shift* in the sense of topic/process management (Stenstrom 1994), but rather inhibit the progress of the change project, cause a *topic non-continuation* of the clients, or make an orientation to the question(s) more difficult.

(2) **Relationship management** concerns autonomy preservation and empathy. Autonomy preservation is characterized by coaches signaling to their clients that they have co-decision-making rights in coaching; they can make decisions and these choices are respected and valued. Autonomy preservation is a central concept for the *working alliance* (Graf & Jautz 2022) between coach and client. The *working alliance* involves a mutual agreement on goals (Goal) and tasks (Task) to be achieved in the process as well as the building of a relationship (Bond) (Bordin 1979; Gessnitzer & Kauffeld 2015). Therefore, autonomy preservation supports the *working alliance* in that coaches respect their clients' decisions (Deci & Ryan 2000; Grant 2014; Gessnitzer & Kauffeld 2015; Lampropoulos 2000; Spence & Oades 2011; Taylor & Van Oosten 2019). This is based on a mutual trust that develops during the coaching process (Alvey & Barcley 2007). Empathy is characterized by friendly and sympathetic reactions and empathic responses of coaches to clients (Alvey & Barclay 2007; Ianiro et al. 2013, 2015; Ianiro & Kauffeld 2014; Will & Kauffeld 2018; Will et al. 2019).

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(3) The evaluation of the **prior actions** is based on the existing codes. All actions, preparations, triggers, or strategic activities (by coaches) with regard to the *target action* are scored with one point. This point is not awarded if the 1st position is an (activity-)initiating question, but the topic has not concluded in either position -2 or the 1st position. It is assumed that a new (higher-level) activity in the change process requires an explicit completion of topics or activities by coaches (Schegloff 1995; Peräkylä et al. 2008).

(4) **Topic management** refers to the interactional relationship between verbal contributions. Verbal contributions – utterances or human speech contributions – can be seen as a mode of action (Bühler 1933). One action of the client (2nd position) requires a certain kind of second action of the coach (3rd position). If the relationship between these actions is logical and self-contained, it serves to (co-)construct the conversation (Schegloff 1995, 1991; Peräkylä et al. 2008).

(5) **Affect management** concerns how coaches deal with clients' emotions. In coaching sessions geared toward change, clients often move in an ambivalent field of tension between their actual / current state and the desired target state (Deplazes et al. 2018; Moyers & Rollnick 2002). This tension concerns, on the one hand, thinking about the need for change and, on the other hand, shying away from that very change (Oliveira et al. 2016). This discrepancy evokes – mostly negative – emotions, which in turn can be channeled into a motivation to change (Sell et al. 2022). Coaches accordingly assume an important role in dealing with these emotions (Greif 2008).

Note: The ratings of topic and affect management are based on criteria for the 3rd position, which assess the responsiveness of the 3rd position regarding topic and affect.

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3.9.1 Formulation effort & thematic complexity

Description	Evaluation	Evaluation in points
Formulation efforts (positions: 1/3) refer to a frequent occurrence of the following elements: • Delays / restarts • Pauses • Hedgings • Repetitions • Discontinuities/leaps in thought • Reformulations/self-repairs which complicate the understanding of CO's contribution. **Thematic complexity** of the sequence (1st position) concern: • Multi-unit questions (but not: alternative questions or (re-) formulations) with two thematically different referents and/or complex thematic focus shifts before or after the question. **Note**: A pause of more than 2.0 seconds often but not always occurs after items with formulation effort and/or thematic complexity. For a point to be awarded, neither of these two aspects may be present.	Positions 1 and 3 • High formulation efforts / frequent occurrence of elements and/or • Thematic complexity	0
	Positions 1 and 3 • No or low formulation efforts and • No thematic complexity	1

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3.9.2 Relationship management

Description	Evaluation	Evaluation in points
• CO is attentive, shows sympathy, or responds empathically to CL and/or • CO allows autonomy / allows CL to participate in decision-making processes. **Note**: At least relationship management aspect must be present in positions -2, 1, and 3 for a point to be awarded. An exception is one undeterminable position and two codable positions; in this case, one point is awarded. If there are two undeterminable positions and one codable position, no point is awarded.	Positions -2 / 1 and 3 • Present	1
	Positions -2 / 1 and 3 • Not present	0
	Positions -2 / 1 and 3 • Undeterminable relationship management	0

3.9.3 Prior actions

Description	Evaluation	Evaluation in points
For the **prior actions** (-2 / -1) four – previously coded – labels are available: • *Complex question preparation / context* • *Question preparation in position -2* • *Question reacts to local trigger in position -1* • *No (visible) question preparation* As well as the additional descriptive criteria: • *Topic closure* • *(Activity-)initiating question* **Note**: The additional descriptive criterion *topic closure* can occur in positions 1 and/or position -2.	Position 1 • The additional descriptive criterion *(activity-)initiating question* was not coded or • The additional descriptive criteria *(activity-)initiating question* and *topic closure* were coded	1
	Position 1 • The additional descriptive criterion (a*ctivity-)initiating question* was coded without *topic closure*	0

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3.9.4 Topic management

Description	Evaluation	Evaluation in points
For the **topic management** in the 3rd position, one of the following codes has been previously assigned: • Responsive topic management • Semi-responsive topic management • Non-responsive topic management	Position 3 • Responsive topic management	2
	Position 3 • Semi-responsive topic management	1
	Position 3 • Non-responsive topic management	0

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3.9.5 Affect management

Description	Evaluation	Evaluation in points
For the 3rd position **affect management**, four codes have been previously assigned: • Responsive affect activation • Semi-responsive affect activation • Non-responsive affect activation • Undeterminable affect activation	Positions 1 and 3 • Responsive affect activation and • Responsive affect activation or semi-responsive affect activation or undeterminable affect activation or • Semi-responsive affect activation and • Undeterminable affect activation or • Undeterminable affect activation and • Undeterminable affect activation	0
	Positions 3 and 1 • Semi-responsive affect activation and • Semi-responsive affect activation or • Non-responsive affect activation and • Responsive affect activation or semi-responsive affect activation or undeterminable affect activation	-1

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6 Transcription Conventions

[….] = something is being said in overlap with the other speaker's ongoing talk

(.) = indicates a short, micro-pause

(0.5) = indicates the length of a pause or gap in seconds, i.e., 0,5 corresponds to a pause of half a second

((…)) = gives paraverbal information, e.g., laughter, smacking lips, coughing

°h, °hh, °hhh = indicates a breathing with of increasing length, i.e., °h short inhalation, °hh longer inhalation

h°, hh°, hhh° = indicates a breathing with of increasing length, i.e., h° short exhalation, hh° longer exhalation

[…omission…] = indicates that one or more lines of the original transcript have been omitted

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