

Additional Coaching exercises

Review, workshops & reflection

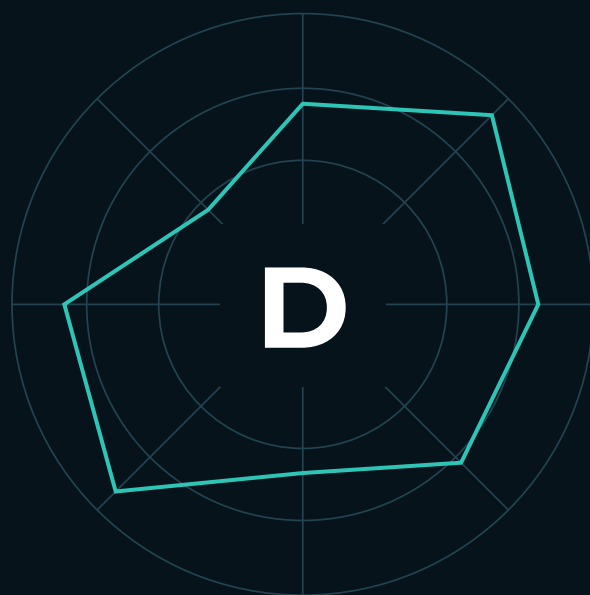
Review what changed. Facilitate useful participation. Make room to reflect.

33

activities and practice resources

Coach guides, working pages,
results and debriefs

MASTER PAGES 329-435



Make learning visible, without forcing disclosure

The same exercise can feel very different in a private conversation, a team workshop or a moment of quiet reflection.

This guide brings together three forms of coaching work: reviewing an engagement, facilitating a group and offering an optional attention or imagery practice. They belong in the same volume because each asks the practitioner to manage not only the content of an exercise but also the conditions in which people participate.

A progress review is an opportunity to look honestly at what has changed. Invite evidence of useful action, mixed results and unfinished work. A client should not need to perform success to make the engagement appear worthwhile. A good ending leaves ownership with the client and makes any continuing support or unresolved concern explicit.

Workshop activities require a different level of preparation. Think about who is in the room, who holds authority and which disclosures could have consequences after the event. Explain the purpose and offer ways to participate without moving, speaking publicly or sharing personal material. A playful format is not a reason to ignore dignity, access or power.

The debrief is where an activity becomes relevant to work. Ask what participants noticed, which assumptions changed and what they intend to do differently. Avoid turning an observation made during a brief exercise into a fixed claim about someone's personality, leadership potential or team role.

The grounding and imagery resources are optional reflective invitations. Offer an ordinary external-focus alternative and make stopping easy. Do not interpret images as evidence of hidden psychological truth or use these scripts to treat distress. Follow the boundaries in the activity and use appropriate support when the need is outside coaching.

Across all three areas, a modest outcome can be a valuable one: a more accurate review, a better listening conversation or one manageable next step. Design for that outcome. The measure of a useful session is not how much people disclose or how impressive the activity looks, but what participants choose to take into their work.

THE PRACTITIONER'S STANDARD

Let participation be a choice and learning lead back to real work.

Introduction

This guide combines review and closure, workshop activities, and grounding and guided imagery. Use the sections separately or connect them within an agreed programme. A workshop facilitator should read the complete activity and its debrief before selecting it; an individual coach should treat guided reflection as a choice, not a prerequisite for progress.

01

Review and close well

Examine change, recognise contribution and transfer ownership at the end of the engagement.

02

Facilitate purposeful groups

Choose an opening, dialogue or closing activity that serves the group's actual task.

03

Offer optional reflection

Use attention and imagery scripts with clear permission, alternatives and an ordinary next step.

A SUGGESTED STARTING ROUTE

ACE-J18	Listen, reflect and check	400
ACE-J19	Generate options before the group commits	403
ACE-J21	Name the learning and its first use	409
ACE-I04	Make the learning visible at the end of a programme	339

The example route is for a group learning session. For an individual review, start with ACE-I01. For an attention practice, begin with ACE-M01 and check the client's preference before choosing a script.

