



Apply

Framework & toolkit

Design practical workplace experiments, gather feedback and help learning become useful action.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

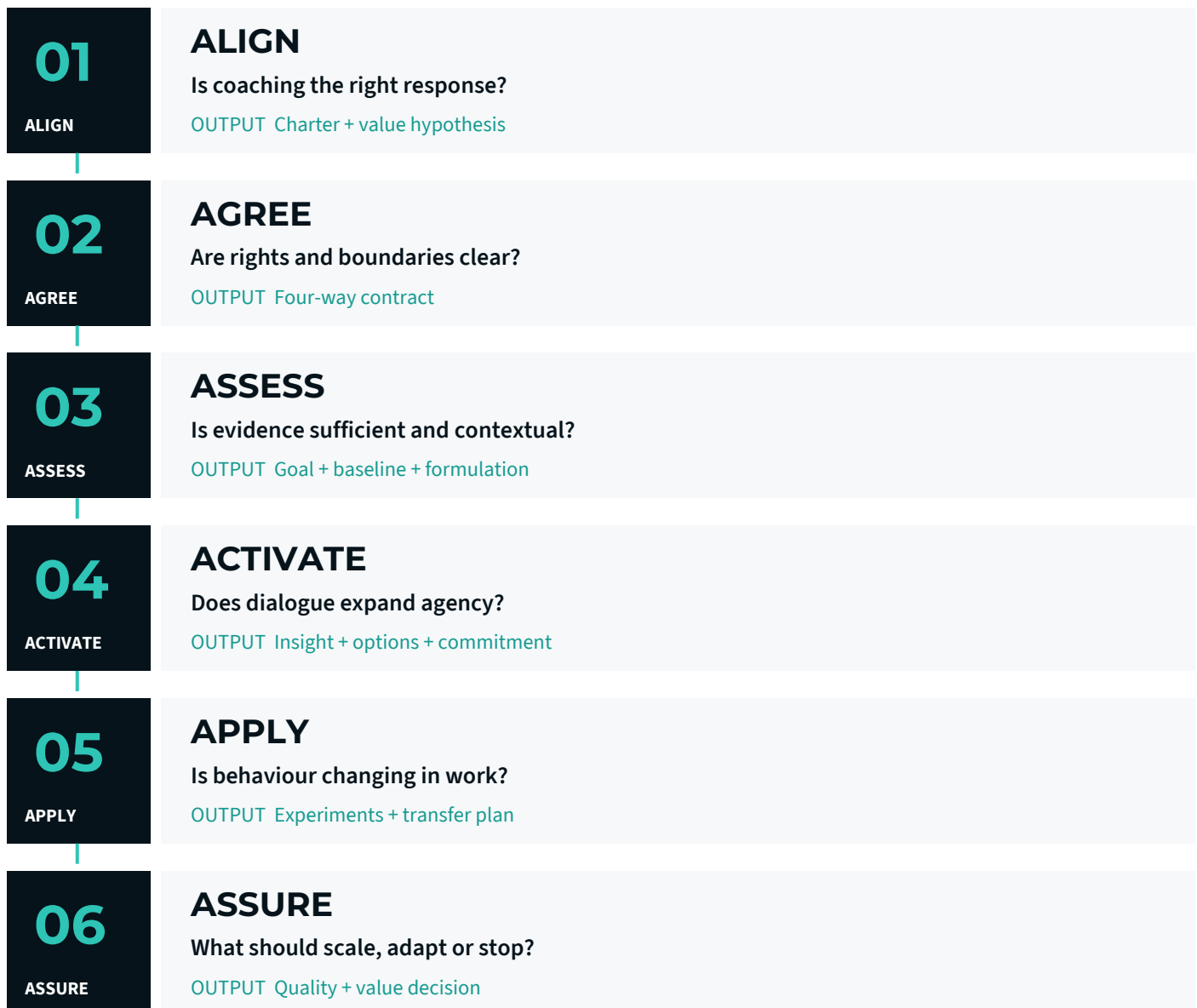
06 Assure

24 tools and activities | Complete guides, worksheets and examples

VISUAL PRACTICE EDITION / STANDALONE SERIES / OCTOBER 2026

Six connected responsibilities. One purposeful coaching journey.

Preserve the whole system. Return to an earlier A whenever the purpose, evidence, relationship or work conditions change.

**ETHICAL | USEFUL | APPLIED | EVIDENCED**

BASIS H01 pp.6-8 / H02 / H03 / H04 | New application layout; source terminology retained



The session sits inside a wider system.

Three operating levels and six enablers support every A. Assurance is continuous, not a final administrative step.

ORGANISATION

Policy, portfolio, culture, resources and governance. Leaders decide where coaching belongs and act on systemic barriers.

PROGRAMME

Population, pathways, matching, operations and evaluation. The owner provides fair access, suitable competence and a trustworthy service.

ENGAGEMENT

Contract, goals, sessions, application, review and closure. Coach and coachee agree the work and protect the relationship.

SIX ENABLING CONDITIONS

Enabler	Practical requirement
Strategic sponsorship	Purpose, boundaries and intended contribution.
Coach capability	Competence, observed practice, supervision and referral.
Culture and manager ecosystem	Time, trust, feedback and work opportunity.
Equity and access	Fair eligibility, matching and adjustments.
Data and technology	Minimum data, secure use and transparent responsibility.
Governance and improvement	Accountability, concerns, evaluation and renewal.

BASIS H01-H04 | These are enabling conditions, not six additional stages

APPLY / INTRODUCTION

Take the learning into real work.

What this guide is for

Apply contains the complete workplace-practice section of the Visual Practice Edition. Its core transfer tools and X55-X68 activities help executives test an intended behaviour in a real situation, gather evidence and decide what to retain, change or stop. A completed assignment is not automatically evidence of useful development.

Make the experiment specific

Bring an owned choice from Activate, the relevant baseline and a suitable opportunity. Define the behaviour, the work situation, a prediction and the evidence to review. Keep the attempt small enough to be feasible and within the executive's authority. Retain required technical, safety and organisational approvals.

Design the conditions as well

The delegation tracker, meeting routine, calendar sprint, listening tour and network activities all require more than intention. Establish permission, time, information, support and the boundaries for intervention. Where another person's work is affected, agree their involvement. A system constraint should not be recast as a lack of personal commitment.

Notice what actually happened

Use practice records, targeted feedback, decision journals and learning-partner reviews to distinguish an opportunity, an attempt, the result and a possible explanation. Keep missing observations and counterexamples visible. Repetition alone does not establish usefulness, and a disrupted plan can still produce worthwhile learning.

Learn from setbacks

The after-action review and restart materials support adaptation without turning non-completion into a verdict on the person. The full delegation-and-ownership session follows the tools. Use its run sheet and dialogue alongside the fourteen-day experiment and the guidance on support, authority and checkpoints.

Before moving on

Use the Apply gate: is behaviour changing in work? Retain a clear experiment record and a transfer plan that reflects the actual context. Assess the resulting evidence and the quality of the engagement. Return to Assess or Agree when the experiment reveals a changed need, an unsupported assumption or a boundary requiring review.

THE APPLY DECISION

Is behaviour changing in work? Minimum output: Experiments + transfer plan.

Based on the main manual: Apply practitioner brief and operating route, master pp. 413-414.

A FOREWORD PREPARED FOR DR PHILLIP WELSH

The next test is in the work.



DR PHILLIP WELSH

Founder and Managing Director / HR Delivery

A foreword for the Apply guide

Beyond a good intention

An executive may leave coaching with clarity and still find that the next meeting, deadline or handover brings back a familiar response. Apply is concerned with that moment. What makes a different action possible? What support is needed? What could the executive learn from a modest, real attempt?

Keep the experiment grounded

The practical tools in this guide help turn an idea into a defined behaviour, an opportunity, a boundary and a review. They encourage the executive to make permission and support explicit. Delegating a task, for example, is not a promise never to intervene. It is an agreement about authority, checkpoints and the circumstances that require a different response.

Learn rather than perform

An assignment is not a test of whether the coachee is pleasing the coach. A missed opportunity, an unhelpful routine or contrary feedback can be important evidence. Explore the conditions and the design before judging the effort. There may be a better experiment, a smaller action or an organisational issue that requires another owner.

Carry the learning forward

My hope is that this guide helps coaches and executives pay close attention to what happens between sessions. Keep action, outcome and explanation distinct. Notice a useful change, but also record the limit of the claim. The value of practice lies in what it helps the person understand and do in their work, not in the number of boxes completed.

New foreword text prepared for review and approval; approval is required before publication under his name.



CONTENTS / THIS GUIDE

Find your way through Apply.

All page numbers on this contents page and in the new tool index refer to this guide.

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GUIDE / WORKSHEET / EXAMPLE

The original 24 tool identifiers and the visual activity designs are retained. Open the local index for the three pages of each tool.

READ THIS FIRST

One guide. The connected 6A system.

A smaller working volume, with the original content and visual activities retained.

Use local pages for this guide

The contents and tool index at the front use the new guide page numbers. Each retained page has two references in its footer: GUIDE is its position in this PDF; MASTER is its original page in the 606-page Visual Practice Edition.

Read retained references correctly

Numbers printed inside original directories, examples, session indexes and source notes have been retained. They refer to the master manual unless a different source is named. Use the local index for this guide, the original master index in Align for the full library, or Source_Page_Map.csv in the ZIP.

Open the complete tool

Choose an activity by its purpose. Read the guide, use the matching visual worksheet and study the fictional example. Original T and X identifiers have not changed. The working record is not an instruction to use every exercise or collect every possible item of information.

Keep the visual working formats

The wheels, maps, ladders, plots and charts are copied from the redesigned manual, not converted into text summaries. Type into the existing PDF fields in a compatible reader. Use its drawing tools or paper for plotted positions. The existing Designer Edition Excel workbook remains the numerical working companion.

Move between the six guides

Contents, Model and Tools in the footer return to this guide. Suite opens its six-volume locator. Links to another A point to the companion PDF. Extract all six PDFs into the same folder and keep their filenames; cross-file navigation depends on the PDF reader.

Protect the coaching relationship

Keep one engagement per authorised working copy and share only agreed outputs. Private reflection, assessment material and sponsor updates are not interchangeable. Refer to the retained contracting, privacy, pause and referral guidance. A standalone guide does not remove the need for the other 6A responsibilities.

Understand the source continuity

Every page of the 606-page main manual appears in at least one of the six guides. Shared foundations and references are repeated to support standalone use. Original whole-manual opening pages are retained in the Align archive. The new front matter provides orientation; it does not replace or re-score any source tool.

Choose the next useful step

Use the Apply gate: Is behaviour changing in work? Retain the evidence, the coachee's choice, the boundary and the next responsible owner. Return to another A when the purpose, agreement, evidence or work conditions change.



Open the guide. Use the worksheet.

These are local guide pages. Original tool identifiers are unchanged.

ID	Tool / activity	Guide	Sheet	Example
T51	Workplace experiment canvas	015	016	017
T52	Implementation intention	018	019	020
T53	Stakeholder support agreement	021	022	023
T54	Manager transfer conversation	024	025	026
T55	After-action review	027	028	029
T56	Habit and environment design	030	031	032
T57	Relapse and pressure plan	033	034	035
T58	90-day transfer plan	036	037	038
T59	Learning journal	039	040	041
T60	Closure and sustainment plan	042	043	044
X55	Fourteen-day delegation experiment	045	046	047
X56	A new decision-meeting routine	048	049	050

THE APPLY DECISION

Is behaviour changing in work? Minimum output: Experiments + transfer plan.



Open the guide. Use the worksheet.

These are local guide pages. Original tool identifiers are unchanged.

ID	Tool / activity	Guide	Sheet	Example
X57	Strategic calendar sprint	051	052	053
X58	Stakeholder listening tour	054	055	056
X59	Reciprocal network development	057	058	059
X60	Habit cues and friction	060	061	062
X61	WOOP work experiment	063	064	065
X62	Role-crafting proposal	066	067	068
X63	Confidence through work evidence	069	070	071
X64	Targeted behavioural feedback pulse	072	073	074
X65	Prospective decision journal	075	076	077
X66	Learning-partner check-in	078	079	080
X67	After-action review of a difficult conversation	081	082	083
X68	Setback and restart plan	084	085	086

THE APPLY DECISION

Is behaviour changing in work? Minimum output: Experiments + transfer plan.



THE 6A WORKPLACE COACHING SYSTEM

05

Apply

Learning must survive contact with work

THE GATE

Is behaviour changing in work?

MINIMUM OUTPUT

Experiments + transfer plan

24 TOOLS & ACTIVITIES

[Open the stage tool directory >](#)



01 Align

02 Agree

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06 Assure

APPLY / TOOL DIRECTORY

Apply: tools to use

Directory 1 of 2 | T = retained source tool | X = new executive activity

ID	Tool / activity	Guide	Form	Example
T51	Workplace experiment canvas	415	416	417
T52	Implementation intention	418	419	420
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T55	After-action review	427	428	429
T56	Habit and environment design	430	431	432
T57	Relapse and pressure plan	433	434	435
T58	90-day transfer plan	436	437	438
T59	Learning journal	439	440	441
T60	Closure and sustainment plan	442	443	444
X55	Fourteen-day delegation experiment	445	446	447
X56	A new decision-meeting routine	448	449	450

BEFORE YOU MOVE ON

Is behaviour changing in work? Complete or revisit: Experiments + transfer plan.



01 Align

02 Agree

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APPLY / TOOL DIRECTORY

Apply: tools to use

Directory 2 of 2 | T = retained source tool | X = new executive activity

ID	Tool / activity	Guide	Form	Example
X57	Strategic calendar sprint	451	452	453
X58	Stakeholder listening tour	454	455	456
X59	Reciprocal network development	457	458	459
X60	Habit cues and friction	460	461	462
X61	WOOP work experiment	463	464	465
X62	Role-crafting proposal	466	467	468
X63	Confidence through work evidence	469	470	471
X64	Targeted behavioural feedback pulse	472	473	474
X65	Prospective decision journal	475	476	477
X66	Learning-partner check-in	478	479	480
X67	After-action review of a difficult conversation	481	482	483
X68	Setback and restart plan	484	485	486

BEFORE YOU MOVE ON

Is behaviour changing in work? Complete or revisit: Experiments + transfer plan.

BASIS H04 / Original HR Delivery executive activities | Every tool has a guide, form and worked page



APPLY / THE PRACTITIONER BRIEF

Learning must survive contact with work

Apply turns an insight into a bounded attempt in actual work. The executive needs opportunity, permission, resources and feedback, not merely intention. A useful experiment may show that a behaviour helps, that it needs adaptation or that a system barrier remains. This is learning, not a secret performance test. [H01, H04]

Design a small, informative experiment

Name the behaviour and situation, predict what may happen and define evidence. Choose a scale that is safe and feasible. Keep formal technical and employment requirements intact. Agree the experiment with affected colleagues where their participation or workload is involved.

Specify support and boundaries

Describe who can authorise the work, what the executive may decide and when intervention is required. Delegation does not mean never intervening. A practice that depends on unavailable information or capacity needs a system action as well as a coaching plan.

Use cues and routines carefully

If-then plans and reminders can help make a small action easier to repeat. They do not guarantee a habit in a fixed number of days. Track appropriate opportunities and attempts, and distinguish repetition from usefulness. Retain legitimate exceptions.

Seek targeted feedback

Ask what was observed, what difference it made and what could improve. Use consent and an honest privacy rule. A narrow pulse can support learning without repeating an entire assessment. Missing observations and contrary feedback belong in the record.

Treat setbacks as information

Explore relevance, workload, opportunity, capability and the action's design before interpreting non-completion. Simplify, redesign, defer or stop where appropriate. An executive should not persist with an unsuitable practice to please the coach.

Review action, result and explanation separately

What did the coachee do? What happened? What might explain it? The ebook's Madar case shows why these are different questions. Update the formulation and choose the next step. A successful conversation can reveal an operational barrier that needs another owner.

01 Align

02 Agree

03 Assess

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APPLY / OPERATING ROUTE

Choose the next useful move.

These routes are practical suggestions, not a requirement to complete every tool.

01

Design the trial

T51, T52, T53, X55, X56 / Experiment, transfer and support

02

Make practice feasible

X57, X60, X61 / Time, cues and if-then plans

03

Work through relationships

X58, X59, X66 / Listening, reciprocity and learning partners

04

Gather evidence

T54, T55, X64, X65 / Observation, feedback and decisions

05

Learn and restart

T56-T60, X67, X68 / Review, adaptation and sustained practice

GATE REVIEW

Is behaviour changing in work? Record the evidence, unresolved conditions and next owner. Return to an earlier A if the current account no longer fits.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T51

TOOL

Workplace experiment canvas

Test a target behaviour in a real and bounded work situation.

Practical guide

Working form

Worked example

EXCEL TAB T51 Workplace experiment canvas

TIME 30-45 minutes; specialist approval for material risk | OWNER Coachee

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01** Write a testable hypothesis linking behaviour to a plausible work effect.
- 02** Choose a representative situation with enough opportunity and manageable stakes.
- 03** Specify the behaviour precisely enough for the coachee to perform.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Writing a hypothesis too vague to learn from one experiment; Testing new behaviour in a live decision with unmanaged operational risk; Collecting evidence about activity while ignoring the intended behavioural effect.

CONTINUE THE METHOD

- 04** Set safety boundaries, permissions, stop conditions and affected-party protection.
- 05** Define light-touch evidence, run once and review what to retain or change.

BOUNDARY & CAUTION

Do not run a workplace experiment whose failure could create unmanaged safety, legal, employment or material project harm.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.207

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T51 Workplace experiment canvas

TOOL

Test a target behaviour in a real and bounded work situation.

Guide

Worksheet

Example

LIVE WORKSHEET

Hypothesis If I do X, Y may happen because...

Situation Where and with whom

Behaviour Small specific action

Safety Limits and contingency**Evidence** What will be noticed

Feedback Who/what will inform learning

Result What happened

Next iteration Repeat, adapt or stop

Basis: H01 / H04 | H04 source p.207

T51 Workplace experiment canvas

TOOL

Test a target behaviour in a real and bounded work situation.

Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

Retained fictional source extract; unpopulated fields are identified.

Hypothesis If I do X, Y may happen because...

Stating criteria before preferences will increase constructive challenge without extending meetings materially.

Situation Where and with whom

The next monthly investment gate for the Eastern Substation Renewal package.

Behaviour Small specific action

State decision owner and criteria, invite two alternatives, then ask for disconfirming evidence.

Safety Limits and contingency

No live safety decision, procurement confidentiality or delegated authority will be bypassed.

Evidence What will be noticed

Observer checklist, meeting duration and whether material rework is requested after the gate.

Feedback Who/what will inform learning

Not populated in the original worked extract.

Result What happened

Not populated in the original worked extract.

Next iteration Repeat, adapt or stop

Not populated in the original worked extract.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T52

TOOL

Implementation intention

Convert intent into an if-then cue and response.

