



**HR DELIVERY**

*Making Sure HR Delivers*

HR DELIVERY / FRAMEWORK INTRODUCTION

# HR Delivery Coaching Framework

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A practical introduction to the 6A Workplace Coaching System



ALIGN / AGREE / ASSESS / ACTIVATE / APPLY / ASSURE

Purposeful relationships. Useful learning. Workplace application.

## THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

## INTRODUCTION

# A shared starting point for useful coaching.

An overview of the framework that connects organisational purpose, the coaching relationship and learning in real work.

**Why this framework exists**

Coaching is often described through the conversation itself: listening, questioning, reflection and challenge. HR Delivery's 6A Workplace Coaching System also makes visible the decisions around that conversation. Why does the relationship exist? Who agrees its boundaries? How will learning be used, and what will justify continuing it?

**Who this guide is for**

This introduction is for coaches, coachees, sponsors and programme owners who need a shared understanding of the framework. It explains the purpose of each A, the decision it supports and the practical output to carry forward. It is an orientation, not the complete activity library.

**What coaching contributes**

Within an agreed developmental partnership, coaching supports reflection, choices, practice and learning. It can help an executive examine a decision, relationship, transition or recurring work pattern. Its contribution depends partly on whether the working environment allows the chosen practice to happen.

**What the framework does not replace**

Mentoring, line management, instruction, formal employment processes and qualified specialist support have distinct purposes. The framework does not turn every organisational difficulty into a personal coaching issue. Choosing a different form of help can be a sound decision.

**How to read the six A sections**

Each two-page section explains the stage and then shows how to use it. The stage gate is a review question, not an automatic pass mark. Selected tool identifiers point to the existing practitioner library. Use them when they address a real need, rather than treating the sequence as compulsory paperwork.

**Keep the relationship at the centre**

The six responsibilities connect the organisation, programme and individual engagement. They provide structure without removing judgement. Revisit an earlier A when the purpose, evidence, relationship or work conditions change, and keep assurance active throughout. [1, 2]

**A framework for the whole coaching journey,  
not another script for a single conversation.**

SOURCE [1] pp.2-4, 20-26; [2] pp.4-7.

## THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

## CONTENTS

# Explore the framework.

Read the overview first, then choose the A that matches your current question.

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## THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

## FOREWORD

# Help people think. Help learning travel.

**DR PHILLIP WELSH**

HR Delivery

Foreword prepared for review and approval

A useful coaching relationship gives someone room to think, a clearer view of their choices and support to try a different approach in their work. The conversation matters. So do the agreement around it, the conditions for practice and the way we learn from the result.

This framework brings those responsibilities together. Align asks whether coaching belongs in the first place. Agree protects a trustworthy relationship. Assess builds understanding without reducing the person to a profile. Activate creates space for choice, Apply follows that choice into work, and Assure keeps quality and value under review.

The purpose is not to make coaching bureaucratic. It is to make the freedom to learn more dependable. A clear boundary allows a more honest conversation. A well-chosen goal makes practice more meaningful. A careful review helps us recognise both progress and the conditions that still need attention.

Tools should serve the person, not the other way round. A capable coach chooses thoughtfully, listens beyond the worksheet and recognises when another question, a pause or a different form of support would be more useful.

Organisations have responsibilities too. People need time, appropriate authority, fair access and an opportunity to use what they learn. Coaching cannot replace those conditions or make a private conversation responsible for every system problem.

My hope is that this guide provides a shared starting point: clear enough to use, thoughtful enough to question and practical enough to take into everyday work. Begin with one worthwhile purpose, one honest agreement and a willingness to learn from what happens next.

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

SOURCE New foreword prepared for this introduction; portrait retained from [1].

THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

INTRODUCING THE FRAMEWORK

# Six connected responsibilities. One purposeful coaching journey.



## A complete journey

Align, Agree, Assess, Activate, Apply and Assure connect the reason to coach with a trustworthy relationship, skilled dialogue and workplace learning.

## A cycle, not a rigid timetable

Begin with purpose and agreement. Return to an earlier A whenever the evidence or context changes. The stages do not prescribe a fixed number of sessions.

## Assurance throughout

Ethics, usefulness, application and evidence matter at every stage. Assure is not postponed until the final review.

