

Additional Coaching exercises

Programmes, questions & reference

Plan the sequence. Find the right prompt. Keep the evidence within reach.

150

pages of supporting resources

Programmes, question banks,
forms, scoring and references

MASTER PAGES 503-652



Keep a working library, not a prescribed script

A large resource bank becomes useful when a practitioner can find the right support quickly and knows when to leave it unused.

This is the working companion to Guides A-E. It collects the programme routes, shared forms, item sheets, communication materials and reference banks from the master toolkit. It is designed to sit beside a coaching guide rather than replace the activity instructions and debrief.

Begin with the engagement and the conversation you are planning. The sequencing routes and ninety-day programme offer structures to adapt, not a requirement to complete every listed activity. Check what the client needs now, what has already been agreed and what experience since the last meeting should change the plan.

The shared question banks are places to look for a well-timed inquiry. Select a small number, ask in your own voice and leave room for the answer to influence the next question. A bank of questions is not a test of how much the coach can cover. The same applies to the reflective lines and learning cards: choose a prompt because it serves a purpose.

Use the questionnaire materials with their stated item identities, keys and interpretation guidance. A randomised order changes presentation, not the meaning of an item or the boundaries of a conclusion. Keep the distinction between a reflective conversation aid and a validated assessment clear, especially when results may be shared with an organisation.

The inventory crosswalk and research section preserve the trail back to the master resource. They help the practitioner locate a tool, understand its context and examine the limits of the supporting evidence. The communication and practice materials should be adapted with the same care for accuracy, consent and confidentiality as the coaching itself.

Treat this guide as a library that supports judgement. Return to the relevant coach guide before using an unfamiliar worksheet. Record adaptations that matter, review what worked and retain only the client information needed for the agreed service. The aim is not a larger programme, but a clearer and more dependable one.

THE PRACTITIONER'S STANDARD

Use the resource that improves the next conversation, not the largest bank.

Introduction

This guide retains the supporting resources and reference section of the master toolkit. It includes the original resource directory, selection routes, ninety-day programme, working agreement, cards, expanded question sets, randomised item sheets, scoring illustrations, business adaptations, communication materials and the large question and reflection banks.

01

Plan and prepare

Select a route or programme, agree the work and locate the shared materials required by an activity.

02

Facilitate and record

Use questions, cards and item sheets with the relevant coach guidance and interpretation rules.

03

Review and maintain

Trace activity references, consult sources and use the implementation notes for practitioner review and piloting.

A SUGGESTED STARTING ROUTE

ROUTES	Tool selection and sequencing routes	506
PROGRAMME	Ninety days of deliberate change	510
AGREEMENT	Working agreement drafting template	515
QUESTIONS	549 original coaching questions	575

This volume is a companion resource, not an additional set of 152 activities. The full coach guides, participant pages and debriefs sit in Guides A-E; the original ACE identifiers connect them to the materials here.

Using this guide

Use this companion alongside the relevant activity in Guides A-E.

01 / Start with the activity

Find the client's purpose in Guides A-E. Follow the ACE code into this volume when an activity calls for cards, questions, an item sheet or another shared resource.

02 / Use the correct version

Keep item identities, presentation order and interpretation keys together. Read the relevant scoring example before summarising questionnaire responses.

03 / Prepare and review

Adapt programme routes and communication templates to the actual engagement. Record important changes and review the results rather than following the plan mechanically.

Participation and care

Invite the client to decline, pause or choose another approach. Do not require personal disclosure or use imagery to diagnose or treat distress.

Evidence and ratings

Treat wheels and reflective scores as conversation aids, not selection tests. Separate what happened from what the client or coach inferred.

Records and boundaries

Agree confidentiality and sponsor reporting. Use a client code where possible, approved storage and proportionate records. Use specialist support when the need exceeds coaching.

FINDING A PAGE IN THE SPLIT EDITION

Original page numbers and ACE identifiers are retained. New opening pages use F-i, F-ii and so on. The original DIRECTORY footer now opens this guide's contents. Keep the six PDFs together for cross-guide links; support varies by reader. When a link does not open, use the suite map and retained master page number.

RELATED MATERIALS IN THE SUITE

GUIDE A	Purpose, values and goals	019
GUIDE B	Career, leadership and confidence	108
GUIDE C	Action, productivity and balance	206

The six-guide suite

Choose a guide by the work you need to do. Volume letters A-F identify the six books; the ACE codes retain the letters used in the original activity sections.

GUIDE / FOCUS

MASTER PAGES

A	Purpose, values & goals 27 activities and practice resources	001-107
B	Career, leadership & confidence 32 activities and practice resources	108-205
C	Action, productivity & balance 40 activities and practice resources	206-328
D	Review, workshops & reflection 33 activities and practice resources	329-435
E	Coaching practice & business owners 20 activities and practice resources	436-502
F	Programmes, questions & reference Shared programme and reference materials	503-652

ALL 652 MASTER PAGES ARE RETAINED

Every page from the revised master appears in one guide only. The original front matter is at the end of Guide A. Original page artwork, worksheets and wording are preserved; each volume adds its own opening pages and navigation.

Contents

Click an entry to open it. Activity and resource numbers below are the retained master page references.

ACTIVITY / RESOURCE	PAGE
Foreword	F-ii
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Using this guide	F-iv
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Programme design and shared working materials	
Original resource directory	503
Tool selection and sequencing routes	506
Ninety-day coaching programme	510
Working agreement drafting template	515
Values and qualities cards	519
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Questionnaires, scoring and adaptations	
Randomised participant questionnaires	527
Item order and interpretation keys	532
Worked scoring and feedback records	535
Business-owner adaptation notes	540

Contents / 02

Click an entry to open it. Activity and resource numbers below are the retained master page references.

ACTIVITY / RESOURCE	PAGE
Fifty-space connection register	544
Learning cards and communication materials	
Twelve monthly learning cards	549
One-week educational content set	561
Content and brand-use guide	564
Programme information sheet	566
Five programme messages	567
Programme description	568
Thirteen programme reminders	569
Fifteen educational posts	572
Question banks, crosswalk and evidence	
549 original coaching questions	575
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Inventory crosswalk	619
Research and professional references	644
Public catalogue and provenance	650
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EDITION NOTE

The crosswalk uses original master page references throughout. The suite directory identifies the guide that contains each range, and the PDF links have been retargeted for the split edition.

Resources and reference

Click an entry in the master PDF to open the section or resource.

Tool selection and sequencing routes	506
Twelve original routes for selecting and combining activities.	
Ninety-day coaching programme	510
Contracting meeting plus twelve weekly sessions and between-session work.	
Working agreement drafting template	515
Original terms for discussion and appropriate local review.	
Values and qualities cards	519
Choice cards to support values and qualities activities.	
21 goal-quality questions	522
Expanded prompts for ACE-C10.	
25 strengths questions	523
Expanded prompts for ACE-D09.	
37 fresh-perspective questions	525
Expanded prompts for ACE-E12.	

Resources and reference

Click an entry in the master PDF to open the section or resource.

Randomised participant questionnaires	527
Five fixed randomised versions, followed by item keys.	
Scoring and feedback examples	535
Worked calculations, profile plotting and an aggregation sheet.	
Business-owner adaptation notes	540
Specific adaptations for the shared business-tool variants.	
Fifty-space connection register	544
A practical register for ACE-N02.	
Twelve monthly learning cards	549
Original questions, journals, intentions and weekly routes.	
One-week content set	561
Seven original educational prompts and print-card layouts.	
Content and brand-use guide	564
Accuracy, accessibility, confidentiality and presentation.	

Resources and reference

Click an entry in the master PDF to open the section or resource.

Programme communication materials	566
Poster, messages, description, thirteen reminders and fifteen posts.	
549 original coaching questions	575
Activity-linked questions selected from the original debriefs.	
499 original reflective lines	597
Original thought-starters and practice invitations.	
Inventory crosswalk	619
All 421 references with coverage types and master page locations.	
Research references	644
Twenty-two sources and explicit evidence limitations.	
Implementation and production notes	652
Pilot, review, accessibility, records and version control.	

Choose a sequence, not a pile of tools

These are original facilitation routes. Select and adapt them; the client does not need to complete every activity.

Welcome and contracting

Begin with purpose and consent. Use only the intake prompts relevant to the engagement; select a baseline example before any rating.

ACE-A01 → ACE-A02 → ACE-A06 → ACE-A03 → ACE-A04

Balance and self-care

Start with the client's chosen life areas. Check organisational demands before prescribing personal practices; end with one feasible request or experiment.

ACE-H01 → ACE-H05 → ACE-H06 → ACE-H04 → ACE-H02 → ACE-I01

Career development

Combine narrative, values and behavioural evidence. Obtain feedback consent separately. Move from possibilities to a role-relevant development route.

ACE-D10 → ACE-D01 → ACE-D03 → ACE-D07 → ACE-D11 → ACE-C13

Choose a sequence, not a pile of tools

These are original facilitation routes. Select and adapt them; the client does not need to complete every activity.

Vision and goal setting

Choose one long-view exercise, not all three by default. Explore ambition, test assumptions and define the first ninety days.

ACE-C03 → ACE-C06 → ACE-C07 → ACE-C08 → ACE-C09 → ACE-C10 → ACE-C05 → ACE-C02

Life coaching and action

Use a custom starting question. Select action tools only after understanding meaning, barriers and support; avoid turning all of life into a productivity project.

ACE-H09 → ACE-H08 → ACE-H07 → ACE-F04 → ACE-F05 → ACE-F03 → ACE-G02

Productivity and time

Begin with an observation sample. Change workload and decision systems as well as personal habits; verify effects on colleagues.

ACE-G05 → ACE-G09 → ACE-G03 → ACE-G04 → ACE-G06 → ACE-G10 → ACE-G02

Choose a sequence, not a pile of tools

These are original facilitation routes. Select and adapt them; the client does not need to complete every activity.

Self-discovery

Keep personal disclosure optional. Translate values and identity reflections into behaviour without treating metaphors as assessment evidence.

ACE-B01 → ACE-B02 → ACE-B03 → ACE-B05 → ACE-E04 → ACE-B06 → ACE-B07

Fresh-start reset

Review what should be protected before changing anything. Consolidate duplicated insights into no more than three coherent changes.

ACE-H01 → ACE-H04 → ACE-H03 → ACE-E03 → ACE-F06 → ACE-I03 → ACE-C02

Executive leadership

Define the role challenge, combine self-view with consented evidence, practise a visible behaviour and review its organisational effect.

ACE-A03 → ACE-D15 → ACE-D07 → ACE-D16 → ACE-H13 → ACE-G10 → ACE-C12 → ACE-I01

Choose a sequence, not a pile of tools

These are original facilitation routes. Select and adapt them; the client does not need to complete every activity.

Business-owner coaching

Separate the owner, the business and the coaching contract. Use specialist advisers for financial, legal, regulatory and clinical questions.

ACE-007 → ACE-002 → ACE-003 → ACE-004 → ACE-005 → ACE-008 → ACE-006 → ACE-001

Workshop design and delivery

Choose opening, practice and closing activities around a specific learning objective. Adapt for access, language, hierarchy and safe participation.

ACE-N08 → ACE-J01 → ACE-J18 → ACE-J19 → ACE-J20 → ACE-J21 → ACE-N09

Grounding and imagery

Always offer a no-exercise and external-focus alternative. Choose one practice of suitable length; the longer versions are not inherently better.

ACE-M01 → ACE-M02 → ACE-M03 → ACE-M04 → ACE-M05

Ninety days of deliberate change

One contracting meeting (session 0) plus twelve weekly sessions. Thirteen contacts; not thirteen weeks of compulsory exercises.

Suggested 60-minute session: 10 minutes check-in and consent; 10 minutes review of the previous experiment; 25 minutes chosen activity; 10 minutes debrief and next step; 5 minutes closure. Adapt for need, access and the work that emerges. There is no obligation to follow a fixed curriculum.

0 Contract and orient

Confirm purpose, scope, confidentiality and sponsor arrangements. Record a baseline example and agree what will count as useful evidence.

Selected resources: ACE-A02 • ACE-A06 • ACE-A03

Between sessions: Write one situation to explore and one question about the engagement.

1 See the whole situation

Define personally relevant life areas. Explore the rating context and choose a priority without averaging the wheel.

Selected resources: ACE-H01 • ACE-A07

Between sessions: Notice one recurring pattern during an ordinary week.

2 Clarify what matters

Identify values, tensions and a behaviour that would express a chosen value in the current situation.

Selected resources: ACE-B02 • ACE-B03

Between sessions: Record one moment when the value was easier or harder to enact.

Ninety days of deliberate change

One contracting meeting (session 0) plus twelve weekly sessions. Thirteen contacts; not thirteen weeks of compulsory exercises.

3

Choose the direction

Explore motivation, practical conditions and a realistic ninety-day outcome. Check ownership rather than persuading the client.

Selected resources: ACE-C02 • ACE-C10 • ACE-A04

Between sessions: Gather evidence for the most uncertain assumption.

4

Strengthen support

Map useful support and prepare one reciprocal working-relationship conversation.

Selected resources: ACE-H07 • ACE-H13

Between sessions: Make one appropriate request or appreciation.

5

Set workable boundaries

Practise an accept, negotiate or decline response that fits responsibility, authority and risk.

Selected resources: ACE-H02 • ACE-G01

Between sessions: Use one safe boundary conversation and record the effect.

Ninety days of deliberate change

One contracting meeting (session 0) plus twelve weekly sessions. Thirteen contacts; not thirteen weeks of compulsory exercises.

6 Review energy and conditions

Review the first month honestly and distinguish personal practices from work-design changes.

Selected resources: ACE-H04 • ACE-H05 • ACE-I01

Between sessions: Test one change in conditions and one suitable restorative practice.

7 Build a small repeatable action

Design a cue-based behaviour and a manageable task breakdown. Check that the action is worth repeating.

Selected resources: ACE-F03 • ACE-F04

Between sessions: Track opportunities and attempts without treating missed days as failure.

8 Work with the barrier

Understand avoidance, capability gaps and external constraints before choosing a barrier response.

Selected resources: ACE-F05 • ACE-F11 • ACE-E10

Between sessions: Try the revised action once and record what you learned.

Ninety days of deliberate change

One contracting meeting (session 0) plus twelve weekly sessions. Thirteen contacts; not thirteen weeks of compulsory exercises.

9 Practise in the real role

Choose a role-relevant behaviour, rehearse it and agree feedback from an appropriate person.

Selected resources: ACE-D16 • ACE-G10 • ACE-E08

Between sessions: Complete one real-world attempt and request specific observations.

10 Review and simplify

Examine progress and workload; retain, change or stop activities that no longer serve the purpose.

Selected resources: ACE-F06 • ACE-G08 • ACE-I01

Between sessions: Implement one simplification and check its effect on others.

11 Consolidate learning

Identify changes supported by evidence, useful practices to retain and a meaningful way to recognise progress.

Selected resources: ACE-I04 • ACE-H11 • ACE-I06

Between sessions: Draft a client-owned summary and a maintenance plan.

Ninety days of deliberate change

One contracting meeting (session 0) plus twelve weekly sessions. Thirteen contacts; not thirteen weeks of compulsory exercises.

12

Close and look ahead

Review the engagement, agree records and sponsor closure, and plan an independent next-period review.

Selected resources: ACE-I05 • ACE-C02

Between sessions: Use the maintenance plan and review at the chosen future date.

Make the working agreement explicit

Original practice-agreement drafting template. It is not a jurisdiction-ready legal contract. Obtain appropriate review of commercial, liability, privacy, confidentiality, termination and governing-law provisions before operational use; no governing law or tax treatment is assumed.

1. Parties, purpose and scope

This coaching engagement is between [client], [coach/provider] and, where relevant, [sponsor]. Its agreed purpose is [client-owned purpose]. Coaching supports reflection, learning and chosen action. It does not replace clinical care, legal or financial advice, or decisions that belong to the client or organisation. The coach will work within their competence and discuss other support where appropriate.

Engagement-specific terms / questions to resolve

2. Roles and participation

The client remains responsible for their choices and may question, decline or adapt an exercise. The coach will offer a professional process, respectful challenge and honest feedback. The sponsor's role is [agreed role]. No particular personal or business outcome is guaranteed. Access and communication preferences are [agreed preferences].

Engagement-specific terms / questions to resolve

Make the working agreement explicit

Original practice-agreement drafting template. It is not a jurisdiction-ready legal contract. Obtain appropriate review of commercial, liability, privacy, confidentiality, termination and governing-law provisions before operational use; no governing law or tax treatment is assumed.

3. Meetings and practical arrangements

The agreed programme is [number, duration and frequency of sessions], delivered through [location/approved platform]. Between-session contact is limited to [agreed purpose, channel and response expectations]. Fees, billing, cancellations, rescheduling and expenses are specified in [commercial schedule]. Complete these terms before signature.

Engagement-specific terms / questions to resolve

4. Confidentiality and sponsor reporting

Session content and client worksheets will be treated as confidential within the agreed professional and legal limits. The only routine sponsor information to be shared is [specific information], with [approval process]. Exceptions and any disclosure obligations are [reviewed applicable terms]. Where appropriate and lawful, the coach will discuss a necessary disclosure with the client first. Do not promise absolute secrecy.

Engagement-specific terms / questions to resolve

Make the working agreement explicit

Original practice-agreement drafting template. It is not a jurisdiction-ready legal contract. Obtain appropriate review of commercial, liability, privacy, confidentiality, termination and governing-law provisions before operational use; no governing law or tax treatment is assumed.

5. Records, privacy and technology

The records collected are [types], for [purposes]. They are stored in [approved system], accessible to [roles], and retained or deleted under [reviewed policy and applicable requirements]. Recording, transcription or AI assistance will not be used without a separately explained and agreed arrangement covering purpose, providers, access and relevant risks. Do not upload identifiable client material to an unapproved tool.

Engagement-specific terms / questions to resolve

6. Feedback, concerns and professional boundaries

The client may raise concerns with [contact/route]. We will review the usefulness of the engagement at [interval]. The coach will disclose relevant conflicts of interest and discuss boundaries or another professional service when the work falls outside scope. Emergency and safeguarding arrangements are [locally appropriate procedure]. Coaching contact is not an emergency service.

Engagement-specific terms / questions to resolve

Make the working agreement explicit

Original practice-agreement drafting template. It is not a jurisdiction-ready legal contract. Obtain appropriate review of commercial, liability, privacy, confidentiality, termination and governing-law provisions before operational use; no governing law or tax treatment is assumed.

7. Review, change and ending

Either party may propose changes to purpose or process. Material changes to scope, fees, confidentiality or technology arrangements will be agreed explicitly. Ending, notice and any financial consequences are [reviewed terms]. At closure we will confirm any sponsor communication, outstanding obligations and records arrangements.

Engagement-specific terms / questions to resolve

8. Confirmation

We have discussed the purpose, roles, practical arrangements, confidentiality, records, limits and ending of this engagement. Questions still to resolve: []. Client name/signature/date: []. Coach name/signature/date: []. Sponsor acknowledgement, where relevant and limited to their agreed role: []. Do not sign with essential terms incomplete.

Engagement-specific terms / questions to resolve

A vocabulary for values

Choose, reject, rename or add words. The list is a prompt set, not a theory-based questionnaire or a complete account of values.

Achievement	Adventure	Authenticity
Autonomy	Balance	Belonging
Care	Clarity	Collaboration
Commitment	Community	Compassion
Competence	Contribution	Courage
Creativity	Curiosity	Dignity
Discipline	Excellence	Fairness
Family	Flexibility	Freedom
Friendship	Growth	Health
Honesty	Humility	Inclusion

My chosen words / what each means in observable behaviour

A vocabulary for values

Choose, reject, rename or add words. The list is a prompt set, not a theory-based questionnaire or a complete account of values.

Independence	Innovation	Integrity
Joy	Justice	Kindness
Learning	Loyalty	Meaning
Openness	Order	Patience
Peace	Practicality	Reliability
Respect	Responsibility	Security
Service	Simplicity	Stability
Stewardship	Sustainability	Trust
Understanding	Variety	Wellbeing
Wisdom	Add your own: _____	Add your own: _____

My chosen words / what each means in observable behaviour

Qualities for a chosen challenge

Select ten, then seven, five and three for the current challenge. Restore all the cards afterwards: priorities change; qualities are not taken away.

Attentive	Brave	Calm	Clear
Collaborative	Considerate	Consistent	Constructive
Creative	Curious	Decisive	Dependable
Determined	Fair-minded	Flexible	Generous
Honest	Imaginative	Inclusive	Independent
Methodical	Open-minded	Patient	Practical
Reflective	Respectful	Resourceful	Responsible
Steady	Thoughtful	Willing to learn	Add your own

What my choices reveal about this challenge / one quality to practise

21 questions for a well-chosen goal

Choose questions that fit the client's purpose. Leave thinking time; do not turn the bank into an interrogation.

- 01 What change do you actually want, in your own words?
- 02 Why does this matter to you now?
- 03 Whose goal is this, and what part do you personally choose?
- 04 What would be observably different if you made progress?
- 05 Who would benefit, and who might bear a cost?
- 06 What evidence describes the starting position?
- 07 Which part of the outcome is within your influence?
- 08 What important responsibility or value must be protected?
- 09 What would make the goal challenging but workable?
- 10 What capability will you need to develop?
- 11 What support or agreement is required from others?
- 12 What assumption about the situation needs checking?
- 13 What competing priority will you need to reduce or renegotiate?
- 14 What is the smallest useful milestone?
- 15 What obstacle is most likely to appear first?
- 16 When that obstacle appears, what response will you try?
- 17 What action can you take in the next seven days?
- 18 How will you distinguish activity from meaningful progress?
- 19 When will you review the goal and with what evidence?
- 20 What information would justify changing or stopping the goal?
- 21 What would make the pursuit of this goal worthwhile even if the final result differs from your expectation?