Practical guide

Working form

Worked example

EXCEL TAB T52 Implementation intention

TIME 15-25 minutes; review after three cue events | OWNER Coachee

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01 Choose one meaningful goal and a recurring situation where action matters.
- 02 Define an observable 'if' cue that appears before the decision point.
- 03 Write one feasible 'then' response under the coachee's control.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Using an internal feeling instead of a reliably observable cue; Specifying a response too complex to perform under pressure; Documenting friction without changing the environment or available support.

CONTINUE THE METHOD

- 04 Remove environmental friction and arrange proportionate support or reminders.
- 05 Track three cue events, then simplify or strengthen the intention from evidence.

BOUNDARY & CAUTION

An implementation intention cannot overcome a missing authority, opportunity or resource that makes the response impossible.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.210



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T52 Implementation intention

TOOL

Convert intent into an if-then cue and response.

Guide

Worksheet

Example

LIVE WORKSHEET

Goal Desired behaviour

IF

If cue Specific time, place, signal or event

THEN

Then response Observable action

Friction Likely barrier

Support Environment or person

Tracking Simple evidence

Recovery What to do after a miss

Basis: H01 / H04 | H04 source p.210

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T52 Implementation intention

TOOL

Convert intent into an if-then cue and response.

Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

Retained fictional source extract; unpopulated fields are identified.

Goal Desired behaviour

Use the full decision-framing routine in three consecutive capital-project gates.

IF

If cue Specific time, place, signal or event

If the sponsor states a preferred option before alternatives have been tested,

THEN

Then response Observable action

then I will restate criteria and invite one supported counter-option before proceeding.

Friction Likely barrier

The agenda is crowded and previous gate templates begin with a recommendation.

Support Environment or person

Programme office will place criteria and alternatives before recommendation in the template.

Tracking Simple evidence

Not populated in the original worked extract.

Recovery What to do after a miss

Not populated in the original worked extract.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T53

TOOL

Stakeholder support agreement

Mobilise opportunity and feedback without sharing private coaching content.

Practical guide

Working form

Worked example

EXCEL TAB T53 Stakeholder support agreeme

TIME 30-45 minutes jointly; re-contract after role change | OWNER Coachee + stakeholder

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01** Translate the coaching goal into support relevant to the stakeholder's role.
- 02** Identify a real work opportunity with authority, timing and manageable risk.
- 03** Agree enabling support that preserves coachee ownership of the behaviour.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Turning stakeholder support into observation, reporting or surveillance; Allowing the supporter to solve the goal on the coachee's behalf; Leaving information boundaries implicit until the first feedback conversation.

CONTINUE THE METHOD

- 04** Define observable feedback and when it will be offered privately.
- 05** Set information boundaries, record commitments and review after the opportunity.

BOUNDARY & CAUTION

Do not turn stakeholder support into surveillance, compelled disclosure or control of the coachee's choices.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.213



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T53

TOOL

Stakeholder support agreement

Mobilise opportunity and feedback without sharing private coaching content.

Practical guide

Working form

Worked example

[EXCEL TAB T53 Stakeholder support agreeme](#)

Write only what is useful. Keep private reflections private; share only agreed outputs. Continue on a separate approved record when needed.

Goal area High-level agreed outcome

Opportunity Work assignment or decision exposure

Support Resource, cover or access

Feedback Observable behaviour and cadence

Boundary What remains private

Review Date and evidence

BASIS H01 / H04 | Reusable working record; duplicate only for the authorised purpose

01 Align

02 Agree

03 Assess

04 Activate

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T53

TOOL

Stakeholder support agreement

Mobilise opportunity and feedback without sharing private coaching content.

Practical guide

Working form

Worked example

EXCEL TAB T53 Stakeholder support agreeme

SOURCE WORKED EXTRACT / FICTIONAL MERIDIAN CASE

Record / prompt	Illustrative entry
Goal area High-level agreed outcome	Lead higher-quality investment decisions through explicit criteria, alternatives and respectful challenge.
Opportunity Work assignment or decision exposure	Chair the next three package gates and one cross-portfolio risk escalation.
Support Resource, cover or access	Sponsor will preserve chair authority and avoid announcing a preference before evidence review.
Feedback Observable behaviour and cadence	Peer observer provides private behaviour feedback within 24 hours using five agreed indicators.
Boundary What remains private	No session content, coach notes or personal assessment data will be shared.

WHAT THE COACH SHOULD NOTICE

These entries are a worked extract from the source, not a complete live record. Complete the remaining fields with local evidence and decisions. Source names, dates, financial factors, retention periods and service timings are illustrative, not prescribed defaults.

TRANSFER / NEXT DECISION

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T54

TOOL

Manager transfer conversation

Enable the manager to support application within contracted boundaries.

Practical guide

Working form

Worked example

EXCEL TAB T54 Manager transfer conversati

TIME 30-45 minutes at goal, midpoint and transfer review | OWNER Manager + coachee

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01** Agree the work outcome and behaviour the coachee wants to transfer.
- 02** Select an authentic opportunity with sufficient authority, time and relevance.
- 03** Specify manager actions that create opportunity without coaching the solution.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Inviting the manager to ask for private coaching content;
Offering a work opportunity without the authority or time to practise;
Repurposing developmental evidence for an undisclosed employment assessment.

CONTINUE THE METHOD

- 04** Choose behavioural evidence both parties may discuss at review.
- 05** Restate confidentiality and employment-use boundaries before confirming the next check-in.

BOUNDARY & CAUTION

Do not combine this transfer conversation with performance adjudication or requests for private coaching content.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.216



01 Align

02 Agree

03 Assess

04 Activate

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T54

TOOL

Manager transfer conversation

Enable the manager to support application within contracted boundaries.

Practical guide

Working form

Worked example

EXCEL TAB T54 Manager transfer conversati

Write only what is useful. Keep private reflections private; share only agreed outputs. Continue on a separate approved record when needed.

Desired outcome What the coachee chooses to share

Work opportunity Where behaviour can be practised

Manager support Feedback, authority, resources and obstacles

Evidence What both may notice

Boundary Session content remains private

Follow-up Date and adjustment

BASIS H01 / H04 | Reusable working record; duplicate only for the authorised purpose

01 Align

02 Agree

03 Assess

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T54

TOOL

Manager transfer conversation

Enable the manager to support application within contracted boundaries.

Practical guide

Working form

Worked example

EXCEL TAB T54 Manager transfer conversati

SOURCE WORKED EXTRACT / FICTIONAL MERIDIAN CASE

Record / prompt	Illustrative entry
Desired outcome What the coachee chooses to share	Apply decision framing consistently while strengthening cross-functional trust during project gates.
Work opportunity Where behaviour can be practised	Lead the Riverside Depot investment gate and subsequent commercial lessons review.
Manager support Feedback, authority, resources and obstacles	Protect preparation time, clarify decision rights and model openness to contrary evidence.
Evidence What both may notice	Coachee reflection, agreed observer behaviours and post-gate rework logged by programme office.
Boundary Session content remains private	Manager receives progress and support requests, never coaching dialogue or private hypotheses.

WHAT THE COACH SHOULD NOTICE

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TRANSFER / NEXT DECISION

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

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T55

TOOL

After-action review

Learn quickly from a workplace experiment or event.

Practical guide

Working form

Worked example

[EXCEL TAB T55 Afteraction review](#)

TIME 20-30 minutes, preferably within 48 hours | **OWNER** Coachee/team

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01** Restate the intent and expected conditions before examining what happened.
- 02** Describe actual actions and results using evidence rather than judgment.
- 03** Compare intent with actual and isolate the most consequential difference.

CONTINUE THE METHOD

- 04** Identify what helped, hindered and sat outside participants' control.
- 05** Carry one lesson into the next action, support or environmental change.

BOUNDARY & CAUTION

Use the organisation's incident or investigation process, not an after-action review, where accountability or evidence preservation is formal.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Using the review to allocate blame for an imperfect result; Judging the original decision only with information learned afterwards; Capturing lessons without changing the next behaviour, condition or support.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.219



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T55

TOOL

After-action review

Learn quickly from a workplace experiment or event.

Practical guide

Working form

Worked example

[EXCEL TAB T55 Afteraction review](#)

Write only what is useful. Keep private reflections private; share only agreed outputs. Continue on a separate approved record when needed.

Intent What was meant to happen	
Actual What happened	
Difference Why	
Helpful What to repeat	
Unhelpful What to adapt	
Learning New insight	
Next Specific iteration	

BASIS H01 / H04 | Reusable working record; duplicate only for the authorised purpose



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T55

TOOL

After-action review

Learn quickly from a workplace experiment or event.

Practical guide

Working form

Worked example

EXCEL TAB T55 Afteraction review

SOURCE WORKED EXTRACT / FICTIONAL MERIDIAN CASE

Record / prompt	Illustrative entry
Intent What was meant to happen	Surface alternatives before recommendation and secure clear ownership of the investment decision.
Actual What happened	Criteria were stated, but dissent was invited only after the sponsor backed one option.
Difference Why	Challenge came too late to influence framing, although ownership was documented correctly.
Helpful What to repeat	An advance agenda and peer observer made the new routine easier to remember.
Unhelpful What to adapt	A late cost paper compressed discussion and triggered my habit of accelerating closure.

WHAT THE COACH SHOULD NOTICE

These entries are a worked extract from the source, not a complete live record. Complete the remaining fields with local evidence and decisions. Source names, dates, financial factors, retention periods and service timings are illustrative, not prescribed defaults.

TRANSFER / NEXT DECISION

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T56

TOOL

Habit and environment design

Make new behaviour easier to repeat under pressure.

Practical guide

Working form

Worked example

EXCEL TAB T56 Habit and environment design

TIME 30-45 minutes; test for two to four weeks | OWNER Coachee

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01** Define a small behaviour that matters in a recurring work moment.
- 02** Choose a cue that occurs early enough to prompt the behaviour.
- 03** Reshape the physical, digital or social environment to make action easier.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Relying on motivation while leaving the old environment unchanged; Selecting a cue that occurs after the target behaviour is needed; Choosing a reward that encourages speed rather than decision quality.

CONTINUE THE METHOD

- 04** Increase friction around the old response without creating new risk.
- 05** Select an immediate meaningful reward and review repetition, not perfection.

BOUNDARY & CAUTION

Habit design cannot resolve a structural barrier, unsafe workload or missing decision right that needs organisational action.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.222



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T56 Habit and environment design

TOOL

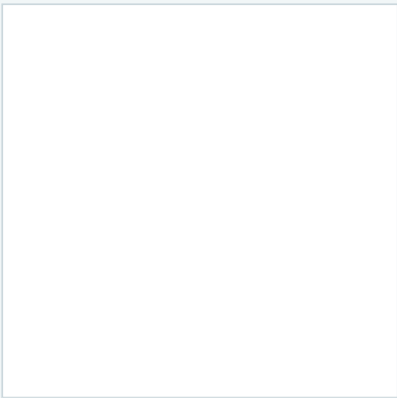
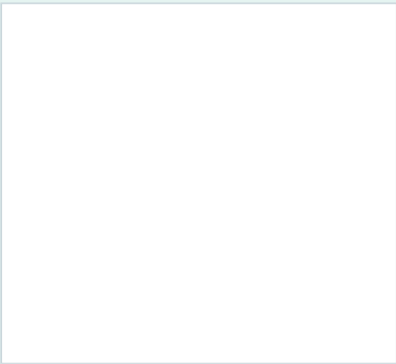
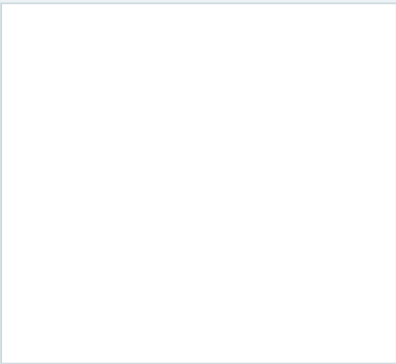
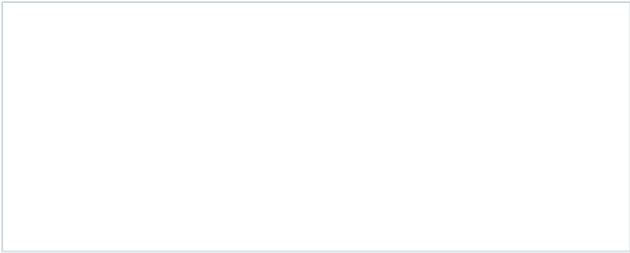
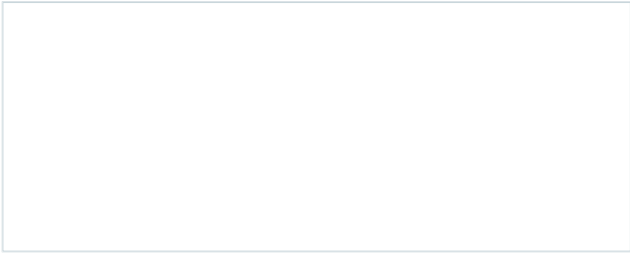
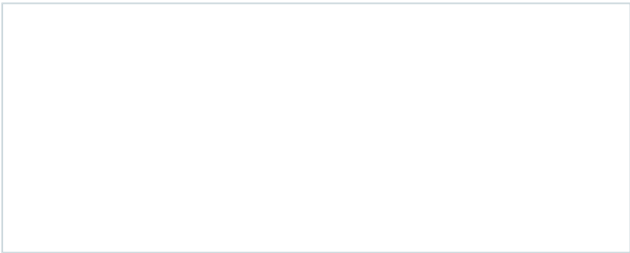
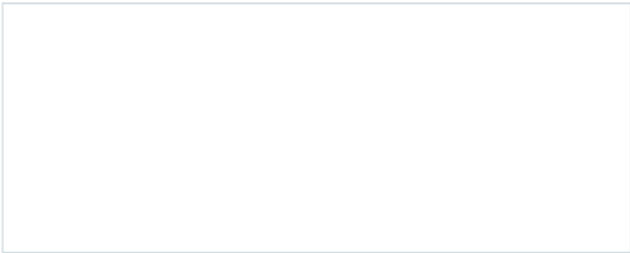
Make new behaviour easier to repeat under pressure.

Guide

Worksheet

Example

LIVE WORKSHEET

Cue Reliable trigger 	Behaviour Tiny repeatable action 	Reward Immediate meaningful reinforcement 
		
Environment Make desired behaviour easy 	Friction Make old pattern harder 	
Social support Who notices or joins 	Tracking Light-touch evidence 	

Basis: H01 / H04 | H04 source p.222

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T56 Habit and environment design

TOOL

Make new behaviour easier to repeat under pressure.

Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

Retained fictional source extract; unpopulated fields are identified.

Cue Reliable trigger

The chair states decision criteria or someone first names a preferred option.



Behaviour Tiny repeatable action

Invite a supported contrary view before summarising any preferred capital-project option.



Reward Immediate meaningful reinforcement

Record whether the challenge improved assumptions, then acknowledge the contributor before closing.

Environment Make desired behaviour easy

Gate template contains a visible 'alternatives and dissenting evidence' section before recommendation.

Friction Make old pattern harder

Prepare one neutral challenge question and reserve five agenda minutes for competing evidence.

Social support Who notices or joins

Not populated in the original worked extract.

Tracking Light-touch evidence

Not populated in the original worked extract.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T57

TOOL

Relapse and pressure plan

Protect new behaviour when workload or emotion rises.

Practical guide

Working form

Worked example

EXCEL TAB T57 Relapse and pressure plan

TIME 30-45 minutes before closure or predictable pressure | OWNER Coach + coachee

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01** Identify the pressure context most likely to disrupt the new behaviour.
- 02** Name the earliest observable sign of drift or avoidance.
- 03** Set a minimum viable behaviour that preserves the goal under pressure.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Defining an early sign that is visible only after relapse; Making the minimum behaviour as demanding as the full routine; Treating a lapse as failure instead of using the agreed reset.

CONTINUE THE METHOD

- 04** Agree a brief reset sequence for use after any lapse.
- 05** Confirm consented support, escalation limits and a post-event learning review.

BOUNDARY & CAUTION

This plan is not a crisis, safeguarding or clinical response; activate the qualified route when those thresholds are met.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.225



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T57

TOOL

Relapse and pressure plan

Protect new behaviour when workload or emotion rises.

Practical guide

Working form

Worked example

EXCEL TAB T57 Relapse and pressure plan

Write only what is useful. Keep private reflections private; share only agreed outputs. Continue on a separate approved record when needed.

Risk context When old pattern is likely

Early sign Cue that pressure is taking over

Minimum behaviour Small version to preserve

Reset Action after lapse

Support Person/resource

Learning stance How lapse becomes data

Review When to revisit

BASIS H01 / H04 | Reusable working record; duplicate only for the authorised purpose

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T57

TOOL

Relapse and pressure plan

Protect new behaviour when workload or emotion rises.

Practical guide

Working form

Worked example

EXCEL TAB T57 Relapse and pressure plan

SOURCE WORKED EXTRACT / FICTIONAL MERIDIAN CASE

Record / prompt	Illustrative entry
Risk context When old pattern is likely	Urgent cost escalation with an impatient sponsor and incomplete commercial evidence.
Early sign Cue that pressure is taking over	I begin summarising before alternatives or affected functions have been heard.
Minimum behaviour Small version to preserve	Name the decision owner, state known uncertainty and invite one contrary evidence point.
Reset Action after lapse	Pause, acknowledge premature closure and reopen the relevant criterion for two minutes.
Support Person/resource	Programme director may request a process pause without discussing private coaching content.

WHAT THE COACH SHOULD NOTICE

These entries are a worked extract from the source, not a complete live record. Complete the remaining fields with local evidence and decisions. Source names, dates, financial factors, retention periods and service timings are illustrative, not prescribed defaults.

TRANSFER / NEXT DECISION

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T58

TOOL

90-day transfer plan

Sequence application, feedback and consolidation beyond sessions.

Practical guide

Working form

Worked example

EXCEL TAB T58 90day transfer plan

TIME 45-60 minutes plus brief monthly reviews | OWNER Coachee

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01** Translate the coaching goal into a sequenced 90-day transfer outcome.
- 02** Use days 1-30 to establish cues, early practice and baseline evidence.
- 03** Use days 31-60 to vary contexts and address recurring barriers.

CONTINUE THE METHOD

- 04** Use days 61-90 to sustain, delegate or embed the behaviour.
- 05** Attach balanced measures, named support and scheduled review points to each phase.

BOUNDARY & CAUTION

Treat the phases as a review scaffold, not a rigid schedule when role, risk or opportunity changes materially.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Listing coaching activities rather than observable transfer milestones; Front-loading every change into days 1-30 without testing capacity; Naming support without confirming the supporter, boundary or availability.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.228



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T58 90-day transfer plan

TOOL

Sequence application, feedback and consolidation beyond sessions.

Guide

Worksheet

Example

LIVE WORKSHEET

30

DAYS 01-30

Days 1-30 Experiments and quick feedback

60

DAYS 31-60

Days 31-60 Broader application and barrier removal

90

DAYS 61-90

Days 61-90 Consolidation, stakeholder evidence and independence

Measures Behaviour and work evidence

Support Manager, peer and resources

Risks Triggers and mitigations

Review Dates and owner

Basis: H01 / H04 | H04 source p.228

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T58 90-day transfer plan

TOOL

Sequence application, feedback and consolidation beyond sessions.