Published 6A artwork: coaching detail from the supplied ebook, p.6.  
The mentoring architecture is separate and is not covered in this introduction.

THE OUTPUT TO CARRY FORWARD

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

SOURCE [1] pp.2-3; [2] pp.6-7. Source wording retained; explanatory text condensed.

## THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

### FRAMEWORK IN PRACTICE

# The conversation sits inside a wider system.

Three operating levels and six enabling conditions support every A.

|                     |                                                                                                                                                   |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ORGANISATION</b> | Policy, portfolio, culture, resources and governance. Leaders decide where coaching belongs and address barriers beyond a private relationship.   |
| <b>PROGRAMME</b>    | Population, pathways, matching, operations and evaluation. The owner provides access, suitable practitioners and dependable service arrangements. |
| <b>ENGAGEMENT</b>   | Contract, goals, sessions, application, review and closure. Coach and coachee agree the work and protect the developmental relationship.          |

### SIX ENABLING CONDITIONS

#### Strategic sponsorship

Purpose, boundaries and expected contribution.

#### Coach capability

Competence, observed practice, supervision and referral.

#### Culture and manager ecosystem

Time, trust, feedback and opportunity to apply learning.

#### Equity and access

Fair eligibility, matching and reasonable adjustments.

#### Data and technology

Minimum necessary data and clear human responsibility.

#### Governance and improvement

Accountability, concerns, evaluation and renewal.

#### QUALITY LENS

**Ethical / Useful / Applied / Evidenced**

SOURCE [1] p.3; [2] pp.4-7. Levels, enablers and quality lens retain the published terminology.

# 01 Align

## Purpose before provision

Align connects coaching to a worthwhile organisational and personal purpose. It begins with the work that matters, the contribution the executive wants to make and the conditions in which that contribution must happen. Coaching is one possible response, not the automatic answer to every development request.

### Begin with real work

Explore the decisions, conversations and handovers that make the role effective. Ask what colleagues would experience differently if coaching were useful. Replace broad aims such as becoming more strategic with a specific work situation and an observable leadership contribution.

### Hear both purposes

The sponsor may be concerned about delivery, succession or a role transition. The coachee may want to delegate differently, navigate competing expectations or make better decisions. Hear both accounts. A legitimate shared purpose does not require pretending that every expectation is identical.

### Test the fit

Compare coaching with mentoring, training, management action, facilitation and system improvement. Missing authority, information or staffing cannot simply be coached away. Identify the contribution coaching could make and the actions that remain with operational or specialist owners.

### Make value a hypothesis

Describe the expected connection between reflection, changed behaviour, workplace application and contribution. State what must also be true for that connection to hold. An intention to improve performance is not yet evidence that coaching will cause an organisational result.

### Provide fair access

At programme level, clarify eligibility, matching, alternatives and the support available. At engagement level, discuss time, language, access needs and meaningful participation. A senior title does not remove the right to question the purpose, the match or the proposed method.

### Decide what would justify proceeding

Agree an initial focus, accountable ownership, feasible resources and a review point. Record important uncertainties and non-coaching actions. Proceed when the purpose is sufficiently clear, rather than waiting for perfect certainty or launching on enthusiasm alone.

#### STAGE GATE

### Is coaching the right response?

A clear reason to coach, a realistic contribution and an owner for work outside coaching.

SOURCE [1] pp.30-31; [2] pp.14-18.

01 Align

02 Agree

03 Assess

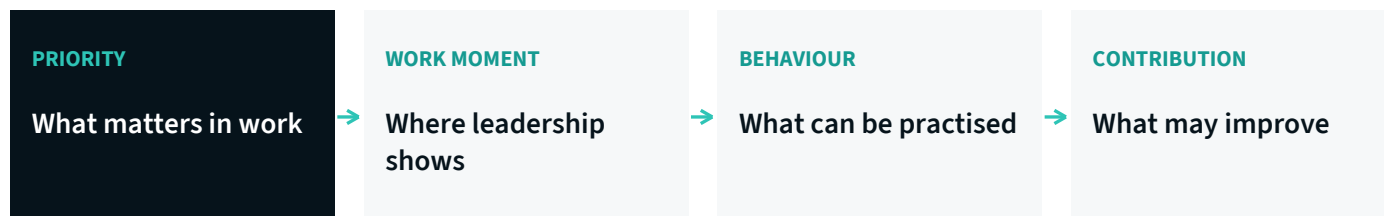
04 Activate

05 Apply

06 Assure

## ALIGN IN PRACTICE

# Turn a request into a worthwhile focus



Illustrative value chain: a useful connection to test, not a promise of causation.