25 questions for strengths with evidence

Choose questions that fit the client's purpose. Leave thinking time; do not turn the bank into an interrogation.

- 01 When have you recently made a useful difference?
- 02 What did you actually do in that situation?
- 03 Which part of the result can reasonably be attributed to your contribution?
- 04 What would another person have observed?
- 05 What do colleagues repeatedly ask you to help with?
- 06 What difficult task has become easier through your practice?
- 07 When have you learned something faster than you expected?
- 08 What do you do reliably even when nobody is watching?
- 09 Which contribution do you dismiss because it feels ordinary to you?
- 10 What feedback have you received more than once?
- 11 What evidence supports that feedback?
- 12 In what situation does this strength work best?
- 13 What conditions help you express it?
- 14 Where does the same approach become less useful?
- 15 How might you overuse this strength under pressure?
- 16 What complementary capability would make it more effective?
- 17 Who models a more skilful version of this behaviour?
- 18 What could you learn from that person without copying their style?
- 19 Which strength is not fully used in your current role?
- 20 Where could it contribute to a real organisational need?
- 21 What would a small stretch application look like?
- 22 What support would make that stretch responsible?
- 23 How will you know whether the strength transferred to the new situation?
- 24 Who can give you specific feedback on the attempt?

25 questions for strengths with evidence

Choose questions that fit the client's purpose. Leave thinking time; do not turn the bank into an interrogation.

25 What do you now want to practise, protect or use differently?

37 questions that open a fresh view

Choose questions that fit the client's purpose. Leave thinking time; do not turn the bank into an interrogation.

- 01 What is the situation when described without a judgement?
- 02 What are you treating as certain that may still be an assumption?
- 03 What evidence would a neutral observer ask to see?
- 04 What part of the situation have you not yet asked about?
- 05 What would the other person say matters to them?
- 06 What alternative explanation deserves a fair hearing?
- 07 What are you predicting, and how likely is it really?
- 08 What would you do if the feared outcome occurred?
- 09 What has happened before that differs from the current story?
- 10 When is this problem less intense or less frequent?
- 11 What is different on those occasions?
- 12 What resource are you already using without noticing?
- 13 What part of the situation can you influence directly?
- 14 What requires agreement rather than more personal effort?
- 15 What lies outside your present authority?
- 16 What is the decision you have been postponing?
- 17 What useful discomfort might you be avoiding?
- 18 What legitimate boundary might you need to protect?
- 19 What would a fairer description of your contribution sound like?
- 20 What would you say to a respected colleague in the same position?
- 21 Which rule are you applying too rigidly?
- 22 When would that rule be useful, and when would it not?
- 23 What would change if you separated the person from the behaviour?
- 24 What are you trying to control that needs a different response?

37 questions that open a fresh view

Choose questions that fit the client's purpose. Leave thinking time; do not turn the bank into an interrogation.

- 25 What is the smallest responsible experiment available?
- 26 What would you try if the purpose were learning rather than proving yourself?
- 27 What would be enough progress for this week?
- 28 What could you stop doing to make space for that progress?
- 29 What request have you not made clearly?
- 30 Who could offer a perspective you do not currently have?
- 31 What practical support would make the next step possible?
- 32 What do you need to understand before choosing a solution?
- 33 What consequence should not be minimised?
- 34 What would tell you that specialist help is more appropriate?
- 35 What choice remains yours even if the circumstances do not improve immediately?
- 36 What evidence will you review after the next step?
- 37 What do you now see differently, and what will you do with that difference?

Motivation and readiness profile

ALIGN / AGREE • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Rate each statement 0–10: 0 = not at all true of my current situation; 10 = fully true. Use N/A when you cannot answer. Think about the chosen goal now.

NO.	STATEMENT / QUESTION	RATING
01	This goal supports something that matters to me.	
02	I can explain why I personally choose this goal.	
03	I know where to obtain help with difficult parts.	
04	I can explain the cost of leaving the situation unchanged.	
05	I have room to influence how I pursue this goal.	
06	The likely benefit is worth the effort required.	
07	I would still value this change without external praise.	
08	I have enough practical time to take the next step.	
09	I have evidence that I can learn the required skill.	
10	I know the next behaviour I need to practise.	
11	I can obtain the resources needed for the next step.	
12	The people or systems involved make action possible.	

What I notice / context behind my responses

One useful next step or question to discuss

Fixed randomised participant version. The coach's key maps positions back to the original items. There are no right answers.

Life satisfaction conversation profile

ALIGN / AGREE • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Rate current satisfaction 0–10: 0 = not at all satisfied; 10 = fully satisfied by your own definition. Use N/A where needed. Discuss what each area means to you.

NO.	STATEMENT / QUESTION	RATING
01	How satisfied are you with how your current life fits what matters to you?	
02	How satisfied are you with the quality of your important relationships?	
03	How satisfied are you with opportunities to learn and develop?	
04	How satisfied are you with your opportunity to recover from demands?	
05	How satisfied are you with the practical stability needed to manage daily life?	
06	How satisfied are you with the place of non-work activities in your life?	
07	How satisfied are you with the choices available to you?	
08	How satisfied are you with the contribution your work allows you to make?	

What I notice / context behind my responses

One useful next step or question to discuss

Fixed randomised participant version. The coach's key maps positions back to the original items. There are no right answers.

Developmental feedback from several perspectives

ASSESS / ACTIVATE • ABOUT 60 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

For the agreed observation period, rate each behaviour: 0 = never observed when relevant; 1 = rarely; 2 = sometimes; 3 = often; 4 = consistently. Use N/O when you lack a relevant opportunity to observe. Add an example.

NO.	STATEMENT / QUESTION	RATING
01	Makes the decision and its owner clear.	
02	Delegates with clear boundaries and support.	
03	Invites relevant views before deciding.	
04	Uses feedback to make a visible adjustment.	
05	Listens without interrupting or dismissing concerns.	
06	Addresses difficulties respectfully and promptly.	
07	Follows through on agreed commitments.	
08	Explains the reasoning behind important changes.	

Example of a behaviour and its effect (do not identify another respondent)

What I notice / context behind my responses

One useful next step or question to discuss

Fixed randomised participant version. The coach's key maps positions back to the original items. There are no right answers.

A sustainable self-care practices review

ASSESS / APPLY • ABOUT 30 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Over the past two weeks: 0 = never; 1 = rarely; 2 = sometimes; 3 = often; 4 = consistently. Use N/A where appropriate. Rate opportunity and experience honestly, not an ideal lifestyle.

NO.	STATEMENT / QUESTION	RATING
01	I made space for everyday routines that support me.	
02	I had a realistic opportunity to pause after demanding work.	
03	I renegotiated an expectation that had become unrealistic.	
04	I protected at least one personally important commitment.	
05	I made my available capacity clear when taking on work.	
06	I could ask someone for practical help when needed.	
07	I maintained contact with people who matter to me.	
08	I could disengage from work for a period that suited my circumstances.	
09	I attended to an avoidable problem in my immediate environment.	
10	I arranged appropriate support for a practical need rather than indefinitely postponing it.	
11	I spent some time on an activity I found restorative.	
12	I had a conversation in which I felt heard.	

What I notice / context behind my responses

One useful next step or question to discuss

Fixed randomised participant version. The coach's key maps positions back to the original items. There are no right answers.

Workshop feedback that leads to improvement

ALIGN / AGREE / ASSURE • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Rate each statement: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree. Use N/A where you cannot judge. Add what was useful and what should change.

NO.	STATEMENT / QUESTION	RATING
01	The content was relevant to my work.	
02	The purpose of the session was clear.	
03	The activities helped me identify a practical next step.	
04	The session respected different perspectives and boundaries.	
05	I had a suitable way to participate.	
06	The explanations and instructions were understandable.	

What I notice / context behind my responses

One useful next step or question to discuss

Fixed randomised participant version. The coach's key maps positions back to the original items. There are no right answers.

Item order and interpretation key

Randomisation changes presentation order only. Use the original item identity when summarising responses.

ACE-A04 / Motivation and readiness profile

01 → MI1 | 02 → MO1 | 03 → MC3 | 04 → MI3 | 05 → MO2 | 06 → MI2 | 07 → MO3 | 08 → MS1 | 09 → MC2 | 10 → MC1 | 11 → MS3 | 12 → MS2

Ownership, Importance, Capability and Conditions each contain three items. Mean = sum of valid item responses / number answered. Score a domain only with at least two answers; a two-item mean is provisional. Do not calculate a total or apply cut-offs.

ACE-A07 / Life satisfaction conversation profile

01 → LS8 | 02 → LS2 | 03 → LS5 | 04 → LS3 | 05 → LS7 | 06 → LS6 | 07 → LS4 | 08 → LS1

Interpret each item separately. Do not average the items or label wellbeing levels. The overall-life-fit item is a separate reflection, not a total score. Repeated ratings require the same area definitions.

Item order and interpretation key

Randomisation changes presentation order only. Use the original item identity when summarising responses.

ACE-D07 / Developmental feedback from several perspectives

01 → FB1 | 02 → FB5 | 03 → FB3 | 04 → FB8 | 05 → FB4 | 06 → FB7 | 07 → FB6 | 08 → FB2

Keep self-ratings separate from others. For each item, show an others' mean only when at least three valid other ratings exist; otherwise use consented examples without a numerical aggregate. Report n and range. This rule reduces overinterpretation; it does not guarantee anonymity or validate the instrument. No total score.

ACE-H06 / A sustainable self-care practices review

01 → SC10 | 02 → SC01 | 03 → SC09 | 04 → SC08 | 05 → SC07 | 06 → SC04 | 07 → SC06 | 08 → SC03 | 09 → SC11 | 10 → SC12 | 11 → SC02 | 12 → SC05

Recovery = items 1–3; Support = 4–6; Boundaries = 7–9; Practical care = 10–12. Domain mean = valid sum / valid count, with at least two answers. Two-item means are provisional. No total, norms, diagnostic thresholds or employment-decision use.

Item order and interpretation key

Randomisation changes presentation order only. Use the original item identity when summarising responses.

ACE-N09 / Workshop feedback that leads to improvement

01 → WF02 | 02 → WF01 | 03 → WF05 | 04 → WF06 | 05 → WF04 | 06 → WF03

Report item response distributions, valid n and missing counts. A mean may be shown descriptively with the distribution, not as a validated quality score. Do not calculate a total. Immediate feedback does not demonstrate later learning transfer.

Results without false precision

Worked examples are fictional. These calculations illustrate the stated rules; they do not validate the instrument.

Ownership	8, 7, 9	$24 / 3 = 8.0$
Importance	9, 8, 7	$24 / 3 = 8.0$
Capability	6, N/A, 4	$10 / 2 = 5.0^*$
Conditions	3, N/A, N/A	Not scored

* A two-item domain mean is provisional. With fewer than two valid responses, leave the domain unscored. Missing is not zero. Do not calculate an overall score.

PROFILE: INTERPRET THE PATTERN WITH CONTEXT



What the examples behind the profile suggest / what remains uncertain

One chosen response and a review date — not a diagnosis

Results without false precision

Worked examples are fictional. These calculations illustrate the stated rules; they do not validate the instrument.

Recovery	1, 2, 1	$4 / 3 = 1.33$
Support	3, 4, 3	$10 / 3 = 3.33$
Boundaries	1, N/A, 3	$4 / 2 = 2.0^*$
Practical care	N/A, N/A, 2	Not scored

* A two-item domain mean is provisional. With fewer than two valid responses, leave the domain unscored. Missing is not zero. Do not calculate an overall score.

PROFILE: INTERPRET THE PATTERN WITH CONTEXT



What the examples behind the profile suggest / what remains uncertain

One chosen response and a review date — not a diagnosis

Results without false precision

Worked examples are fictional. These calculations illustrate the stated rules; they do not validate the instrument.

Illustrative responses: contribution through work = 8; relationships = 5; recovery = 3; choice and influence = 6; learning = 7; life outside work = 4; practical stability = N/A; overall life fit = 6. These are eight separate reflections. Do not add or average them.

WHAT MAY BE EXPLORED

The client may choose to discuss recovery or life outside work, but the lowest number does not automatically determine the agenda. Ask about importance, context and what improvement would mean.

WHAT CANNOT BE CONCLUDED

The responses do not establish a wellbeing category, a clinical condition or how the client compares with others. The overall-life-fit item is not a computed total.

A USEFUL NEXT STEP

Agree one specific question or action, then review the same area definition after a suitable period. Record what happened and other changes in circumstances.

My area definitions and the context behind the responses

The question I choose to explore / action and review

Results without false precision

Worked examples are fictional. These calculations illustrate the stated rules; they do not validate the instrument.

Illustration: four valid other ratings of 2, 3, 3 and 4 give $n = 4$, $\text{mean} = 3.0$ and $\text{range} = 2\text{--}4$. A self-rating of 2 remains separate. With only two valid other ratings, do not show the numerical aggregate under this toolkit’s rule; use appropriately consented examples. A minimum n does not guarantee anonymity.

BEHAVIOUR ITEM	SELF	OTHER n	MEAN	RANGE
FB1 Makes the decision and its owner clear.				
FB2 Explains the reasoning behind important changes.				
FB3 Invites relevant views before deciding.				
FB4 Listens without interrupting or dismissing concerns.				
FB5 Delegates with clear boundaries and support.				
FB6 Follows through on agreed commitments.				
FB7 Addresses difficulties respectfully and promptly.				
FB8 Uses feedback to make a visible adjustment.				

Converging examples, disagreements and context

One behaviour to practise / observer / review date

Results without false precision

Worked examples are fictional. These calculations illustrate the stated rules; they do not validate the instrument.

Illustration for one workshop-feedback item: ratings 4, 5, 4, 3 and N/A give four valid responses and one missing response. The distribution is: 3 = one, 4 = two, 5 = one. A descriptive mean is $(4 + 5 + 4 + 3) / 4 = 4.0$. Keep the distribution and comments visible; do not convert it into a validated quality grade.

Item / valid n / missing n / response distribution

What participants found useful — remove identifying detail

What should change — evidence and design decision

Later application evidence / follow-up only with appropriate permission

Use shared tools in a business context

These notes retain the separately inventoried business variants without claiming that commercial files were identical.

Q02 → ACE-G03

Define impact as a verified contribution to customer value, delivery or an agreed business outcome; include cash and people capacity only with appropriate evidence.

Q03 → ACE-G04

Allocate owner time to business-critical work and management development before filling the diary with operational requests.

Q05 → ACE-D03

Distinguish the owner's personal skill from a capability that other people can reliably deliver.

Q06 / Q07 → ACE-O01 / ACE-D13 / ACE-D14

Use the annual and quarterly boards with business milestones, accountable owners, dependencies and evidence; they are not forecasts.

Q12 → ACE-A03

Record both business purpose and owner-development behaviour; specify which information advisers or partners may receive.

Q13 → ACE-I01

Review owner behaviour and business indicators separately. Do not attribute all commercial change to coaching.

Use shared tools in a business context

These notes retain the separately inventoried business variants without claiming that commercial files were identical.

Q14 → ACE-F03

Choose a small owner routine that supports business quality, such as reviewing exceptions, not a vague habit of being entrepreneurial.

Q15 → ACE-G10

Include partner and governance limits in the delegation agreement; distinguish ownership rights from day-to-day decision authority.

Q16 → ACE-G05

Sample founder bottlenecks, rework and unplanned approvals; avoid using the log to monitor employees covertly.

Q18 → ACE-G06

Define a genuine customer or operational escalation route while reducing reassurance and routine approval interruptions.

Q19 → ACE-E08

Use a mentor's likely questions as hypotheses, not as their actual advice or endorsement.

Q20 → ACE-B07

Write the owner's purpose and the business purpose separately before looking for alignment.

Use shared tools in a business context

These notes retain the separately inventoried business variants without claiming that commercial files were identical.

Q21 → ACE-F02

Record the business action, accountable owner, evidence, dependency and decision date.

Q22 → ACE-C12

Test the commercial assumption and identify a responsible commitment boundary before acting.

Q23 → ACE-D05

Keep personal strengths and gaps separate from the business SWOT in ACE-003.

Q24 → ACE-D08

Consider whether the owner should develop the skill or obtain it through another role or qualified adviser.

Q25 → ACE-H14

Review workload, operational dependency and recovery; do not assume owner status means unlimited capacity.

Q26 → ACE-G09

Check actual customer, contractual and safety consequences before deciding what is urgent.

Use shared tools in a business context

These notes retain the separately inventoried business variants without claiming that commercial files were identical.

Q28 → ACE-G07

Use a small owner task plan alongside, not instead of, the business's operational and project systems.

Q29 → ACE-E03

Separate emotional attachment, legitimate obligation and unresolved commercial risk before deciding what to release.

Q30 → ACE-F10

Describe avoidable conditions or processes, not employees as irritations; assign the improvement to the right authority.

Fifty connection spaces

Record only appropriate professional information. Fifty is a register capacity, not a target or permission to contact people.

NO.	CONNECTION / CATEGORY	MUTUAL RELEVANCE / CONTRIBUTION	CONSENT / NEXT STEP
01			
02			
03			
04			
05			
06			
07			
08			
09			
10			
11			

Fifty connection spaces

Record only appropriate professional information. Fifty is a register capacity, not a target or permission to contact people.

NO.	CONNECTION / CATEGORY	MUTUAL RELEVANCE / CONTRIBUTION	CONSENT / NEXT STEP
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			

Fifty connection spaces

Record only appropriate professional information. Fifty is a register capacity, not a target or permission to contact people.

NO.	CONNECTION / CATEGORY	MUTUAL RELEVANCE / CONTRIBUTION	CONSENT / NEXT STEP
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			

Fifty connection spaces

Record only appropriate professional information. Fifty is a register capacity, not a target or permission to contact people.

NO.	CONNECTION / CATEGORY	MUTUAL RELEVANCE / CONTRIBUTION	CONSENT / NEXT STEP
34			
35			
36			
37			
38			
39			
40			
41			
42			
43			
44			

Fifty connection spaces

Record only appropriate professional information. Fifty is a register capacity, not a target or permission to contact people.

NO.	CONNECTION / CATEGORY	MUTUAL RELEVANCE / CONTRIBUTION	CONSENT / NEXT STEP
45			
46			
47			
48			
49			
50			

Choose a worthwhile direction

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

A clear goal is a choice about contribution, effort and evidence.

A QUESTION TO DISCUSS

Which outcome matters enough to change how you use your time?

A JOURNAL PROMPT

Describe a goal you chose and one you inherited. What difference does that make?

A GROUNDED INTENTION

I can choose a useful next step without pretending to control the whole outcome.

FOUR WEEKLY ROUTES

Week 1 • ACE-C01: The annual direction planner

Week 2 • ACE-C05: A clear and workable goal

Week 3 • ACE-C10: Twenty-one goal-quality questions

Week 4 • ACE-C02: The next 90 days

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Act with care and useful energy

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

Care becomes visible through attention, fair behaviour and useful support.

A QUESTION TO DISCUSS

What would helpful support look like to the person receiving it?

A JOURNAL PROMPT

Record one moment when you checked what help was welcome.

A GROUNDED INTENTION

I can offer support while respecting another person's choice.

FOUR WEEKLY ROUTES

Week 1 • ACE-H16: Kindness as a series of chosen actions

Week 2 • ACE-H04: Identify what drains and restores energy

Week 3 • ACE-H07: Map the people who help you move forward

Week 4 • ACE-H19: Five specific things to appreciate

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Make room for a more satisfying week

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

Small improvements work best when they fit the life you actually have.

A QUESTION TO DISCUSS

What could you simplify without losing something important?

A JOURNAL PROMPT

Describe one ordinary moment you would like to improve and why.

A GROUNDED INTENTION

I can make one worthwhile change without redesigning everything.

FOUR WEEKLY ROUTES

Week 1 • ACE-I03: A fresh-start review of commitments and conditions

Week 2 • ACE-H15: Add one source of brightness to an ordinary week

Week 3 • ACE-H11: Make room for what brings you alive

Week 4 • ACE-G08: Choose what to stop, reduce or refuse

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Build confidence from practice

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

Confidence is more credible when it is connected to evidence and preparation.

A QUESTION TO DISCUSS

What have you done before that could inform this challenge?

A JOURNAL PROMPT

Describe a capable moment and separate your behaviour from the conditions.

A GROUNDED INTENTION

I can prepare, practise and learn from an imperfect attempt.

FOUR WEEKLY ROUTES

Week 1 • ACE-D03: Strengths with evidence and range

Week 2 • ACE-E05: Learn from a credible role model

Week 3 • ACE-E08: Borrow a mentor's perspective

Week 4 • ACE-D16: Leadership presence in behaviour

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Understand what coaching offers

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

Coaching is a structured partnership, not a promise that every problem will be solved.

A QUESTION TO DISCUSS

What would make a coaching conversation useful to you?

A JOURNAL PROMPT

Describe the difference between advice you need and reflection you need.

A GROUNDED INTENTION

I can ask for support while retaining responsibility for my choices.

FOUR WEEKLY ROUTES

Week 1 • ACE-N11: Explain the value and limits of coaching

Week 2 • ACE-A03: Coaching outcomes and evidence map

Week 3 • ACE-I01: Review progress without performing success

Week 4 • ACE-I05: Close the engagement and transfer ownership

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Express values in behaviour

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

Values become useful when they inform a real choice or trade-off.

A QUESTION TO DISCUSS

Which value needs to be visible in your next decision?

A JOURNAL PROMPT

Write about a tension between two legitimate values.

A GROUNDED INTENTION

I can act consistently with a chosen value while acknowledging competing needs.