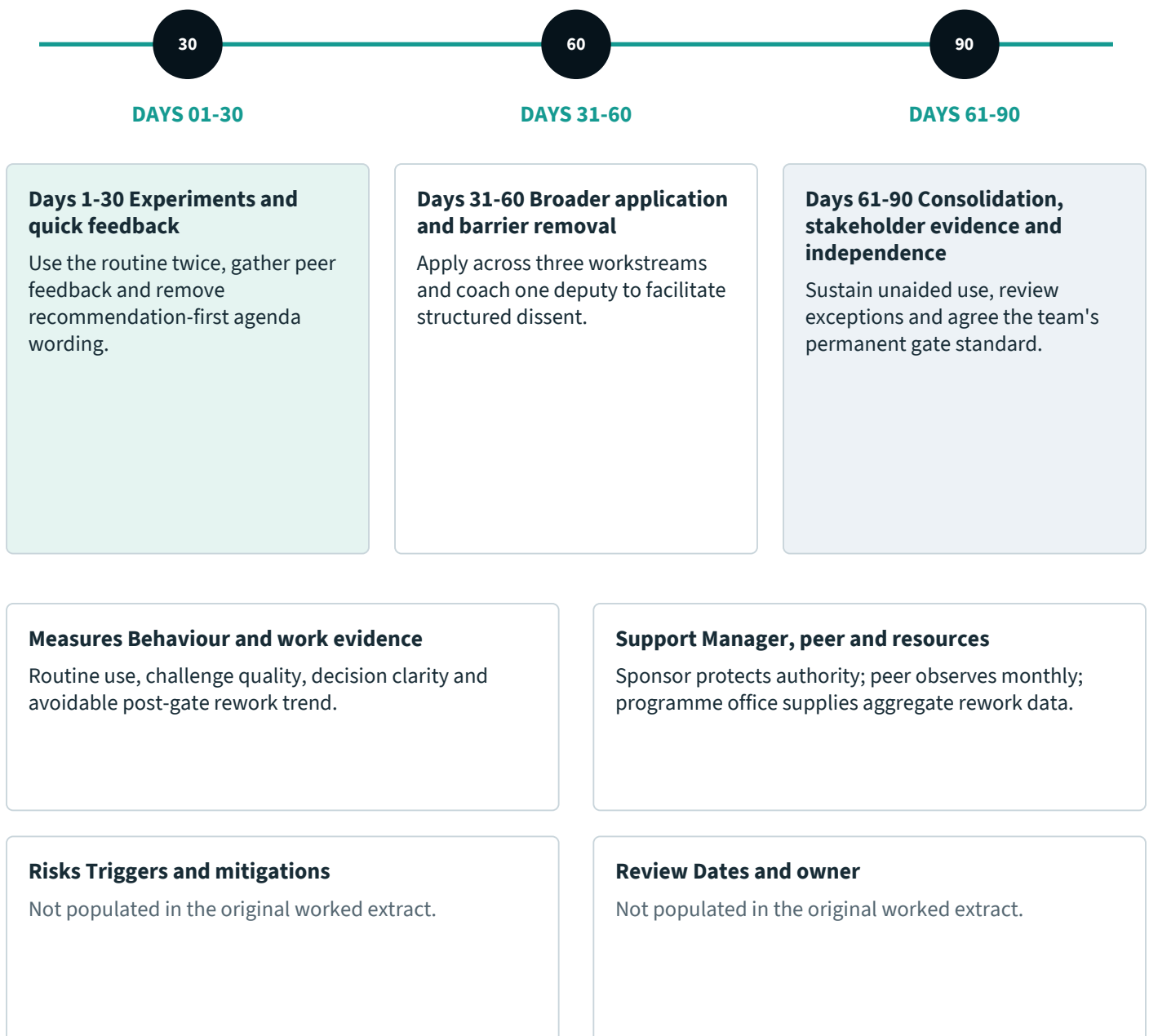
Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

Retained fictional source extract; unpopulated fields are identified.



Basis: H01 / H04 | H04 source p.228

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T59

TOOL

Learning journal

Capture evidence and reflection without storing unnecessary sensitive detail.

Practical guide

Working form

Worked example

EXCEL TAB T59 Learning journal

TIME 10-15 minutes per entry; monthly pattern review | OWNER Coachee

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01** Capture a specific situation soon enough to preserve accurate detail.
- 02** Describe the chosen action and observable result without retrospective polish.
- 03** Explore meaning, emotion and an alternative interpretation proportionately.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Recording events without examining meaning, alternatives or recurring patterns; Using reflection to rationalise the result rather than test assumptions; Storing unnecessary names, allegations or sensitive project information.

CONTINUE THE METHOD

- 04** Compare entries to identify contextual patterns and exceptions.
- 05** Select one learning question or experiment and remove unnecessary sensitive detail.

BOUNDARY & CAUTION

A learning journal must remain optional and private unless specific access and use have been freely agreed.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.231



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T59

TOOL

Learning journal

Capture evidence and reflection without storing unnecessary sensitive detail.

Practical guide

Working form

Worked example

[EXCEL TAB T59 Learning journal](#)

Write only what is useful. Keep private reflections private; share only agreed outputs. Continue on a separate approved record when needed.

Situation Relevant work moment	
Action What I did	
Result What happened	
Meaning What I learned	
Pattern What this connects to	
Next What I will test	
Privacy Where the journal is kept	

BASIS H01 / H04 | Reusable working record; duplicate only for the authorised purpose



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T59

TOOL

Learning journal

Capture evidence and reflection without storing unnecessary sensitive detail.

Practical guide

Working form

Worked example

EXCEL TAB T59 Learning journal

SOURCE WORKED EXTRACT / FICTIONAL MERIDIAN CASE

Record / prompt	Illustrative entry
Situation Relevant work moment	Riverside Depot gate opened with sponsor support for the lowest-cost contractor.
Action What I did	I restated criteria, invited delivery and safety alternatives, then tested the leading assumption.
Result What happened	The board retained the option but added a mobilisation condition before approval.
Meaning What I learned	Constructive challenge can strengthen a preferred option without creating unnecessary opposition.
Pattern What this connects to	I challenge more confidently when criteria are visible and the invitation is time-bounded.

WHAT THE COACH SHOULD NOTICE

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TRANSFER / NEXT DECISION

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T60

TOOL

Closure and sustainment plan

End the engagement deliberately and preserve autonomy.

Practical guide

Working form

Worked example

EXCEL TAB T60 Closure and sustainment pla

TIME 45-60 minutes plus a 90-day follow-up | OWNER Coach + coachee

BRING Chosen insight, behaviour and critical moment | Available opportunity, feedback and support | Risk and confidentiality boundaries

RUN THE ACTIVITY

- 01** Review the original goal against evidence, context and any revised meaning.
- 02** Name capabilities the coachee can now use without coach dependence.
- 03** Separate unfinished development from issues needing another qualified route.

QUESTIONS TO OPEN THINKING

Which part of this record needs better evidence before a decision?

What remains uncertain, and whose decision or permission is needed?

What will this completed record change in practice?

COMMON ERRORS TO AVOID

Treating the final session as celebration without testing sustainment; Creating indefinite coach dependence instead of transferring self-management; Listing warning signs without a reset action or support owner.

CONTINUE THE METHOD

- 04** Agree proportionate support and boundaries for the sustainment period.
- 05** Define warning signs, resets, follow-up date and secure record closure.

BOUNDARY & CAUTION

Do not close coaching while an unresolved safety, ethical, complaint or continuity issue still requires accountable action.

BETWEEN SESSIONS / HAND-OFF

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | H04 source p.234



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T60

TOOL

Closure and sustainment plan

End the engagement deliberately and preserve autonomy.

Practical guide

Working form

Worked example

EXCEL TAB T60 Closure and sustainment pla

Write only what is useful. Keep private reflections private; share only agreed outputs. Continue on a separate approved record when needed.

Goal review Progress and evidence	
Capabilities What the coachee can now do	
Unfinished work What remains and who owns it	
Support Ongoing relationships and resources	
Warning signs When further help may be needed	
Boundary Post-engagement contact	
Closure Sponsor review and records	

BASIS H01 / H04 | Reusable working record; duplicate only for the authorised purpose



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

T60

TOOL

Closure and sustainment plan

End the engagement deliberately and preserve autonomy.

Practical guide

Working form

Worked example

EXCEL TAB T60 Closure and sustainment pla

SOURCE WORKED EXTRACT / FICTIONAL MERIDIAN CASE

Record / prompt	Illustrative entry
Goal review Progress and evidence	Three consecutive gates used the routine; decision ownership and challenge both improved.
Capabilities What the coachee can now do	Decision framing, neutral inquiry, respectful dissent and concise synthesis under pressure.
Unfinished work What remains and who owns it	Delegate facilitation consistently and test transfer during an urgent commercial escalation.
Support Ongoing relationships and resources	Manager maintains decision-right clarity; peer check-in occurs monthly for the next quarter.
Warning signs When further help may be needed	Recommendation-first agendas, sponsor pre-emption or two gates without recorded alternative evidence.

WHAT THE COACH SHOULD NOTICE

These entries are a worked extract from the source, not a complete live record. Complete the remaining fields with local evidence and decisions. Source names, dates, financial factors, retention periods and service timings are illustrative, not prescribed defaults.

TRANSFER / NEXT DECISION

Use the record for its named decision; agree the owner, next action and review point. Keep private engagement content separate from programme reporting.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X55

ACTIVITY

Fourteen-day delegation experiment

Test a clearer delegation agreement in real work, then review ownership, quality and the reasons for any intervention.

Practical guide

Working form

Worked example

EXCEL TAB X55 Fourteenday delegation expe

TIME 35 minutes setup; two weeks application; 30-minute review

BRING One appropriate task | Colleague's agreement and task-specific capability | Authority, quality and escalation boundaries

RUN THE ACTIVITY

- 01** Choose a task with enough significance to teach something but no unmitigated safety or authorisation risk. Agree the experiment with the colleague, not merely about them.
- 02** Specify the outcome, authority, quality criteria, resources, deadline and checkpoint. Ask the colleague to explain the agreement back and identify missing support.
- 03** Predict what may change and what could still obstruct the work. Define when the executive should intervene, so success does not mean never helping.

CONTINUE THE METHOD

- 04** Run the task while recording brief observations of support, ownership and any take-back. Do not covertly monitor the colleague or use the experiment as an unannounced appraisal.
- 05** At the checkpoint, ask for options and reasoning before supplying an answer. Give required instruction openly where capability or authority demands it.
- 06** Review the output and the relationship together. Retain, adapt or stop the practice based on evidence, including system barriers that coaching did not remove.

QUESTIONS TO OPEN THINKING

What exactly can the colleague decide?

What would justify your intervention?

What did the experiment show about the agreement rather than the person?

BOUNDARY & CAUTION

Do not transfer accountability without authority or use high-risk tasks for unsupervised experimentation. Formal competence requirements remain unchanged.

BETWEEN SESSIONS / HAND-OFF

Run only the agreed task, retain minimal evidence and bring both the useful and unhelpful effects to review.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X55 Fourteen-day delegation experiment

ACTIVITY

Test a clearer delegation agreement in real work, then review ownership, quality and the reasons for any intervention.

Guide

Worksheet

Example

LIVE WORKSHEET

FOURTEEN-DAY EXPERIMENT TRACKER

FOURTEEN-DAY EXPERIMENT

Week 1

1	2	3	4	5	6	7

Week 2

8	9	10	11	12	13	14

Use short notes or N/O (no relevant opportunity). This is not an attendance score.

Write the prediction first; retain permissions, checkpoints and escalation throughout the trial.

01 Task and permission

02 Agreement

03 Prediction

04 Observed practice

05 Result and limits

06 Next decision

Basis: H01 / H04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X55 Fourteen-day delegation experiment

ACTIVITY

Test a clearer delegation agreement in real work, then review ownership, quality and the reasons for any intervention.

Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

FOURTEEN-DAY EXPERIMENT TRACKER

FOURTEEN-DAY EXPERIMENT

Week 1

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Week 2

8	9	10	11	12	13	14
---	---	----	----	----	----	----

Agreement + checkpoint
Review evidence + decide

Write the prediction first; retain permissions, checkpoints and escalation throughout the trial.

01 Task and permission

A specialist agrees to prepare the next integrated recommendation within their authorised scope.

02 Agreement

Outcome, evidence standard, available data, two-day checkpoint and escalation conditions are written and understood.

03 Prediction

Clearer checkpoints will reduce avoidable rewriting while keeping material gaps visible.

04 Observed practice

M-07 asks for the specialist's options before offering an opinion; one late supplier input is escalated appropriately.

05 Result and limits

Ownership remains clearer, but the supplier delay persists; the trial does not prove that delegation alone improves delivery time.

06 Next decision

Retain the agreement format and address the supplier dependency through procurement.

Basis: H01 / H04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X56

ACTIVITY

A new decision-meeting routine

Test a meeting sequence that connects the decision question, challenge, reasoning and ownership without adding unnecessary ceremony.

Practical guide

Working form

Worked example

EXCEL TAB X56 A new decisionmeeting routi

TIME 30 minutes design; one or two meetings; 30-minute review
BRING One meeting within the executive's authority | A decision brief | Consent for any observation or feedback

RUN THE ACTIVITY

- 01** Choose a meeting with a clear decision purpose and explain the small process trial to participants. Do not impose a new routine on a meeting you do not own.
- 02** Prepare a concise brief with the question, options, criteria, known gaps and decision authority. Separate information updates from items requiring a decision.
- 03** Open by checking the question and inviting concerns before the executive states a preference. Use a bounded round without requiring everyone to disclose a view publicly.

QUESTIONS TO OPEN THINKING

What decision are we actually making?
What evidence could change the recommendation?
Who now owns what, under which conditions?

CONTINUE THE METHOD

- 04** Summarise the evidence and trade-off, then make or route the decision within authority. Record dissent or conditions accurately rather than declaring consensus from silence.
- 05** Close with the owner, due date, conditions and a check of understanding. Agree how unresolved questions will be handled.
- 06** Review usefulness, burden and unintended effects with participants. A shorter meeting is not necessarily a better decision.

BOUNDARY & CAUTION

Do not treat participation counts or apparent agreement as decision quality. Preserve required technical review and formal decision rights.

BETWEEN SESSIONS / HAND-OFF

Use the routine, keep the decision record and ask two precise questions about clarity and opportunity to contribute.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X56 A new decision-meeting routine

ACTIVITY

Test a meeting sequence that connects the decision question, challenge, reasoning and ownership without adding unnecessary ceremony.

Guide

Worksheet

Example

LIVE WORKSHEET

DECISION-MEETING SEQUENCE



Keep the evidence, interpretation, authority and chosen next step distinct.

01 Meeting

02 New sequence

03 Preparation

04 Observation

05 Feedback

06 Next version

Basis: H01 / H04 | Original executive application

X56 A new decision-meeting routine

ACTIVITY

Test a meeting sequence that connects the decision question, challenge, reasoning and ownership without adding unnecessary ceremony.

Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

DECISION-MEETING SEQUENCE



Keep the evidence, interpretation, authority and chosen next step distinct.

01 Meeting

MetroLink East's next capital-gate review.

02 New sequence

Question first, concerns before preference, explicit trade-off, then owner and conditions.

03 Preparation

A two-page brief circulates two days beforehand with missing evidence labelled.

04 Observation

One concern changes a condition of approval; a separate scope question goes to the sponsor.

05 Feedback

Participants say the question was clearer; one asks for a written route to raise concerns before the meeting.

06 Next version

Retain the sequence and add the written route, then test it at one further review.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X57

ACTIVITY

Strategic calendar sprint

Protect a small amount of time for an agreed executive contribution and test whether it produces useful work rather than simply a fuller diary.

Practical guide

Working form

Worked example

EXCEL TAB X57 Strategic calendar sprint

TIME 30 minutes setup; two weeks; 25-minute review

BRING Calendar audit X20 | One priority contribution | Agreement about displaced work

RUN THE ACTIVITY

- 01** Choose a contribution that matters within the next fortnight, such as preparing a decision or developing a colleague. Define the tangible work it should produce.
- 02** Locate realistic calendar space and identify what will stop, shrink or move. Obtain agreement from affected people rather than silently transferring work.
- 03** Design an interruption rule, including a legitimate urgent-exception route. Do not use protected time as a reason to ignore safety or essential responsibilities.

QUESTIONS TO OPEN THINKING

What useful work should this time produce?

What will make room for it?

Which interruption is genuinely an exception?

CONTINUE THE METHOD

- 04** Use the time for the chosen contribution and record whether it was actually available. Distinguish booked time from time used.
- 05** Review the quality of the output and effects on colleagues. A completed time block without useful work is not the intended outcome.
- 06** Adjust the duration, timing or work design and retain only what helps. Treat repeated interruption as potential evidence of a system issue.

BOUNDARY & CAUTION

No ideal executive time percentage is implied. Do not equate calendar discipline with personal virtue or ignore unrealistic organisational demand.

BETWEEN SESSIONS / HAND-OFF

Complete the sprint and compare booked time, used time, output quality and burden on others.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X57 Strategic calendar sprint

ACTIVITY

Protect a small amount of time for an agreed executive contribution and test whether it produces useful work rather than simply a fuller diary.

Guide

Worksheet

Example

LIVE WORKSHEET

FOUR-BLOCK CALENDAR SPRINT

TWO WEEKS / FOUR PROTECTED BLOCKS

30 MINUTES	30 MINUTES	30 MINUTES	30 MINUTES

Record booked and actual use separately; keep a legitimate urgent-exception route.

01 Contribution

02 Time plan

03 Displacement

04 Boundary

05 Evidence

06 Adjustment

Basis: H01 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X57 Strategic calendar sprint

ACTIVITY

Protect a small amount of time for an agreed executive contribution and test whether it produces useful work rather than simply a fuller diary.

Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

FOUR-BLOCK CALENDAR SPRINT

TWO WEEKS / FOUR PROTECTED BLOCKS



Source example: 3 of 4 blocks used (75%). Block order is illustrative; useful output still needs review.

01 Contribution

Prepare a clearer gate brief before stakeholders begin their review.

03 Displacement

Routine status collection moves to the coordinator with an agreed template and capacity check.

05 Evidence

Three of four blocks are used and the brief circulates earlier; one interruption reveals an unresolved authority issue.

02 Time plan

Two 30-minute blocks each week for two weeks.

04 Boundary

Urgent safety or material decision issues interrupt; routine updates use a separate channel.

06 Adjustment

Keep the blocks, clarify the authority issue and check the coordinator's workload before extending the arrangement.

Basis: H01 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X58

ACTIVITY

Stakeholder listening tour

Practise purposeful executive listening across different roles and turn what is heard into a transparent response, not an unbounded promise.

Practical guide

Working form

Worked example

EXCEL TAB X58 Stakeholder listening tour

TIME 40 minutes preparation; four short conversations; 45-minute synthesis

BRING A focused leadership question | Diverse, relevant stakeholders | Agreed consent and reporting boundaries

RUN THE ACTIVITY

- 01** Define the question and what the executive can influence. Explain that listening does not guarantee every request will be adopted.
- 02** Select contributors across role, power and work experience, considering who is usually missed. Offer accessible modes and avoid making attendance a test of loyalty.
- 03** Use a consistent short script: what helps, what gets in the way, what one change would matter, and what should I understand before acting?

