Sample AIR conversation

Question or statement	Likely response	Comments
1. Tell me what is happening. Why do you feel there is a problem?	Some information is provided, and yes they do feel there is a problem	You are leading with curiosity, and being collaborative.
2. Can you describe the problem?	More detail re the problem	You are not asking them to diagnose it, just to describe the symptoms. Steer them away from diagnosis at this point.
3. Can you tell me what the impact of the problem is? How does it affect the business?	They may not have thought about this in advance but should be able to tell you why the problem matters	This is useful for AIR 2 in prioritising the problem against other work you may have.
4. Who needs this work to happen, and what are the dependencies in getting it done?		This is a good follow up question re impact and also starts to inform your stakeholder list, and high level process map in the Define step.
5. Do you have evidence to support your assessment of what the problem is?	This can vary from quite specific evidence to generalisations or 'gut feel'	At this stage, remain curious and draw more information out. You are introducing evidence-based thinking early.
6. Let's discuss the evidence. I would appreciate you explaining it to me.		Use of words like "let's" and "we" reinforces the collaborative nature of problem solving.

You might choose to introduce FOG at this point, or to keep it for later in the conversation.

From here, you could ask several different questions. |
| 7.1 I see you have attempted to solve it already by doing X. Let's try and understand why this solution did not work.

7.2 Have you considered using any other approaches to solving it

7.3 Are you willing to explore other ways of solving the problem?

7.4 In solving this problem, are you ok with an outcome in which you might need to do things differently in the future? | | These questions are to test their own readiness for change as part of the solution while reinforcing the three behaviours of curiosity, collaboration, and evidence-based thinking. |