FOUR WEEKLY ROUTES

Week 1 • ACE-B02: A working vocabulary of values

Week 2 • ACE-B03: Values into everyday choices

Week 3 • ACE-B07: A leadership purpose statement

Week 4 • ACE-D16: Leadership presence in behaviour

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Protect sustainable performance

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

Sustainable work requires attention to conditions as well as personal routines.

A QUESTION TO DISCUSS

What demand needs redesign rather than more endurance?

A JOURNAL PROMPT

Describe a boundary that would support both quality and sustainability.

A GROUNDED INTENTION

I can ask for clearer conditions and choose a feasible restorative practice.

FOUR WEEKLY ROUTES

Week 1 • ACE-H01: The whole-life balance wheel

Week 2 • ACE-H05: Turn unmet needs into practical requests

Week 3 • ACE-H06: A sustainable self-care practices review

Week 4 • ACE-H14: Restore useful energy at work

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Turn inspiration into an experiment

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

An idea becomes more useful when it meets a small real-world test.

A QUESTION TO DISCUSS

What is the smallest responsible version of the action?

A JOURNAL PROMPT

Record the cue, action and barrier response for a chosen experiment.

A GROUNDED INTENTION

I can learn from an attempt without making it a judgement of my worth.

FOUR WEEKLY ROUTES

Week 1 • ACE-F01: Generate actions before choosing

Week 2 • ACE-F04: Break the large task into workable pieces

Week 3 • ACE-F03: Design a small daily habit

Week 4 • ACE-F11: From excuse language to a barrier plan

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Define success with evidence

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

Visible activity and meaningful progress are not the same thing.

A QUESTION TO DISCUSS

What evidence would show that the work made a difference?

A JOURNAL PROMPT

Describe a result, the contribution you made and other factors involved.

A GROUNDED INTENTION

I can recognise progress honestly and revise a plan when evidence changes.

FOUR WEEKLY ROUTES

Week 1 • ACE-C05: A clear and workable goal

Week 2 • ACE-D12: An annual career development plan

Week 3 • ACE-I01: Review progress without performing success

Week 4 • ACE-I04: Make the learning visible at the end of a programme

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Respond constructively to difficulty

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

A difficult experience deserves both an accurate account and a workable response.

A QUESTION TO DISCUSS

What interpretation could be checked before you act on it?

A JOURNAL PROMPT

Separate what happened, what you assumed and what you now choose.

A GROUNDED INTENTION

I can be accountable without turning a setback into a global judgement.

FOUR WEEKLY ROUTES

Week 1 • ACE-E01: Thinking patterns: a reality check

Week 2 • ACE-E07: Reframe a limitation without denying it

Week 3 • ACE-E10: Test a limiting rule

Week 4 • ACE-F05: Understand and interrupt procrastination

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Improve the quality of connection

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

Useful relationships depend on listening, clarity and reciprocal agreements.

A QUESTION TO DISCUSS

What expectation has never been made explicit?

A JOURNAL PROMPT

Write the other person's possible perspective and mark what remains unknown.

A GROUNDED INTENTION

I can ask, listen and clarify rather than assume I already understand.

FOUR WEEKLY ROUTES

Week 1 • ACE-H13: Strengthen a working relationship deliberately

Week 2 • ACE-J18: Listen, reflect and check

Week 3 • ACE-H07: Map the people who help you move forward

Week 4 • ACE-J15: See the decision from another role

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

Review, release and recognise

Original educational content for a coaching conversation, workshop or newsletter.

THE IDEA

A good review acknowledges contribution, cost, learning and unfinished work.

A QUESTION TO DISCUSS

What should you carry forward, and what no longer serves the purpose?

A JOURNAL PROMPT

Record one contribution, one lesson and one commitment to reconsider.

A GROUNDED INTENTION

I can acknowledge what I have done and choose the next period deliberately.

FOUR WEEKLY ROUTES

Week 1 • ACE-I02: Close one year and choose the next

Week 2 • ACE-I06: Recognise your contribution with evidence

Week 3 • ACE-I04: Make the learning visible at the end of a programme

Week 4 • ACE-I05: Close the engagement and transfer ownership

For each week: use one debrief question, one written reflection, one chosen intention and a small experiment from the linked activity. Do not promise an outcome or publish client details.

One week of useful prompts

Text and print-card layouts. These are not the supplier's social-media graphics or editable Canva files.

MONDAY / QUESTION / ACE-C02

What is the most useful outcome you could influence this week?

Choose one outcome and describe visible evidence of progress.

TUESDAY / REFLECTION / ACE-G02

A full calendar is not evidence of a useful week.

Notice which commitment deserves protected attention.

WEDNESDAY / PRACTICE / ACE-J18

Before offering a solution, check that you understand the question.

Try one accurate summary and invite correction.

One week of useful prompts

Text and print-card layouts. These are not the supplier's social-media graphics or editable Canva files.

THURSDAY / QUESTION / ACE-H05

What request have you not yet made clearly?

Write a specific, feasible request with room for the other person's response.

FRIDAY / REVIEW / ACE-I01

What changed because of your action, and what changed for other reasons?

Record one observation before deciding the next step.

SATURDAY / JOURNAL / ACE-H11

Describe a moment that restored your interest or energy.

What conditions made it possible, and could one be protected next week?

One week of useful prompts

Text and print-card layouts. These are not the supplier's social-media graphics or editable Canva files.

SUNDAY / INTENTION / ACE-G01

I can choose a manageable next step without filling every available moment.

Select one useful action and one commitment to protect.

Make the content useful and accurate

Purpose before format

Use a question, reflection or practical invitation because it serves the audience. Do not treat a graphic count as evidence of learning value. The monthly cards, seven-day set and original thought-starters can be used in newsletters, workshops and client discussions.

Brand placement

Use the approved HR Delivery logo artwork when available; do not reconstruct it from type or redraw it. This publication uses a typographic HR Delivery masthead. Leave clear space around a logo, use navy text on light surfaces and keep teal for accents or backgrounds with dark text.

One message per card

Choose a short headline, one original prompt and one practical next step. Keep paragraphs brief, use readable type and provide equivalent text when a graphic is posted. Avoid decorative charts that imply data where none exist.

Make the content useful and accurate

Originality and attribution

The 499 thought-starters are original editorial lines from this toolkit, not quotations attributed to famous people. Do not add a person's name to them. Research references support concepts, not the validity of a newly written worksheet.

Review before publication

Check accuracy, accessibility, confidentiality, claims, contact details and any local advertising or privacy requirements. Mark all fictional examples as fictional. Do not publish completed client worksheets as promotional examples without specific informed permission.

What this edition supplies

This edition supplies coaching activities, original scripts, educational text, print-ready monthly cards, a sample week and communication templates. It does not claim to contain the supplier's Canva projects, hundreds of JPG variants, MP3 recordings or a Spanish translation set.

Ninety days of deliberate change

A structured executive-coaching programme from HR Delivery

**Choose a direction.
Practise in real work.
Review what changes.**

PURPOSE

Create space to examine a meaningful challenge, choose practical experiments and learn from the results.

STRUCTURE

One contracting meeting followed by twelve weekly sessions, adapted to the client's needs and circumstances. Confidentiality, scope and sponsor arrangements are agreed explicitly.

WHAT TO EXPECT

Reflection, evidence, respectful challenge, selected activities and between-session practice. Coaching is not a guarantee of business or personal outcomes and does not replace specialist care or advice.

PRACTICAL DETAILS

Coach: [name] | Format: [online / in person]

Dates and time zone: [] | Fee and terms: []

Enquiries: [approved contact]

Five messages for five conversations

Print-ready headline cards. Pair each with an accurate purpose, clear next step and the relevant programme details.

01 A direction you genuinely choose.

02 Support that fits the real situation.

03 Small experiments in real work.

04 An honest review of what changes.

05 An ending that transfers ownership.

A clear invitation, without inflated promises

An executive role can leave little time to examine how decisions, relationships and working habits are shaping results. HR Delivery's Ninety Days of Deliberate Change programme provides a structured space to do that work.

The engagement begins by agreeing a purpose, the boundaries of coaching, confidentiality and what useful progress would look like. Across twelve weekly sessions, the coach and client select relevant activities, consider evidence, practise realistic changes and review what happens. The route is adapted to the person rather than treated as a compulsory sequence of worksheets.

Possible topics include leadership presence, decision clarity, delegation, working relationships, boundaries, motivation and sustainable performance. The client remains responsible for their choices. Where a need is better addressed through training, organisational action or specialist advice, that distinction is made explicit.

This is not a promise of a particular outcome. It is a professional process for thinking more clearly, acting deliberately and learning from experience.

Practical details: [named coach and relevant credentials], [format], [dates and time zone], [fee and terms], [approved contact]. A first conversation can help determine whether this engagement is appropriate.

Thirteen contact points, thirteen reminders

Original text for programme communication. These are not quotations from named experts or claims about actual client outcomes.

00 Contract and orient

Unresolved confidentiality or coercion means pause contracting rather than begin sensitive exercises.

01 See the whole situation

Do not average the spokes or interpret the area of the polygon as a wellbeing score.

02 Clarify what matters

Value priorities are contextual and may change; a card sort does not reveal an immutable essence.

03 Choose the direction

Use a desired future as a direction, not a prediction.

04 Strengthen support

A larger network is not necessarily a more supportive one.

05 Set workable boundaries

A boundary is an agreement about behaviour or access, not a judgement of another person.

Thirteen contact points, thirteen reminders

Original text for programme communication. These are not quotations from named experts or claims about actual client outcomes.

06 Review energy and conditions

Self-reported energy varies with context and is not a clinical score.

07 Build a small repeatable action

Repetition in context matters more than a dramatic initial effort.

08 Work with the barrier

Delay can be a rational response to conflicting demands.

09 Practise in the real role

Presence is relational and contextual, not a fixed charisma score.

10 Review and simplify

Not every frustration needs immediate correction.

11 Consolidate learning

A highlight should connect to a specific example rather than a slogan.

Thirteen contact points, thirteen reminders

Original text for programme communication. These are not quotations from named experts or claims about actual client outcomes.

12 Close and look ahead

Closure can be appropriate even when some goals remain unfinished.

Fifteen short educational posts

Three sets of five: introduce the work, support the practice, and review the learning. Adapt dates and contact details before publishing.

- 01** What would make the next ninety days more useful? Begin with one outcome you genuinely choose, one example of your current situation and one piece of evidence you will review.
- 02** A coaching programme should make its purpose and boundaries clear before introducing exercises. Ask what will be confidential, what may be shared and how progress will be discussed.
- 03** A wheel is a conversation starter, not a verdict. Define the areas in your own words and choose the one that deserves attention in your current circumstances.
- 04** Values become practical when they affect a choice. Which value needs to be visible in your next difficult conversation?
- 05** Support is more useful when the request is clear. What practical help would make your next step possible?

Fifteen short educational posts

Three sets of five: introduce the work, support the practice, and review the learning. Adapt dates and contact details before publishing.

- 06** A boundary can protect quality as well as wellbeing. Consider what you can accept, what needs negotiation and what you cannot responsibly promise.
- 07** When energy is low, look at the work conditions as well as personal routines. What could be redesigned rather than endured?
- 08** A small action is useful when it serves a meaningful outcome. Choose a cue, a manageable behaviour and a way to learn from the attempt.
- 09** Procrastination deserves inquiry before judgement. Is the next step unclear, too large, emotionally difficult or blocked by a real constraint?
- 10** Practice belongs in real work. Choose one behaviour to rehearse and one person who can give you a specific observation afterwards.

Fifteen short educational posts

Three sets of five: introduce the work, support the practice, and review the learning. Adapt dates and contact details before publishing.

- 11** Progress is not only doing more. What could you simplify, stop or renegotiate to make the important work possible?
- 12** A useful review includes what did not change. What does the evidence suggest you should retain, adjust or stop?
- 13** Recognise contribution without exaggeration. Name what you did, who helped and what you learned.
- 14** The end of coaching should transfer ownership. Which questions, practices and relationships will support your next period?
- 15** Coaching is one form of support, not the answer to every need. An informed first conversation can help you decide whether coaching, specialist advice, training or organisational action is the right next step.

549 original coaching questions

Every entry links to an activity context. Select, listen and follow the client's meaning; do not interrogate.

001	What is the real question beneath the update?	ACE-A01
002	What would you prefer not to avoid today?	ACE-A01
003	What needs a different kind of support?	ACE-A01
004	What might the sponsor expect that the client has not agreed?	ACE-A02
005	Where could a dual role create a conflict?	ACE-A02
006	What should happen if coaching is not helping?	ACE-A02
007	What would a colleague actually see you doing differently?	ACE-A03
008	What part of the outcome is within your influence?	ACE-A03
009	What could improve for reasons unrelated to coaching?	ACE-A03
010	Which part of this goal feels chosen rather than imposed?	ACE-A04
011	What makes the effort worthwhile?	ACE-A04
012	What capability evidence do you already have?	ACE-A04
013	What are you protecting that deserves to be protected?	ACE-A05
014	What have you outgrown without acknowledging it?	ACE-A05
015	What success would not be worth its cost?	ACE-A05
016	What do you most want me to understand about your context?	ACE-A06
017	When have you learned best from another person?	ACE-A06
018	What would make this feel like someone else's agenda?	ACE-A06
019	What does a satisfying level mean to you in this domain?	ACE-A07
020	Where are you comparing yourself with someone else's standard?	ACE-A07
021	Which area affects the others most?	ACE-A07
022	Which chapter are you allowing to define the whole story?	ACE-B01
023	Where did you respond differently from the usual pattern?	ACE-B01
024	What support was present but easy to overlook?	ACE-B01
025	Which word sounds admirable but does not guide your choices?	ACE-B02

549 original coaching questions

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026	How would a colleague know that this value matters to you?	ACE-B02
027	Where do two good values pull in different directions?	ACE-B02
028	What did the satisfying experience allow you to express?	ACE-B03
029	What value may have been frustrated rather than absent?	ACE-B03
030	Which trade-off can you acknowledge openly?	ACE-B03
031	What does this image mean to you, rather than to me?	ACE-B04
032	Which detail seems most relevant today?	ACE-B04
033	Where does the metaphor stop being useful?	ACE-B04
034	What did you actually do that made a difference?	ACE-B05
035	What support deserves recognition?	ACE-B05
036	Which part can transfer and which cannot?	ACE-B05
037	Which quality was hardest to put aside temporarily?	ACE-B06
038	What did the situation make more important?	ACE-B06
039	What would overusing this quality look like?	ACE-B06
040	Would this statement help you say no to anything?	ACE-B07
041	What would others see if you lived it?	ACE-B07
042	Which phrase sounds borrowed rather than yours?	ACE-B07
043	What are you deliberately not pursuing this year?	ACE-C01
044	Which outcome depends on someone else's decision?	ACE-C01
045	What would make this plan unsustainable?	ACE-C01
046	What would be different on an ordinary Tuesday?	ACE-C02
047	Which change matters most to the rest?	ACE-C02
048	What are you assuming will become easier by itself?	ACE-C02
049	What might your future self thank you for starting now?	ACE-C03
050	Which part of the vision is yours and which is inherited?	ACE-C03

549 original coaching questions

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051	What could remain valuable across several possible futures?	ACE-C03
052	What are you hoping this achievement will give you?	ACE-C04
053	Could that need be met in another way?	ACE-C04
054	What might still be unresolved after success?	ACE-C04
055	Could another person understand what completion means?	ACE-C05
056	What behaviour could this target accidentally encourage?	ACE-C05
057	Which part requires learning before commitment?	ACE-C05
058	What mattered that is easy to overlook in the current role?	ACE-C06
059	Which imagined regret is useful information rather than a threat?	ACE-C06
060	What does this perspective suggest, but not prove?	ACE-C06
061	What would they describe you doing, not merely being?	ACE-C07
062	Whose perspective have you omitted?	ACE-C07
063	What would make the appreciation believable?	ACE-C07
064	Which claim in the article is currently least supported?	ACE-C08
065	Who deserves credit beyond you?	ACE-C08
066	What would a sceptical reader ask?	ACE-C08
067	What did you reject before giving it a fair hearing?	ACE-C09
068	What is attractive about the idea beneath its dramatic form?	ACE-C09
069	What would a safe miniature version look like?	ACE-C09
070	Which question changed how you understand the goal?	ACE-C10
071	What remains an assumption rather than a fact?	ACE-C10
072	What is the most important revision?	ACE-C10
073	Which reason remains when external approval is removed?	ACE-C11
074	Who may experience this goal differently from you?	ACE-C11
075	What cost are you minimising in your account?	ACE-C11

549 original coaching questions

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076	What is most likely to interrupt the plan?	ACE-C12
077	Will you recognise the cue when it occurs?	ACE-C12
078	Is the response small and specific enough to perform?	ACE-C12
079	Which requirement is verified and which is assumed?	ACE-C13
080	What experience would demonstrate readiness?	ACE-C13
081	Who can provide an informed view without promising an outcome?	ACE-C13
082	What do you need work to provide at this stage of life?	ACE-D01
083	Which condition is genuinely non-negotiable?	ACE-D01
084	What trade-off are you willing to make?	ACE-D01
085	Which rating has the strongest evidence?	ACE-D02
086	Which requirement needs verification?	ACE-D02
087	Is the gap one of skill, experience or access?	ACE-D02
088	What did you do that another person could observe?	ACE-D03
089	When does this strength become less helpful?	ACE-D03
090	What complementary behaviour does it need?	ACE-D03
091	Are you moving towards something or mainly away from something?	ACE-D04
092	What have you enjoyed in more than one context?	ACE-D04
093	Which possibility deserves evidence rather than fantasy?	ACE-D04
094	Is this truly internal, or is it a condition around you?	ACE-D05
095	Which entry is least supported?	ACE-D05
096	What combination suggests a useful move?	ACE-D05
097	What can you decide without asking permission?	ACE-D06
098	What can you request but not control?	ACE-D06
099	Which constraint needs organisational action?	ACE-D06
100	What pattern appears across examples, not only numbers?	ACE-D07

549 original coaching questions

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101	Where do different groups see different situations?	ACE-D07
102	What can you acknowledge without becoming defensive?	ACE-D07
103	How good do you actually need to be at this?	ACE-D08
104	Which part must remain your responsibility?	ACE-D08
105	What could a system or partnership solve?	ACE-D08
106	What do people reliably ask you to help with?	ACE-D09
107	What have you learned faster through practice?	ACE-D09
108	Which effective behaviour have you dismissed as ordinary?	ACE-D09
109	Which transition taught you most about how you work?	ACE-D10
110	What pattern disappears when the context changes?	ACE-D10
111	What opportunity did someone else make possible?	ACE-D10
112	Which possibility is attractive for its work rather than its status?	ACE-D11
113	What experience would keep several routes open?	ACE-D11
114	Which option is based on an untested assumption?	ACE-D11
115	What experience matters more than another certificate?	ACE-D12
116	How will you demonstrate the learning in work?	ACE-D12
117	Who can help without promising an appointment?	ACE-D12
118	Where does the calendar assume unlimited capacity?	ACE-D13
119	Which milestone depends on an earlier conversation?	ACE-D13
120	What can be moved without losing the purpose?	ACE-D13
121	What evidence have you gained rather than activity completed?	ACE-D14
122	What is blocked by access or timing?	ACE-D14
123	What can be simplified this fortnight?	ACE-D14
124	Which dimension matters most for your current challenge?	ACE-D15
125	What supports the rating besides confidence?	ACE-D15

549 original coaching questions

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126	Where do different stakeholders see different behaviour?	ACE-D15
127	What should people be able to do because of your contribution?	ACE-D16
128	Which behaviour communicates authority without closing dialogue?	ACE-D16
129	What feels authentic and effective rather than imitated?	ACE-D16
130	What would this quality look like in the next meeting?	ACE-D17
131	How could it be overdone?	ACE-D17
132	What small behaviour makes it credible?	ACE-D17
133	What data supports this entry?	ACE-D18
134	Which customer or stakeholder perspective is missing?	ACE-D18
135	What is the most consequential uncertainty?	ACE-D18
136	Who needs this information to make a better decision?	ACE-D19
137	What evidence makes the contribution credible?	ACE-D19
138	Who else should receive credit?	ACE-D19
139	What do you dismiss because it feels easy to you?	ACE-D20
140	What do others find difficult that you help clarify?	ACE-D20
141	Which behaviour appears in more than one example?	ACE-D20
142	What do you know and what are you inferring?	ACE-E01
143	What other explanation is plausible?	ACE-E01
144	What would you say to a colleague in the same situation?	ACE-E01
145	What makes this stretch useful rather than merely uncomfortable?	ACE-E02
146	What evidence suggests the load is too much or too little?	ACE-E02
147	What support would change the picture?	ACE-E02
148	What deserves resolution rather than release?	ACE-E03
149	What are you afraid would be lost by changing your response?	ACE-E03
150	What can you stop carrying without denying what happened?	ACE-E03

549 original coaching questions

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151	What is the message asking you to believe?	ACE-E04
152	What useful concern is hidden inside the harsh wording?	ACE-E04
153	What does the evidence actually support?	ACE-E04
154	What have you actually observed rather than assumed?	ACE-E05
155	What can be learned without copying the whole person?	ACE-E05
156	What would not fit your context?	ACE-E05
157	Which quadrant did you find hardest to complete?	ACE-E06
158	What cost of inaction had you overlooked?	ACE-E06
159	Where are you treating a possibility as certainty?	ACE-E06
160	What does the label hide about the actual behaviour?	ACE-E07
161	When might a related response be useful?	ACE-E07
162	What still needs to change?	ACE-E07
163	What does this perspective help you notice?	ACE-E08
164	What might the imagined mentor not understand about your context?	ACE-E08
165	What is your own judgement after considering the ideas?	ACE-E08
166	What is genuinely within your authority?	ACE-E09
167	Whose cooperation would change the situation?	ACE-E09
168	What concern needs collective rather than individual action?	ACE-E09
169	Where did this rule help you in the past?	ACE-E10
170	Is it required in every current situation?	ACE-E10
171	What exception already exists?	ACE-E10
172	Which item is repeatedly returning because it lacks a next step?	ACE-E11
173	What is not yours to solve alone?	ACE-E11
174	What can be parked with a review date?	ACE-E11
175	What part of the situation have you not yet described?	ACE-E12