CONTINUE THE METHOD

- 04** Listen without defending every current practice. Check understanding and ask permission before attributing comments or sharing examples.
- 05** Synthesize themes, differences and limits. Do not turn a small listening tour into a representative engagement survey or identify anonymous contributors through detail.
- 06** Respond with what will be done, what needs further examination and what cannot be promised. Agree how contributors will hear the outcome.

QUESTIONS TO OPEN THINKING

What should I understand before making a decision?
Whose experience is different from yours?
What would a useful response from me look like?

BOUNDARY & CAUTION

Do not collect concerns that you cannot safely handle without explaining the formal route. Listening must not become covert assessment or a promise of anonymity without protection.

BETWEEN SESSIONS / HAND-OFF

Complete the conversations, then close the loop with a factual response that includes limits.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X58 Stakeholder listening tour

ACTIVITY

Practise purposeful executive listening across different roles and turn what is heard into a transparent response, not an unbounded promise.

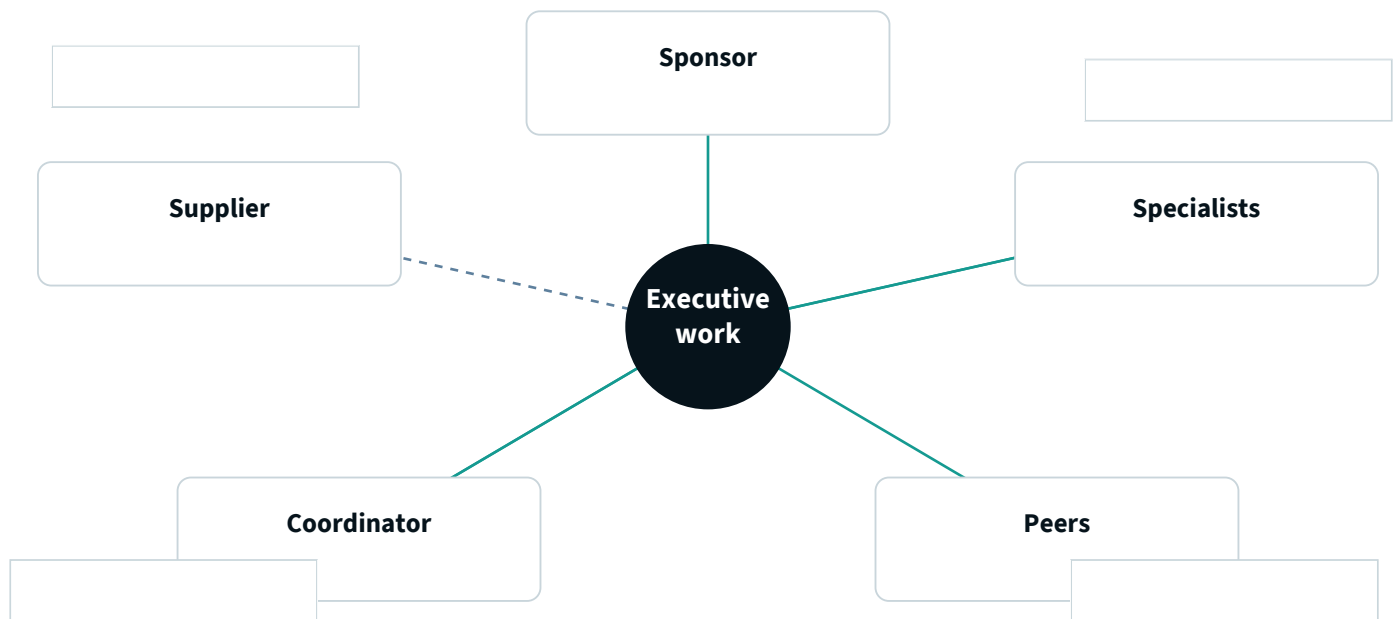
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Worksheet

Example

LIVE WORKSHEET

STAKEHOLDER LISTENING-TOUR MAP



Solid: agreed work connection. Dashed: a hypothesis to check. Arrows show direction, not influence scores.

01 Purpose

02 Contributors

03 Script

04 Themes

05 Response

06 Feedback loop

Basis: H01 / H04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X58 Stakeholder listening tour

ACTIVITY

Practise purposeful executive listening across different roles and turn what is heard into a transparent response, not an unbounded promise.

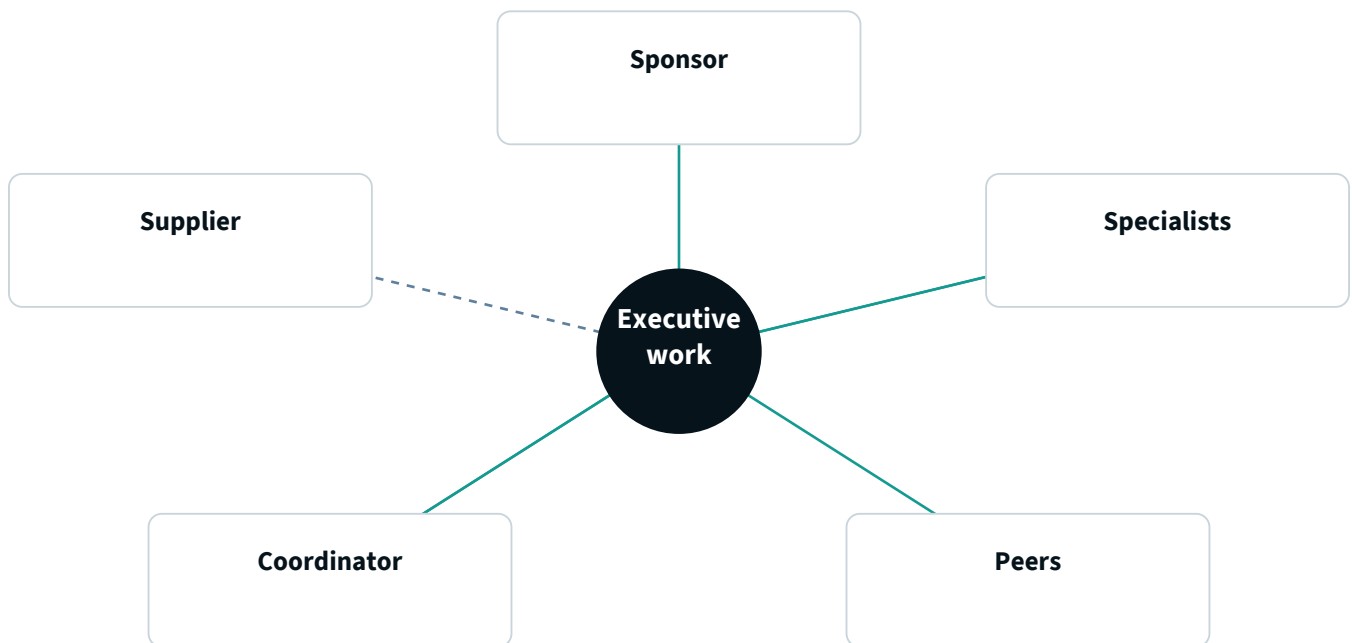
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Worksheet

Example

FICTIONAL WORKED EXAMPLE

STAKEHOLDER LISTENING-TOUR MAP



Solid: agreed work connection. Dashed: a hypothesis to check. Arrows show direction, not influence scores.

01 Purpose

Understand what makes gate preparation difficult across specialist and delivery roles.

03 Script

What helps? What gets in the way? What change would matter? What am I missing?

05 Response

M-07 will trial an earlier brief and escalate the supplier dependency, but will not promise a new platform.

02 Contributors

Engineering, commercial, delivery coordination and one frontline user of the decision record.

04 Themes

Earlier decision questions help; information dependencies differ by function.

06 Feedback loop

Send a permitted summary with actions and unresolved questions, then review after the next gate cycle.

Basis: H01 / H04 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X59

ACTIVITY

Reciprocal network development

Strengthen a work relationship through a useful reciprocal exchange rather than treating networking as influence over people.

Practical guide

Working form

Worked example

EXCEL TAB X59 Reciprocal network developm

TIME 35 minutes setup; two conversations; 30-minute review

BRING Relationship map X25 | One legitimate shared work need | A clear offer as well as a request

RUN THE ACTIVITY

- 01 Choose one relationship relevant to the coaching goal and clarify why stronger coordination would help the work. Avoid selecting people solely for status.
- 02 Ask what the coachee understands about the other role's needs and what remains an assumption. Identify a respectful question to check it.
- 03 Prepare a concrete offer of information, support or collaboration and a proportionate request. Do not imply an obligation to reciprocate personally.

CONTINUE THE METHOD

- 04 Hold a short conversation focused on shared work, boundaries and practical next steps. Respect refusal, competing priorities and power differences.
- 05 Deliver the agreed contribution and observe whether the exchange improved coordination. Do not score the person as an ally or opponent.
- 06 Review what was learned about the relationship and whether further contact is useful. Maintain the relationship without creating dependency or inappropriate favours.

QUESTIONS TO OPEN THINKING

What useful contribution can you offer?

What do you need to understand about their role?

What would a fair exchange look like?

BOUNDARY & CAUTION

Do not use coaching to cultivate improper favours, manipulate vulnerable people or bypass procurement and governance rules.

BETWEEN SESSIONS / HAND-OFF

Make the agreed contribution first and review the actual coordination benefit rather than the number of contacts made.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X59 Reciprocal network development

ACTIVITY

Strengthen a work relationship through a useful reciprocal exchange rather than treating networking as influence over people.

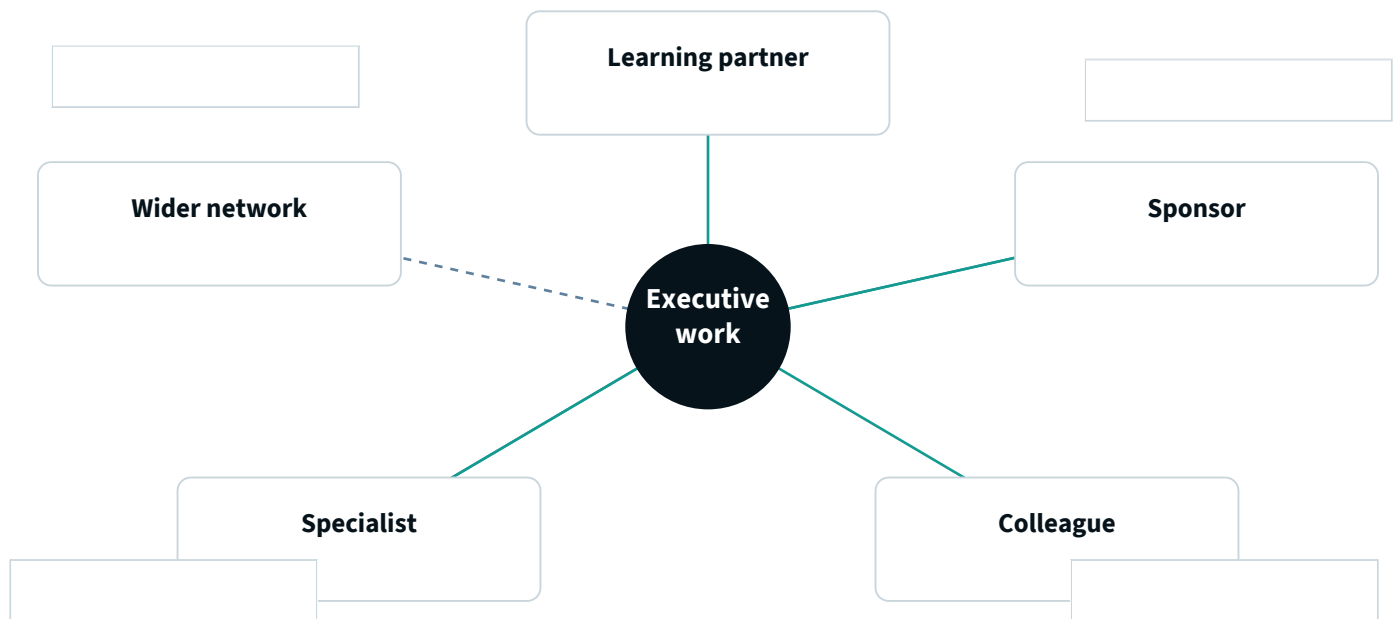
Guide

Worksheet

Example

LIVE WORKSHEET

RECIPROCAL NETWORK MAP



Solid: agreed work connection. Dashed: a hypothesis to check. Arrows show direction, not influence scores.

01 Relationship

02 Shared need

03 Offer

04 Request

05 Action

06 Review

Basis: H01 | Original executive application

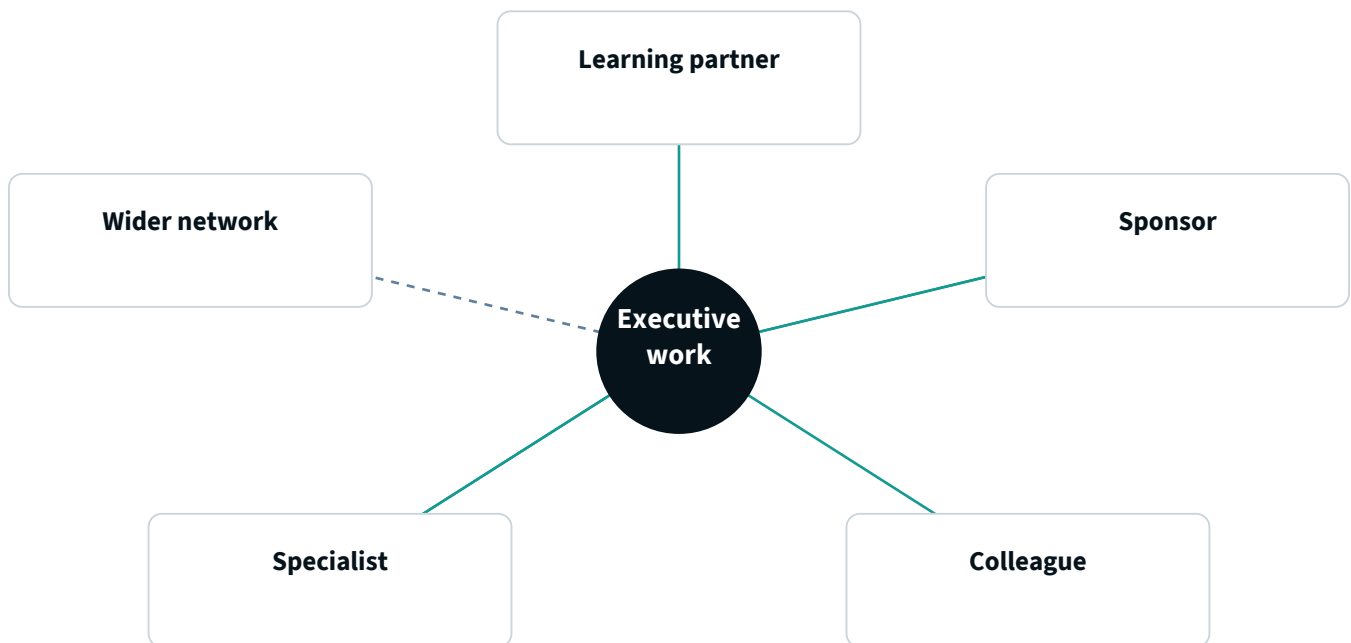
X59 Reciprocal network development

ACTIVITY

Strengthen a work relationship through a useful reciprocal exchange rather than treating networking as influence over people.

[Guide](#)
[Worksheet](#)
[Example](#)
[FICTIONAL WORKED EXAMPLE](#)

RECIPROCAL NETWORK MAP



Solid: agreed work connection. Dashed: a hypothesis to check. Arrows show direction, not influence scores.

01 Relationship

M-07 and the procurement lead have limited contact outside escalations.

02 Shared need

Earlier visibility of supplier evidence dependencies.

03 Offer

Provide a clear forward view of gate dates and decision-critical inputs.

04 Request

Agree a short route for identifying supplier risks before they become urgent.

05 Action

Hold one planning conversation and deliver the forward view on the agreed date.

06 Review

Check whether one dependency was surfaced earlier and whether the exchange was useful to both roles.

Basis: H01 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X60

ACTIVITY

Habit cues and friction

Make a chosen leadership behaviour easier to repeat by linking it to a reliable cue and changing the immediate work environment.

Practical guide

Working form

Worked example

EXCEL TAB X60 Habit cues and friction

TIME 40 minutes setup; three weeks observation

BRING One small, observable behaviour | A recurring work cue | A simple private tracker

RUN THE ACTIVITY

- 01** Choose a behaviour small enough to repeat, such as asking for options before giving advice. Avoid broad goals such as become more empowering.
- 02** Identify an existing cue that reliably occurs in the relevant situation. Write an if-then plan and test whether the cue is noticeable.
- 03** Remove one source of friction and add one practical reminder. The reminder should support choice, not create intrusive monitoring.

CONTINUE THE METHOD

- 04** Plan for a missed opportunity or an exceptional situation. A safety-critical instruction may appropriately override the practice.
- 05** Track opportunities and attempts briefly, including why the behaviour was or was not appropriate. Do not assume a streak proves automaticity or impact.
- 06** Review the behaviour's usefulness and context. Retain, adapt or stop it; no universal number of days guarantees a habit.

QUESTIONS TO OPEN THINKING

What reliable event can cue the practice?

What makes the desired action harder than the old one?

What will you do after a missed attempt?

BOUNDARY & CAUTION

Do not promise a habit in 21 or 66 days. Repetition counts are not evidence of capability or business impact.

BETWEEN SESSIONS / HAND-OFF

Use the small tracker and bring one example where the behaviour helped and one where an exception was appropriate.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / R18 / R25 | Original executive application

X60 Habit cues and friction

ACTIVITY

Make a chosen leadership behaviour easier to repeat by linking it to a reliable cue and changing the immediate work environment.