Using this guide

Keep the coach guide, participant working page and debrief together.

01 / Select for the purpose

Agree what the client wants the conversation to enable. Read the whole activity, including its boundary notes and results page, before choosing it.

02 / Facilitate and record

Explain the task and offer an alternative. Use the original writing space, chart, wheel or map to capture the client's own observations.

03 / Debrief and test

Check the meaning of the record, choose a proportionate next step and agree what to review. An incomplete worksheet can still support a useful conversation.

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 D-i, D-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 E	Workshop readiness and delivery checklist	461
GUIDE E	Workshop feedback that leads to improvement	464
GUIDE F	Workshop feedback participant item sheet	531

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	D-ii
Introduction	D-iii
Using this guide	D-iv
The six-guide suite	D-v
I / Review, renewal and closure	329
ACE-I01 Review progress without performing success	330
ACE-I02 Close one year and choose the next	333
ACE-I03 A fresh-start review of commitments and conditions	336
ACE-I04 Make the learning visible at the end of a programme	339
ACE-I05 Close the engagement and transfer ownership	342
ACE-I06 Recognise your contribution with evidence	345
J / Workshop activities	348
ACE-J01 A future worth introducing	349
ACE-J02 An animal metaphor, chosen rather than assigned	352
ACE-J03 An unexpected professional detail	355
ACE-J04 The contribution others can actually see	358
ACE-J05 Coordinate without the usual channel	361
ACE-J06 A nine-square connection search	364
ACE-J07 The experience behind an unusual fact	367
ACE-J08 A message from your considered judgement	370

Contents / 02

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

ACTIVITY / RESOURCE		PAGE
ACE-J09	Facts, guesses and the confidence of our assumptions	373
ACE-J10	Test the statement before taking a position	376
ACE-J11	Seven words, then the meaning behind them	379
ACE-J12	Turn familiar phrases into clear meaning	382
ACE-J13	Keep the commitments moving	385
ACE-J14	Replace a label with observable evidence	388
ACE-J15	See the decision from another role	391
ACE-J16	Take a position, then examine the conditions	394
ACE-J17	Write the future story with evidence	397
ACE-J18	Listen, reflect and check	400
ACE-J19	Generate options before the group commits	403
ACE-J20	Look back at the process as well as the result	406
ACE-J21	Name the learning and its first use	409
ACE-J22	A note to your future working self	412
M / Grounding and guided imagery		415
ACE-M01	Choose an attention practice safely	416
ACE-M02	A brief pause beside falling water	420
ACE-M03	Pause at the shoreline	424
ACE-M04	Observe the current without entering it	428
ACE-M05	A restorative pause and a realistic next step	432

EDITION NOTE

Keep each guided script with its coach guidance and debrief. The original section letters I, J and M are retained in the activity codes and section dividers.



Review, renewal and closure

ASSURE

Evaluate what changed, retain what works and close the engagement well.

06

ACTIVITIES AND PRACTICE RESOURCES

Coach guide → Participant working page → Results and debrief
Select the tool that fits the purpose. Adapt it with the client.

A clear conclusion. A proportionate next step. Evidence worth reviewing.

Review progress without performing success

ASSURE • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

A monthly review should make coaching more useful, not require the client to present a favourable story. This review compares agreed outcomes with observable changes, explores what has not shifted and invites feedback on the coaching relationship. The client controls what, if anything, is shared with a sponsor.

FACILITATION SEQUENCE

- 1 Revisit the agreed outcomes, baseline examples and actions from the previous period.
- 2 Record what happened, including partial progress, setbacks and unintended effects.
- 3 Separate changes plausibly connected with coaching from changes driven by other circumstances.
- 4 Ask what has been useful or unhelpful about the coaching and agree any adjustment.
- 5 Select the next priority and confirm the content of any agreed sponsor update.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

Keep sponsor reporting within the explicit confidentiality agreement; do not share private worksheet content by default.