549 original coaching questions

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176	When is the problem less present?	ACE-E12
177	What would someone with a different stake notice?	ACE-E12
178	Which option changes the situation rather than only your effort?	ACE-F01
179	What could you ask for instead of doing alone?	ACE-F01
180	Which small action would teach you most?	ACE-F01
181	What did you learn that the original plan did not anticipate?	ACE-F02
182	Did completing the action produce the intended benefit?	ACE-F02
183	What explains any gap between plan and attempt?	ACE-F02
184	What will reliably remind you to act?	ACE-F03
185	What is the smallest useful version?	ACE-F03
186	What makes the behaviour difficult on an ordinary busy day?	ACE-F03
187	Which part is unclear rather than large?	ACE-F04
188	What must happen before something else can start?	ACE-F04
189	What can be delegated or supported?	ACE-F04
190	Is this a task problem, a capacity problem or an emotional barrier?	ACE-F05
191	What are you protecting by delaying?	ACE-F05
192	What would make starting easier without pretending the task is enjoyable?	ACE-F05
193	What should be preserved while you change other things?	ACE-F06
194	What is a symptom rather than a cause?	ACE-F06
195	Which observation is most actionable?	ACE-F06
196	What is not completely stuck?	ACE-F07
197	When has the situation been slightly easier?	ACE-F07
198	What could you learn before solving the whole problem?	ACE-F07
199	Which part of the sentence removes choice that you actually have?	ACE-F08
200	What obligation is real and should remain visible?	ACE-F08

549 original coaching questions

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201	What wording feels accurate rather than motivational theatre?	ACE-F08
202	What must be known before the next step is safe?	ACE-F09
203	What support is missing beneath the plan?	ACE-F09
204	Which step is reversible?	ACE-F09
205	Which issue returns because nobody has made a decision?	ACE-F10
206	What are you tolerating for a legitimate reason?	ACE-F10
207	What small fix would release useful attention?	ACE-F10
208	What part of the explanation is a fact?	ACE-F11
209	What part is a pattern you could change?	ACE-F11
210	Does the commitment still matter?	ACE-F11
211	Which concern is loud rather than important?	ACE-G01
212	What consequence makes this a priority?	ACE-G01
213	What would happen if you did less elsewhere?	ACE-G01
214	What are you assuming about your capacity?	ACE-G02
215	Which outcome would make the week worthwhile?	ACE-G02
216	Where could a handover reduce overload?	ACE-G02
217	What does impact mean in this decision?	ACE-G03
218	Which estimate rests on the weakest evidence?	ACE-G03
219	What apparently easy action has a hidden cost?	ACE-G03
220	What important work currently receives only leftover time?	ACE-G04
221	What is the true duration including preparation?	ACE-G04
222	Which commitment cannot fit without a trade-off?	ACE-G04
223	What surprised you about the observed pattern?	ACE-G05
224	Which apparent waste was actually necessary coordination?	ACE-G05
225	Where does the system repeatedly create rework?	ACE-G05

549 original coaching questions

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226	Which interruptions prevent harm or delay?	ACE-G06
227	What do colleagues need that your current system does not provide?	ACE-G06
228	Where have you become an unnecessary decision bottleneck?	ACE-G06
229	Which entry is still a project rather than an action?	ACE-G07
230	What are you waiting for and who knows?	ACE-G07
231	Which unfinished item should be renegotiated rather than copied forward?	ACE-G07
232	Who would notice if this activity stopped?	ACE-G08
233	What valid need might be hidden inside an inefficient process?	ACE-G08
234	Which standard is higher than the situation requires?	ACE-G08
235	Which deadline is assumed rather than agreed?	ACE-G09
236	What important work becomes urgent because it is repeatedly postponed?	ACE-G09
237	Whose authority is needed to change ownership?	ACE-G09
238	What result are you genuinely willing to let someone else own?	ACE-G10
239	Where might your behaviour undermine the handover?	ACE-G10
240	What support would make the delegation developmental?	ACE-G10
241	What does the shape help you notice, without judging it?	ACE-H01
242	Which area matters most in this particular season?	ACE-H01
243	Where could one change help more than one area?	ACE-H01
244	What are you protecting with this boundary?	ACE-H02
245	What responsibility is genuinely yours?	ACE-H02
246	Where are you offering an alternative you cannot sustain?	ACE-H02
247	What behaviour are you reacting to rather than what label have you assigned?	ACE-H03
248	What explanation remains uncertain?	ACE-H03
249	Where could a clearer agreement improve the pattern?	ACE-H03
250	Which drain is unavoidable and which is unnecessarily repeated?	ACE-H04

549 original coaching questions

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251	What part of the situation has the greatest effect?	ACE-H04
252	What restores you without becoming another obligation?	ACE-H04
253	What do you need rather than what do you think you should need?	ACE-H05
254	Which need has been disguised as irritation or overwork?	ACE-H05
255	What request would another person be able to understand and act on?	ACE-H05
256	Which response best reflects a condition you would like to change?	ACE-H06
257	What gets in the way of a practice you already value?	ACE-H06
258	Which improvement requires organisational support?	ACE-H06
259	Who challenges you constructively rather than only reassuring you?	ACE-H07
260	Where are you expecting too much from one relationship?	ACE-H07
261	What support have you not asked for explicitly?	ACE-H07
262	Which useful activity do you enjoy less because of how it is organised?	ACE-H08
263	What enjoyable work may be crowding out a responsibility?	ACE-H08
264	Where could a change in method matter more than a change in task?	ACE-H08
265	What important dimension is missing?	ACE-H09
266	Are two spokes describing the same thing?	ACE-H09
267	What does a particular rating mean in observable terms?	ACE-H09
268	What did you notice that might otherwise have passed unnoticed?	ACE-H10
269	What made this experience meaningful to you?	ACE-H10
270	Where could appreciation be expressed specifically?	ACE-H10
271	What kind of enjoyment are you missing rather than what should you enjoy?	ACE-H11
272	Which ingredient could fit into ordinary life?	ACE-H11
273	What have you dismissed because it seems unproductive?	ACE-H11
274	What sort of company feels comfortable and meaningful to you?	ACE-H12
275	Where could repeated contact happen naturally?	ACE-H12

549 original coaching questions

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276	What expectation could make the first step unnecessarily difficult?	ACE-H12
277	What might this person say about working with you?	ACE-H13
278	Which expectation has never been made explicit?	ACE-H13
279	What evidence supports your view of the relationship?	ACE-H13
280	What work condition makes the largest difference to your engagement?	ACE-H14
281	Where is avoidable uncertainty consuming effort?	ACE-H14
282	What recovery opportunity is realistic during the day?	ACE-H14
283	What would make an ordinary day slightly more satisfying?	ACE-H15
284	Which idea is genuinely yours rather than a social expectation?	ACE-H15
285	How can the first experiment stay small?	ACE-H15
286	Which action required attention rather than money or status?	ACE-H16
287	How did you check that the help was welcome?	ACE-H16
288	Where could kindness include a clear boundary or fair decision?	ACE-H16
289	What would you be pleased to remember about this period?	ACE-H17
290	What expectation does not fit your circumstances?	ACE-H17
291	Which arrangement needs to be made early?	ACE-H17
292	What change in your usual functioning is most important to notice?	ACE-H18
293	What condition could be changed rather than endured?	ACE-H18
294	Who is appropriately placed to support you?	ACE-H18
295	Which observation feels most genuine rather than expected?	ACE-H19
296	What resource did you already have that you had not noticed?	ACE-H19
297	What appreciation could be communicated specifically?	ACE-H19
298	What is genuinely different rather than simply discussed more often?	ACE-I01
299	What has been less useful than you hoped?	ACE-I01
300	What explains the lack of movement on one priority?	ACE-I01

549 original coaching questions

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301	What contribution are you overlooking because it became routine?	ACE-I02
302	What did success cost that you do not want to repeat?	ACE-I02
303	Which lesson should change an actual choice next year?	ACE-I02
304	What should not be lost in the enthusiasm for a fresh start?	ACE-I03
305	Which change would make the others easier?	ACE-I03
306	What are you trying to change all at once?	ACE-I03
307	What learning has become part of how you work?	ACE-I04
308	Which change has the clearest evidence?	ACE-I04
309	What remains unfinished and deserves an honest place in the summary?	ACE-I04
310	What are you now better able to do without the coach?	ACE-I05
311	What early sign will tell you to seek support?	ACE-I05
312	What would you like to say about the way we have worked together?	ACE-I05
313	What have you minimised that deserves a fairer account?	ACE-I06
314	What was your contribution without claiming all the credit?	ACE-I06
315	How would you prefer to mark this progress?	ACE-I06
316	What made an introduction feel useful rather than performative?	ACE-J01
317	What did you learn by listening without advising?	ACE-J01
318	Which shared theme could help the group learn together?	ACE-J01
319	What meaning did you choose rather than receive from someone else?	ACE-J02
320	How does the image translate into behaviour?	ACE-J02
321	What stereotype should we avoid attaching to the metaphor?	ACE-J02
322	What assumption about a colleague became less certain?	ACE-J03
323	What made curiosity respectful rather than intrusive?	ACE-J03
324	How might wider experience contribute to the work?	ACE-J03
325	What evidence made the feedback credible?	ACE-J04

549 original coaching questions

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326	What contribution do you tend not to notice in yourself?	ACE-J04
327	Where does the feedback differ from your own view?	ACE-J04
328	How did the group establish shared understanding?	ACE-J05
329	What information was assumed rather than checked?	ACE-J05
330	Whose participation was made easier or harder by the rule?	ACE-J05
331	Which conversation went beyond finding a match?	ACE-J06
332	What difference was useful to understand?	ACE-J06
333	How did you avoid making assumptions about someone's experience?	ACE-J06
334	What learning became clearer when someone reflected it back?	ACE-J07
335	What did you notice about your own curiosity?	ACE-J07
336	How can unusual experience become useful rather than merely entertaining?	ACE-J07
337	What did writing make easier to acknowledge?	ACE-J08
338	Which sentence is an interpretation rather than a fact?	ACE-J08
339	What evidence would help you evaluate it?	ACE-J08
340	What clue did you rely on and how reliable was it?	ACE-J09
341	Which assumption came from the person's role or appearance?	ACE-J09
342	How quickly did confidence exceed evidence?	ACE-J09
343	Which statement tempted you into an absolute answer?	ACE-J10
344	What condition changed your view?	ACE-J10
345	How did you distinguish experience from general evidence?	ACE-J10
346	What became clearer when you had to choose words carefully?	ACE-J11
347	What important nuance did the short statement lose?	ACE-J11
348	Which word needs to become a behaviour?	ACE-J11
349	Which phrase concealed more than it explained?	ACE-J12
350	What respectful question clarified the meaning?	ACE-J12

549 original coaching questions

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351	When is shorthand helpful rather than evasive?	ACE-J12
352	Where did the group lose track of ownership?	ACE-J13
353	What happened when demand increased?	ACE-J13
354	Which process change mattered more than individual speed?	ACE-J13
355	What information disappears when we use a label?	ACE-J14
356	Which alternative explanation deserves checking?	ACE-J14
357	How could the label influence someone's opportunities?	ACE-J14
358	What became visible from another role's responsibilities?	ACE-J15
359	Which assumption are you most tempted to treat as fact?	ACE-J15
360	What would you need to ask the actual stakeholder?	ACE-J15
361	What did you learn from a position different from your own?	ACE-J16
362	Which condition mattered more than the headline statement?	ACE-J16
363	What made it easier or harder to change your mind?	ACE-J16
364	What makes the story more than an attractive slogan?	ACE-J17
365	Whose experience is missing from the headline?	ACE-J17
366	What difficult choice would have been necessary?	ACE-J17
367	What did you notice when you delayed giving advice?	ACE-J18
368	Where did your summary add an assumption?	ACE-J18
369	What made the speaker feel accurately understood?	ACE-J18
370	What changed when ideas were generated silently first?	ACE-J19
371	Which option was nearly lost because it sounded unusual?	ACE-J19
372	What criterion most influenced the choice?	ACE-J19
373	What difference between intention and outcome deserves attention?	ACE-J20
374	Which helpful behaviour can we repeat deliberately?	ACE-J20
375	What explanation are we accepting without evidence?	ACE-J20

549 original coaching questions

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376	What makes this learning useful in your actual role?	ACE-J21
377	What will you do rather than simply remember?	ACE-J21
378	Where might the application be harder than expected?	ACE-J21
379	What will you most need to remember when work becomes busy?	ACE-J22
380	What obstacle deserves a practical response now?	ACE-J22
381	How can the note be supportive rather than accusatory?	ACE-J22
382	What made the invitation feel genuinely optional?	ACE-M01
383	What helped you remain in control of the experience?	ACE-M01
384	What did you notice without judging it as good or bad?	ACE-M01
385	What part of the scene was easy or difficult to imagine?	ACE-M02
386	Where did your attention go when it wandered?	ACE-M02
387	Was the practice useful, neutral or unhelpful today?	ACE-M02
388	What did you notice about attention coming and going?	ACE-M03
389	Was it helpful to leave thoughts present rather than push them away?	ACE-M03
390	What real-world cue helped you return to the room?	ACE-M03
391	What did the distinction between observing and entering the current mean to you?	ACE-M04
392	Which pressure still requires action rather than simply acceptance?	ACE-M04
393	What choice became clearer during the pause?	ACE-M04
394	What part of the pause was genuinely supportive?	ACE-M05
395	What did you prefer to keep outside the exercise?	ACE-M05
396	What practical need deserves attention after the pause?	ACE-M05
397	Is the offer understandable without additional explanation?	ACE-N01
398	Could any wording imply a result you cannot promise?	ACE-N01
399	Is declining further coaching genuinely easy?	ACE-N01
400	Why would this connection be useful to both people?	ACE-N02

549 original coaching questions

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401	What competence or scope boundary should be clear?	ACE-N02
402	Where could a referral create a conflict of interest?	ACE-N02
403	Can the recipient understand exactly what is being charged?	ACE-N03
404	Does the invoice match the agreed service and rate?	ACE-N03
405	Which fields or tax treatment need professional verification?	ACE-N03
406	What evidence confirms that the payment was received?	ACE-N04
407	Is the receipt clearly linked to the correct invoice?	ACE-N04
408	Could any unnecessary financial or coaching information be removed?	ACE-N04
409	What uncertainty might a new client still have after reading this?	ACE-N05
410	Does the letter match the actual agreement?	ACE-N05
411	Is the preparation proportionate and optional where appropriate?	ACE-N05
412	Why is each field necessary for this engagement?	ACE-N06
413	What information could be kept out of the administrative record?	ACE-N06
414	Who genuinely needs access to this record?	ACE-N06
415	Can someone attend or receive coaching without subscribing?	ACE-N07
416	Is the communication frequency stated honestly?	ACE-N07
417	What evidence records the person's actual choice?	ACE-N07
418	What must participants be able to do after the session?	ACE-N08
419	Which access or hierarchy issue could reduce participation?	ACE-N08
420	What would you change if time or technology failed?	ACE-N08
421	Which feedback concerns relevance rather than facilitation style?	ACE-N09
422	What can the ratings not tell us about later application?	ACE-N09
423	Could a small group make a comment identifiable?	ACE-N09
424	What should this content help the reader do?	ACE-N10
425	Which claim needs evidence or more cautious wording?	ACE-N10

549 original coaching questions

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426	How can the material respect people who do not want coaching?	ACE-N10
427	What might a first-time client misunderstand about coaching?	ACE-N11
428	Which benefit is a possibility rather than a promise?	ACE-N11
429	What alternative service may be more appropriate in some cases?	ACE-N11
430	Which commitment would make the greatest difference to your experience of coaching?	ACE-N12
431	What does useful challenge look like for you?	ACE-N12
432	How will you tell the coach when the approach is not helping?	ACE-N12
433	Where do your personal preferences differ from what the business currently needs?	ACE-O01
434	Which outcome has the strongest evidence of customer value?	ACE-O01
435	What assumption could make the plan unworkable?	ACE-O01
436	Which past success has become an unquestioned rule?	ACE-O02
437	What external condition contributed to the result?	ACE-O02
438	What did the business learn that is not yet embedded in a process?	ACE-O02
439	Which item is genuinely internal and which is external?	ACE-O03
440	What evidence makes this more than the owner's opinion?	ACE-O03
441	Which interaction between quadrants matters most?	ACE-O03
442	What makes this a business capability rather than a personal talent?	ACE-O04
443	Where is the strength vulnerable to absence or growth?	ACE-O04
444	What must remain consistent as the business expands?	ACE-O04
445	What problem are you trying to solve rather than what label are you applying?	ACE-O05
446	Which cause is supported by evidence?	ACE-O05
447	What should the owner learn and what should the business obtain elsewhere?	ACE-O05
448	Which part of the vision is a preference and which is supported by demand?	ACE-O06
449	What capability must exist before the next milestone?	ACE-O06
450	What evidence would make you change direction?	ACE-O06

549 original coaching questions

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451	Is the central issue a coaching need, a business-system problem or a specialist-advice need?	ACE-O07
452	What evidence would help us understand it more accurately?	ACE-O07
453	Who else has authority or a legitimate stake in the decision?	ACE-O07
454	What does the customer scene require that the operating scene does not yet provide?	ACE-O08
455	What is the owner still doing that would limit the future business?	ACE-O08
456	Which part of the vision depends on an untested assumption?	ACE-O08
457	How will we recognise a useful ending?	ACE-A01
458	What technology use needs separate agreement?	ACE-A02
459	What evidence would challenge our positive impression?	ACE-A03
460	What must change around you for action to be realistic?	ACE-A04
461	Whose expectations are most present in your answer?	ACE-A05
462	What should we check before choosing an exercise?	ACE-A06
463	What would one useful improvement look like?	ACE-A07
464	What belongs in the next chapter?	ACE-B01
465	Which word needs translation into your own language?	ACE-B02
466	How could you honour a value without demanding perfection?	ACE-B03
467	What real-world observation would help you test the insight?	ACE-B04
468	What evidence will show whether the behaviour works this time?	ACE-B05
469	Which quality needs a partner quality to work well?	ACE-B06
470	What tension must the statement acknowledge?	ACE-B07
471	What evidence would justify changing direction?	ACE-C01
472	What can begin within seven days?	ACE-C02
473	What evidence would change your view?	ACE-C03
474	What cost are you willing or unwilling to accept?	ACE-C04
475	What would count as useful progress short of the final result?	ACE-C05

549 original coaching questions

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476	What small action would honour the insight?	ACE-C06
477	How can you seek real feedback rather than rely on imagination?	ACE-C07
478	What can you test before committing to the whole story?	ACE-C08
479	What result would tell you not to continue?	ACE-C09
480	What must be learned before you commit further?	ACE-C10
481	What would make you reconsider?	ACE-C11
482	What would a sensible adjustment look like after a missed attempt?	ACE-C12
483	What could make this route valuable even without promotion?	ACE-C13
484	What are you assuming about the alternative?	ACE-D01
485	What would stronger evidence look like?	ACE-D02
486	Where could it create more value?	ACE-D03
487	What could you learn without making a major move?	ACE-D04
488	What would make this analysis outdated?	ACE-D05
489	What would make a next step safe enough?	ACE-D06
490	What specific change would respondents notice?	ACE-D07
491	What risk remains after the chosen strategy?	ACE-D08
492	Where would this capability create value next?	ACE-D09
493	What would you choose differently now?	ACE-D10
494	What do you need to learn before narrowing?	ACE-D11
495	What remains worthwhile if the role does not open?	ACE-D12
496	What needs protection during peak periods?	ACE-D13
497	What learning changes the next step?	ACE-D14
498	What would one practical improvement look like?	ACE-D15
499	How will you know the effect you actually had?	ACE-D16
500	Who can give useful feedback on the attempt?	ACE-D17

549 original coaching questions

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501	Who has authority to decide the next step?	ACE-D18
502	What barrier is structural rather than a communication issue?	ACE-D19
503	How could you test the hypothesis without overstating it?	ACE-D20
504	What action fits the evidence rather than the worst prediction?	ACE-E01
505	What would a sensible next level look like?	ACE-E02
506	What support would make the next step easier?	ACE-E03
507	How can you respond firmly without attacking yourself?	ACE-E04
508	How will you test whether the adaptation helps?	ACE-E05
509	What information could materially change the decision?	ACE-E06
510	What complementary behaviour would help?	ACE-E07
511	What should be checked with a real person?	ACE-E08
512	What would a proportionate use of attention look like?	ACE-E09
513	What small test would be informative without being reckless?	ACE-E10
514	What would make stopping work easier today?	ACE-E11
515	What is the smallest useful move available now?	ACE-E12
516	What will you deliberately not attempt yet?	ACE-F01
517	What should change in the next version?	ACE-F02
518	How will you resume after a missed opportunity?	ACE-F03
519	What is the smallest piece that creates useful progress?	ACE-F04
520	Should the task be changed or stopped?	ACE-F05
521	What needs investigation before action?	ACE-F06
522	Which move is small enough to take now?	ACE-F07
523	What action changes alongside the words?	ACE-F08
524	What would tell you to change the direction?	ACE-F09
525	Which issue is too structural for a private workaround?	ACE-F10