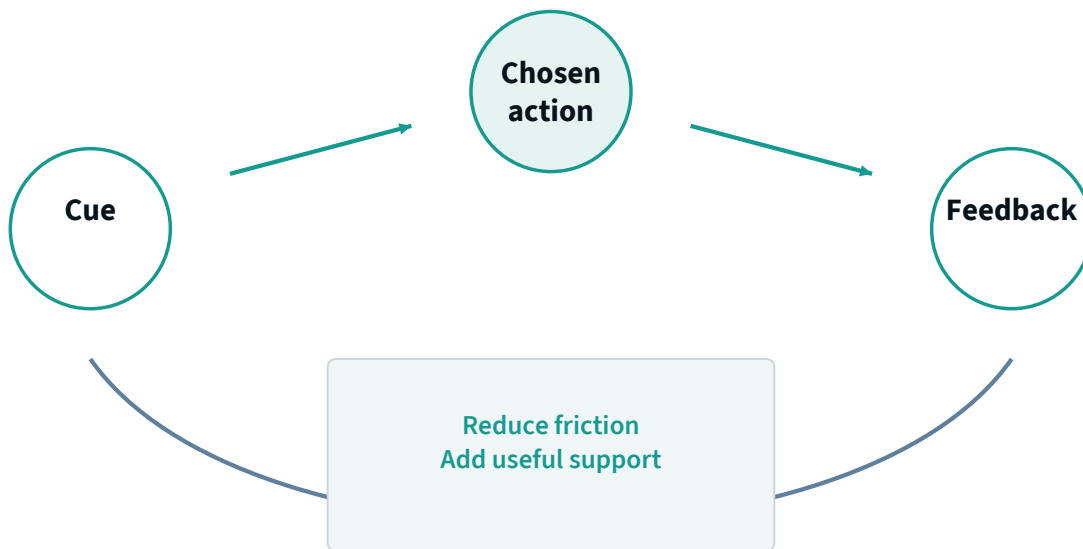
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Worksheet

Example

LIVE WORKSHEET

CUE-ACTION-FEEDBACK LOOP



Design the environment as well as the intention. A missed opportunity is not automatically low motivation.

01 Behaviour

02 Cue

03 Friction removed

04 If-then plan

05 Exception and restart

06 Evidence

X60 Habit cues and friction

ACTIVITY

Make a chosen leadership behaviour easier to repeat by linking it to a reliable cue and changing the immediate work environment.

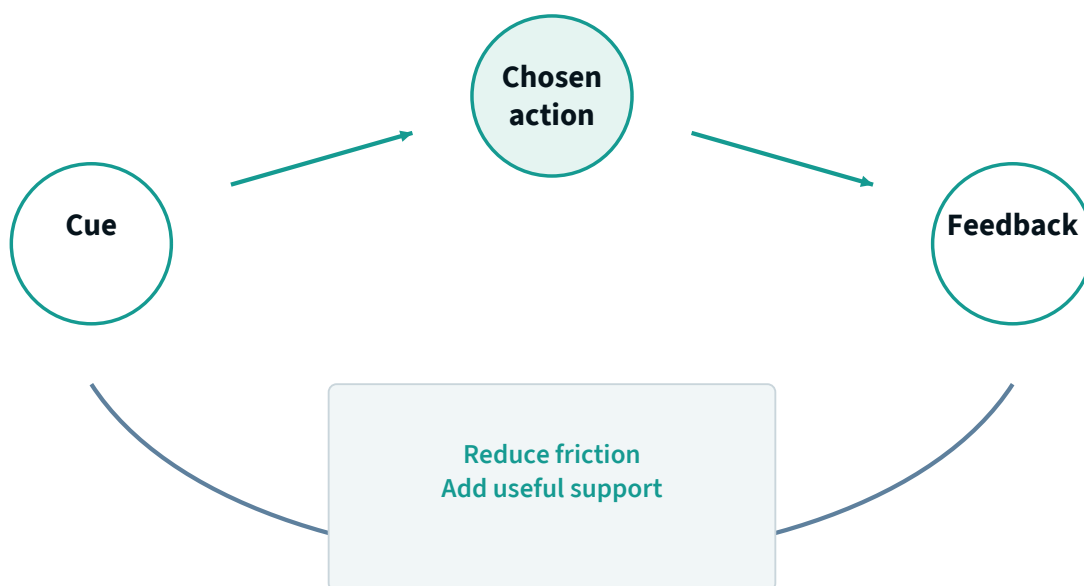
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Worksheet

Example

FICTIONAL WORKED EXAMPLE

CUE-ACTION-FEEDBACK LOOP



Design the environment as well as the intention. A missed opportunity is not automatically low motivation.

01 Behaviour

Ask a colleague for options and reasoning before supplying an answer.

03 Friction removed

Keep a short prompt on the meeting note rather than relying on memory under pressure.

05 Exception and restart

Give direct instruction for urgent safety or authority issues; after a missed routine attempt, restart at the next appropriate opportunity.

02 Cue

When a routine recommendation is brought to M-07 at the agreed checkpoint.

04 If-then plan

If a colleague asks what to do, then first ask which options they see and what they recommend.

06 Evidence

Record opportunities and attempts for three weeks, then review whether ownership and decision quality improved.

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X61

ACTIVITY

WOOP work experiment

Combine a feasible wish with an anticipated internal obstacle and a concrete if-then response, while retaining attention to external constraints.

Practical guide

Working form

Worked example

EXCEL TAB X61 WOOP work experiment

TIME 40 minutes

BRING A self-chosen, feasible work wish | A quiet reflection space | A real opportunity within the next fortnight

RUN THE ACTIVITY

- 01** Choose a wish that is meaningful, challenging and feasible within the coachee's influence. Do not use the method to make an impossible organisational demand sound attainable.
- 02** Describe the most useful outcome and why it matters. Keep the account concrete and proportionate rather than promising transformation.
- 03** Identify an internal obstacle that the coachee is willing to examine, such as a habitual urge to answer first. Separately record external barriers requiring management action.

QUESTIONS TO OPEN THINKING

What feasible wish matters now?

What in your own response could get in the way?

If that obstacle appears, what exactly will you do?

CONTINUE THE METHOD

- 04** Form an if-then plan linking a recognisable cue to a specific response. The action should be small enough to use in the real situation.
- 05** Rehearse the cue and response, checking safety, authority and feasibility. Revise the wish if its conditions are not available.
- 06** Review what happened at the opportunity. The result may support a different plan or show that a system condition must change first.

BOUNDARY & CAUTION

WOOP is not a replacement for resources, authority or qualified support. Do not imply that failure means the coachee lacked desire.

BETWEEN SESSIONS / HAND-OFF

Use the plan once in the agreed situation, then record the cue, response and consequence.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / R18 / R19 / R20 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X61 WOOP work experiment

ACTIVITY

Combine a feasible wish with an anticipated internal obstacle and a concrete if-then response, while retaining attention to external constraints.

Guide

Worksheet

Example

LIVE WORKSHEET

W

O

O

P

01 Wish

02 Outcome

03 Internal obstacle

05 If-then plan

04 External barrier

06 Review

Basis: H01 / R18 / R19 / R20 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X61 WOOP work experiment

ACTIVITY

Combine a feasible wish with an anticipated internal obstacle and a concrete if-then response, while retaining attention to external constraints.

Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

W

O

O

P

01 Wish

At the next gate, invite useful challenge before stating the preferred recommendation.

02 Outcome

Material concerns are heard early enough to inform the decision.

03 Internal obstacle

M-07 feels an urge to demonstrate certainty by giving the answer first.

05 If-then plan

If I feel the urge to close the discussion early, then I will ask what evidence could change the recommendation and summarise the answer.

04 External barrier

Late evidence still needs a separate checkpoint agreement.

06 Review

Check whether the question was used and whether it changed the quality of discussion, not simply whether the wish felt motivating.

Basis: H01 / R18 / R19 / R20 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X62

ACTIVITY

Role-crafting proposal

Explore a small, authorised adjustment to tasks or relationships that better uses capability and supports the role's purpose.

Practical guide

Working form

Worked example

EXCEL TAB X62 Rolecrafting proposal

TIME 55 minutes

BRING Role mandate and current workload | One task or relationship to improve | Relevant manager and team authority

RUN THE ACTIVITY

- 01** Map a bounded part of the role and identify where work is valuable, necessary but draining, or poorly aligned with the mandate. Do not treat unpleasant duties as automatically removable.
- 02** Explore small adjustments to task sequence, collaboration or the way the work's purpose is understood. Identify who else would be affected.
- 03** Test each option against role responsibilities, fairness, capacity and required authorisation. The coachee cannot unilaterally redesign colleagues' work.

QUESTIONS TO OPEN THINKING

What part of the role could be designed more usefully?

Who would inherit the work or consequence?

What would make this a fair, authorised trial?

CONTINUE THE METHOD

- 04** Choose one proposal that improves contribution without shifting an unreasonable burden. Define what remains unchanged and what support is needed.
- 05** Prepare a conversation with the accountable manager or team, explaining purpose, trial boundaries and evidence. Accept that the proposal may be declined or revised.
- 06** Run only the authorised trial and review work quality, burden and contribution. Retain the adjustment only if it helps the wider system as well as the coachee.

BOUNDARY & CAUTION

This is an independent HR Delivery proposal exercise, not a reproduction of the licensed Job Crafting Exercise. Required duties and employment terms need proper authorisation.

BETWEEN SESSIONS / HAND-OFF

Discuss the proposal with affected people and run only the agreed trial.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / R23 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X62 Role-crafting proposal

ACTIVITY

Explore a small, authorised adjustment to tasks or relationships that better uses capability and supports the role's purpose.

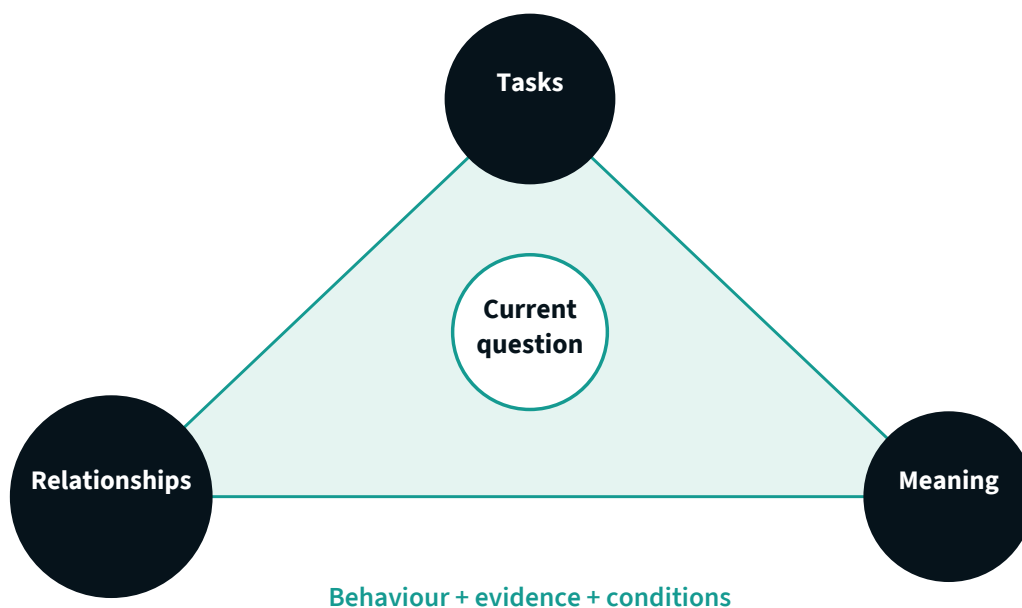
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Worksheet

Example

LIVE WORKSHEET

ROLE-CRAFTING LENSES



Use all three lenses. A personal explanation does not remove organisational responsibility.

01 Work area

02 Proposed adjustment

03 Value

04 Fairness and capacity

05 Authorised trial

06 Review

Basis: H01 / R23 | Original executive application

X62 Role-crafting proposal

ACTIVITY

Explore a small, authorised adjustment to tasks or relationships that better uses capability and supports the role's purpose.

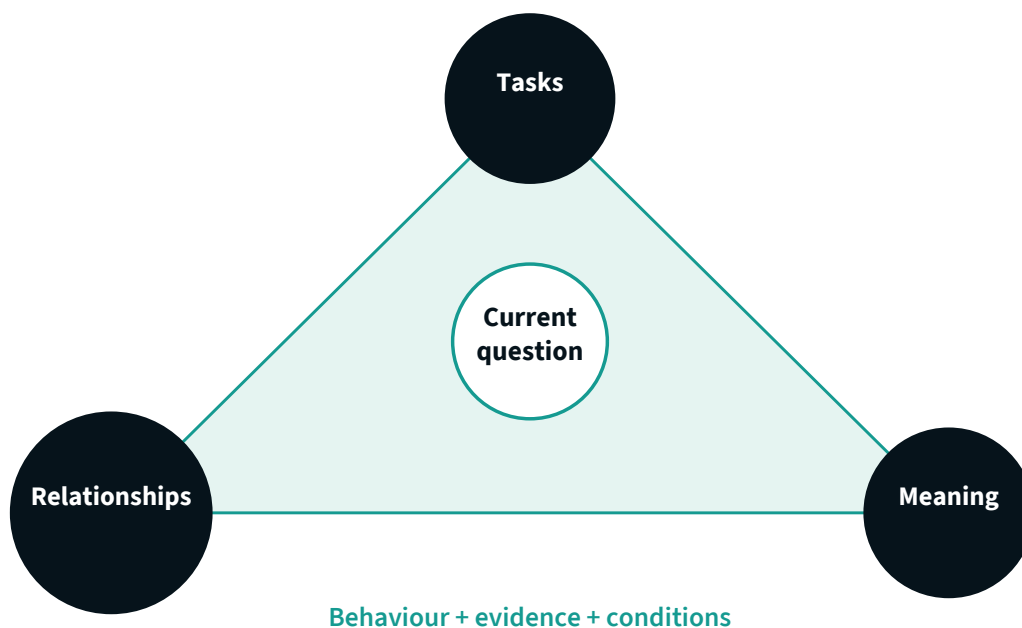
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Worksheet

Example

FICTIONAL WORKED EXAMPLE

ROLE-CRAFTING LENSES



Use all three lenses. A personal explanation does not remove organisational responsibility.

01 Work area

M-07 spends excessive time consolidating routine status information before gate preparation.

03 Value

More attention to trade-offs and unresolved evidence, while keeping routine information visible.

05 Authorised trial

Manager and coordinator agree a two-cycle trial with a clear template and escalation route.

02 Proposed adjustment

Use a coordinator-led status summary so the director can focus on decision framing.

04 Fairness and capacity

The coordinator's workload and capability are checked; the task is not simply added without support.

06 Review

Compare preparation quality, coordinator burden and missed information before making the change permanent.

Basis: H01 / R23 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X63

ACTIVITY

Confidence through work evidence

Build a more grounded view of readiness by reviewing specific practice and feedback rather than relying on reassurance or a global confidence rating.

Practical guide

Working form

Worked example

EXCEL TAB X63 Confidence through work evi

TIME 35 minutes setup; two practice opportunities; 30-minute review

BRING A task-specific capability goal | A safe opportunity to practise | A suitable feedback partner

RUN THE ACTIVITY

- 01** Define the task and the behaviour needed. Ask what evidence would indicate sufficient preparation, distinguishing confidence from competence.
- 02** Identify existing capability and a manageable gap. Choose practice that targets the gap rather than repeating what the coachee already does well.
- 03** Arrange a low-risk rehearsal or supported real task with permission. State any qualification, authorisation or safety conditions that must remain in place.

QUESTIONS TO OPEN THINKING

What can you demonstrate, not just feel?

Which part of the task needs practice?

What evidence would justify the next step?

CONTINUE THE METHOD

- 04** Collect specific feedback on the behaviour and result. Avoid global praise or a single judgement that the person is now ready for every similar situation.
- 05** Repeat with one adjustment and compare evidence across opportunities. Note contextual differences and where further support remains necessary.
- 06** Update the coachee's confidence account using the evidence, while retaining uncertainty. Decide the next appropriate level of practice or support.

BOUNDARY & CAUTION

Confidence is not certification. Do not infer competence for high-risk tasks from self-ratings, coaching participation or a small rehearsal.

BETWEEN SESSIONS / HAND-OFF

Record the behaviour, feedback and remaining gap after each practice opportunity.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X63 Confidence through work evidence

ACTIVITY

Build a more grounded view of readiness by reviewing specific practice and feedback rather than relying on reassurance or a global confidence rating.

Guide

Worksheet

Example

LIVE WORKSHEET

CONFIDENCE / WORK-EVIDENCE PLOTTER

Confidence



Task-relevant work evidence

Qualitative discussion space with self-defined anchors; no competence cut-offs or psychometric score.

01 Task

02 Existing evidence

03 Practice gap

04 Supported practice

05 Feedback

06 Next step

Basis: H01 / H04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X63 Confidence through work evidence

ACTIVITY

Build a more grounded view of readiness by reviewing specific practice and feedback rather than relying on reassurance or a global confidence rating.

Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

CONFIDENCE / WORK-EVIDENCE PLOTTER

Confidence



Task-relevant work evidence

Qualitative discussion space with self-defined anchors; no competence cut-offs or psychometric score.

01 Task

Summarise a complex challenge without becoming defensive or abandoning the decision.

02 Existing evidence

M-07 can explain the decision question clearly in rehearsal.

03 Practice gap

Listening to a strong objection and accurately restating it before responding.

04 Supported practice

Two role-plays followed by one routine review with an agreed observer.

05 Feedback

The second attempt captures the objection accurately; the real review still needs a clearer closing condition.

06 Next step

Practise closure separately and retain support for the formal gate rather than declaring complete readiness.

Basis: H01 / H04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X64

ACTIVITY

Targeted behavioural feedback pulse

Obtain a small amount of feedback on a named work practice without recreating a 360 test or claiming validated measurement.

Practical guide

Working form

Worked example

EXCEL TAB X64 Targeted behavioural feedba

TIME 30 minutes design; short collection; 30-minute review

BRING One target behaviour | Consenting observers with real opportunities to see it | A clear privacy rule

RUN THE ACTIVITY

- 01** Define the behaviour and the observation window in plain language. Choose a narrow question that contributors can answer from direct experience.
- 02** Agree who will be asked and how information will be reported. Do not promise anonymous group results when numbers or comments could identify people.
- 03** Use three separate prompts: did you observe the practice; what difference, if any, did it make; what should be retained or changed? Allow not observed and no comment.

CONTINUE THE METHOD

- 04** Collect minimal data and preserve the distinction between frequency, usefulness and context. Do not average them into an impact score.
- 05** Review responses, missing observations and contrary evidence with the coachee. A small convenience sample does not establish general improvement.
- 06** Choose the next practice adjustment and close the loop with contributors using only agreed information.

QUESTIONS TO OPEN THINKING

What could the observer actually see?

What did the practice change, if anything?

What should we not infer from these responses?

BOUNDARY & CAUTION

This is an original feedback aid, not a validated instrument. No combined score, norm or employment judgement is appropriate.

BETWEEN SESSIONS / HAND-OFF

Ask only the agreed observers and bring the full pattern, including not-observed and unhelpful responses.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H05 / R04 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X64 Targeted behavioural feedback pulse

ACTIVITY

Obtain a small amount of feedback on a named work practice without recreating a 360 test or claiming validated measurement.

Guide

Worksheet

Example

LIVE WORKSHEET

OBSERVED / NOT-EXPOSED COVERAGE CHART

FOUR CONTRIBUTORS / OBSERVATION COVERAGE

Asked	Observed	No exposure	No response

Keep observation, effect and suggestions separate. Always retain denominators and missing observations.

01 Behaviour and window

02 Participants

03 Prompts

04 Illustrative result

05 Interpretation

06 Next step

Basis: H01 / H05 / R04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X64 Targeted behavioural feedback pulse

ACTIVITY

Obtain a small amount of feedback on a named work practice without recreating a 360 test or claiming validated measurement.