## A PRACTICAL SEQUENCE

### 01 Clarify the request

Ask the sponsor and coachee what prompted the request, what would be different in work and why that difference matters now.

### 02 Locate the critical moment

Choose one recurring decision, conversation or handover. Separate the behaviour to practise from the organisational outcome it might support.

### 03 Assign the other work

Name authority, resource, technical or process issues that need another response. Identify who is able to address them.

### 04 Record the starting agreement

Capture purpose, intended contribution, population or individual scope, support, assumptions and the next review decision.

## OPEN THE COMPANION TOOLKIT

**T01**

### Strategic coaching charter

Clarify the purpose and expected contribution.  
[Master guide p.32](#)

**T03**

### Intervention fit test

Compare coaching with other forms of help.  
[Master guide p.38](#)

**X01**

### Executive role mandate

Connect the role to critical leadership work.  
[Master guide p.86](#)

**X08**

### Is coaching the right help?

Make the support choice with the coachee.  
[Master guide p.107](#)

## QUESTION TO HOLD

**What would still block progress even if the coaching were excellent?**

## FICTIONAL CASE / MERIDIAN

In the toolkit's fictional Meridian case, M-07 wants to stop taking back specialists' recommendations. The useful focus is clearer delegation and decision framing, not a promise that the executive will never intervene. The sponsor still needs to clarify material scope authority; specialists retain technical sign-off.

SOURCE [1] pp.30-31; [2] pp.14-18. Tool references use the 606-page master; case is illustrative.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

# 02 Agree

Clear agreements create room to learn

Agree establishes the relationship and the practical conditions around it. The 6A framework names four parties: coachee, coach, sponsor and programme owner. Their roles can overlap, but their responsibilities still need to be explicit. The line manager's support also matters, whether or not that person is the sponsor.

## Make the purpose shared

Agree the developmental focus, the scope of the engagement and what coaching will not be used to do. Preserve the coachee's ownership of personal learning. Discuss competing expectations openly instead of hiding them inside a general statement about performance.

## Contract the practical arrangements

Clarify roles, timing, fees or resources, meeting arrangements, preparation, review and closure. Discuss the use of technology and records. The agreement should be understandable in everyday language, not only technically complete as a document.

## Make information flows concrete

State who can receive attendance information, goals, agreed actions, assessment reports and private notes. Employer funding does not automatically confer access to session content. Explain applicable limits honestly; do not promise absolute secrecy.

## Agree the way of working

Discuss questions, silence, feedback, challenge, language and access preferences. The coachee can decline a prompt or correct an interpretation. The coach can name competence limits. Agreement at the start is not permanent permission for every subsequent activity.

## Plan for difficulty and exit

Explain concerns handling, pause conditions, rematching, referral and ending the engagement. These arrangements protect trust before a problem occurs. An unsuitable relationship can end appropriately without labelling the coachee as resistant or uncoachable.

## Check understanding and revisit it

Ask each party to explain the agreement in their own words. Resolve material differences before starting. Re-contract when the role, sponsor, purpose, assessment use or technology changes. A signature cannot compensate for contradictory expectations.

### STAGE GATE

## Are rights and boundaries clear?

Each party can explain the purpose, roles, information rules, review arrangements and exit route.

SOURCE [1] pp.113-114; [2] pp.19-23.

|          |          |           |             |          |           |
|----------|----------|-----------|-------------|----------|-----------|
| 01 Align | 02 Agree | 03 Assess | 04 Activate | 05 Apply | 06 Assure |
|----------|----------|-----------|-------------|----------|-----------|

## AGREE IN PRACTICE

# Make the four-way agreement usable



## ONE AGREEMENT: purpose, roles, information, review and exit

Four responsibilities around one agreement. Combined roles do not remove these responsibilities.