549 original coaching questions

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526	What would make the next agreement more honest?	ACE-F11
527	Who needs to understand the trade-off?	ACE-G01
528	What pattern from last week should change this plan?	ACE-G02
529	Which option could be redesigned rather than rejected?	ACE-G03
530	How will you protect this allocation respectfully?	ACE-G04
531	What small change would free the most useful attention?	ACE-G05
532	How will you know the new boundary is fair?	ACE-G06
533	What would make tomorrow's list more credible?	ACE-G07
534	How will you avoid merely passing the burden to someone else?	ACE-G08
535	What would prevent this crisis from recurring?	ACE-G09
536	How will you respond to a different but acceptable approach?	ACE-G10
537	What would a small worthwhile improvement look like?	ACE-H01
538	How could the response be both clearer and more respectful?	ACE-H02
539	Which situation requires support rather than a coaching experiment?	ACE-H03
540	Who can change the conditions you cannot change alone?	ACE-H04
541	What can be improved without waiting for everything to change?	ACE-H05
542	What would make the next step kind and realistic rather than another demand?	ACE-H06
543	How can this network remain reciprocal?	ACE-H07
544	How will you avoid transferring only unpleasant work to others?	ACE-H08
545	What can the wheel not tell us?	ACE-H09
546	What difficult reality still needs attention alongside this reflection?	ACE-H10
547	How could you protect this without creating another performance target?	ACE-H11
548	How will you respect another person's choice not to engage?	ACE-H12
549	What small reciprocal agreement could improve the work?	ACE-H13

499 original reflective lines

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001	A long list is an agenda-selection issue, not a reason to rush through several exercises.	ACE-A01
002	When the chosen topic conflicts with the contracted purpose, renegotiate before continuing.	ACE-A01
003	A client may choose reflection without an immediate action; agree what useful reflection would produce.	ACE-A01
004	Unresolved confidentiality or coercion means pause contracting rather than begin sensitive exercises.	ACE-A02
005	The sponsor's development interests do not create automatic access to coaching notes.	ACE-A02
006	A signed form does not replace ongoing consent or compliance with applicable law.	ACE-A02
007	Behaviour, experience and business outcomes are different evidence categories; keep them separate.	ACE-A03
008	Where no baseline exists, the first action is to collect a small baseline rather than invent a score.	ACE-A03
009	A goal should be renegotiated when role demands change, not preserved only for tidy reporting.	ACE-A03
010	Do not calculate a total readiness score or use cut-offs; domain means are descriptive discussion aids.	ACE-A04
011	Strong importance with weak conditions suggests a resource or system conversation, not a motivational speech.	ACE-A04
012	High confidence without examples calls for a small test of capability, not uncritical reassurance.	ACE-A04
013	Silence and uncertainty are legitimate results, not evidence that the client is unmotivated.	ACE-A05
014	Strong emotion does not automatically make a topic appropriate for coaching; check scope and readiness.	ACE-A05
015	Do not turn a metaphorical answer into a factual claim about the client.	ACE-A05
016	Keep hypotheses provisional; a first-session story is a perspective, not a complete organisational diagnosis.	ACE-A06
017	Where the sponsor and client disagree, address the contracting issue explicitly.	ACE-A06
018	If the need is outside coaching competence, discuss suitable referral or complementary support.	ACE-A06
019	Use domain scores individually; do not create a total wellbeing score.	ACE-A07
020	Changes in standards or circumstances can change ratings without a change in underlying experience.	ACE-A07
021	Low satisfaction is an invitation to listen and understand; it is not a diagnosis.	ACE-A07

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022	A recurring theme is a hypothesis for exploration, not proof of a fixed identity.	ACE-B01
023	Do not interpret gaps or omitted events; they may reflect privacy or relevance.	ACE-B01
024	Use a professional-only map when a broader life narrative is not wanted.	ACE-B01
025	Value priorities are contextual and may change; a card sort does not reveal an immutable essence.	ACE-B02
026	A claimed value without behavioural examples is a useful inquiry, not a reason to challenge the client's integrity.	ACE-B02
027	Avoid interpreting national, religious or occupational groups through a single values profile.	ACE-B02
028	Priority order is decision-specific; do not add scores to produce a moral ranking.	ACE-B03
029	A mismatch between values and current behaviour may reflect constraint, habit or competing commitments.	ACE-B03
030	The next step should test a value in action, not simply refine the vocabulary.	ACE-B03
031	An image is reflective material, not evidence of a hidden motive or external event.	ACE-B04
032	If the client does not experience images, use words, a neutral object or a written comparison.	ACE-B04
033	Retain only the meaning the client finds useful; no symbolic dictionary is needed.	ACE-B04
034	Confidence should be grounded in a specific capability and its conditions, not inflated into "I can do anything".	ACE-B05
035	A positive outcome can involve luck; separate controllable behaviour from external factors.	ACE-B05
036	If no example comes easily, start with a small competent moment or an observer's concrete example.	ACE-B05
037	The exercise reveals a choice made in a context, not a stable hierarchy of personal worth.	ACE-B06
038	The restore step matters: prioritising a quality does not mean rejecting the others.	ACE-B06
039	If forced choice feels unhelpful, use a flexible grouping instead of elimination.	ACE-B06
040	A useful statement is specific enough to influence behaviour but not so narrow that it becomes a job description.	ACE-B07
041	Do not judge the statement by elegance alone; test it against competing options.	ACE-B07
042	A business purpose statement should be checked with relevant stakeholders rather than treated as the owner's private truth.	ACE-B07
043	A plan is a set of choices, not a catalogue of aspirations.	ACE-C01

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044	Quarterly milestones may be learning milestones where uncertainty is high.	ACE-C01
045	Do not interpret an appropriate change of goal as failure.	ACE-C01
046	Use a desired future as a direction, not a prediction.	ACE-C02
047	Reduce the number of goals when the plan relies on unrealistic capacity.	ACE-C02
048	Track behaviour and conditions as well as whether the final outcome occurs.	ACE-C02
049	A distant vision should guide learning, not justify rigid commitments.	ACE-C03
050	An action with value across several futures is often safer than a large irreversible bet.	ACE-C03
051	Do not treat uncertainty as a lack of ambition.	ACE-C03
052	The underlying meaning is a client hypothesis, not a coach's diagnosis.	ACE-C04
053	A status goal is not automatically shallow; explore what it represents.	ACE-C04
054	An alternative route can supplement rather than replace the original goal.	ACE-C04
055	SMART is a checking heuristic, not a psychometric or universally sufficient goal model.	ACE-C05
056	For complex new work, a learning goal may be more useful than a premature performance target.	ACE-C05
057	Do not attach a number merely to make a goal look rigorous.	ACE-C05
058	Treat the imagined future as reflective material, not a forecast or instruction.	ACE-C06
059	Do not use mortality or regret to pressure the client into a decision.	ACE-C06
060	A practical action should survive a check against current responsibilities.	ACE-C06
061	This is a values exercise, not evidence of what others actually think.	ACE-C07
062	Include stakeholders who may experience costs as well as benefits.	ACE-C07
063	Replace a broad reputation goal with a behaviour the client can practise.	ACE-C07
064	A compelling narrative is not a business case or proof of feasibility.	ACE-C08
065	Evidence requirements can become milestones in the action plan.	ACE-C08
066	The exercise is strongest when it includes uncertainty and collaboration, not only triumph.	ACE-C08
067	Interest is information, not a command to act.	ACE-C09
068	The evaluation phase is essential; creative freedom does not remove responsibility.	ACE-C09

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069	A small experiment can test an idea without declaring it the client's new life direction.	ACE-C09
070	Unanswered questions may identify a useful learning goal rather than invalidate the whole ambition.	ACE-C10
071	Do not add the number of satisfactory answers into a readiness score.	ACE-C10
072	A goal can be meaningful but poorly timed; timing is a legitimate decision.	ACE-C10
073	A convincing rationale acknowledges costs rather than trying to eliminate ambivalence.	ACE-C11
074	A sponsor's priority can be legitimate without becoming the client's only reason.	ACE-C11
075	The client may decide not to pursue the goal after clarification.	ACE-C11
076	An implementation plan supports action but does not remove structural barriers.	ACE-C12
077	A missed attempt is information about the plan, not a verdict on character.	ACE-C12
078	Avoid creating many competing if-then plans at once; start with one important obstacle.	ACE-C12
079	The map is a development plan, not a promise of appointment.	ACE-C13
080	A capability gap and an opportunity gap require different responses.	ACE-C13
081	Use real role criteria where available; avoid building the plan entirely around imagined expectations.	ACE-C13
082	Role fit is contextual and can change over time.	ACE-D01
083	Do not turn a values comparison into a numerical verdict that hides uncertainty.	ACE-D01
084	A change within the current role may address the issue more effectively than a move.	ACE-D01
085	Do not average the wheel into a readiness score.	ACE-D02
086	Opportunity access is not a personal competency; keep that distinction visible.	ACE-D02
087	Changes are interpretable only when dimensions and anchors remain comparable.	ACE-D02
088	A positive result does not prove a strength; look for repeated evidence and context.	ACE-D03
089	Distinguish enjoyment, skill and impact rather than assuming they always coincide.	ACE-D03
090	Development can involve using a strength differently, not only more often.	ACE-D03
091	A career hypothesis is not a commitment.	ACE-D04

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092	Dissatisfaction may arise from workload, management or governance rather than the profession itself.	ACE-D04
093	Include practical constraints without allowing them to censor all exploration.	ACE-D04
094	SWOT organises thinking; it does not calculate the correct decision.	ACE-D05
095	Avoid turning temporary limitations into identity labels.	ACE-D05
096	External constraints require influence, negotiation or adaptation, not self-blame.	ACE-D05
097	Agency is not the same as control over outcomes.	ACE-D06
098	A realistic request for support may be more useful than a private coping strategy.	ACE-D06
099	If the situation involves retaliation or harm, prioritise appropriate support and formal channels.	ACE-D06
100	Use 0–4 item means only when at least three valid other-ratings exist; otherwise summarise examples without a mean.	ACE-D07
101	Do not combine items into a leadership score or interpret self–other gaps as blind spots automatically.	ACE-D07
102	Small groups and detailed comments may remain identifiable; never guarantee anonymity.	ACE-D07
103	A development gap is not a global weakness of the person.	ACE-D08
104	Delegation is inappropriate when it evades a core accountability or shifts an unfair burden.	ACE-D08
105	The chosen response should match the consequence of error.	ACE-D08
106	An enjoyable activity is not necessarily a strength; seek evidence of effectiveness.	ACE-D09
107	A single compliment is a lead for inquiry, not a conclusion.	ACE-D09
108	Use the client’s language rather than assigning a type label.	ACE-D09
109	Do not equate promotion speed with capability or career quality.	ACE-D10
110	A repeated difficulty can arise from repeated context, not a fixed personal defect.	ACE-D10
111	Include caring responsibilities, mobility constraints or interrupted careers only when the client wishes.	ACE-D10
112	A map of options is not a commitment to pursue all of them.	ACE-D11
113	Access conditions may depend on organisational decisions, location or timing.	ACE-D11
114	Prefer information-rich, reversible exploration before major change.	ACE-D11

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115	Development activity is not evidence of learning until it changes capability or work.	ACE-D12
116	Do not count attendance at a course as completion of a behavioural outcome.	ACE-D12
117	Keep the plan distinct from a promise of promotion.	ACE-D12
118	A crowded grid is not a sign of ambition well managed.	ACE-D13
119	Differentiate fixed dates from provisional ones.	ACE-D13
120	Use the planner to make trade-offs visible, not to create guilt about unfinished ambitions.	ACE-D13
121	Movement across the board should reflect evidence, not optimism.	ACE-D14
122	A blocked action needs diagnosis of the barrier, not automatic escalation of effort.	ACE-D14
123	Keep fewer active commitments than the board can physically hold.	ACE-D14
124	Do not sum ratings or compare leaders using this wheel.	ACE-D15
125	A low rating can mean little opportunity to demonstrate a behaviour, not low capability.	ACE-D15
126	Use unchanged dimensions and anchors for meaningful personal review.	ACE-D15
127	Presence is relational and contextual, not a fixed charisma score.	ACE-D16
128	Avoid equating accent, extroversion, appearance or cultural style with leadership quality.	ACE-D16
129	Feedback should describe effect and behaviour rather than broad personal labels.	ACE-D16
130	Quality labels need behavioural definitions to become coachable.	ACE-D17
131	Aspirational language should not be mistaken for demonstrated capability.	ACE-D17
132	Progress can be uneven across situations; review context as well as effort.	ACE-D17
133	SWOT is an organising heuristic, not a substitute for market analysis or a business case.	ACE-D18
134	Keep the owner's preferences separate from evidence about the business.	ACE-D18
135	A plausible option needs feasibility and risk review before implementation.	ACE-D18
136	Visibility should serve a purpose, not become constant broadcasting.	ACE-D19
137	Recognition is not wholly within the client's control.	ACE-D19
138	Avoid advice that asks a person to compensate indefinitely for biased systems.	ACE-D19
139	Familiarity can hide capability, but ease alone does not prove effectiveness.	ACE-D20

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140	Use observer examples as evidence to examine, not unquestionable truth.	ACE-D20
141	A strength hypothesis remains provisional until tested across relevant situations.	ACE-D20
142	A pattern label is a prompt, not a diagnosis or proof that the concern is false.	ACE-E01
143	Where evidence supports a real problem, move to problem-solving, support or escalation.	ACE-E01
144	Do not argue the client out of their experience.	ACE-E01
145	The continuum is subjective and task-specific, not a stress or resilience test.	ACE-E02
146	Discomfort can signal learning, danger, exclusion or overload; explore before encouraging more stretch.	ACE-E02
147	A decision to reduce demand can be a sound development choice.	ACE-E02
148	Releasing rumination does not mean accepting mistreatment.	ACE-E03
149	Some commitments should be renegotiated rather than silently abandoned.	ACE-E03
150	A return of the thought is not failure; review the response and unresolved practical needs.	ACE-E03
151	The drawing is a metaphor, not a separate entity or evidence about mental health.	ACE-E04
152	The aim is a fairer response, not silencing every doubt.	ACE-E04
153	Retain valid information about preparation or risk while rejecting global self-judgement.	ACE-E04
154	A role model is a source of ideas, not an authority on every issue.	ACE-E05
155	Success may depend on context and privilege as well as behaviour.	ACE-E05
156	Choose a small, observable practice rather than a vague ambition to “be like” someone.	ACE-E05
157	The quadrants are a thinking aid, not a risk model or probability calculation.	ACE-E06
158	Avoid double-counting the same consequence under different wording.	ACE-E06
159	For high-stakes decisions, combine this with appropriate factual and professional analysis.	ACE-E06
160	A reframe is useful only if it improves accuracy and action.	ACE-E07
161	Do not relabel harmful conduct as a strength.	ACE-E07
162	A behaviour can be understandable and still require change.	ACE-E07
163	Imagined advice is a hypothesis, not actual expert guidance.	ACE-E08

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164	Use several perspectives when one admired person's view dominates.	ACE-E08
165	The client remains responsible for the decision and for obtaining appropriate advice.	ACE-E08
166	The rings are contextual, not permanent facts.	ACE-E09
167	Influence is an attempt, not control over another person.	ACE-E09
168	A concern can remain important even when immediate action is limited.	ACE-E09
169	A rule can be partly true and still too rigid.	ACE-E10
170	Changing wording is not the same as changing behaviour; test the revised rule.	ACE-E10
171	Do not assume every barrier is internal when authority, access or bias may be involved.	ACE-E10
172	A long list may reveal workload beyond capacity, not poor personal organisation.	ACE-E11
173	Some concerns need support or a formal decision rather than another task entry.	ACE-E11
174	The aim is a trusted external record, not a permanently empty mind.	ACE-E11
175	A powerful question is useful because of its fit, not because it sounds dramatic.	ACE-E12
176	Repeated questioning can become pressure; slow down when the client needs space.	ACE-E12
177	An unresolved systemic issue may require diagnosis or action beyond coaching.	ACE-E12
178	Brainstorming produces options, not obligations.	ACE-F01
179	An action can be a conversation, observation or request, not only a task.	ACE-F01
180	Choose fewer actions than the client could theoretically complete.	ACE-F01
181	Completion is not the same as effectiveness.	ACE-F02
182	Do not label a missed action as lack of commitment without understanding the barrier.	ACE-F02
183	A decision to stop an unhelpful action can be a successful learning outcome.	ACE-F02
184	Repetition in context matters more than a dramatic initial effort.	ACE-F03
185	Do not use a streak as a measure of personal worth.	ACE-F03
186	An unsuitable cue or unrealistic behaviour should be redesigned rather than defended.	ACE-F03
187	Breaking down work does not create extra capacity; check total demand.	ACE-F04
188	A component may need a decision before it needs effort.	ACE-F04

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189	Avoid planning at a level of detail that becomes another form of avoidance.	ACE-F04
190	Delay can be a rational response to conflicting demands.	ACE-F05
191	A small start is a test, not a cure for every form of procrastination.	ACE-F05
192	Repeated difficulty may require support beyond a productivity technique.	ACE-F05
193	Not every frustration needs immediate correction.	ACE-F06
194	A useful stocktake includes strengths and resources, not only problems.	ACE-F06
195	Limit actions so that the review produces focus rather than another long list.	ACE-F06
196	The purpose is movement with learning, not forced positivity.	ACE-F07
197	A small move should not bypass an important safety or governance decision.	ACE-F07
198	If no safe move is available, seeking support can be the next step.	ACE-F07
199	Language can support reflection but cannot remove an external constraint.	ACE-F08
200	Avoid replacing a legitimate “cannot” with an unrealistic affirmation.	ACE-F08
201	The test is whether the wording supports clearer choice and behaviour.	ACE-F08
202	The metaphor does not mean any action is better than no action.	ACE-F09
203	A step should create useful progress or information.	ACE-F09
204	Do not draw a complete bridge merely to make uncertainty disappear visually.	ACE-F09
205	A toleration list is not a mandate to optimise every detail of life.	ACE-F10
206	Some irritations signal a role or process problem that deserves wider attention.	ACE-F10
207	Choose a few meaningful items rather than creating a second source of overwhelm.	ACE-F10
208	Accountability requires accurate explanation, not forced self-blame.	ACE-F11
209	A changed goal may be appropriate; record the reason rather than quietly abandoning it.	ACE-F11
210	Repeated barriers should change the design of the plan.	ACE-F11
211	One priority does not remove the others; it makes the immediate allocation of attention explicit.	ACE-G01
212	Urgency requires a real deadline or consequence, not merely a strong feeling.	ACE-G01
213	Revisit the decision when new information materially changes the consequences.	ACE-G01

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214	A full calendar is not evidence of a useful week.	ACE-G02
215	An unfinished outcome may reflect unrealistic allocation or dependency, not insufficient commitment.	ACE-G02
216	Compare planned and actual capacity before adding more priorities.	ACE-G02
217	The coordinates are estimates, not measurement precision.	ACE-G03
218	A low-effort action is not automatically worthwhile if it does not serve the chosen outcome.	ACE-G03
219	Safety, fairness and mandatory obligations can override the matrix.	ACE-G03
220	The exercise exposes capacity limits; it does not create extra hours.	ACE-G04
221	Calendar protection depends on authority, relationships and workload agreements.	ACE-G04
222	Repeated displacement is information about the system, not merely a failure of discipline.	ACE-G04
223	Two days are a sample, not a definitive account of the job.	ACE-G05
224	Low attention may reflect task conditions, fatigue or timing; do not infer a personal deficit.	ACE-G05
225	Avoid converting every human interaction into a productivity cost.	ACE-G05
226	The aim is reliable availability, not maximal isolation.	ACE-G06
227	A reduction in messages can hide unmet needs; ask colleagues about the effect.	ACE-G06
228	Repeated reassurance requests may indicate unclear authority or fear of mistakes.	ACE-G06
229	Completion counts are less important than contribution to the intended outcome.	ACE-G07
230	A waiting item needs a follow-up agreement, not repeated mental checking.	ACE-G07
231	Persistent carry-forward is a signal to change priority, design or ownership.	ACE-G07
232	An unpopular task can still be necessary.	ACE-G08
233	Stopping work is a governance decision when others rely on its output.	ACE-G08
234	Simplification may be safer and more useful than elimination.	ACE-G08
235	Urgency and importance are context-dependent; review them when circumstances change.	ACE-G09
236	Delegation is appropriate only with capability, authority and capacity.	ACE-G09
237	The matrix cannot settle conflicts between two legitimate priorities without further discussion.	ACE-G09

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238	The delegating leader retains relevant accountability while transferring agreed work and authority.	ACE-G10
239	A capable person may still lack capacity or organisational access.	ACE-G10
240	Checkpoints should match risk, not the leader's discomfort with letting go.	ACE-G10
241	Do not average the spokes or interpret the area of the polygon as a wellbeing score.	ACE-H01
242	Ratings are personal and contextual; comparison between people is not meaningful.	ACE-H01
243	A low score is an invitation to inquire, not proof of a problem the coach should solve.	ACE-H01
244	A boundary is an agreement about behaviour or access, not a judgement of another person.	ACE-H02
245	Power differences may change what is safe and feasible.	ACE-H02
246	A thoughtful yes with changed scope can be a stronger boundary than an unrealistic no.	ACE-H02
247	A single difficult exchange does not define a person or relationship.	ACE-H03
248	The client's account is important but does not establish the other person's motives.	ACE-H03
249	Safety and dignity take priority over preserving a relationship at any cost.	ACE-H03
250	Self-reported energy varies with context and is not a clinical score.	ACE-H04
251	A recovery practice does not compensate indefinitely for harmful workload.	ACE-H04
252	Look for repeated conditions rather than drawing conclusions from one difficult day.	ACE-H04
253	Needs are not weaknesses or entitlements to any particular solution.	ACE-H05
254	A request is more actionable when it describes the condition required.	ACE-H05
255	Unmet organisational needs should not automatically become private self-care tasks.	ACE-H05
256	Do not compute a total score or apply high/low wellbeing categories.	ACE-H06
257	A two-item domain mean is provisional; with fewer than two responses leave it unscored.	ACE-H06
258	Higher frequency is not automatically better in every context; discuss the client's needs and constraints.	ACE-H06
259	A larger network is not necessarily a more supportive one.	ACE-H07
260	Different needs may require different people and professional services.	ACE-H07
261	Support quality should be judged through experience, not job title or status.	ACE-H07