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Example

FICTIONAL WORKED EXAMPLE

OBSERVED / NOT-EXPOSED COVERAGE CHART

FOUR CONTRIBUTORS / OBSERVATION COVERAGE



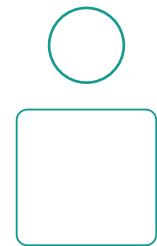
Observed



Observed



Observed



No relevant exposure

3 / 4

Observation is separate from usefulness or leadership improvement.

Retained fictional result: two found the question clearer; one wanted more preparation time.

01 Behaviour and window

M-07 invites concerns before stating a preference at the next two gate meetings.

03 Prompts

Was the practice observed? What difference did it make? What should be retained or changed?

05 Interpretation

The feedback supports retaining the opening, with a timing adjustment; it does not prove a general leadership change.

02 Participants

Four colleagues who attended, with named responses by agreement rather than false anonymity.

04 Illustrative result

Three observed it; one did not attend the relevant part. Two found the question clearer; one wanted more preparation time.

06 Next step

Circulate the brief earlier and ask the same narrow questions after another appropriate opportunity.

Basis: H01 / H05 / R04 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X65

ACTIVITY

Prospective decision journal

Create a record of reasoning before outcomes are known so the executive can learn without rewriting the past through hindsight.

Practical guide

Working form

Worked example

EXCEL TAB X65 Prospective decision journa

TIME 20 minutes per decision; 45-minute periodic review

BRING A decision suitable for recording | Approved secure storage | Clear separation from formal corporate records

RUN THE ACTIVITY

- 01** Before deciding, write the question, options, criteria and information available. Keep the coaching journal supplementary to, not a replacement for, the authorised decision record.
- 02** Record the key assumptions and uncertainties, including what evidence would change the choice. Use probabilities only where there is a defensible basis and a clear purpose.
- 03** State the chosen action, rationale, authority and any conditions. Do not retroactively alter the entry after the result is known.

QUESTIONS TO OPEN THINKING

What are you assuming before the result is known?

What would change your mind?

Was the process sound even if the outcome disappointed?

CONTINUE THE METHOD

- 04** Set a review date appropriate to the decision and note contextual events that could affect the outcome.
- 05** At review, compare the process and outcome separately. A good process may have an unfavourable outcome and a poor process may be lucky.
- 06** Identify one reasoning practice to retain and one to change. Review patterns across decisions before making claims about stable judgement.

BOUNDARY & CAUTION

Protect confidential business information and legal privilege. Do not use personal notes to contradict or conceal required official documentation.

BETWEEN SESSIONS / HAND-OFF

Make one prospective entry and review it without changing the original wording.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X65 Prospective decision journal

ACTIVITY

Create a record of reasoning before outcomes are known so the executive can learn without rewriting the past through hindsight.

Guide

Worksheet

Example

LIVE WORKSHEET

BEFORE

01 Decision question

02 Options and criteria

03 Assumptions

04 Choice and conditions

AFTER / LEARNING

05 Review observation

06 Learning

Basis: H01 / H04 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X65 Prospective decision journal

ACTIVITY

Create a record of reasoning before outcomes are known so the executive can learn without rewriting the past through hindsight.

Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

BEFORE

01 Decision question

Whether to recommend a bounded gate approval while a supplier confirmation is outstanding.

02 Options and criteria

Delay, approve fully or approve a permitted bounded step; mandatory assurance must remain complete.

03 Assumptions

Supplier response is expected within a week but not guaranteed; procurement owns follow-up.

04 Choice and conditions

Recommend the bounded step with the unresolved item, owner and stop condition explicit.

AFTER / LEARNING

05 Review observation

The supplier responds late; the condition prevents downstream commitment beyond the approved scope.

06 Learning

Retain explicit conditions and improve the evidence supporting supplier timing assumptions.

Basis: H01 / H04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X66

ACTIVITY

Learning-partner check-in

Create a light, reciprocal support routine for workplace practice without disclosing private coaching content or outsourcing the coach's responsibilities.

Practical guide

Working form

Worked example

EXCEL TAB X66 Learningpartner checkin

TIME 20 minutes setup; weekly 15-minute check-ins

BRING A chosen practice | A willing learning partner | A clear confidentiality and role boundary

RUN THE ACTIVITY

- 01** Choose a partner who can support the work without an inappropriate power conflict. Confirm that participation is voluntary and that the partner is not being made a secret evaluator.
- 02** Agree the practice, what can be discussed and what remains private. Share the minimum necessary goal, not raw assessment data or session notes.
- 03** Use a short sequence: intended action, what happened, what was learned, and the next small step. The partner asks before advising.

CONTINUE THE METHOD

- 04** Explore missed practice through opportunity, relevance and support rather than blame. Escalate issues beyond the partner's role through the proper route.
- 05** Record only the action and learning needed for follow-through. Keep the arrangement manageable and allow either party to stop.
- 06** Review whether the partnership is useful after three check-ins and adjust or end it without implying failure.

QUESTIONS TO OPEN THINKING

What did you intend to try?
What happened in work?
What is the next useful step, and what support do you need?

BOUNDARY & CAUTION

A learning partner is not a therapist, investigator or substitute for qualified coaching supervision. Do not create an informal reporting channel to the sponsor.

BETWEEN SESSIONS / HAND-OFF

Hold one check-in using the four questions and bring any boundary or usefulness concern to the coach.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / H04 | Original executive application



01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X66 Learning-partner check-in

ACTIVITY

Create a light, reciprocal support routine for workplace practice without disclosing private coaching content or outsourcing the coach's responsibilities.

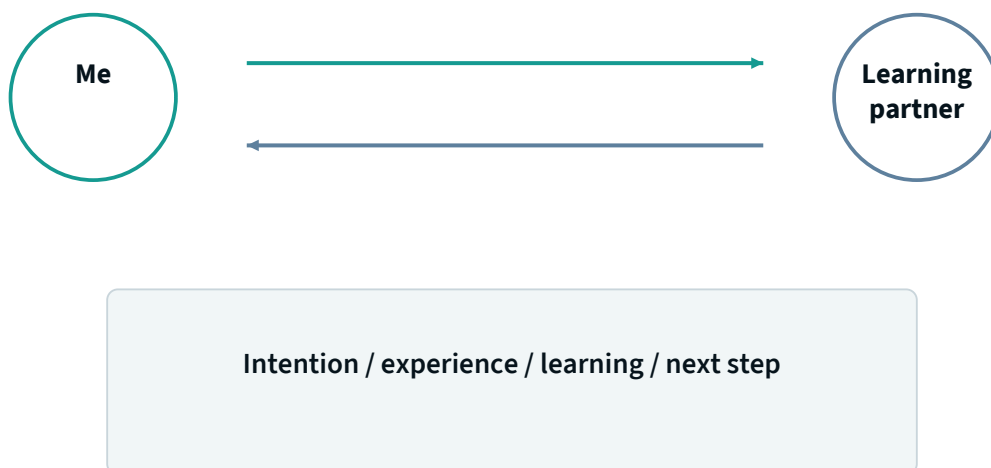
Guide

Worksheet

Example

LIVE WORKSHEET

LEARNING-PARTNER EXCHANGE



A voluntary reciprocal conversation, not a hidden evaluation or a route to private coaching notes.

01 Partner

02 Shared goal

03 Boundary

04 Check-in

05 Next step

06 Review

Basis: H01 / H04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X66 Learning-partner check-in

ACTIVITY

Create a light, reciprocal support routine for workplace practice without disclosing private coaching content or outsourcing the coach's responsibilities.

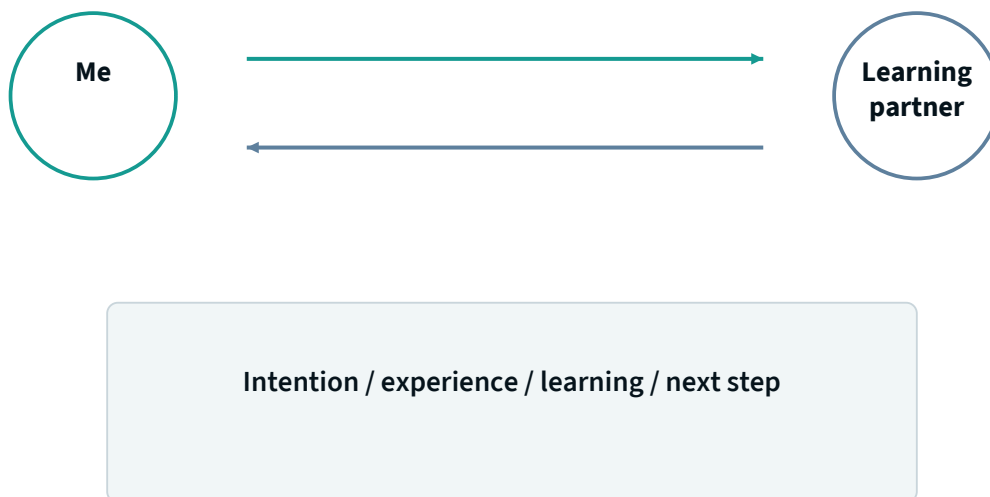
Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

LEARNING-PARTNER EXCHANGE



A voluntary reciprocal conversation, not a hidden evaluation or a route to private coaching notes.

01 Partner

A peer director who has agreed to a short reciprocal learning conversation.

02 Shared goal

Practise a concerns-first opening in decision meetings.

03 Boundary

No private coaching notes, raw assessment reports or confidential third-party details are shared.

04 Check-in

M-07 describes the attempt, the response and one timing issue; the partner asks what could be adjusted.

05 Next step

Send the decision question earlier and repeat the practice at one appropriate meeting.

06 Review

After three weeks, both decide whether the check-in adds value or should stop.

Basis: H01 / H04 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X67

ACTIVITY

After-action review of a difficult conversation

Learn from a real interaction by comparing intent, behaviour, response and consequences, then choosing a proportionate repair or next practice.

Practical guide

Working form

Worked example

EXCEL TAB X67 Afteraction review of a dif

TIME 45 minutes

BRING A completed conversation | Any agreed record | Permission to discuss only necessary information

RUN THE ACTIVITY

- 01** Ask what the coachee intended to achieve and what actually happened. Reconstruct the sequence before evaluating whether the conversation was a success.
- 02** Identify the words and behaviours that helped or hindered. Separate the other person's actual response from interpretations of their motivation.
- 03** Examine context, power and any unmet needs. Consider whether a formal process or system action is required rather than another private conversation.

CONTINUE THE METHOD

- 04** Ask what remains unresolved and who is affected. Choose a repair, clarification or follow-up that respects the other person's autonomy.
- 05** Rehearse one improved response for a future comparable situation. Avoid replaying the entire conversation repeatedly without a learning purpose.
- 06** Record the learning and next action, then close the review. Where the experience has caused significant distress, use the appropriate support route.

QUESTIONS TO OPEN THINKING

What did you intend, and what happened?
Which part of your behaviour made a difference?
What remains unresolved for the other person?

BOUNDARY & CAUTION

Do not use the review to rationalise harm or treat the other person's agreement as the only sign of success. Formal obligations remain in force.

BETWEEN SESSIONS / HAND-OFF

Complete the agreed follow-up and record whether it resolved the specific issue or revealed another dependency.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / R15 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X67 After-action review of a difficult conversation

ACTIVITY

Learn from a real interaction by comparing intent, behaviour, response and consequences, then choosing a proportionate repair or next practice.

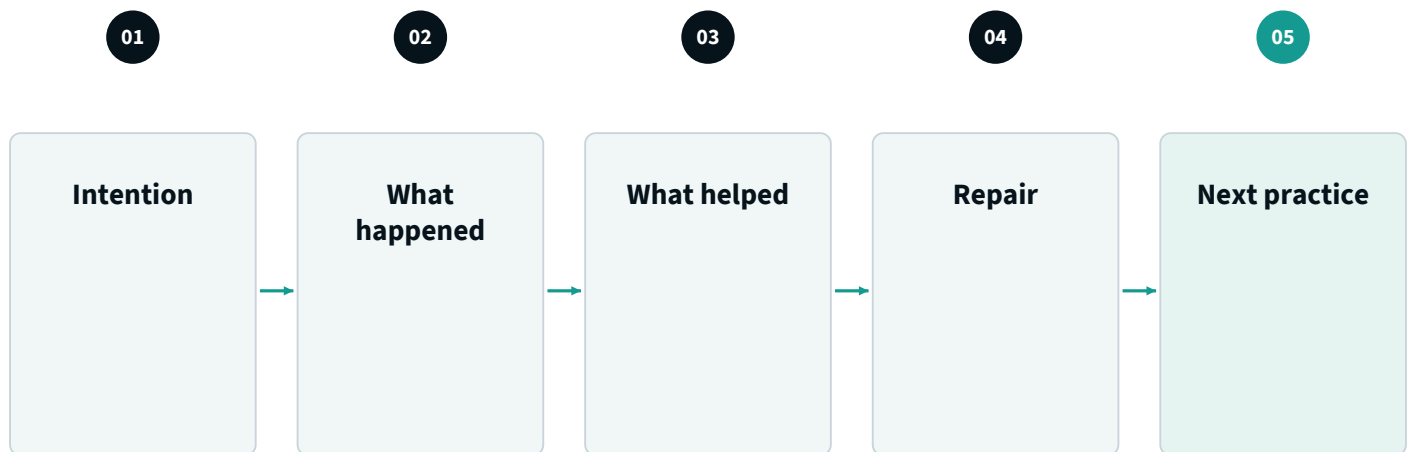
Guide

Worksheet

Example

LIVE WORKSHEET

AFTER-ACTION CONVERSATION REVIEW



Keep the evidence, interpretation, authority and chosen next step distinct.

01 Intention

02 What happened

03 Helpful behaviour

04 Unhelpful moment

05 Repair and next action

06 Learning

Basis: H01 / R15 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X67 After-action review of a difficult conversation

ACTIVITY

Learn from a real interaction by comparing intent, behaviour, response and consequences, then choosing a proportionate repair or next practice.

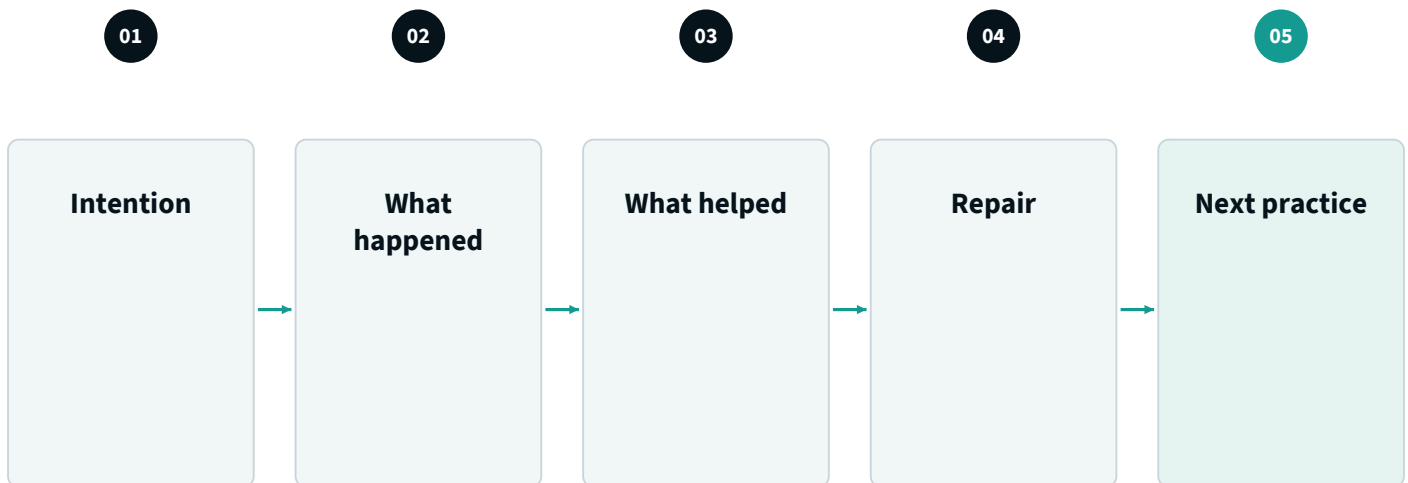
Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

AFTER-ACTION CONVERSATION REVIEW



Keep the evidence, interpretation, authority and chosen next step distinct.

01 Intention

Agree a workable evidence deadline with the commercial lead.

02 What happened

The lead explained a supplier dependency; the original deadline could not be met reliably.

03 Helpful behaviour

M-07 asked about the process before attributing the delay to poor ownership.

04 Unhelpful moment

M-07 initially offered a solution before checking the lead's capacity.

05 Repair and next action

Confirm the lead's proposed provisional-update route and jointly escalate the supplier issue.

06 Learning

A clearer question exposed a system barrier that a firmer demand alone would not have solved.

Basis: H01 / R15 | Original executive application

01 Align

02 Agree

03 Assess

04 Activate

05 Apply

06 Assure

X68

ACTIVITY

Setback and restart plan

Respond constructively when a practice is interrupted, distinguishing an ordinary lapse from an unsuitable goal or a missing condition.

Practical guide

Working form

Worked example

EXCEL TAB X68 Setback and restart plan

TIME 40 minutes

BRING A practice that stalled | Brief evidence of opportunities and attempts | Current workload and support conditions

RUN THE ACTIVITY

- 01** Describe what stopped and when, using concrete events rather than a global judgement about motivation. Ask whether the goal still matters.
- 02** Examine opportunity, permission, capability, workload and the design of the action. A missed practice may reveal an unrealistic or irrelevant assignment.
- 03** Identify what was useful before the setback and what has changed. Avoid insisting on persistence when the practice is harmful or no longer fits.

CONTINUE THE METHOD

- 04** Choose restart, simplify, redesign, defer or stop. If restarting, define the next small opportunity and a realistic support.
- 05** Prepare an if-then response for the most likely interruption, including a legitimate exception. Do not build a punitive streak system.
- 06** Agree a short review and retain the learning from the setback. Progress includes making a better choice about what not to continue.

QUESTIONS TO OPEN THINKING

What changed in the conditions?

Is the practice still worth doing?

What is the smallest honest restart?

BOUNDARY & CAUTION

Do not treat a lapse as proof of resistance or pressure a coachee to continue an unsuitable intervention. Safety and role requirements may justify stopping.

BETWEEN SESSIONS / HAND-OFF

Try the revised small action and report what the conditions allowed, not what you think the coach wants to hear.

FINISH WITH An owned choice, a clear boundary and a next source of evidence.

BASIS H01 / R18 / R25 | Original executive application

X68 Setback and restart plan

ACTIVITY

Respond constructively when a practice is interrupted, distinguishing an ordinary lapse from an unsuitable goal or a missing condition.