Review progress without performing success

ASSURE • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____ Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Date / situation	What happened	Evidence / learning

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Review progress without performing success

ASSURE • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Progress can include a better decision to stop or change a goal.

Client satisfaction is distinct from evidence of behaviour or organisational impact.

Do not attribute all improvement to coaching without considering other causes.

DEBRIEF QUESTIONS

- 01** What is genuinely different rather than simply discussed more often?
- 02** What has been less useful than you hoped?
- 03** What explains the lack of movement on one priority?
- 04** What should we change about the way we work together?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A director reports clearer delegation but no reduction in workload because a new project was added. The review retains the delegation practice and addresses the changed capacity problem.

A NEXT-STEP EXPERIMENT

Agree one adjustment to the coaching process and one next behavioural experiment.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R01](#) [R02](#) [R03](#) • Conceptual support; this original activity is not independently validated.

Inventory references: W05, E04, Q13, R11, SP05, IG09

Close one year and choose the next

ASSURE • ABOUT 50 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This annual review provides an undated replacement for seasonal year-end worksheets. It combines evidence of contribution, learning, costs and unfinished business before setting future intentions. It is designed to avoid both self-congratulation without evidence and a relentless focus on deficits.

FACILITATION SEQUENCE

- 1** Define the period and collect a few concrete examples of work, relationships and personal experience.
- 2** Identify achievements and contributions, then ask what enabled them.
- 3** Review difficulties, costs and disappointments without turning them into character judgements.
- 4** Decide what to carry forward, change, release or resolve.
- 5** Choose a small number of priorities for the next period and link each to a lesson from the review.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Allow the client to omit personal events and avoid imposing a celebratory tone after a difficult year.

Close one year and choose the next

ASSURE • ABOUT 50 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Earlier / context 	Recent evidence 	
---	---	--



Turning point 	Now / implication
---	---

What I notice from the completed activity 	What I need to check or understand better
---	---

My next step / evidence I will look for / review date

Close one year and choose the next

ASSURE • ABOUT 50 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The review is not an objective performance rating.

Achievements and wellbeing costs should be considered together.

A priority is stronger when it follows from an explicit lesson or choice.

DEBRIEF QUESTIONS

- 01** What contribution are you overlooking because it became routine?
- 02** What did success cost that you do not want to repeat?
- 03** Which lesson should change an actual choice next year?
- 04** What unfinished matter needs closure rather than another goal?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A leader values a successful transformation but recognises the cost of personally resolving every escalation. The next-year priority becomes stronger team decision ownership.

A NEXT-STEP EXPERIMENT

Turn one annual lesson into a concrete decision within the next month.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R03](#) [R19](#) [R10](#) • Conceptual support; this original activity is not independently validated.

Inventory references: V07

A fresh-start review of commitments and conditions

ASSURE • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This reset summary combines several strands of reflection into a manageable change plan. It can be used after a break, at a transition or when the client feels burdened by accumulated commitments. The aim is selective renewal, not a dramatic reinvention.

FACILITATION SEQUENCE

- 1** Review current commitments, relationship patterns, energy drains and unfinished decisions using the relevant activities already completed.
- 2** Name what is working and should be protected before identifying what to change.
- 3** Sort possible changes into continue, simplify, stop, resolve and begin.
- 4** Choose at most three changes and check that they fit available capacity.
- 5** Create a short sequence with dates, support and a review of the combined effect.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Avoid framing the person as needing a complete overhaul; focus on chosen conditions and behaviours.

ASSURE • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Date: _____

Focus / question / goal: _____

What I notice from the completed activity	What I need to check or understand better

My next step / evidence I will look for / review date

A fresh-start review of commitments and conditions

ASSURE • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

This is a synthesis, not a requirement to complete every preceding worksheet.

A smaller coherent set of changes is more useful than a long improvement list.

Review the combined workload of the changes themselves.

DEBRIEF QUESTIONS

- 01** What should not be lost in the enthusiasm for a fresh start?
- 02** Which change would make the others easier?
- 03** What are you trying to change all at once?
- 04** How will you recognise a useful reset rather than a temporary burst of activity?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A senior manager protects a helpful mentoring relationship, stops one duplicate report and creates a clearer weekly planning routine rather than adopting ten new habits.