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262	Enjoyment and contribution are separate dimensions.	ACE-H08
263	A low-engagement task may remain a legitimate responsibility.	ACE-H08
264	The map generates job-design hypotheses, not a recommendation to abandon the role.	ACE-H08
265	This is a locally designed reflective aid, not a validated scale.	ACE-H09
266	Do not compare scores between differently defined wheels.	ACE-H09
267	Changes in definitions prevent straightforward before-and-after comparisons.	ACE-H09
268	No quota of positive feeling is required.	ACE-H10
269	An entry is useful when it is personally meaningful, not impressive.	ACE-H10
270	Gratitude does not remove the need to address harm or unfairness.	ACE-H10
271	Enjoyment is personal and may change over time.	ACE-H11
272	A small activity can be worthwhile without becoming a career or income source.	ACE-H11
273	Lack of interest that is persistent or concerning may need a conversation beyond coaching.	ACE-H11
274	Connection quality matters more than the number of contacts.	ACE-H12
275	A declined invitation is not a reliable judgement of personal worth.	ACE-H12
276	Professional power relationships can complicate friendship and require care.	ACE-H12
277	The inventory records one perspective and should be tested through conversation.	ACE-H13
278	Trust is not a single trait; reliability and openness may differ by situation.	ACE-H13
279	A relationship improvement should benefit the shared work, not just the client's convenience.	ACE-H13
280	Energy ratings are descriptive, not medical indicators.	ACE-H14
281	A work-design problem should not be reframed solely as individual resilience.	ACE-H14
282	Consider whether improved energy coincides with better judgement and sustainable delivery.	ACE-H14
283	Small improvements can be valuable without solving the larger problem.	ACE-H15
284	The client decides what counts as worthwhile.	ACE-H15
285	A modest action should not distract from a serious unresolved issue.	ACE-H15
286	Kindness is not measured by the number of boxes completed.	ACE-H16

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287	Unrequested help can be intrusive; consider the recipient's agency.	ACE-H16
288	A respectful difficult conversation may be kinder than avoiding necessary feedback.	ACE-H16
289	A meaningful season does not require travel or high expenditure.	ACE-H17
290	The plan should reflect the client's own priorities, not an idealised lifestyle.	ACE-H17
291	Changed circumstances may justify changing the plan.	ACE-H17
292	Common signs can have many causes and do not establish a diagnosis.	ACE-H18
293	A coach should not interpret physical symptoms or recommend treatment.	ACE-H18
294	Workload and organisational conditions deserve attention alongside individual coping.	ACE-H18
295	Five is a prompt, not a required score or completion standard.	ACE-H19
296	Appreciation and dissatisfaction can coexist.	ACE-H19
297	The value lies in attention and meaning, not in comparing lists.	ACE-H19
298	Progress can include a better decision to stop or change a goal.	ACE-I01
299	Client satisfaction is distinct from evidence of behaviour or organisational impact.	ACE-I01
300	Do not attribute all improvement to coaching without considering other causes.	ACE-I01
301	The review is not an objective performance rating.	ACE-I02
302	Achievements and wellbeing costs should be considered together.	ACE-I02
303	A priority is stronger when it follows from an explicit lesson or choice.	ACE-I02
304	This is a synthesis, not a requirement to complete every preceding worksheet.	ACE-I03
305	A smaller coherent set of changes is more useful than a long improvement list.	ACE-I03
306	Review the combined workload of the changes themselves.	ACE-I03
307	A highlight should connect to a specific example rather than a slogan.	ACE-I04
308	Not every valuable change is immediately visible in business metrics.	ACE-I04
309	The client's narrative and sponsor evidence may differ and should be discussed carefully.	ACE-I04
310	Closure can be appropriate even when some goals remain unfinished.	ACE-I05

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311	Further support may come from peers, managers or specialists rather than another coaching package.	ACE-I05
312	Feedback should be invited without pressure to be positive.	ACE-I05
313	Recognition does not require exceptional achievement.	ACE-I06
314	Specific evidence is more credible than global claims of greatness.	ACE-I06
315	Acknowledging others and acknowledging yourself are compatible.	ACE-I06
316	The hopes are starting points, not contractual promises of workshop outcomes.	ACE-J01
317	A participant who passes is still participating legitimately.	ACE-J01
318	Common themes should guide facilitation without erasing different needs.	ACE-J01
319	Metaphors are personal prompts, not evidence of stable traits.	ACE-J02
320	The same animal can mean different things to different people.	ACE-J02
321	The useful output is a behavioural intention, not the image itself.	ACE-J02
322	Surprise is not the objective at the expense of comfort.	ACE-J03
323	Sharing a personal detail does not create permission for later disclosure.	ACE-J03
324	The activity can broaden perspective but does not establish trust by itself.	ACE-J03
325	Positive feedback is still one person's perspective.	ACE-J04
326	Specific examples are more useful than global praise.	ACE-J04
327	Do not infer a competency score from a short workshop exchange.	ACE-J04
328	The constraint is artificial and should not be over-generalised to workplace ability.	ACE-J05
329	Success depends on the chosen task and access conditions.	ACE-J05
330	The most useful learning concerns clarification and inclusion.	ACE-J05
331	Completion is not a measure of sociability or success.	ACE-J06
332	Participants can respond to a prompt in different legitimate ways.	ACE-J06
333	Names and notes should not be collected for marketing or unrelated use.	ACE-J06
334	The learning belongs to the speaker; the listener checks rather than interprets.	ACE-J07

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335	Ordinary experience may contain equally valuable learning.	ACE-J07
336	A memorable story is not proof of a general capability.	ACE-J07
337	Free writing can surface a perspective but does not validate it.	ACE-J08
338	The participant may keep the entire page private.	ACE-J08
339	A strong emotional response is a reason for care, not proof of accuracy.	ACE-J08
340	The exercise demonstrates uncertainty, not an ability to detect dishonesty.	ACE-J09
341	Correct guesses can occur by chance.	ACE-J09
342	Never generalise performance in the game to integrity or credibility.	ACE-J09
343	It depends is useful only when the relevant conditions are specified.	ACE-J10
344	The activity does not establish a universal management rule.	ACE-J10
345	Changing a view after considering evidence is a learning outcome, not a loss.	ACE-J10
346	A memorable phrase is not a complete strategy or assessment of purpose.	ACE-J11
347	Language fluency should not determine participation value.	ACE-J11
348	The useful outcome is the explanation and behavioural connection.	ACE-J11
349	The presence of a phrase does not prove poor thinking.	ACE-J12
350	Context and shared understanding determine whether shorthand works.	ACE-J12
351	Do not use the grid to embarrass colleagues or police accents and language fluency.	ACE-J12
352	The simulation is not a validated measure of team performance.	ACE-J13
353	An apparent improvement may reflect familiarity as well as the redesign.	ACE-J13
354	The debrief should focus on mechanisms the group can observe.	ACE-J13
355	A neutral description still requires accurate observation.	ACE-J14
356	Avoiding labels does not mean avoiding accountability for harmful behaviour.	ACE-J14
357	The activity does not diagnose bias in individual participants.	ACE-J14
358	Perspective-taking produces hypotheses, not mind-reading.	ACE-J15
359	People in the same role may have different views.	ACE-J15

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360	The strongest next step is often better consultation rather than a more elaborate imagined perspective.	ACE-J15
361	Visible agreement can reflect conformity or power as well as genuine belief.	ACE-J16
362	A changed position may indicate learning rather than inconsistency.	ACE-J16
363	The continuum is a discussion aid, not a vote unless that is explicitly agreed.	ACE-J16
364	All future quotations and outcomes are fictional until observed.	ACE-J17
365	A shared story can conceal disagreement; make differing assumptions visible.	ACE-J17
366	The useful output is a clearer direction and a testable next step.	ACE-J17
367	An accurate summary is checked by the speaker, not judged by the listener alone.	ACE-J18
368	Listening does not require agreement with every interpretation.	ACE-J18
369	The practice develops a behaviour; it does not certify counselling competence.	ACE-J18
370	The number of ideas is not the measure of quality.	ACE-J19
371	Voting can inform preference but does not replace decision authority or risk review.	ACE-J19
372	Keep rejected ideas available when conditions change.	ACE-J19
373	A useful debrief distinguishes process, result and context.	ACE-J20
374	A disappointing result can still yield valuable learning.	ACE-J20
375	The review is stronger when it changes a future action.	ACE-J20
376	A memorable idea is not yet a changed practice.	ACE-J21
377	The participant chooses the application; the facilitator should not assign one to make the event look effective.	ACE-J21
378	A small specific use is preferable to a broad promise.	ACE-J21
379	The note is a cue for reflection, not a guarantee of behaviour change.	ACE-J22
380	A changed context may justify revising the commitment.	ACE-J22
381	Private ownership can be more appropriate than facilitator follow-up.	ACE-J22
382	Not feeling calmer is not a failure.	ACE-M01

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383	A brief practice is not a treatment and should not be used to manage serious distress without appropriate support.	ACE-M01
384	The client's preference determines whether it is repeated.	ACE-M01
385	The experience is subjective and no calmness score is required.	ACE-M02
386	A wandering mind is ordinary and does not indicate failure.	ACE-M02
387	A neutral or unhelpful response is a valid reason not to repeat the practice.	ACE-M02
388	Imagery vividness is not a measure of skill or benefit.	ACE-M03
389	The practice may be useful as a transition but does not establish improved executive performance.	ACE-M03
390	Do not infer meaning from the details of the imagined scene.	ACE-M03
391	Observing pressure does not remove its practical causes.	ACE-M04
392	The metaphor should lead back to realistic choices and support.	ACE-M04
393	Do not use a calm appearance as evidence that a serious problem is resolved.	ACE-M04
394	A long practice is not inherently more effective than a short one.	ACE-M05
395	The client may stop at any stage and still have used the activity appropriately.	ACE-M05
396	A supportive experience should be distinguished from evidence of clinical or lasting change.	ACE-M05
397	The invitation is not evidence that coaching is appropriate for every recipient.	ACE-N01
398	A useful introductory outcome can be referral or no further engagement.	ACE-N01
399	Only record the minimum contact information needed.	ACE-N01
400	A referral network should not be judged only by volume.	ACE-N02
401	Referral fees or incentives require transparent handling and appropriate review.	ACE-N02
402	Do not infer consent from a public profile or a past client relationship.	ACE-N02
403	An invoice records a payment request, not proof of payment.	ACE-N03
404	The service description should be sufficient for billing without exposing confidential session content.	ACE-N03
405	Tax and currency treatment must be verified for the actual transaction.	ACE-N03
406	A receipt must reflect an actual received payment.	ACE-N04

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407	A partial payment should not be described as full settlement.	ACE-N04
408	Financial records and coaching notes should be kept appropriately separate.	ACE-N04
409	A warm welcome should not promise unconditional confidentiality where exceptions apply.	ACE-N05
410	The letter supports but does not replace informed contracting.	ACE-N05
411	Accessibility needs should be invited without requiring diagnosis disclosure.	ACE-N05
412	Completing a form does not itself establish informed consent.	ACE-N06
413	A sponsor contact is not automatically authorised to receive session information.	ACE-N06
414	Data minimisation should be designed before collection.	ACE-N06
415	A business card or event registration is not automatically permission for all future marketing.	ACE-N07
416	Consent and other lawful requirements depend on the actual context and jurisdiction.	ACE-N07
417	A clear preference record is more useful than a long contact list of uncertain origin.	ACE-N07
418	A smooth event is not the same as a useful learning outcome.	ACE-N08
419	Readiness includes participant conditions as well as facilitator preparation.	ACE-N08
420	Feedback and action ownership should be designed before the event.	ACE-N08
421	Do not compute a total quality score or claim validated cut-offs.	ACE-N09
422	Report the number of responses and missing items alongside any item summaries.	ACE-N09
423	Immediate intention to apply is not evidence that application occurred.	ACE-N09
424	Published content is educational and does not create a coaching relationship by itself.	ACE-N10
425	Original reflection lines are not quotations from named experts.	ACE-N10
426	Topic coverage is not equivalent to supplying every commercial graphic format.	ACE-N10
427	Coaching evidence at programme level does not validate every method or guarantee individual results.	ACE-N11
428	A clear explanation includes both benefits and limits.	ACE-N11
429	The client's agency is central to the relationship.	ACE-N11
430	A charter is credible only when reflected in behaviour.	ACE-N12

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431	Warmth does not remove professional boundaries or necessary challenge.	ACE-N12
432	The client may question or revise expectations within the agreed scope.	ACE-N12
433	An attractive target is not evidence that the business can achieve it.	ACE-O01
434	Financial, legal and regulatory assumptions require appropriate professional review.	ACE-O01
435	The plan should remain revisable as evidence changes.	ACE-O01
436	Hindsight can make past decisions appear more obvious than they were.	ACE-O02
437	A successful outcome does not prove that every part of the decision was sound.	ACE-O02
438	The map should distinguish business patterns from personal identity judgements.	ACE-O02
439	SWOT is a structuring device, not a strategy by itself.	ACE-O03
440	Financial and market assumptions require verification.	ACE-O03
441	A long list can conceal the few issues that materially affect the decision.	ACE-O03
442	A founder's skill can be an asset and a dependency at the same time.	ACE-O04
443	Customer praise is useful evidence but should be considered alongside consistency and outcomes.	ACE-O04
444	Scaling a strength may require a different process, not simply more effort.	ACE-O04
445	A weakness in one context may not matter in another.	ACE-O05
446	Outsourcing transfers work but does not automatically remove accountability or dependency.	ACE-O05
447	The response should match the consequence and business stage.	ACE-O05
448	A route map is a hypothesis about development, not a forecast.	ACE-O06
449	Disconfirming evidence can prevent expensive commitment.	ACE-O06
450	A business milestone should not depend on the owner sustaining an unrealistic workload.	ACE-O06
451	An owner's account is a starting perspective, not a verified business diagnosis.	ACE-O07
452	Business and personal goals may conflict and should be made explicit.	ACE-O07
453	A coach should not imply expertise in every aspect of running a business.	ACE-O07
454	These are independently written function-based alternatives; the supplier's three unpublished business scripts were not obtained.	ACE-O08

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455	The scenes should expose constraints as well as possibilities.	ACE-O08
456	No financial or commercial outcome is implied by a vivid vision.	ACE-O08
457	Before the next two sessions, complete the card in five minutes. Review whether agenda clarity improves the usefulness of the conversation.	ACE-A01
458	At session two, ask the client to explain the information-sharing agreement in their own words. Correct any mismatch immediately.	ACE-A02
459	Run the agreed behaviour in two comparable situations and bring one work artefact or observer example to the next session.	ACE-A03
460	Change one enabling condition this week and repeat only the relevant domain after two weeks, using the same goal and scale.	ACE-A04
461	Keep a brief observation log for seven days: situation, response and what the chosen question helps you notice.	ACE-A05
462	Agree one observation task relevant to the initial goal, and review the usefulness of the coaching approach at the next meeting.	ACE-A06
463	Revisit the selected domain after two weeks alongside a concrete record of the changed behaviour or condition.	ACE-A07
464	Write a five-sentence next-chapter description and identify one relationship or resource that would support it.	ACE-B01
465	For one week, note two decisions and which of your chosen values each decision expressed or compromised.	ACE-B02
466	Use the chosen value in one real decision; record the action, the cost accepted and the response you observed.	ACE-B03
467	Observe one situation linked to the metaphor and record whether the interpretation helps explain it or needs revision.	ACE-B04
468	Practise the transferable behaviour once before the live event and request feedback on that behaviour afterwards.	ACE-B05
469	Ask a trusted colleague for one example of the selected quality in your behaviour and one situation where it would help to express it more clearly.	ACE-B06
470	Use the statement in one real decision and record whether it changed the choice, the conversation or neither.	ACE-B07
471	At the end of the first month, compare planned and actual capacity and revise one assumption.	ACE-C01
472	Complete the first seven-day action and bring evidence of what it revealed about the plan.	ACE-C02

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473	Complete one low-risk exploration and record what it confirms, challenges and leaves unanswered.	ACE-C03
474	Hold one information-gathering conversation that tests an assumed link between the goal and its hoped-for benefit.	ACE-C04
475	Try the first behaviour once and revise the wording if the measure does not capture what matters.	ACE-C05
476	Complete one action connected to the chosen value within the next week and review how it fits real life.	ACE-C06
477	Ask one trusted colleague what behaviour most helps them and what you could do differently; compare this with the imagined contribution.	ACE-C07
478	Gather one piece of baseline evidence named in the article and revise the headline if necessary.	ACE-C08
479	Run a low-cost, reversible test and record interest, practical demands and feedback from those involved.	ACE-C09
480	Test the most uncertain assumption and update the goal before the next coaching review.	ACE-C10
481	Hold one conversation with an affected person or gather one fact about an assumed cost before finalising the decision.	ACE-C11
482	Use the cue-based response in three relevant situations and record what happened, including occasions when the cue was missed.	ACE-C12
483	Confirm one assumed requirement with an appropriate person and secure one practice opportunity.	ACE-C13
484	Test one important assumption through a role conversation or a short work observation.	ACE-D01
485	Collect one new work example for the selected dimension and review it against the same criterion.	ACE-D02
486	Apply one strength in a new situation and ask for feedback on both its benefit and its possible overuse.	ACE-D03
487	Conduct one informational conversation and record what you learned, what surprised you and what remains uncertain.	ACE-D04
488	Test the least certain high-impact entry and complete one action arising from a strategic pairing.	ACE-D05
489	Make one bounded request or take one authorised action and record the response without treating refusal as personal failure.	ACE-D06
490	Practise the selected behaviour for four weeks and ask the same observers for fresh examples using the same wording.	ACE-D07
491	Test the chosen strategy on one real task and review quality, effort and remaining dependency.	ACE-D08

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|------------|---|----------------|
| 492 | Gather two independent examples of the proposed strength and one example of a boundary or overuse risk. | ACE-D09 |
| 493 | Use one pattern from the map to frame a question about the next role or assignment. | ACE-D10 |
| 494 | Complete one exploration and redraw the map to reflect what is now known. | ACE-D11 |
| 495 | Secure the first practice assignment and agree the evidence that will show learning. | ACE-D12 |
| 496 | Review the next month's commitments and remove or reschedule one avoidable collision. | ACE-D13 |
| 497 | Complete one proof point and review it with the agreed observer within two weeks. | ACE-D14 |
| 498 | Practise the chosen behaviour twice and bring examples from both the client and an observer. | ACE-D15 |
| 499 | Ask two participants for one specific observation about clarity and room for contribution after the next meeting. | ACE-D16 |

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
W01	Client Reminder List	ACE-A01 · 020	ACT
W02	Coaching Agreement Contract TEMPLATE — Sample	ACE-A02 · 023; Agreement · 515	ACT
W03	Coaching Goals Worksheet	ACE-A03 · 026	ACT
W04	Life Map Template	ACE-B01 · 042	ACT
W05	Monthly Client Review and Feedback Form	ACE-I01 · 330	ACT
W06	Motivation Quiz	ACE-A04 · 029	ACT
W07	Powerful Pondering Questions Tool	ACE-A05 · 032	ACT
W08	Speedy Priority Finder — 5 Minute Exercise	ACE-G01 · 241	ACT
W09	Action Brainstorming Coaching Worksheet	ACE-F01 · 207	ACT
W10	Client Action Sheet Coaching TEMPLATE	ACE-F02 · 210	ACT
W11	Coaching Intake Session Checklist & Template	ACE-A06 · 035	ACT
W12	Complimentary Session Vouchers TEMPLATE	ACE-N01 · 437	ACT
W13	Create Your “My 50” Referral Team!	ACE-N02 · 441; 50-space register · 544	ACT
W14	Life Coaching Invoice TEMPLATE	ACE-N03 · 444	ACT
W15	Life Satisfaction Quiz & Coaching Exercise	ACE-A07 · 038	ACT
W16	Receipt Sample TEMPLATE	ACE-N04 · 447	ACT
W17	Sample Values List	ACE-B02 · 045; Values cards · 519	ACT

Inventory crosswalk

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SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
W18	Top 10 Cognitive Distortions List	ACE-E01 · 170	ACT
W19	Welcome Letter Sample TEMPLATE	ACE-N05 · 450	ACT
W20	Wheel of Life Template with Instructions	ACE-H01 · 272	ACT
B01	The Power of “No!” Workbook	ACE-H02 · 275	ACT
B02	Are You Sitting TOO Comfortably? Exercise	ACE-E02 · 173	ACT
B03	Detox Your Toxic Relationships Exercise!	ACE-H03 · 278	ACT
B04	Energy Zappers Coaching Exercise	ACE-H04 · 281	ACT
B05	Letting Go Exercise	ACE-E03 · 176	ACT
B06	Self-Care Check-in and Needs Review	ACE-H05 · 284	ACT
B07	Self-Care Quiz	ACE-H06 · 287	ACT
B08	Wheel of Life Template with Instructions	ACE-H01 · 272	ACT
B09	Balance & Self-Care Toolkit User Guide	Routes · 506	GUIDE
C01	Career Values Identification Workbook	ACE-D01 · 109	ACT
C02	Career Wheel — Get a Job or Promotion	ACE-D02 · 112	ACT
C03	Boost Your Strengths Exercise	ACE-D03 · 115	ACT
C04	Career Discovery Pondering Questions Sheet	ACE-D04 · 118	ACT
C05	Personal SWOT Exercise	ACE-D05 · 121	ACT