## A PRACTICAL SEQUENCE

- 01 Discuss the relationship**  
Use a chemistry conversation to explore fit, expectations and the coachee's preferred way of working.
- 02 Map the information**  
Work through what each party needs to know. Separate agreed progress reporting from private reflection and assessment detail.
- 03 Rehearse an awkward request**  
Test the agreement against a realistic sponsor question. Agree a response before a confidentiality boundary is under pressure.
- 04 Confirm and maintain the agreement**  
Provide a usable copy, identify support and concerns routes, and name events that would trigger re-contracting.

## OPEN THE COMPANION TOOLKIT

- T13 Four-way contracting canvas**  
Clarify the four parties and the shared agreement.  
[Master guide p.115](#)
- T16 Confidentiality information protocol**  
Specify information flows and boundaries.  
[Master guide p.126](#)
- X11 Confidentiality boundaries rehearsal**  
Practise responding to a realistic request.  
[Master guide p.162](#)
- X12 Feedback and challenge agreement**  
Agree how challenge will support learning.  
[Master guide p.165](#)

## QUESTION TO HOLD

**Could every party describe the same information boundary in their own words?**

## FICTIONAL CASE / MERIDIAN

M-07 is willing to share the coaching goal, agreed experiments and required organisational support. Private reflections and detailed assessment information remain outside that update. A sponsor request for more detail leads back to the contract; it is not treated as permission to disclose.

SOURCE [1] pp.113-114; [2] pp.19-23. Tool references use the 606-page master; case is illustrative.

01 Align

02 Agree

**03 Assess**

04 Activate

05 Apply

06 Assure

# 03 Assess

Evidence improves the question

Assess develops a proportionate understanding of the coachee's goal, strengths and context. It combines the person's account with relevant work evidence and, where useful, authorised assessment. Its purpose is to improve the coaching question and the next choice, not to generate a psychological verdict or administer every available test.

## Start with episodes

Ask what happened, what the executive did, what others experienced and what the conditions allowed. Use examples and counterexamples. A leadership lifeline, a decision reconstruction or a delegation review can make a pattern visible without turning it into a fixed label.

## Look beyond the individual

Examine the person, role and wider system together. Authority, relationships, resources, information and opportunity may explain as much as individual preference. A useful formulation names these conditions rather than treating the executive as the sole source of every difficulty.

## Choose assessments by question

State what remains uncertain and how an instrument could help. Check intended use, relevant language and population evidence, practitioner competence, accessibility and report access. A catalogue entry describes an offer; it is not a substitute for a technical manual.

## Keep evidence types distinct

Preference is not capability. A situational judgement response is not a direct observation of daily behaviour. A 360 report contains perspectives shaped by different observation opportunities. Differences deserve exploration, not a search for which person or source must be wrong.

## Establish a usable baseline

Define the behaviour, relevant work opportunity, observation period and evidence source. Keep missing information visible. Where goal-attainment anchors are used, define them before reviewing the outcome. Attendance and satisfaction do not establish a baseline of executive capability.

## Build a shared formulation

Describe the pattern that may be maintaining the issue, an alternative explanation and evidence that could change the account. The coachee can revise or reject it. Finish with a useful developmental question and a next test, not a report that ends the learning.

**STAGE GATE**

## Is evidence sufficient and contextual?

A meaningful goal, an interpretable starting point and a shared, revisable account of the situation.

SOURCE [1] pp.177-178, 179-205; [2] pp.85-88.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

## ASSESS IN PRACTICE

# Turn evidence into a better conversation

### PERSON

Experience and strengths

### ROLE

Demands and authority

### SYSTEM

Conditions and relationships



## A SHARED GOAL, BASELINE AND REVISABLE FORMULATION

Different evidence sources inform a shared understanding; they are not added into one person score.

## A PRACTICAL SEQUENCE

### 01 Gather enough to understand

Bring a recent work episode, the role context and the coachee's own account. Ask where the pattern does not occur.

### 02 Choose any additional evidence

Use stakeholder feedback or an assessment only when it answers a relevant question and the permissions are clear.

### 03 Debrief without labelling

Compare the findings with actual situations. Ask what fits, what does not fit and what the evidence cannot establish.

### 04 Agree the hypothesis and baseline

Record the goal, behaviour, context, uncertainties and evidence to review. Select a small next learning step.