A NEXT-STEP EXPERIMENT

Implement the first change, then review before adding the next.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R04](#) [R06](#) [R14](#) • Conceptual support; this original activity is not independently validated.

Inventory references: S08

Make the learning visible at the end of a programme

ASSURE • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

The programme highlights sheet consolidates useful learning without reducing the engagement to a list of favourite sessions. It connects insights with behaviour, evidence and remaining work. It can support a client-owned closing summary or an agreed sponsor conversation.

FACILITATION SEQUENCE

- 1** Review the original outcomes and select the most meaningful changes across the programme.
- 2** For each change, record an example of what you now do differently and what effect you observed.
- 3** Identify the tools or conversations that helped, without assuming they alone caused the change.
- 4** Record unfinished priorities, risks to maintenance and support that remains useful.
- 5** Write a short client-owned summary and decide who may receive it.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Obtain consent before sharing summaries, quotations or examples; do not turn programme feedback into marketing by default.

Make the learning visible at the end of a programme

ASSURE • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Date / situation	What happened	Evidence / learning

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Make the learning visible at the end of a programme

ASSURE • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

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

Not every valuable change is immediately visible in business metrics.

The client's narrative and sponsor evidence may differ and should be discussed carefully.

DEBRIEF QUESTIONS

- 01** What learning has become part of how you work?
- 02** Which change has the clearest evidence?
- 03** What remains unfinished and deserves an honest place in the summary?
- 04** What will help you use the learning without the regular coaching appointment?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A leader summarises improved decision preparation, more explicit delegation and a better boundary conversation, each supported by a recent example rather than a general claim of transformation.

A NEXT-STEP EXPERIMENT

Choose one practice to maintain and one person who can provide useful feedback after the programme.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R01](#) [R02](#) [R11](#) • Conceptual support; this original activity is not independently validated.

Inventory references: R13

Close the engagement and transfer ownership

ASSURE • ABOUT 45 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

Closure makes the end of coaching explicit and supports the client's continuing agency. This activity reviews progress, remaining needs, support arrangements and the practical ending of the relationship. It avoids manufacturing dependency or treating further coaching as the default answer.

FACILITATION SEQUENCE

- 1** Revisit the purpose of the engagement and discuss what has and has not been achieved.
- 2** Ask the client to describe the practices, questions and relationships they will continue using.
- 3** Identify likely future challenges and agree a self-review or support plan.
- 4** Confirm any final sponsor communication, records arrangements and outstanding administrative matters.
- 5** Invite honest feedback and mark the ending in a way that is comfortable for the client.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

Follow the agreed records and confidentiality arrangements; do not promise deletion or retention periods that have not been established.

ASSURE • ABOUT 45 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Date: _____

Focus / question / goal: _____

What I notice from the completed activity	What I need to check or understand better

My next step / evidence I will look for / review date

Close the engagement and transfer ownership

ASSURE • ABOUT 45 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Closure can be appropriate even when some goals remain unfinished.

Further support may come from peers, managers or specialists rather than another coaching package.

Feedback should be invited without pressure to be positive.

DEBRIEF QUESTIONS

- 01** What are you now better able to do without the coach?
- 02** What early sign will tell you to seek support?
- 03** What would you like to say about the way we have worked together?
- 04** What makes this a useful ending rather than simply the last appointment?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A director leaves coaching with a quarterly self-review, an agreed peer challenge conversation and clarity about when to seek specialist advice rather than an automatic renewal.

A NEXT-STEP EXPERIMENT

Schedule one independent review and specify the evidence you will consider.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R01](#) [R02](#) • Conceptual support; this original activity is not independently validated.

Inventory references: R14, FE15, FQ04

Recognise your contribution with evidence

ASSURE • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This celebration exercise helps a client acknowledge effort, contribution and learning that they might otherwise dismiss. It does not require public recognition or exaggerated affirmations. The client chooses a meaningful way to mark progress while keeping the account grounded in evidence.