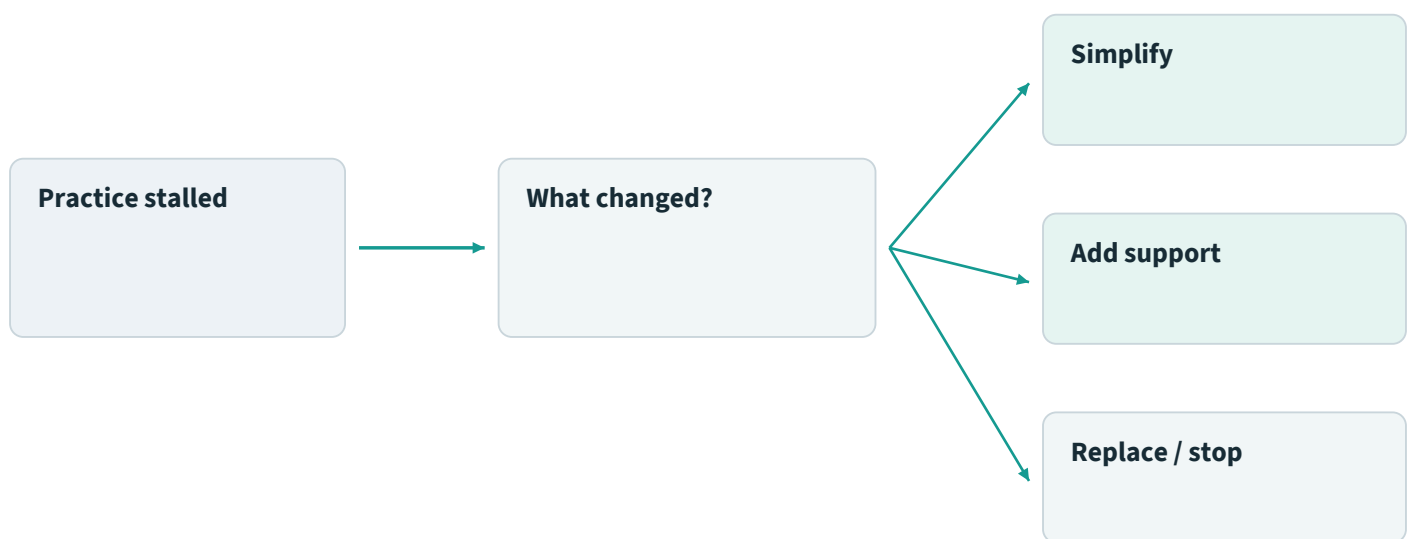
Guide

Worksheet

Example

LIVE WORKSHEET

SETBACK-AND-RESTART DECISION ROUTE



Review purpose, opportunity, permission, workload and the design of the action.

Restart only when the practice remains useful. Persistence is not the default answer to every setback.

01 Stalled practice

02 Conditions

03 What still helps

04 Choice

05 Restart plan

06 Review

X68 Setback and restart plan

ACTIVITY

Respond constructively when a practice is interrupted, distinguishing an ordinary lapse from an unsuitable goal or a missing condition.

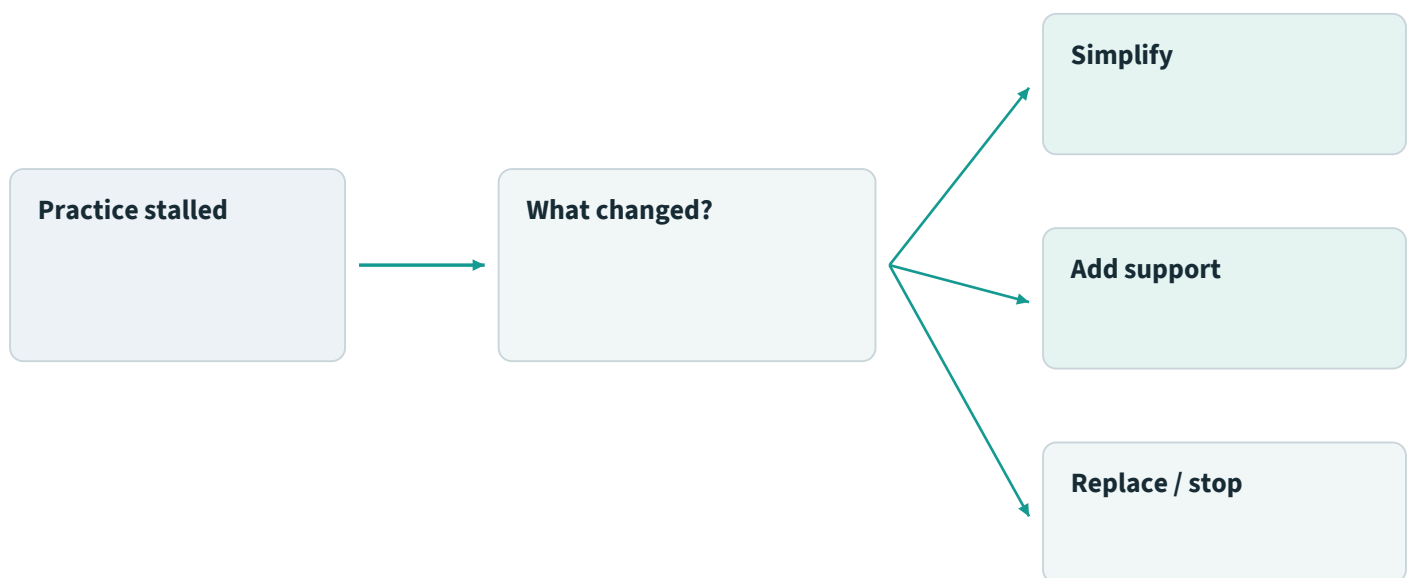
Guide

Worksheet

Example

FICTIONAL WORKED EXAMPLE

SETBACK-AND-RESTART DECISION ROUTE



Review purpose, opportunity, permission, workload and the design of the action.

Restart only when the practice remains useful. Persistence is not the default answer to every setback.

01 Stalled practice

M-07 stopped using the concerns-first opening during an intense delivery week.

03 What still helps

The opening worked when the decision question was clear and preparation was possible.

05 Restart plan

If time is cut, retain the question about material missing evidence and route non-critical discussion separately.

02 Conditions

Meetings were shortened and the evidence brief arrived late.

04 Choice

Simplify the practice to one explicit evidence question at the next routine review.

06 Review

After two opportunities, decide whether the routine is sustainable or the meeting design needs a wider change.



COMPLETE SESSION DESIGNS

From individual tools to a session.

The full run sheets and annotated dialogues follow. Use them as adaptable plans, not mandatory scripts.

S04

Delegation and ownership session

60 minutes

Run sheet 088 / Annotated dialogue 089

Prepare from the linked tools

Begin with the session purpose, the agreed boundaries and the relevant activity guides. The source run sheet identifies the suggested tool route. Check whether the coachee needs that sequence now, then adapt the pace and emphasis within the agreement.

Use dialogue as a learning example

The annotated conversations are fictional. Read what the coach is doing and why, rather than copying a phrase mechanically. Keep work evidence, interpretation, agency and decision authority visible. Select one useful follow-through assignment and agree how it will be reviewed.

THE FULL SESSION LIBRARY

S01 is in Agree; S02 in Assess; S03, S05 and S06 in Activate; S04 in Apply; S07 in Align; S08 in Assure. The Suite page links to all six guides.



Delegation and ownership session

Create a safe, clearer delegation experiment by examining the task agreement and the executive's response to uncertainty.

Time	Focus	Coach action
0-10	Choose a specific task	Establish outcome, significance and why the task was taken back.
10-25	Reconstruct the agreement	Review authority, evidence, capability, capacity, checkpoints and escalation.
25-35	Examine interpretation	Ask what the executive assumed and what other explanation fits.
35-48	Rehearse a different response	Practise asking for options and reasoning before supplying the answer.
48-55	Design the trial	Agree a task, permission, support, prediction and stop conditions.
55-60	Close	Summarise ownership and the evidence to review.

BETWEEN-SESSION ASSIGNMENT

Agree and run X55 with the colleague. Keep a brief record of the checkpoint, support and reasons for any intervention. Do not use the task as a covert assessment.

PREPARATION & LIMIT

Tool route: X26, X42, X45, X55; T51-T55. Use an appropriate task and task-specific competence. Never delegate unsafe or unauthorised work as a coaching experiment.

Delegation and ownership session

Create a safe, clearer delegation experiment by examining the task agreement and the executive's response to uncertainty.

Speaker / coaching purpose	Illustrative dialogue
Coach / Moves from a label to a task.	What exactly had you delegated?
M-07 / Finds an agreement gap.	The recommendation, but I did not specify when to raise a missing supplier input.
Coach / Examines meaning.	What did you infer when the draft arrived late?
M-07 / A hypothesis, not a fact.	That the specialist had not thought ahead.
Coach / Creates a behavioural option.	How could you ask about the delay without removing ownership?
M-07 / Rehearses a specific question.	Which input is missing, what options do you see and what do you recommend?
Coach / Protects legitimate authority.	When would you still need to intervene directly?
M-07 / Defines an exception.	A safety requirement or a decision beyond the specialist's authority.
Coach / Prevents an unrealistic success criterion.	Then the test is clearer delegation, not never intervening.

DEBRIEF AND NEXT DECISION

Review quality, ownership, the colleague's experience and system dependencies. If delays remain because information is late, assign the system action to its proper owner.

SHARED FOUNDATIONS AND REFERENCES

Keep the surrounding practice intact.

These source pages accompany every guide so that the activity work is not separated from its context and limits.

Original introduction and use guidance

The following pages retain the master introduction and its instructions on selecting tools, preserving source distinctions and applying professional judgement. They describe the complete toolkit; this standalone guide contains the relevant stage plus the shared material.

Information and practice boundaries

Retained pages cover the companion workbook, private records, the fictional teaching case, other forms of help, and when to pause, refer or re-contract. Read them alongside the active relationship agreement rather than assuming a worksheet establishes permission.

Source continuity

The ebook crosswalk identifies where the source handbook contributes to the toolkit. The references retain the original source codes and study descriptions. They are copied from the master, not presented as newly researched or independently revalidated for this split edition.

Language and edition notes

The working glossary and original responsible-use page remain available in each volume. The original master page numbers, tool identifiers and source descriptions are retained. New guide pagination and the suite page map make the content usable in the smaller volumes.

SOURCE PAGES IN THIS SECTION

Master p.4; pp.20-26; pp.591-606. Source p.2 (the model) and p.3 (operating levels) are already at the front of this guide.



INTRODUCTION

Executive coaching that travels into work

A toolkit for real executive work

This manual is for professional coaches, internal coaching leads and executives who want development to become useful action. It combines HR Delivery's published 6A system, the supplied Coaching and Mentoring at Work ebook and the original 88-tool coaching suite with 72 new executive activities. The source tools retain T01-T88; the new activities use X01-X72. The IDs do not replace the ebook's separate resource IDs. [H01-H04]

Start with a question, not a battery

An executive may need to clarify a mandate, make a difficult decision, delegate without taking work back, hear feedback or navigate a transition. Begin with that question and the conditions around it. Use one activity because it helps, not because it is next in the book. Coaching is not a substitute for management action, instruction, formal employment procedures or qualified health support.

Two connected kinds of tool

The T library provides the organisational and professional infrastructure as well as conversation and transfer tools. The X library provides detailed coach-coachee activities, private reflection, rehearsal and between-session work. Together they connect a trustworthy service with the actual experience of learning. Each A has its own directory and a route through the most relevant tools.

From guide to work

Read the practical guide, prepare the required evidence, agree the activity and use the working form. The worked pages show source examples or clearly labelled new fictional applications. They are not client findings or benchmarks. After an activity, identify what the coachee learned, what they chose and what the next real work opportunity will test.

Use professional judgement

This toolkit is educational and practical. It does not confer accreditation, technical authority or test-user qualification. Original reflective questions are not validated psychometric instruments. Third-party models retain their attribution; separately licensed products and protected assessment item banks are not reproduced. Source limitations and editorial choices are made visible.

Choose. Prepare. Coach. Apply.

1 / Choose the smallest useful tool

Use the front index, each A directory or the assessment-to-activity routes. Agree why an activity fits today's question. The six A stages are an operating system with feedback loops, not a rule that every session must visit all six.

2 / Prepare and contract

Read the purpose, timing, inputs and limits. Ask permission for the activity, explain what will be recorded and clarify who may see it. A person may decline a method, retain private reflections or choose a plain-language alternative.

3 / Guide without taking over

Use the numbered method and suggested questions as prompts. Do not read them mechanically or force a preferred conclusion. Ask the coachee to complete their own record wherever possible and distinguish observation from interpretation.

4 / Use a form suited to the work

Canvases hold a bounded question; registers hold repeated entries; rubrics require their anchors; calculators require valid inputs. The manual and workbook name the same tool IDs and tabs. Blank workbook inputs are deliberate, not missing examples.

5 / Debrief and transfer

Ask what was useful, what did not fit and what the coachee chooses next. An activity should normally lead to a work experiment, a better question or an appropriate organisational action. No action is also legitimate when evidence or authority is missing.

6 / Review and close

Keep the original prediction or goal anchor. Review action, result and explanation separately. Decide what to retain, adapt or stop. Record permitted summaries separately from private learning. One completed page is not evidence of a lasting change.

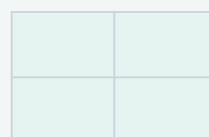
CHOOSE THE VISUAL WORKING SURFACE



WHEEL



LIFELINE



PLOTTER



CHARTS

On paper, write and plot directly. In a PDF reader, use the labelled text fields for notes and the pen or drawing tool for graphical marks. These PDF diagrams do not recalculate automatically.

For live charts, open 12 Visual Index in the Excel workbook. V01-V07 connect the wheel, lifeline, priority plot, time review, decision matrix, feedback counts and goal anchors to their manual activities.

Source continuity and transparent adaptations

What is preserved

The six A names, operating levels, enablers, quality lens and T01-T88 IDs come from HR Delivery's coaching framework and source toolkit. The ebook's coaching and mentoring distinction, examples and assessment cautions are retained. MENTOR, BRIDGE and RELATE remain mentoring architectures; they are not renamed as executive coaching stages. [H01-H04]

What is new

X01-X72, the assessment-to-activity recommendations, session designs and new executive episodes are original educational applications for this edition. Research sources inform selected methods; that does not establish validation of these worksheets or the combined toolkit. Timings are planning estimates, not an optimal dose supported by a universal formula.

Four-way contracting clarification

H02 and the ebook identify coachee, coach, sponsor and programme owner. H04 T13's opening instruction instead names the line manager. This edition uses the controlling four parties and records line-manager support explicitly, including when roles are combined. The discrepancy is disclosed rather than silently merged.

Experience pulse clarification

T62 retains the source's eight actual statements. Stable IDs and single-choice response fields are added. Its five-label source example is replaced by an original eight-item fictional example. The result is descriptive experience feedback, not an alliance diagnosis or composite psychometric scale.

Maturity convention selected

T74 uses H04 Appendix M: Ad hoc, Defined, Integrated and Adaptive. H03 uses Ad hoc, Managed, Integrated and Strategic, with a different 80% progression rule. Those conventions are not combined. This edition records each of the sixteen dimensions against the Appendix M anchors and makes no overall maturity score.

Source cases remain separate

Meridian Infrastructure Group is the fictional case in H04. New X examples extend the M-07 executive situation and are labelled accordingly. Madar Facilities and Harbour Skills Partnership are the ebook's separate fictional cases. Their evidence is not merged or presented as actual client work.

Use evidence without overstating it

Research informs; it does not guarantee

Research syntheses support examining coaching as a potentially useful developmental intervention, with results dependent on design, measures and context. They do not establish that every exercise in a toolkit works, that more sessions are always better or that one conversation model is universally superior. [R06-R08]

Mechanism and application are different claims

Goal setting, implementation intentions, self-determination and self-distancing offer ideas for practice. An executive worksheet adapting those ideas is not itself a validated intervention. The source register distinguishes research, professional guidance, creator methods and licensed-resource pointers. [R17-R26]

Use more than one kind of evidence

Combine the coachee's account, work episodes, authorised assessment where useful, stakeholder experience and operational context. Each source has limits. Keep preference, judgement, behaviour and reasoning separate. A catalogue is not a technical manual. [H01, H05, R04-R05]

Protect against a persuasive success story

Retain failed predictions, missing observations and adverse effects. Ask what else changed and whether the practice was actually used. Do not infer coaching impact from attendance or satisfaction alone. A credible contribution statement may be modest and still useful. [H01-H04]

Do not score what the tool cannot support

The new activities do not rank executives or create psychological diagnoses. Locally defined scales need their anchors and context. The workbook intentionally avoids an overall coachee score, a combined assessment verdict and an automatic readiness decision.



One workbook. Clear information boundaries.

One engagement per working copy

The consolidated workbook is a convenience, not an access-control system. Use one engagement per copy. A hidden sheet, password on a worksheet or a colour label does not make private content safe to share. Store records in an approved environment with the required access controls.

Share selected records, not the whole file

The coach may use governance tabs privately and give the coachee selected X activity pages. A sponsor receives only the agreed summary or evidence, not the full workbook, raw assessment reports or private reflection. Check exports for identifying notes and hidden data.

Keep different purposes separate

Programme assurance should use the minimum appropriate aggregate or de-identified information. Formal assessment, selection, performance management and health support require their own purposes, evidence and permissions. Do not repurpose coaching records silently.

Technology and AI need a fresh check

Do not record, transcribe or upload session material to an AI service by default. Establish purpose, consent where appropriate, processing arrangements, retention, access, cross-border considerations and human responsibility before use. Verify applicable requirements with qualified owners. [H01, H04, R01]

Save a clean master

Keep an untouched workbook and make a working copy. Follow the start and setup instructions, use the exact tool index and retain important baseline versions. Formula cells are labelled; entered text and numeric values must still be reviewed by a competent practitioner.



Meridian: one fictional executive journey

The source case

H04 uses the fictional Meridian Infrastructure Group, including executive M-07 and MetroLink East, to illustrate strategic coaching and workplace transfer. These are teaching examples, not HR Delivery client findings. Source worked extracts retain that status. The new X activities use additional fictional episodes around the same executive role.

The recurring executive question

M-07 wants to lead cross-functional gate decisions more effectively without repeatedly taking back specialists' work. The role requires decision framing, constructive challenge, integration and clear ownership. It does not remove technical sign-off from specialists or material scope authority from the sponsor.

The initial hypothesis

Late evidence creates uncertainty. M-07 responds by supplying answers or rewriting recommendations, which may reduce others' ownership and reinforce waiting. This is a hypothesis, not a personality diagnosis. Supplier dependencies, unclear authority and workload are plausible alternative or additional explanations.

The practical experiments

M-07 tests a concerns-first meeting opening, clearer delegation checkpoints and an earlier decision brief. The examples show useful changes and continuing barriers. A supplier delay does not disappear merely because a leadership conversation improves.

A separate lesson from the ebook

Madar Facilities shows why a coaching pilot may need to change course after operational barriers become clearer. Its lesson is not that all difficulties are coaching problems. Keep the behaviour, result and explanation separate and assign system actions to the proper owner. Harbour's mentoring case remains a distinct example of knowledge transfer and career agency. [H01, pp.72-84]



Coaching and other forms of help

Coaching

An agreed developmental partnership using reflection, inquiry, challenge and practice. The coach may offer an observation or relevant information with permission, while preserving the coachee's ownership of choices. It is not simply never giving advice. [H01]

Mentoring

Relevant experience, advice, challenge and connections support development without taking ownership of the mentee's future. HR Delivery's MENTOR, BRIDGE and RELATE architectures remain distinct from the six A coaching journey. The executive toolkit does not silently replace the mentoring suite. [H01-H02]

Management and instruction

Managers retain responsibility for decisions, resources, standards and performance conversations. Missing knowledge may require instruction or supervised practice. Calling an instruction a coaching question can obscure power and responsibility.