## OPEN THE COMPANION TOOLKIT

T26

### Person-role-system scan

Consider the executive within the working context.  
[Master guide p.209](#)

T30

### Psychometric use check

Check whether an assessment use is justified.  
[Master guide p.221](#)

X23

### Leadership 360 debrief

Explore perspectives and their limitations.  
[Master guide p.266](#)

X29

### Leadership context wheel

Make supporting and limiting conditions visible.  
[Master guide p.284](#)

## QUESTION TO HOLD

**What does this evidence support, and what are we still assuming?**

## FICTIONAL CASE / MERIDIAN

The Meridian material suggests that late evidence and unclear authority may sit alongside M-07's tendency to rewrite recommendations. The context wheel helps explore conditions; a 360 debrief can explore experienced impact. Neither produces an overall readiness score or proves that a preference causes the behaviour.

SOURCE [1] pp.177-178, 179-205; [2] pp.85-88. Tool references use the 606-page master; case is illustrative.

01 Align

02 Agree

03 Assess

**04 Activate**

05 Apply

06 Assure

# 04 Activate

Dialogue should expand choice

Activate is the skilled conversation at the heart of coaching. It creates room for awareness, perspective, choice and purposeful practice. The framework provides a place for different methods; it does not require every session to follow one script. An activity is useful when it serves the coachee's question and preserves ownership of the response.

## Agree the session afresh

Ask what would make this conversation worthwhile and what has changed. The engagement goal gives direction without excluding a relevant new concern. Agree the immediate focus and available time before choosing an exercise or conversation structure.

## Listen before applying a model

Use the coachee's language, summarise and check meaning. Separate an observation from your interpretation of it. Questions should open inquiry rather than disguise advice or steer the person towards the coach's preferred conclusion.

## Use an appropriate depth

Work-focused assumptions, perspective-taking and rehearsal can be useful without compulsory personal disclosure. Acknowledge emotion without moving beyond the contract or your competence. A pause, a changed method or a different support route may be the right response.

## Develop alternatives

Explore exceptions, interests, consequences and competing perspectives. Include the possibility of gathering more information, requesting an organisational decision or not acting yet. A decision matrix supports judgement; a metaphor supports exploration. Neither establishes the truth of an explanation.

## Rehearse the difficult moment

Turn an insight into a question, sentence, decision routine or interaction. Practise a plausible response, pause, review specific behaviour and try one adjustment. Do not caricature the other person or turn a difficult-conversation exercise into a competition to win.

## End with an owned choice

Ask what the coachee has learned and what they choose to do, consider or investigate. Check feasibility, permission, support and consequences. A deliberate period of reflection can be valid; commitment should not be manufactured to complete a worksheet.

### STAGE GATE

## Does dialogue expand agency?

The coachee can explain the insight, alternatives and chosen next move in their own words.

SOURCE [1] pp.294-295; [2] pp.25-38.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

## ACTIVATE IN PRACTICE

## Choose a method for the question

## EXPLORE

Listen and check meaning



## CONSIDER

Test perspectives and options



## REHEARSE

Try a question or behaviour



## CHOOSE

Own the next move

An illustrative session flow, not a replacement for GROW, CLEAR, OSKAR or professional judgement.

## A PRACTICAL SEQUENCE

**01 Name the live question**

Connect today's situation with the wider goal. Check what would make this session useful to the coachee.

**02 Explore before narrowing**

Listen, examine assumptions and consider other perspectives. Choose an activity that opens rather than restricts thinking.

**03 Make an option tangible**

Compare choices or rehearse a real interaction. Invite feedback and make one practical adjustment.

**04 Close with ownership**

Confirm the learning, the coachee's choice and any conditions for acting. Agree what will be reviewed next time.

## OPEN THE COMPANION TOOLKIT

T38

**GROW conversation guide**

Give a goal-focused conversation a structure.  
[Master guide p.299](#)

X35

**Weighted decision comparison**

Make criteria, trade-offs and uncertainty visible.  
[Master guide p.350](#)

X43

**Ladder of inference check**

Return an interpretation to its evidence.  
[Master guide p.374](#)

X46

**Difficult conversation rehearsal**

Practise the interaction before using it in work.  
[Master guide p.383](#)

## QUESTION TO HOLD

**Is this activity helping the coachee think, or making them follow the coach?**

## FICTIONAL CASE / MERIDIAN

M-07 rehearses a concerns-first opening to a gate review. Rather than state a preferred answer immediately, the executive tries asking what material evidence or risk is missing. The coach helps test the words and the likely response; technical sign-off and the executive's decision responsibility remain intact.