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SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
C06	Reclaim Your Power at Work Exercise	ACE-D06 · 124	ACT
C07	Simple 360 Feedback Exercise	ACE-D07 · 127	ACT
C08	Weakness Zapper! Coaching Exercise	ACE-D08 · 130	ACT
C09	25 Powerful Questions to Identify Strengths	ACE-D09 · 133; 25 questions · 523	ACT
C10	Career Coaching Toolkit User Guide	Routes · 506	GUIDE
V01	ANNUAL Goal-Setting Workbook	ACE-C01 · 066	ACT
V02	3 Month Vision Worksheet	ACE-C02 · 069	ACT
V03	Get Perspective Vision Worksheet	ACE-C03 · 072	ACT
V04	Goals Motivator — Find Your Hidden Treasure	ACE-C04 · 075	ACT
V05	Make Your Goals SMART	ACE-C05 · 078	ACT
V06	Rocking Chair and 2 Other Life Vision Exercises	ACE-C06 · 081; ACE-C07 · 085; ACE-C08 · 089	ACT
V07	Set Your Compass: Celebrate 2025 & Prepare for 2026	ACE-I02 · 333	ACT
V08	Wacky Wild Goal Brainstorming Tool	ACE-C09 · 093	ACT
V09	21 Questions to Extraordinary Goal-Setting	ACE-C10 · 096; 21 questions · 522	ACT
V10	Understand The Why of Your Goals	ACE-C11 · 099	ACT
V11	Vision & Goal-Setting Toolkit User Guide	Routes · 506	GUIDE
L01	Daily Success Habits Exercise	ACE-F03 · 213	ACT

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SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
L02	Eat Your Elephant Worksheet!	ACE-F04 · 216	ACT
L03	Identify Your Spark Team!	ACE-H07 · 290	ACT
L04	Love and Loathe List Exercise	ACE-H08 · 293	ACT
L05	Stop Procrastinating — Get It Done!	ACE-F05 · 219	ACT
L06	Take Stock and Take Action Worksheet!	ACE-F06 · 222	ACT
L07	Unstick Yourself Now! Worksheet	ACE-F07 · 225	ACT
L08	Weekly Success Planning Tool	ACE-G02 · 244	ACT
L09	BLANK Coaching Wheel	ACE-H09 · 296	ACT
L10	Life Coaching Toolkit User Guide	Routes · 506	GUIDE
T01	Action Priority Matrix Tool	ACE-G03 · 247	ACT
T02	Big Rocks and Little Rocks Exercise!	ACE-G04 · 250	ACT
T03	Expose Your Hidden Time Wasters Template	ACE-G05 · 253	ACT
T04	Get Motivated! What Words Inspire You to Action?	ACE-F08 · 228	ACT
T05	Interruptions Blaster! Workbook	ACE-G06 · 256	ACT
T06	New To Do List — Weekly Daily Task Planner	ACE-G07 · 259	ACT
T07	NOT To-Do List Exercise!	ACE-G08 · 262	ACT
T08	Urgent Important Matrix Template and Worksheet	ACE-G09 · 265	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
T09	Productivity & Time Management Toolkit User Guide	Routes · 506	GUIDE
D01	Personal Values Identification Workbook	ACE-B03 · 048; Values cards · 519	ACT
D02	Daily Gratitude Diary Template	ACE-H10 · 299	ACT
D03	Draw Out Your Gremlin Exercise	ACE-E04 · 179	ACT
D04	Intuition and Dream Symbol Exercise!	ACE-B04 · 051	ACT
D05	Peak Moment Exercise and Script	ACE-B05 · 055	ACT
D06	Role Model Confidence Boosting Exercise	ACE-E05 · 182	ACT
D07	Troll Travels — Who am I — Self-Discovery Exercise	ACE-B06 · 059; Qualities cards · 521	ACT
D08	What Makes My Heart Sing? Exercise	ACE-H11 · 302	ACT
D09	Self-Discovery Toolkit User Guide	Routes · 506	GUIDE
S01	3 Month Vision Worksheet	ACE-C02 · 069	ACT
S02	Daily Success Habits Exercise	ACE-F03 · 213	ACT
S03	Detox Your Toxic Relationships Exercise!	ACE-H03 · 278	ACT
S04	Energy Zappers Coaching Exercise	ACE-H04 · 281	ACT
S05	Letting Go Exercise	ACE-E03 · 176	ACT
S06	Stop Procrastinating — Get It Done!	ACE-F05 · 219	ACT
S07	Take Stock and Take Action Worksheet!	ACE-F06 · 222	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
S08	Spring Clean Your Life — Summary and Goals Sheet	ACE-I03 · 336	ACT
S09	Wheel of Life Template with Instructions	ACE-H01 · 272	ACT
S10	Spring Clean Your Life Toolkit User Guide	Routes · 506	GUIDE
M01	21½ Workshop Icebreakers & Exercises eBook	ACE-J01 · 349; through ACE-J22 · 412	BUNDLE
M02	Personal Mission Statement Generator Workbook	ACE-B07 · 062	ACT
M03	Build a Bridge Coaching Exercise	ACE-F09 · 231	ACT
M04	Expand Your Mind — Cartesian Questions	ACE-E06 · 185	ACT
M05	Love Your Weaknesses — Reframe Exercise	ACE-E07 · 188	ACT
M06	Mentor Magic Coaching Exercise	ACE-E08 · 191	ACT
M07	Nail That Goal!	ACE-C12 · 102	ACT
M08	Proactive Friend Finder	ACE-H12 · 305	ACT
M09	Spheres of Influence Coaching Exercise	ACE-E09 · 194	ACT
X01	What's My Dream?	ACE-J01 · 349	ACT
X02	I'm a Pig! — Chinese Animals	ACE-J02 · 352	ACT
X03	Surprise Us!	ACE-J03 · 355	ACT
X04	How Others See Me!	ACE-J04 · 358	ACT
X05	Line Up! Communication Exercise	ACE-J05 · 361	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
X06	Tic-Tac-Toe Scavenger Hunt	ACE-J06 · 364	ACT
X07	Unusual Fact	ACE-J07 · 367	ACT
X08	Messages from Within	ACE-J08 · 370	ACT
X09	True or False?	ACE-J09 · 373	ACT
X10	True or False v2	ACE-J10 · 376	ACT
X11	7 Words	ACE-J11 · 379	ACT
X12	Catchphrase Bingo	ACE-J12 · 382	ACT
X13	Keep Your Balloons in the Air!	ACE-J13 · 385	ACT
X14	The Labels Game	ACE-J14 · 388	ACT
X15	Walking in Someone Else's Shoes	ACE-J15 · 391	ACT
X16	Take a Stand!	ACE-J16 · 394	ACT
X17	Newspaper Visions!	ACE-J17 · 397	ACT
X18	I'm all Ears!	ACE-J18 · 400	ACT
X19	Action Brainstorming	ACE-J19 · 403	ACT
X20	Rearview Mirror	ACE-J20 · 406	ACT
X21	The Biggest Thing I Learned...	ACE-J21 · 409	ACT
X22	Note to Self	ACE-J22 · 412	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
E01	Coaching Goals Sheet	ACE-A03 · 026	ACT
E02	Intake Questions Sheet	ACE-A06 · 035	ACT
E03	Personal Life Map	ACE-B01 · 042	ACT
E04	Monthly Coaching Review Sheet	ACE-I01 · 330	ACT
E05	Monthly Action Sheet	ACE-F02 · 210	ACT
E06	Career History Map	ACE-D10 · 136	ACT
E07	Career Visioning Map	ACE-D11 · 139	ACT
E08	Visioning Exercises ×3	ACE-C06 · 081; ACE-C07 · 085; ACE-C08 · 089	ACT
E09	Career Vision into Action	ACE-C13 · 105	ACT
E10	3 Month Whole Life Vision	ACE-C02 · 069	ACT
E11	Annual Career Goals Planner	ACE-D12 · 142	ACT
E12	Career Goals Year-at-a-Glance	ACE-D13 · 145	ACT
E13	Quarterly Career Goals-at-a-Glance	ACE-D14 · 148	ACT
E14	Find the Why	ACE-C11 · 099	ACT
E15	NAIL that Goal	ACE-C12 · 102	ACT
E16	Personal SWOT Analysis	ACE-D05 · 121	ACT
E17	Boost Your Strengths	ACE-D03 · 115	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
E18	Weakness Zapper	ACE-D08 · 130	ACT
E19	Leadership Skills Wheel	ACE-D15 · 151	ACT
E20	Delegation Identifier	ACE-G10 · 268	ACT
E21	Mentor Magic	ACE-E08 · 191	ACT
E22	Stop Limiting Yourself!	ACE-E10 · 197	ACT
E23	Mission Statement	ACE-B07 · 062	ACT
E24	Career Values Workbook	ACE-D01 · 109	ACT
E25	Troll Travels Key Qualities	ACE-B06 · 059; Qualities cards · 521	ACT
E26	Unique Leadership Presence	ACE-D16 · 154	ACT
E27	Draw Out Your Gremlin	ACE-E04 · 179	ACT
E28	What To Let Go Of	ACE-E03 · 176	ACT
E29	Action Brainstorming	ACE-F01 · 207	ACT
E30	Qualities Boosting Exercise	ACE-D17 · 157	ACT
E31	Work Relationship Inventory	ACE-H13 · 308	ACT
E32	Urgent Important Matrix	ACE-G09 · 265	ACT
E33	Expose Your Hidden Time Wasters	ACE-G05 · 253	ACT
E34	Big Rocks Exercise	ACE-G04 · 250	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
E35	Action Priority Matrix Tool	ACE-G03 · 247	ACT
E36	Interruptions Blaster	ACE-G06 · 256	ACT
E37	Identify Tolerations Exercise	ACE-F10 · 234	ACT
E38	Daily Success Habits	ACE-F03 · 213	ACT
E39	Clear Your Monkey Mind Tool	ACE-E11 · 200	ACT
E40	Boost Your Energy at Work	ACE-H14 · 311	ACT
E41	No More Excuses	ACE-F11 · 237	ACT
E42	Wheel of Life	ACE-H01 · 272	ACT
E43	Self-Care & Needs Review	ACE-H05 · 284	ACT
E44	Energy Zappers Exercise	ACE-H04 · 281	ACT
E45	Speedy Priority Finder	ACE-G01 · 241	ACT
E46	Are you sitting TOO Comfortably?	ACE-E02 · 173	ACT
E47	What Makes My Heart Sing	ACE-H11 · 302	ACT
E48	Identify Your Spark Team	ACE-H07 · 290	ACT
E49	Spheres of Influence Exercise	ACE-E09 · 194	ACT
E50	Business SWOT Analysis	ACE-D18 · 160	ACT
E51	Visibility Builder	ACE-D19 · 163	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
E52	Career Goals Visioning Scripts ×3	ACE-C06 · 081; ACE-C07 · 085; ACE-C08 · 089	ACT
E53	Executive & Leadership Toolkit User Guide	Routes · 506	GUIDE
Q01	Annual Business Goals Planner	ACE-O01 · 478	ACT
Q02	Action Priority Matrix Tool	ACE-G03 · 247; Business notes · 540	ACT
Q03	Big Rocks Exercise	ACE-G04 · 250; Business notes · 540	ACT
Q04	Boost Your BUSINESS Strengths Tool	ACE-O04 · 487	ACT
Q05	Boost Your PERSONAL Strengths	ACE-D03 · 115; Business notes · 540	ACT
Q06	Business Goals QTRLY-at-a-Glance	ACE-O01 · 478; ACE-D14 · 148; Business notes · 540	ACT
Q07	Business Goals YEAR-at-a-Glance	ACE-O01 · 478; ACE-D13 · 145; Business notes · 540	ACT
Q08	Business History Map Tool	ACE-O02 · 481	ACT
Q09	BUSINESS SWOT Analysis	ACE-O03 · 484	ACT
Q10	Business Vision into Action	ACE-O06 · 493	ACT
Q11	BUSINESS Weakness Zapper	ACE-O05 · 490	ACT
Q12	Coaching Goals Sheet	ACE-A03 · 026; Business notes · 540	ACT
Q13	Coaching Review Sheet	ACE-I01 · 330; Business notes · 540	ACT
Q14	Daily Success Habits	ACE-F03 · 213; Business notes · 540	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
Q15	Delegation Identifier Tool	ACE-G10 · 268; Business notes · 540	ACT
Q16	Expose Your Hidden Time Wasters	ACE-G05 · 253; Business notes · 540	ACT
Q17	Intake Questions Sheet	ACE-O07 · 496	ACT
Q18	Interruptions Blaster	ACE-G06 · 256; Business notes · 540	ACT
Q19	Mentor Magic	ACE-E08 · 191; Business notes · 540	ACT
Q20	Mission Statement Generator	ACE-B07 · 062; Business notes · 540	ACT
Q21	Monthly Action Tracker	ACE-F02 · 210; Business notes · 540	ACT
Q22	NAIL that Goal	ACE-C12 · 102; Business notes · 540	ACT
Q23	PERSONAL SWOT Analysis	ACE-D05 · 121; Business notes · 540	ACT
Q24	PERSONAL Weakness Zapper	ACE-D08 · 130; Business notes · 540	ACT
Q25	Reclaim Your Energy at Work	ACE-H14 · 311; Business notes · 540	ACT
Q26	Urgent Important Matrix	ACE-G09 · 265; Business notes · 540	ACT
Q27	Visioning Exercises	ACE-O08 · 499	ACT
Q28	Weekly Daily To Do List Action Planner	ACE-G07 · 259; Business notes · 540	ACT
Q29	What Do You Need To Let Go Of?	ACE-E03 · 176; Business notes · 540	ACT
Q30	Tolerations Coaching Form	ACE-F10 · 234; Business notes · 540	ACT
Q31	Small Business Coaching Toolkit User Guide	Routes · 506	GUIDE

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
R01	Brighten up Your Life! Coaching Exercise	ACE-H15 · 314	ACT
R02	Coaching Goals Worksheet	ACE-A03 · 026	ACT
R03	3 Month Vision Worksheet	ACE-C02 · 069	ACT
R04	Daily Success Habits Exercise	ACE-F03 · 213	ACT
R05	Detox Your Toxic Relationships Exercise!	ACE-H03 · 278	ACT
R06	Energy Zappers Coaching Exercise	ACE-H04 · 281	ACT
R07	Identify Your Spark Team!	ACE-H07 · 290	ACT
R08	Letting Go Exercise	ACE-E03 · 176	ACT
R09	Take Stock and Take Action Worksheet!	ACE-F06 · 222	ACT
R10	What Makes My Heart Sing? Exercise	ACE-H11 · 302	ACT
R11	Monthly Client Review and Feedback Form	ACE-I01 · 330	ACT
R12	Next 3 Months Goal-Setting Worksheet	ACE-C02 · 069	ACT
R13	Renew YOU! Coaching Program — Highlights Sheet	ACE-I04 · 339	ACT
R14	Wrap-up Session Questions	ACE-I05 · 342	ACT
R15	Renew You Love Your Life Coaching Program — One Page Checklist	90-day plan · 510	GUIDE
R16	Renew YOU! Coaching Program — User Guide	90-day plan · 510	GUIDE
R17	Renew YOU! Coaching Program — Tool Inventory	90-day plan · 510	GUIDE

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
RM01	Printable POSTER	Programme copy · 566	CONTENT
RM02	Social Media GRAPHICS 1 to 5	Programme copy · 566	CONTENT
RM03	QUOTE Graphics for Weeks 1–13	Programme copy · 566	CONTENT
RM04	Marketing COPY	Programme copy · 566	CONTENT
RM05	QUOTES Text	Programme copy · 566	CONTENT
RM06	Sample Social Media POSTS	Programme copy · 566	CONTENT
SC01	January — Goals & Dreams	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC02	February — Energy, Focus & Love	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC03	March — Move Towards Happiness	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC04	April — Confidence	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC05	May — Benefits of Coaching	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC06	June — Authenticity	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC07	July — Balance & Self-Care	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC08	August — Inspiration & Taking Action	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC09	September — How to Succeed	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC10	October — Inner Strength	ACE-N10 · 467; Monthly cards · 549	CONTENT
SC11	November — Relationships	ACE-N10 · 467; Monthly cards · 549	CONTENT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
SC12	December — Let Go & Celebrate	ACE-N10 · 467; Monthly cards · 549	CONTENT
CQ01	January — Goal-Setting	499 lines · 597; Monthly cards · 549	CONTENT
CQ02	February — Kindness	499 lines · 597; Monthly cards · 549	CONTENT
CQ03	March — Life Spring Clean	499 lines · 597; Monthly cards · 549	CONTENT
CQ04	April — Leadership	499 lines · 597; Monthly cards · 549	CONTENT
CQ05	May — Confidence	499 lines · 597; Monthly cards · 549	CONTENT
CQ06	June — Creating Success	499 lines · 597; Monthly cards · 549	CONTENT
CQ07	July — Resilience	499 lines · 597; Monthly cards · 549	CONTENT
CQ08	August — Get Unstuck	499 lines · 597; Monthly cards · 549	CONTENT
CQ09	September — The Power of Coaching	499 lines · 597; Monthly cards · 549	CONTENT
CQ10	October — Diversity & Prejudice	499 lines · 597; Monthly cards · 549	CONTENT
CQ11	November — Motivation & Mindset	499 lines · 597; Monthly cards · 549	CONTENT
CQ12	December — Balance & Self-Care	499 lines · 597; Monthly cards · 549	CONTENT
CQ01a	Month 1: Quotes Text	499 lines · 597	CONTENT
CQ01b	Month 1: General User Guide	Content guide · 564	GUIDE
CQ01c	Month 1: Where to Add Your Logo	Content guide · 564	GUIDE
CQ02a	Month 2: Quotes Text	499 lines · 597	CONTENT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
CQ02b	Month 2: General User Guide	Content guide · 564	GUIDE
CQ02c	Month 2: Where to Add Your Logo	Content guide · 564	GUIDE
CQ03a	Month 3: Quotes Text	499 lines · 597	CONTENT
CQ03b	Month 3: General User Guide	Content guide · 564	GUIDE
CQ03c	Month 3: Where to Add Your Logo	Content guide · 564	GUIDE
CQ04a	Month 4: Quotes Text	499 lines · 597	CONTENT
CQ04b	Month 4: General User Guide	Content guide · 564	GUIDE
CQ04c	Month 4: Where to Add Your Logo	Content guide · 564	GUIDE
CQ05a	Month 5: Quotes Text	499 lines · 597	CONTENT
CQ05b	Month 5: General User Guide	Content guide · 564	GUIDE
CQ05c	Month 5: Where to Add Your Logo	Content guide · 564	GUIDE
CQ06a	Month 6: Quotes Text	499 lines · 597	CONTENT
CQ06b	Month 6: General User Guide	Content guide · 564	GUIDE
CQ06c	Month 6: Where to Add Your Logo	Content guide · 564	GUIDE
CQ07a	Month 7: Quotes Text	499 lines · 597	CONTENT
CQ07b	Month 7: General User Guide	Content guide · 564	GUIDE
CQ07c	Month 7: Where to Add Your Logo	Content guide · 564	GUIDE