Qualified specialist support

Clinical, legal, technical, safeguarding and other consequential needs require the appropriate qualified route. Pause ordinary coaching where necessary. A referral is a professional boundary decision, not a negative judgement about the coachee.

Team and system work

An individual's coaching contract does not authorise team assessment, organisational diagnosis or intervention in colleagues' private information. Use separate purposes, consent, competence and governance for team coaching, facilitation and system change.

When to pause, refer or re-contract

Immediate risk

Stop the routine activity. Where there is an immediate or likely serious danger, follow the locally verified emergency or safeguarding protocol and obtain appropriate qualified help. Stay within your role, use minimum necessary disclosure and do not delay action to complete a worksheet. [H01, H04]

Significant distress or a need outside competence

Acknowledge what the person has shared without diagnosing. Explain the boundary, discuss appropriate support and consult according to the agreed protocol. Coaching may pause or continue only where the scope and qualified advice make that appropriate.

A formal employment concern

Do not convert an allegation, grievance, discrimination concern or disciplinary issue into an informal coaching exercise. Explain the available formal route and any role conflict. Coaching may support the person, but it must not become a hidden investigation.

A changed purpose or sponsor

Review the agreement when a promotion assessment, performance process, new manager or new sponsor changes the use of information. Do not rely on the original consent for a materially different purpose.

A technology or privacy change

Pause a new recording, transcription, AI or data-sharing use until the purpose and safeguards have been reviewed. Neither convenience nor an employer subscription establishes permission to upload private coaching content.

A relationship that is not useful

Invite feedback, repair where appropriate and offer the agreed rematch or exit route. Do not diagnose the coachee as resistant because the match or method does not fit.



The ebook and this toolkit

Page references below refer to the supplied 131-page D6 ebook, not this manual.

Ebook area	Pages	Source contribution	Toolkit application
Framework	6-8	6A, three levels, six enablers and quality lens	Model opening; all six A sections
Defining and selecting help	9-18	Coaching, mentoring, management and specialist boundaries	T03, X08; help and pause routes
Contracting	19-23	Trustworthy agreement and sponsor boundaries	T13-T24, X09-X14
Listening and reflection	25-28	Inquiry, meaning and checked interpretation	T37-T43, X14, X27
Goals and action	29-33	Observable goals, evidence and small practice	T31-T33, X55-X61
Feedback and challenge	34-38	Behaviour, perspective and agency	X22-X24, X46-X50
Mentoring	40-45	Experience and advice without imposing a career	Kept distinct; not renamed as coaching
Ethics and difficult situations	46-50	Competence, conflicts, referral and repair	T20-T24, T69-T72, X11, X52
Programme design	51-57	Access, matching, governance and capacity	T01-T12, T75-T84
Practitioner development	58-62	Observed practice and support	T68, T77, T79-T80
Evaluation and closure	63-71	Contribution, independence and endings	T61-T74, X69-X72

The mappings are editorial navigation aids. The ebook is not the complete 88-tool suite, and its C-resource IDs do not replace T01-T88. Where an internal ebook reference differs from an actual resource heading, use the heading and page range shown here. New activities remain X01-X72.



The ebook and this toolkit

Page references below refer to the supplied 131-page D6 ebook, not this manual.

Ebook area	Pages	Source contribution	Toolkit application
Madar Facilities case	72-79	A fictional coaching pilot reveals operational barriers	Separate case lesson; not merged with Meridian
Harbour mentoring case	80-84	Knowledge transfer and career agency	Mentoring distinction retained
Assessment companion	85-88	Preference, judgement, behaviour and technical limits	46-offering selector; X23-X24
Practitioner learning pathway	89-91	A learning route, not a qualification	Session designs and supervised practice guidance
Worked and reusable resources	92-122	Separate ebook resource IDs and records	Linked conceptually, not renumbered as T tools
C03 resource heading	99-101	Goal, baseline and workplace experiment	T31-T33, T51, X55; use actual heading/pages
Framework connections	125-126	Coaching sits within wider HR and OD work	System actions retained alongside coaching
Sources and responsible use	127-131	Evidence, permissions and publication limits	Source register and edition notes

The mappings are editorial navigation aids. The ebook is not the complete 88-tool suite, and its C-resource IDs do not replace T01-T88. Where an internal ebook reference differs from an actual resource heading, use the heading and page range shown here. New activities remain X01-X72.



Sources and practice notes

What the framework preserves, what the research informs and what remains an educational adaptation.

Use the method. Keep the evidence. Protect the relationship.



Read the source. Check the use.

These records distinguish source publications, research, professional guidance and creator resources.

- H01** **HR Delivery (2026). Coaching and Mentoring at Work. D6 editorial edition.**
Source publication
Supplied 131-page ebook. Governs distinctions, relationship practice, cases and assessment cautions.
Supplied: D6_Coaching_and_Mentoring.pdf
- H02** **HR Delivery (2026). 6A Workplace Coaching System: One-page Framework, second edition.**
Source framework
Controlling six stages, three levels, six enablers and four-part quality lens.
HR_Delivery_Workplace_Coaching_One_Page_Framework.pdf
- H03** **HR Delivery (2026). Workplace Coaching White Paper, second edition.**
Source publication
Organisational rationale, evidence and operating architecture. Maturity labels differ from H04 Appendix M; see edition crosswalk.
HR_Delivery_Workplace_Coaching_White_Paper.pdf
- H04** **HR Delivery (2026). Workplace Coaching Extensive Toolkit, second edition.**
Source toolkit
88 original tool IDs and titles retained. Operational templates re-presented; selected conflicts are disclosed and resolved against the controlling framework.
HR_Delivery_Workplace_Coaching_Extensive_Toolkit.pdf



Read the source. Check the use.

These records distinguish source publications, research, professional guidance and creator resources.

H05 **HR Delivery. Assessment catalogue.**

Catalogue / checked 12 October 2026

Live catalogue reviewed for names and intended applications. A catalogue is not technical validation or a licence to reconstruct a test.

<https://hr.delivery/hr-delivery/assessments>

R01 **International Coaching Federation. Code of Ethics (effective 1 April 2025).**

Professional standard

Ethical relationship, responsibilities, agreements, confidentiality, conflicts and accountable practice.

<https://coachingfederation.org/credentialing/coaching-ethics/icf-code-of-ethics/>

R02 **International Coaching Federation. 2025 Core Competencies.**

Professional standard

Competence reference, not a qualification granted by this toolkit.

<https://coachingfederation.org/wp-content/uploads/2025/09/icf-cs-core-competencies-2025.pdf>

R03 **Global Code of Ethics. Fourth version, December 2025.**

Professional standard

Public code and version reference. Apply the professional code governing your actual practice.

<https://globalcodeofethics.org/>



Read the source. Check the use.

These records distinguish source publications, research, professional guidance and creator resources.

- R04** **International Test Commission. International Guidelines for Test Use.**
Testing guidance
Competent, appropriate and ethical test use, with evidence relevant to intended purpose.
<https://www.intestcom.org/page/15>
- R05** **International Test Commission. Guidelines for Translating and Adapting Tests, second edition.**
Testing guidance
Translation alone does not establish equivalent measurement or valid interpretation.
https://www.intestcom.org/files/guideline_test_adaptation_2ed.pdf
- R06** **Nicolau, Candel, Constantin and Kleingeld (2023). The effects of executive coaching on behaviors, attitudes, and personal characteristics: a meta-analysis of randomized control trial studies.**
Research synthesis
Average effects across interventions do not validate each exercise or guarantee individual outcomes.
<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1089797/full>
- R07** **Workplace coaching: a meta-analysis and recommendations for advancing the science of coaching (2023). Frontiers in Psychology, article 1204166.**
Research synthesis
Evidence for workplace coaching should be interpreted with design, measures and heterogeneity in view.
<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1204166/full>

Read the source. Check the use.

These records distinguish source publications, research, professional guidance and creator resources.

- R08** **Grant, Curtayne and Burton (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: a randomised controlled study.**
Primary coaching study
A specific multicomponent executive intervention; its results cannot be assigned to a standalone worksheet.
<https://doi.org/10.1080/17439760902992456>
- R09** **The Open University. Workplace learning: coaching and mentoring, section 5.2.**
Educational method
GROW as a conversation scaffold, not a substitute for contracting or responsive listening.
<https://www.open.edu/openlearn/money-business/workplace-learning-coaching-and-mentoring/content-section-5.2>
- R10** **McKergow and Jackson. The OSKAR coaching framework.**
Creator method
Outcome, Scaling, Know-how and resources, Affirm and Action, Review. This toolkit uses original executive prompts.
<https://sfwork.com/oskar-coaching>
- R11** **Motivational Interviewing Network of Trainers. Understanding motivational interviewing.**
Professional method
Collaborative exploration of ambivalence and autonomy; no claim of MI certification or treatment competence.
<https://motivationalinterviewing.org/node/11216>



Read the source. Check the use.

These records distinguish source publications, research, professional guidance and creator resources.

- R12** **Center for Creative Leadership. Situation-Behavior-Impact feedback model.**
Creator/practitioner method
Describe the situation, observed behaviour and impact, then inquire rather than assume intent.
<https://www.ccl.org/articles/leading-effectively-article/sbi-feedback-model-a-quick-win-to-improve-talent-conversations-development/>
- R13** **Marshall Goldsmith. Try Feedforward Instead of Feedback.**
Creator/practitioner method
Future-oriented suggestions are used with permission; this toolkit supplies an independent workplace application.
<https://www.marshallgoldsmith.com/post/try-feedforward-instead-of-feedback>
- R14** **Kegan and Lahey (2001). The Real Reason People Won't Change.**
Creator publication
Competing commitments and assumptions as a reflective hypothesis, not a diagnosis or reason to force disclosure.
<https://store.hbr.org/product/the-real-reason-people-won-t-change/R0110E>
- R15** **Harvard Program on Negotiation. Difficult conversations resource.**
Professional education
Separate observed impact from assumed intention; explore interests and contribution without excusing misconduct.
<https://www.pon.harvard.edu/wp-content/uploads/images/posts/dbcr29.pdf>

Read the source. Check the use.

These records distinguish source publications, research, professional guidance and creator resources.

R16 **Neff. Exploring self-compassion through writing.**

Creator practice

Inspires a brief, optional, work-focused reflective activity. The original exercise is not reproduced.

<https://self-compassion.org/exercises/exercise-3-exploring-self-compassion-through-writing/>

R17 **Locke and Latham (2002). Building a practically useful theory of goal setting and task motivation.**

Research synthesis

Specific goals, feedback and task complexity require judgement; performance targets are not always the best learning goals.

<https://doi.org/10.1037/0003-066X.57.9.705>

R18 **Gollwitzer and Sheeran (2006). Implementation intentions and goal achievement.**

Research synthesis

If-then plans connect a recognisable cue with a chosen action. Executive adaptation here is not separately validated.

[https://doi.org/10.1016/S0065-2601\(06\)38002-1](https://doi.org/10.1016/S0065-2601(06)38002-1)

R19 **WOOP: Wish, Outcome, Obstacle, Plan.**

Creator method

Creator guidance for mental contrasting with implementation intentions; use a feasible, ethical work wish.

<https://woopmylife.org/>



Read the source. Check the use.

These records distinguish source publications, research, professional guidance and creator resources.

- R20** **Mental contrasting with implementation intentions: meta-analysis (2021).**
Research synthesis
General goal-attainment evidence does not establish a fixed benefit for executives or any specific organisational outcome.
<https://pmc.ncbi.nlm.nih.gov/articles/PMC8149892/>
- R21** **Ryan and Deci (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well-being.**
Foundational research
Autonomy, competence and relatedness inform questions about conditions, not a new diagnostic score.
https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf
- R22** **University of Michigan, Center for Positive Organizations. Reflected Best Self Exercise.**
Licensed resource pointer
A separately licensed product. Our best-work episode review is an original activity, not a reproduction of the licensed exercise.
<https://positiveorgs.bus.umich.edu/cpo-tool/reflected-best-self-exercise/>
- R23** **University of Michigan, Center for Positive Organizations. Job Crafting Exercise.**
Licensed resource pointer
A separately licensed resource. Our role-crafting proposal is an independent work-design discussion, not its booklet or scoring.
<https://positiveorgs.bus.umich.edu/cpo-tool/job-crafting-exercise/>



Read the source. Check the use.

These records distinguish source publications, research, professional guidance and creator resources.

- R24** **Kross et al. (2014). Self-talk as a regulatory mechanism: how you do it matters.**
Primary experimental research
Experimental self-distancing evidence; our short executive reflection is an adaptation, not clinical treatment.
<https://pubmed.ncbi.nlm.nih.gov/24467424/>
- R25** **Lally et al. (2010). How are habits formed: modelling habit formation in the real world.**
Primary research
Habit formation varies. Do not promise that a behaviour will become automatic in 21 or 66 days.
<https://doi.org/10.1002/ejsp.674>
- R26** **Turner-Stokes (2009). Goal attainment scaling in rehabilitation: a practical guide.**
Method with transfer limitations
The toolkit borrows explicit individual anchors. It does not import clinical norms, T-scores or validation into executive coaching.
<https://www.kcl.ac.uk/nmpc/assets/rehab/6.-goal-attainment-scaling-a-practical-guide.pdf>



WORKING GLOSSARY

Use the same words carefully.

Practical definitions for this toolkit; a named assessment or professional code may use a more specific definition.

Term	Working meaning
Agency	The coachee's meaningful ownership of choices within real constraints.
Alliance	Agreement on purpose and work, with a relationship that supports useful learning; not a score invented by this toolkit.
Assessment	A defined method of gathering evidence, whose intended use and technical basis matter.
Baseline	The starting evidence, with a defined behaviour, period, context and source.
Boundary	A limit of purpose, role, authority, competence, information or method.
Capability	What a person can demonstrate under relevant conditions, not merely a preference or confidence rating.
Capacity	The actual time, resources and support available to do the work.
Coachee	The person receiving coaching; their agency and information rights remain central.



Use the same words carefully.

Practical definitions for this toolkit; a named assessment or professional code may use a more specific definition.

Term	Working meaning
Coaching	A purposeful developmental partnership supporting reflection, choice, practice and learning.
Confidentiality	Agreed protection of information with explicit applicable limits, not absolute secrecy.
Contribution	A reasoned account of how coaching may have helped alongside other influences.
Counterexample	Evidence that qualifies or challenges a proposed pattern or interpretation.
Experiment	A small, ethical attempt to test a practice and learn from the result.
Four-way contract	Agreement covering coachee, coach, sponsor and programme owner, with other support roles explicit.
Goal anchor	A predefined description of a level of attainment for one specific goal.
Hypothesis	A provisional explanation or prediction open to testing and revision.



Use the same words carefully.

Practical definitions for this toolkit; a named assessment or professional code may use a more specific definition.

Term	Working meaning
Impact	A consequence experienced in work; not established by attendance or satisfaction alone.
Interpretation	Meaning assigned to evidence, distinguishable from the evidence itself.
Mentoring	Development through relevant experience, advice, challenge and connections while respecting the mentee's direction.
Programme owner	The role accountable for the coaching service's design, operations and governance.
Re-contracting	Reviewing and revising an agreement when purpose, roles, risks or conditions change.
Referral	Connecting a need to an appropriate qualified route beyond the coach's remit.
Sponsor	The commissioning or supporting role; funding does not confer ownership of private session content.
Supervision	Reflective and ethical professional support for the coach's practice and judgement.



Use the same words carefully.

Practical definitions for this toolkit; a named assessment or professional code may use a more specific definition.

Term	Working meaning
Transfer	Use and adaptation of learning in actual work.
Validation	Evidence supporting a specified interpretation and use, not a property established by a polished report.



EDITION AND RESPONSIBLE USE

Executive Coaching Framework & Toolkit

Visual Practice Edition / October 2026 / HR Delivery

Scope and source continuity

The original 606-page manual is the content and pagination master. All 160 tool identifiers are retained: T01-T88 and X01-X72. The 6A names, operating levels, enablers, quality lens, assessment companion and D6 ebook crosswalk remain intact.

Presentation revision

All 72 executive activities have redesigned working forms and matching worked examples. Fifteen core coaching tools also have redesigned forms and examples. Registers, contracts and other tools retain tabular formats when that is the useful working format.

Examples and measures

Source case examples remain fictional. Plotted positions that are not numerical source data are labelled illustrative. Wheels and personal scales are reflection aids, not validated tests, norms or predictions. No missing data are invented to make a chart look complete.

Use and professional responsibility

This is an educational and practical aid, not accreditation, clinical treatment, legal advice or technical authorisation. Use appropriate competence, consent, qualified advice and organisational processes for consequential decisions.

Source and intellectual property

Third-party model names and materials remain with their owners. Protected assessment item banks and separately licensed commercial exercise booklets are not reproduced. New visual working layouts do not alter the evidence status of a method.

Publication and privacy

The foreword remains prepared for Dr Phillip Welsh's review and approval. Keep one engagement per working copy and share only agreed outputs. Different workbook tabs are not a confidentiality boundary, and the complete workbook is not a sponsor report.

Working files and navigation

The manual has 606 pages; the coachee pack has 88. Original page references remain valid. The Excel workbook contains 183 tabs: the original 175 plus one visual index and seven additional working views. It includes seven new native charts alongside the original eight.

Access and quality boundaries

PDF text fields can be completed in a compatible reader; use its drawing tool for freehand plotting. Live numerical charts are in Excel. Cover imagery is conceptual brand artwork. Technical and visual checks are not PDF/UA certification or independent professional approval.



THE SIX-GUIDE SUITE

Six focused guides. One complete source.

All 606 pages of the Visual Practice Edition are represented across this suite. Shared foundations and references are intentionally repeated.

01

ALIGN

Charter + value hypothesis

[01_Align_Executive_Coaching_Guide.pdf](#)

140 guide pages | Core source section 27-109

02

AGREE

Four-way contract

[02_Agree_Executive_Coaching_Guide.pdf](#)

102 guide pages | Core source section 110-173

03

ASSESS

Goal + baseline + formulation

[03_Assess_Executive_Coaching_Guide.pdf](#)

154 guide pages | Core source section 174-289

04

ACTIVATE

Insight + options + commitment

[04_Activate_Executive_Coaching_Guide.pdf](#)

163 guide pages | Core source section 290-409

05

APPLY

Experiments + transfer plan

[05_Apply_Executive_Coaching_Guide.pdf](#)

115 guide pages | Core source section 410-486

06

ASSURE

Quality + value decision

[06_Assure_Executive_Coaching_Guide.pdf](#)

124 guide pages | Core source section 487-572

The ZIP includes a source-page map showing the primary guide and local page for every master page. Keep all six PDF filenames unchanged in the same folder for cross-guide links. The existing Designer Edition Excel workbook uses the same T and X tool identifiers.