SOURCE [1] pp.294-295; [2] pp.25-38. Tool references use the 606-page master; case is illustrative.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

# 05 Apply

Learning must survive contact with work

Apply follows the learning out of the session. An insight becomes useful when the coachee can try an appropriate behaviour in real work, receive feedback and learn from what happens. Opportunity, permission, resources and support matter alongside intention. The task is a bounded learning experiment, not a covert performance test.

## Design a small experiment

Name the situation, the behaviour and what the coachee predicts might happen. Choose a scale that is feasible and safe. Identify what will be observed and when it will be reviewed. One informative attempt is often more useful than several unrelated assignments.

## Make the conditions explicit

Clarify who authorises the work, what can be decided and when intervention is required. Agree participation with affected colleagues. A delegation experiment does not mean never intervening; formal responsibilities and technical requirements remain in force.

## Support repetition, not ritual

Use cues, reminders and if-then plans where they help a chosen action happen. Notice relevant opportunities as well as attempts. Repeating an activity is not the same as demonstrating its usefulness, and no fixed practice period guarantees that a habit has formed.

## Ask for focused feedback

Request observations of the behaviour, its consequences and possible improvements. Use an agreed privacy arrangement and keep missing or contrary evidence visible. A targeted follow-up can be more relevant than immediately repeating a whole assessment battery.

## Treat setbacks as information

Explore relevance, workload, opportunity, capability and the design of the activity before interpreting non-completion. Simplify, redesign, defer or stop an unsuitable experiment. The coachee should not continue a practice simply to satisfy the coach.

## Separate action, result and explanation

Ask what the person did, what happened and what might explain the result. A useful practice can meet an unresolved system barrier. Review the formulation and assign any organisational action to the proper owner instead of asking coaching to absorb every difficulty.

### STAGE GATE

## Is behaviour changing in work?

A defined practice has been tried in context, with evidence of what happened and what to learn next.

SOURCE [1] pp.413-414, 445-447; [2] pp.29-33, 99-101.

01 Align

02 Agree

03 Assess

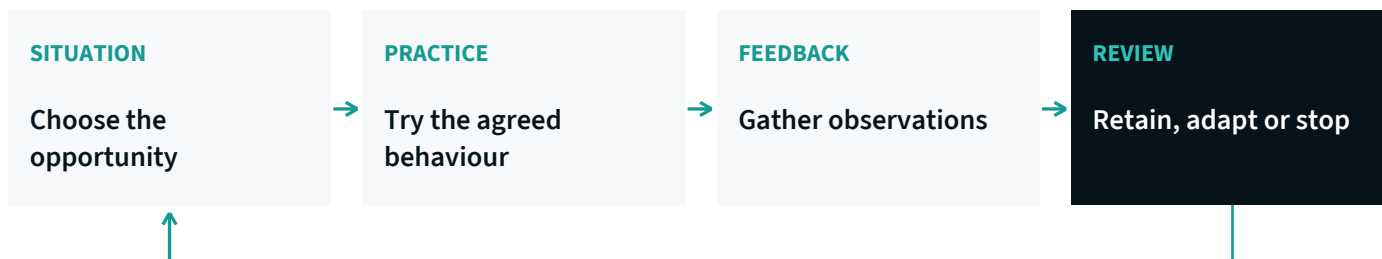
04 Activate

**05 Apply**

06 Assure

## APPLY IN PRACTICE

# Make a workplace experiment useful



A bounded cycle of practice and feedback. Retain unsuccessful attempts and legitimate exceptions.

## A PRACTICAL SEQUENCE

- 01 Specify the opportunity**  
Select a real meeting, handover or delegated task where the target behaviour can be observed.
- 02 Agree the practice and boundaries**  
State the behaviour, prediction, support and conditions for pausing or intervening. Obtain the necessary agreement.
- 03 Capture what actually happened**  
Record the attempt and context. Seek focused feedback without turning colleagues into hidden assessors.
- 04 Review and decide**  
Distinguish behaviour from outcome and explanation. Retain, adapt, stop or investigate further on the basis of what was learned.