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
CQ08a	Month 8: Quotes Text	499 lines · 597	CONTENT
CQ08b	Month 8: General User Guide	Content guide · 564	GUIDE
CQ08c	Month 8: Where to Add Your Logo	Content guide · 564	GUIDE
CQ09a	Month 9: Quotes Text	499 lines · 597	CONTENT
CQ09b	Month 9: General User Guide	Content guide · 564	GUIDE
CQ09c	Month 9: Where to Add Your Logo	Content guide · 564	GUIDE
CQ10a	Month 10: Quotes Text	499 lines · 597	CONTENT
CQ10b	Month 10: General User Guide	Content guide · 564	GUIDE
CQ10c	Month 10: Where to Add Your Logo	Content guide · 564	GUIDE
CQ11a	Month 11: Quotes Text	499 lines · 597	CONTENT
CQ11b	Month 11: General User Guide	Content guide · 564	GUIDE
CQ11c	Month 11: Where to Add Your Logo	Content guide · 564	GUIDE
CQ12a	Month 12: Quotes Text	499 lines · 597	CONTENT
CQ12b	Month 12: General User Guide	Content guide · 564	GUIDE
CQ12c	Month 12: Where to Add Your Logo	Content guide · 564	GUIDE
MD01	Find Calm — Guided Meditation Script eBook	ACE-M02 · 420; ACE-M03 · 424; ACE-M04 · 428; ACE-M05 · 432	SCRIPT
MD02	Introduction — MP3	ACE-M01 · 416	SCRIPT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
MD03	Waterfall — MP3	ACE-M02 · 420	SCRIPT
MD04	At the Ocean — MP3	ACE-M03 · 424	SCRIPT
MD05	Raging River — MP3	ACE-M04 · 428	SCRIPT
MD06	Healing River — MP3	ACE-M05 · 432	SCRIPT
MD07	Guided Meditation Scripts — Find Calm: User Guide	ACE-M01 · 416	SCRIPT
WH01	LIVE YOUR BEST LIFE — horizontal	ACE-N11 · 470; Content guide · 564	CONTENT
WH02	LIVE YOUR BEST LIFE — tall	ACE-N11 · 470; Content guide · 564	CONTENT
WH03	LIVE YOUR BEST LIFE — light square	ACE-N11 · 470; Content guide · 564	CONTENT
WH04	LIVE YOUR BEST LIFE — dark square	ACE-N11 · 470; Content guide · 564	CONTENT
WH05	COACHING IS A CREATIVE PARTNERSHIP — horizontal	ACE-N11 · 470; Content guide · 564	CONTENT
WH06	COACHING IS A CREATIVE PARTNERSHIP — tall	ACE-N11 · 470; Content guide · 564	CONTENT
WH07	WHY GET A COACH	ACE-N11 · 470; Content guide · 564	CONTENT
WH08	Why Hire a Coach? Social Media Graphics User Guide	ACE-N11 · 470; Content guide · 564	CONTENT
CH01	Overview of twelve affirmations	ACE-N12 · 474; Content guide · 564	CONTENT
CH02	Care beyond paid professional time	ACE-N12 · 474; Content guide · 564	CONTENT
CH03	Client expertise and resourcefulness	ACE-N12 · 474; Content guide · 564	CONTENT
CH04	Support through change and obstacles	ACE-N12 · 474; Content guide · 564	CONTENT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
CH05	Encouragement and belief	ACE-N12 · 474; Content guide · 564	CONTENT
CH06	Acceptance of the client's whole experience	ACE-N12 · 474; Content guide · 564	CONTENT
CH07	Focus on values and desired outcomes	ACE-N12 · 474; Content guide · 564	CONTENT
CH08	Experimentation and leaving the comfort zone	ACE-N12 · 474; Content guide · 564	CONTENT
CH09	Seeing strengths beyond self-criticism	ACE-N12 · 474; Content guide · 564	CONTENT
CH10	Mutual respect and acceptance	ACE-N12 · 474; Content guide · 564	CONTENT
CH11	A dedicated space for personal growth	ACE-N12 · 474; Content guide · 564	CONTENT
CH12	Accountability for agreed actions	ACE-N12 · 474; Content guide · 564	CONTENT
CH13	Self-trust, self-prioritisation and letting go	ACE-N12 · 474; Content guide · 564	CONTENT
CH14	Invitation to explore working with a coach	ACE-N12 · 474; Content guide · 564	CONTENT
LG01	Q1 — January–March	Monthly cards · 549; Content guide · 564	CONTENT
LG02	Q2 — April–June	Monthly cards · 549; Content guide · 564	CONTENT
LG03	Q3 — July–September	Monthly cards · 549; Content guide · 564	CONTENT
LG04	Q4 — October–December	Monthly cards · 549; Content guide · 564	CONTENT
LG03a	Monthly infographics	Monthly cards · 549	CONTENT
LG03b	Weekly coaching-question graphics	Monthly cards · 549	CONTENT
LG03c	Daily inspirational quote graphics	499 lines · 597	CONTENT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
LG03d	Saturday journalling prompts	Monthly cards · 549	CONTENT
LG03e	Sunday affirmations	Monthly cards · 549	CONTENT
LG03f	Social Media Graphics in a Box User Guide	Content guide · 564	CONTENT
LG03g	Quotes Text	499 lines · 597	CONTENT
LG03h	Where to Add Logo	Content guide · 564	CONTENT
FE01	Kindness Bingo Coaching Tool	ACE-H16 · 317	ACT
FE02	Best Summer Ever Coaching Worksheet	ACE-H17 · 320	ACT
FE03	Action Brainstorming Coaching Worksheet	ACE-F01 · 207	ACT
FE04	BLANK Coaching Wheel	ACE-H09 · 296	ACT
FE05	Business Coaching — Tolerations Coaching Form	ACE-F10 · 234; Business notes · 540	ACT
FE06	Create Your My 50 Referral Team	ACE-N02 · 441; 50-space register · 544	ACT
FE07	Effects of STRESS & Warning Signs	ACE-H18 · 323	ACT
FE08	Gratitude Coaching Exercise — 5 Things	ACE-H19 · 326	ACT
FE09	Life Satisfaction Quiz & Coaching Exercise	ACE-A07 · 038	ACT
FE10	Sample Values List	ACE-B02 · 045; Values cards · 519	ACT
FE11	Tolerations — Clear Your Mind	ACE-F10 · 234	ACT
FE12	Top 10 Cognitive Distortions List	ACE-E01 · 170	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
FE13	Understand The Why of Your Goals	ACE-C11 · 099	ACT
FE14	Wheel of Life Template with Instructions	ACE-H01 · 272	ACT
FE15	Wrap-up Session Questions	ACE-I05 · 342	ACT
FQ01	21 Questions to Extraordinary Goal-Setting	ACE-C10 · 096; 21 questions · 522	ACT
FQ02	25 Powerful Questions to Identify Strengths	ACE-D09 · 133; 25 questions · 523	ACT
FQ03	37 Coaching Questions to Liberate Your Clients!	ACE-E12 · 203; 37 questions · 525	ACT
FQ04	Wrap-up Session Questions	ACE-I05 · 342	ACT
FW01	Action Brainstorming Coaching Worksheet	ACE-F01 · 207; ACE-J19 · 403	ACT
FW02	Complimentary Session Vouchers TEMPLATE	ACE-N01 · 437	ACT
FW03	Effects of STRESS & Warning Signs	ACE-H18 · 323	ACT
FW04	Newsletter Sign-up Sheet	ACE-N07 · 457	ACT
FW05	Tic-Tac-Toe Icebreaker Exercise	ACE-J06 · 364	ACT
FW06	Workshop Action Recording Sheet	ACE-J19 · 403	ACT
FW07	Workshop Event CHECKLIST	ACE-N08 · 461	ACT
FW08	Workshop, Event & Seminar FEEDBACK Form	ACE-N09 · 464	ACT
FA01	Client Action Sheet Coaching TEMPLATE	ACE-F02 · 210	ACT
FA02	Client Info Sheet TEMPLATE	ACE-N06 · 454	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
FA03	Coaching Intake Session Checklist & Template	ACE-A06 · 035	ACT
FA04	Complimentary Session Vouchers TEMPLATE	ACE-N01 · 437	ACT
FA05	Create Your My 50 Referral Team	ACE-N02 · 441	ACT
FA06	Life Coaching Invoice TEMPLATE	ACE-N03 · 444	ACT
FA07	Newsletter Sign-up Sheet	ACE-N07 · 457	ACT
FA08	Receipt Sample TEMPLATE	ACE-N04 · 447	ACT
FA09	Welcome Letter Sample TEMPLATE	ACE-N05 · 450	ACT
FG01	Balance & Self-Care Toolkit User Guide	Routes · 506	GUIDE
FG02	Career Coaching Toolkit User Guide	Routes · 506	GUIDE
FG03	Executive & Leadership Toolkit User Guide	Routes · 506	GUIDE
FG04	Life Coaching Toolkit User Guide	Routes · 506	GUIDE
FG05	Productivity & Time Management Toolkit User Guide	Routes · 506	GUIDE
FG06	Self-Discovery Toolkit User Guide	Routes · 506	GUIDE
FG07	Small Business Coaching Toolkit User Guide	Routes · 506	GUIDE
FG08	Spring Clean Your Life Toolkit User Guide	Routes · 506	GUIDE
FG09	Vision & Goal-Setting Toolkit User Guide	Routes · 506	GUIDE
SP01	Acuerdo/Contrato de Coaching MODELO	ACE-A02 · 023	LANGUAGE

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
SP02	Hoja de Objetivos de Coaching	ACE-A03 · 026	LANGUAGE
SP03	Su Ficha de Reflexión	ACE-A05 · 032; ACE-F02 · 210	LANGUAGE
SP04	Mapa de la Vida Plantilla	ACE-B01 · 042	LANGUAGE
SP05	Hoja de Evaluación Mensual del Cliente	ACE-I01 · 330	LANGUAGE
SP06	Test de Motivación	ACE-A04 · 029	LANGUAGE
SP07	¿Cuáles Son Mis Prioridades? Un Ejercicio 5 Mins	ACE-G01 · 241	LANGUAGE
SP08	Hoja de Temas Para el Cliente PLANTILLA	ACE-A01 · 020	LANGUAGE
SP09	La Rueda de la Vida — Con Instrucciones	ACE-H01 · 272	LANGUAGE
SP10	Sesión Introductoria Lista de Verificación — Para Coach	ACE-A06 · 035	LANGUAGE
SP11	Hoja de Acciones del Cliente	ACE-F02 · 210	LANGUAGE
SP12	Hoja de Datos del Cliente PLANTILLA	ACE-N06 · 454	LANGUAGE
SP13	Cupon de Regalo Sesión Gratis Plantilla	ACE-N01 · 437	LANGUAGE
SP14	Muestra de Factura MODELO	ACE-N03 · 444	LANGUAGE
SP15	Plantilla Modelo de Recibo de Pago	ACE-N04 · 447	LANGUAGE
SP16	Plantilla Modelo de Carta de Bienvenida	ACE-N05 · 450	LANGUAGE
N01	549 Powerful Coaching Questions eBook	549 questions · 575	CONTENT
N02	Coaching Tool to Identify Your Hidden Strengths	ACE-D20 · 166	ACT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
N03	499 Inspirational Quotes for Coaches eBook	499 lines · 597	CONTENT
N04	One Complete Week of Brandable Social Media Graphics for Coaches	ACE-N10 · 467; Sample week · 561; Content guide · 564	CONTENT
N05	Coaching Exercise Celebrate You!	ACE-I06 · 345	ACT
P01	Coaching Tools MEGAPack	Routes · 506	GUIDE
P02	Executive & Leadership Toolkit	Routes · 506	GUIDE
P03	Small Business Coaching Toolkit	Routes · 506; Business notes · 540	BUNDLE
P04	Renew You — Love Your Life 90-Day Program	90-day plan · 510	BUNDLE
P05	12 Months of Done-for-You Social Media Content	Monthly cards · 549; Content guide · 564	BUNDLE
P06	365 Days of Coaching Quote Graphics	499 lines · 597; Monthly cards · 549	BUNDLE
P07	Full Year Social Media Graphics — Canva	Monthly cards · 549	BUNDLE
P08	Calming Guided Meditation Toolkit	ACE-M01 · 416; ACE-M02 · 420; ACE-M03 · 424; ACE-M04 · 428; ACE-M05 · 432	BUNDLE
P09	Social Media Business Builder Set	ACE-N11 · 470; ACE-N12 · 474	BUNDLE
IG01	Set Your Goals!	ACE-C05 · 078; Monthly cards · 549	CONTENT
IG02	I Love Kindness!	ACE-H16 · 317; Monthly cards · 549	CONTENT
IG03	Feel Happier!	ACE-H11 · 302; ACE-H15 · 314; Monthly cards · 549	CONTENT
IG04	Be Confident	ACE-D03 · 115; ACE-E05 · 182; Monthly cards · 549	CONTENT

Inventory crosswalk

Source titles identify the earlier catalogue. ACE IDs identify original HR Delivery resources; page numbers refer to the master toolkit.

SOURCE	INVENTORIED RESOURCE	ORIGINAL RESOURCE / PAGE	TYPE
IG05	Be Authentic	ACE-B03 · 048; Monthly cards · 549	CONTENT
IG06	Why Hire A Coach	ACE-N11 · 470; Monthly cards · 549	CONTENT
IG07	Life Balance	ACE-H01 · 272; Monthly cards · 549	CONTENT
IG08	Feel Inspired	ACE-F01 · 207; Monthly cards · 549	CONTENT
IG09	Succeed In Life	ACE-C05 · 078; ACE-I01 · 330; Monthly cards · 549	CONTENT
IG10	Inner Strength	ACE-E07 · 188; ACE-E10 · 197; Monthly cards · 549	CONTENT
IG11	Be Thankful!	ACE-H10 · 299; ACE-H19 · 326; Monthly cards · 549	CONTENT
IG12	Celebrate You!	ACE-I06 · 345; Monthly cards · 549	CONTENT
BND01	ICW Social Media Kit Bundle	ACE-N11 · 470; ACE-N12 · 474; Monthly cards · 549; 499 lines · 597	BUNDLE
BND02	The Ultimate Coaching Tools Pack	Routes · 506; Monthly cards · 549	BUNDLE
CHG	Inside a Coach's Heart — unitemised instruction manual	ACE-N12 · 474; Content guide · 564	GUIDE
V06a	Rocking Chair Life Vision Exercise	ACE-C06 · 081	ACT
V06b	Retirement Party Exercise	ACE-C07 · 085	ACT
V06c	Newspaper Article Writing Exercise	ACE-C08 · 089	ACT
HUB01	Coaching blog, events calendar and reader benefits/discounts	Scope · 002	HUB

Sources, scope and limitations

Research supports concepts and safeguards. It does not independently validate the original activities, item sets or scoring rules in this toolkit.

R01

International Coaching Federation (2025). ICF Code of Ethics.

Ethical reference: contracting, confidentiality, conflicts, technology and professional boundaries. The templates here are newly written, not ICF-approved contracts.

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

R02

Theeboom, Beersma & van Vianen (2014). Does coaching work? A meta-analysis.

Coaching-outcome evidence at programme level. It does not establish the efficacy of any individual worksheet in this book.

<https://research.vu.nl/en/publications/does-coaching-work-a-meta-analysis-on-the-effects-of-coaching-on-/>

R03

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

Goal-setting theory informs clarity, challenge, feedback and commitment. SMART is used here as a practical editing device, not as the tested intervention itself.

<https://pubmed.ncbi.nlm.nih.gov/12237980/>

R04

Gollwitzer & Sheeran (2006). Implementation intentions and goal achievement.

Supports specifying situational cues and intended responses. Effects depend on context; a written plan is not a guarantee of action.

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

Sources, scope and limitations

Research supports concepts and safeguards. It does not independently validate the original activities, item sets or scoring rules in this toolkit.

R05

Center for Self-Determination Theory. Basic Psychological Needs.

Autonomy, competence and relatedness inform exploration of motivation. The original reflective items here are not an SDT questionnaire.

<https://selfdeterminationtheory.org/topics/application-basic-psychological-needs/>

R06

Lally, van Jaarsveld, Potts & Wardle (2010). How are habits formed?

Repetition in a stable context informs habit planning. Do not promise that a habit will be established in a fixed number of days.

<https://onlinelibrary.wiley.com/doi/10.1002/ejsp.674>

R07

Schwartz (2012). An overview of the Schwartz theory of basic values.

Supports discussion of value priorities and tensions. No Schwartz scale or copyrighted questionnaire is reproduced.

<https://scholarworks.gvsu.edu/orpc/vol2/iss1/11/>

R08

Bandura (1977). Self-efficacy: toward a unifying theory of behavioural change.

Mastery evidence and credible models inform confidence work. Self-efficacy is task-specific; confidence is not proof of competence.

<https://pubmed.ncbi.nlm.nih.gov/847061/>

Sources, scope and limitations

Research supports concepts and safeguards. It does not independently validate the original activities, item sets or scoring rules in this toolkit.

R09

Emmons & McCullough (2003). Counting blessings versus burdens.

Experimental gratitude research informs optional noticing practices. Gratitude must not conceal harm, unfairness or unmet needs.

<https://pubmed.ncbi.nlm.nih.gov/12585811/>

R10

Sonnentag & Fritz (2007). The Recovery Experience Questionnaire.

Recovery concepts inform discussion of unwinding, choice and non-work activity. The published questionnaire is not reproduced.

<https://pubmed.ncbi.nlm.nih.gov/17638488/>

R11

Smither, London & Reilly (2005). Does performance improve following multisource feedback?

Feedback needs interpretation and follow-through. The original feedback questions in this toolkit are developmental prompts, not a validated 360 instrument.

https://onlinelibrary.wiley.com/doi/10.1111/j.1744-6570.2005.514_1.x

R12

Edmondson (1999). Psychological safety and learning behaviour in work teams.

Informs participation conditions and interpersonal risk. A workshop exercise alone cannot establish psychological safety.

<https://dash.harvard.edu/entities/publication/13a7b031-0fdd-45ec-a7e0-2b80e2bc679f>

Sources, scope and limitations

Research supports concepts and safeguards. It does not independently validate the original activities, item sets or scoring rules in this toolkit.

R13

NCCIH. Meditation and Mindfulness: Effectiveness and Safety.

Safety reference for optional attention practices. Stop when uncomfortable; do not use these scripts as a replacement for healthcare.

<https://www.nccih.nih.gov/health/meditation-and-mindfulness-effectiveness-and-safety>

R14

Health and Safety Executive. What are the Management Standards?

Work-design lens covering demands, control, support, relationships, role and change. Used conceptually, not as jurisdiction-specific legal advice.

<https://www.hse.gov.uk/stress/standards/overview.htm>

R15

Beck Institute (2021). Cognitive Model.

Supports separating situations, interpretations and responses. Coaching exercises do not constitute clinical CBT or a treatment protocol.

<https://beckinstitute.org/wp-content/uploads/2024/05/Cognitive-Model.pdf>

R16

Neff (2003). Self-compassion: an alternative conceptualisation of a healthy attitude toward oneself.

Informs constructive self-response after setbacks. No self-compassion scale is reproduced and no therapeutic outcome is promised.

<https://self-compassion.org/wp-content/uploads/publications/SCtheoryarticle.pdf>

Sources, scope and limitations

Research supports concepts and safeguards. It does not independently validate the original activities, item sets or scoring rules in this toolkit.

R17

Savickas. Career Construction Theory and Career Construction Counseling Manual (2019).

Narrative career perspective. The life and career maps here use independently written prompts, not a reproduction of the Career Construction Interview.

<https://www.marksavickas.com/cct/>

R18

Motivational Interviewing Network of Trainers. Understanding Motivational Interviewing.

Autonomy-supportive conversation, ambivalence and reflective listening. Reading the toolkit does not qualify a coach as an MI practitioner.

<https://motivationalinterviewing.org/node/11216>

R19

Grant (2012). Making positive change: solution-focused versus problem-focused coaching questions.

Informs the move from understanding a problem to considering resources and action. It does not justify ignoring structural causes or difficult feelings.

<https://doi.org/10.1521/jsyt.2012.31.2.21>

R20

Driskell, Copper & Moran (1994). Does mental practice enhance performance?

Task rehearsal is distinct from imagining success. The original imagery scripts pair rehearsal with practical preparation and feedback.

<https://doi.org/10.1037/0021-9010.79.4.481>

Sources, scope and limitations

Research supports concepts and safeguards. It does not independently validate the original activities, item sets or scoring rules in this toolkit.

R21

Wang, Wang & Gai (2021). A meta-analysis of mental contrasting with implementation intentions.

Desired outcomes are paired with realistic obstacles and cue-based plans. No published WOOP worksheet is reproduced.

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8149892/>

R22

Kluger & DeNisi (1996). The effects of feedback interventions on performance.

Supports care with feedback attention and delivery. Feedback can be unhelpful; focus on specific behaviour and a usable next step.

<https://doi.org/10.1037/0033-2909.119.2.254>

Public catalogue and provenance

The earlier 24-page inventory was the coverage baseline. These publisher pages were used to clarify public purposes and collection structure, not to copy paid worksheets.

Complete library — public scope

<https://www.thecoachingtoolscompany.com/products/the-complete-coaching-tools-library/>

Welcome packet — public purposes

<https://www.thecoachingtoolscompany.com/products/life-coaching-welcome-packet/>

Career toolkit — public purposes

<https://www.thecoachingtoolscompany.com/products/career-coaching-tools-value-pack/>

Goal-setting toolkit — public purposes

<https://www.thecoachingtoolscompany.com/products/extraordinary-goal-setting-tools-value-pack/>

Self-discovery toolkit — public purposes

<https://www.thecoachingtoolscompany.com/products/self-discovery-tools-value-pack/>

Executive and leadership toolkit — public purposes

<https://www.thecoachingtoolscompany.com/products/executive-leadership-toolkit/>

Public catalogue and provenance

The earlier 24-page inventory was the coverage baseline. These publisher pages were used to clarify public purposes and collection structure, not to copy paid worksheets.

Small-business toolkit — public purposes

<https://www.thecoachingtoolscompany.com/products/business-coaching-toolkit/>

Workshop eBook — public contents

<https://www.thecoachingtoolscompany.com/products/21-workshop-games-icebreakers-exercises/>

Meditation kit — public scope

<https://www.thecoachingtoolscompany.com/products/guided-meditation-script-kit-find-calm/>

Renew YOU — public programme scope

<https://www.thecoachingtoolscompany.com/products/renew-you-love-your-life-coaching-program-for-coaches/>

Free coaching tools — public resource catalogue

https://www.thecoachingtoolscompany.com/free_coaching_tools/

Newsletter resources — public offer

<https://www.thecoachingtoolscompany.com/launchpad-newsletter-sign-up/>

Before using this toolkit at scale

Practitioner review

Have an appropriately qualified coach review scope, wording, facilitation and referral boundaries. Test the working agreement and administrative forms against the actual service and applicable requirements.

Pilot and revise

Pilot a small selection with consenting participants. Ask whether the instructions are clear, whether the activity feels relevant and respectful, and whether it leads to a usable next step. Record adverse or unhelpful responses, not only positive feedback.

Check measurement claims

Keep the original item sets labelled reflective. Any future psychometric use requires a separate development and validation programme, including construct definition, item review, reliability, validity, fairness and appropriate norms.

Check visual and language access

Print representative pages at actual size. Test PDF annotation and screen reading needs with users. Offer non-visual alternatives. Translation should involve qualified review, cultural adaptation and piloting rather than literal substitution alone.

Control versions and client data

Record the toolkit edition, activity ID and any adaptation used. Keep client responses in approved systems and define access and retention before collection. Do not treat this publication as authorisation for automated sensitive-data processing.

Production note

Version 1.0, prepared 12 October 2026. HR Delivery navy/teal palette and Montserrat display type are used. Source Sans Pro is the body-type fallback for the specified Source Sans 3 family. The masthead is typographic; no unverified logo artwork is presented as the approved original. All worked examples are fictional.