## OPEN THE COMPANION TOOLKIT

**T51**

### Workplace experiment canvas

Define a bounded trial and its evidence.

[Master guide p.415](#)

**T52**

### Implementation intention

Connect a cue with a specific intended response.

[Master guide p.418](#)

**X55**

### Fourteen-day delegation experiment

Test clearer ownership, support and escalation.

[Master guide p.445](#)

**X68**

### Setback and restart plan

Learn from disruption and choose a workable restart.

[Master guide p.484](#)

## QUESTION TO HOLD

**What would make this practice possible in the working environment, not only in the session?**

## FICTIONAL CASE / MERIDIAN

The fourteen-day delegation activity asks M-07 to clarify the task, authority, checkpoint and escalation conditions. The review examines whether ownership was maintained and why any take-back occurred. A supplier delay or unresolved scope decision remains visible rather than being counted automatically as a coaching success or failure.

SOURCE [1] pp.413-414, 445-447; [2] pp.29-33, 99-101. Tool references use the 606-page master; case is illustrative.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

**06 Assure**

# 06 Assure

Protect quality and make credible decisions

Assure operates throughout the 6A journey and becomes especially explicit at review and closure. It protects the relationship, professional quality and the coachee's agency while examining what was useful, applied and evidenced. A positive experience cannot compensate for a serious boundary failure or establish business impact on its own.

## Review different kinds of evidence

Distinguish access, participation, relationship experience, learning, application and work outcomes. Choose evidence for the decision that needs to be made. Do not collapse unlike goals, sources or levels into a single overall coaching score.

## Use goal evidence honestly

Review progress against the behaviour and anchors agreed earlier, with their context and observation limits. Mark insufficient evidence where necessary. A goal may change legitimately, but retain the original and the reason for revision rather than rewriting the starting point after the event.

## Explain contribution, not certainty

Describe what coaching may have helped and what else changed. Include failed predictions, continued system barriers and unintended effects. Costs and consequences may be more informative than an unsupported return-on-investment figure. A modest, defensible claim is still useful.

## Maintain professional quality

Use supervision, observed practice, concerns handling and appropriate provider assurance. Protect identifiable information in reflective work. A toolkit supports practice; it does not provide professional accreditation, test-user qualification or authority outside the coach's competence.

## Close with independence

Review what the coachee will carry forward, what remains owned elsewhere and what support may be needed. Agree the permitted sponsor summary, record arrangements and the ending. A further engagement should have a clear purpose, not continue by default because closure feels uncomfortable.

## Learn at programme level

Review access, quality, application, risks and the strength of evidence before extending provision. Adapt or stop arrangements that are not serving their purpose. Positive averages must not obscure serious concerns about ethics, privacy or the handling of complaints.

### STAGE GATE

## What should scale, adapt or stop?

A reasoned decision about quality, contribution, continuation and ownership of the next step.

SOURCE [1] pp.490-491, 561-572; [2] pp.63-71.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

**06 Assure**

## ASSURE IN PRACTICE

# Review value without losing the person

### ETHICAL

Are rights and boundaries protected?

### USEFUL

Does this address a worthwhile need?

### APPLIED

Has learning travelled into work?

### EVIDENCED

What supports the conclusion?

The published quality lens applies at every A. These are questions for judgement, not a composite score.

## A PRACTICAL SEQUENCE

### 01 Return to the purpose

Review the original goal, any agreed changes and the decision now required: continue, adapt, conclude or reconsider provision.

### 02 Compare evidence and context

Examine experience, practice and work outcomes separately. Ask what else changed and where the evidence is incomplete.

### 03 Resolve quality and boundary issues

Check information handling, professional support and any outstanding concern. Do not allow a favourable result to bypass this review.

### 04 Close or continue deliberately

Agree the next owner, useful maintenance practices, permitted reporting and record arrangements. Base any further work on a defined need.

## OPEN THE COMPANION TOOLKIT

**T62**

### Experience and alliance pulse

Review specific aspects of the relationship.  
[Master guide p.495](#)

**X69**

### Anchored goal-attainment review

Compare a goal with its predefined evidence.  
[Master guide p.561](#)

**X70**

### Learning and contribution story

Explain learning, application and limitations.  
[Master guide p.564](#)

**X72**

### Closure conversation and future letter

End clearly and support continuing independence.  
[Master guide p.570](#)

## QUESTION TO HOLD

**What can we responsibly conclude, and what can the coachee now carry independently?**

## FICTIONAL CASE / MERIDIAN

At the end of the fictional Meridian engagement, useful decision and delegation practices can be acknowledged without claiming that coaching removed supplier dependencies. The executive and coach agree what is worth retaining, what remains outside the relationship and what may be included in the sponsor summary.

SOURCE [1] pp.490-491, 561-572; [2] pp.63-71. Tool references use the 606-page master; case is illustrative.

## THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

## FINAL THOUGHTS

# Keep the purpose clear. Keep the learning alive.

The value of the framework lies in the quality of the choices it helps people make, not the number of pages they complete.

**Use the framework as a set of responsibilities**

The six A stages are connected, not six boxes to complete and forget. Purpose can change. A new sponsor can require a revised agreement. Practice can expose a missing piece of evidence. Assurance can show that a different form of support is needed.

**Choose the smallest useful next step**

A worthwhile coaching engagement does not need every assessment or exercise. It needs a clear question, a proportionate method and a realistic opportunity to learn. Use the stage gate to identify what is missing before adding more tools or sessions.

**Keep ownership clear**

The coachee owns their choices. The coach is responsible for the quality and boundaries of the relationship. Sponsors and programme owners retain their organisational responsibilities. A development conversation should not quietly take over another person's authority or duties.

**Look for learning that becomes practice**

Insight, confidence and satisfaction can be useful, but they answer different questions from changed behaviour or organisational contribution. Notice what was attempted, what colleagues experienced and what the context permitted. Retain uncertainty and evidence that challenges the preferred story.

**End well, and learn for the next engagement**

Closure should recognise useful work, acknowledge what did not help and clarify what continues. Agree information and record arrangements. Consider a new engagement only where there is a defined purpose, rather than treating dependency as proof of value.

**The practical standard**

Return to the same four questions throughout: Is the coaching ethical? Is it useful? Is the learning applied? Is the conclusion evidenced? These questions connect the human quality of the relationship with the responsibilities of the organisation. [1, 2]

**One worthwhile purpose. One honest agreement.  
A practical next step. Evidence to learn from.**

SOURCE [1] pp.2-4, 490-491, 567-572; [2] pp.63-71.

## THE HR DELIVERY 6A WORKPLACE COACHING SYSTEM

## COMPANION GUIDES AND SOURCE NOTES

# From the framework to practice.

This introduction explains the architecture. The six companion guides provide the detailed tools, activities, worksheets and examples.

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**01 / Align**

Charter + value hypothesis

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**03 / Assess**

Goal + baseline + formulation

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**05 / Apply**

Experiments + transfer plan

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**02 / Agree**

Four-way contract

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**04 / Activate**

Insight + options + commitment

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**06 / Assure**

Quality + value decision

## SOURCE BASIS

**[1] Executive Coaching Framework & Toolkit**

HR Delivery, Visual Practice Edition, 606-page master. This introduction condenses its framework opening, six practitioner briefs and operating routes. Selected T and X identifiers are unchanged; their page references point to the master.

**[2] Coaching and Mentoring at Work**

HR Delivery, D6: Designing Relationships and Programmes That Support Development, supplied 131-page editorial edition. Principal material: framework pp.4-7; relationship practice pp.14-38; evaluation and closure pp.63-71; assessment pp.85-88.

## EDITION AND RESPONSIBLE USE

Framework Introduction / October 2026. This is a source-based overview, not a new research review or a replacement for the complete guides. Diagram artwork, brand identity and portrait are retained from the supplied publications. The Meridian examples are fictional teaching illustrations. The new foreword is prepared for Dr Phillip Welsh's approval. This booklet does not confer accreditation, assessment qualification or authority outside the practitioner's role.

SOURCE [1] and [2] are the supplied HR Delivery publications. No new empirical claims are introduced.