FACILITATION SEQUENCE

- 1** Choose a period or accomplishment you would like to recognise.
- 2** List specific actions you took, difficulties you navigated and contributions from others.
- 3** Identify what the experience says about a capability or value you want to retain.
- 4** Choose an appropriate way to acknowledge the progress, privately or with others.
- 5** Connect the recognition with a future intention rather than immediately moving to a higher target.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Do not pressure the client into public disclosure, spending money or a celebratory mood.

Recognise your contribution with evidence

ASSURE • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Progress to recognise

My specific contribution

Help from others

Capability or value expressed

How to mark the progress

What to carry forward

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Recognise your contribution with evidence

ASSURE • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Recognition does not require exceptional achievement.

Specific evidence is more credible than global claims of greatness.

Acknowledging others and acknowledging yourself are compatible.

DEBRIEF QUESTIONS

- 01** What have you minimised that deserves a fairer account?
- 02** What was your contribution without claiming all the credit?
- 03** How would you prefer to mark this progress?
- 04** What do you want to remember when a future challenge arises?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A leader recognises that she handled a difficult consultation with patience and clarity, thanks the colleagues who helped and keeps a short evidence note for future challenging conversations.

A NEXT-STEP EXPERIMENT

Mark one piece of progress in a way that feels genuine and record the capability you want to reuse.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R08](#) [R16](#) • Conceptual support; this original activity is not independently validated.

Inventory references: N05, IG12

J

Workshop activities

ACROSS THE 6A JOURNEY

Create safe participation, useful dialogue and visible commitments.

22

ACTIVITIES AND PRACTICE RESOURCES

Coach guide → Participant working page → Results and debrief
Select the tool that fits the purpose. Adapt it with the client.

A clear conclusion. A proportionate next step. Evidence worth reviewing.

A future worth introducing

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This opening activity lets participants introduce a professional hope rather than recite their job description. It works with four to twenty-four participants and can be completed in pairs before brief group sharing. Participants choose the level of disclosure.

FACILITATION SEQUENCE

- 1** Explain that each person may share a work-related hope, a learning intention or pass.
- 2** Give two minutes to complete the sentence: “By the end of this period, I would like to be more able to...” and add why it matters.
- 3** In pairs, allow each person two minutes to speak while the partner listens without advice.
- 4** Invite each person to introduce their own hope to the group in one sentence; do not require partners to disclose each other’s material.
- 5** Capture common learning themes without names and connect them to the session purpose.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH’S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

Use professional rather than intimate prompts in groups with power differences.

A future worth introducing

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

My professional hope

Why it matters

What I am comfortable sharing

What I heard in my partner

Shared learning theme

My session intention

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

A future worth introducing

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The hopes are starting points, not contractual promises of workshop outcomes.

A participant who passes is still participating legitimately.

Common themes should guide facilitation without erasing different needs.

DEBRIEF QUESTIONS

- 01** What made an introduction feel useful rather than performative?
- 02** What did you learn by listening without advising?
- 03** Which shared theme could help the group learn together?
- 04** What would help you participate at the level you choose?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

An executive cohort identifies a shared wish to challenge peers more constructively, which becomes a theme for later listening and feedback practice.

A NEXT-STEP EXPERIMENT

Revisit your opening intention at the end of the session and name one useful change in understanding.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X01

An animal metaphor, chosen rather than assigned

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This original metaphor icebreaker invites participants to choose an animal image for a behaviour they want to bring to the session. It does not assign traits by birth year, culture or zodiac sign. The metaphor is authored by the participant and is used lightly, not as personality assessment.

FACILITATION SEQUENCE

- 1** Offer a simple set of optional animal words: owl, dolphin, elephant, ant, tortoise, eagle, cat and horse; participants may choose another or no metaphor.
- 2** Ask each person to choose an image for a useful behaviour they would like to practise today.
- 3** Give them a minute to explain the meaning in their own words, without facilitator interpretation.
- 4** Invite a partner to ask how that behaviour would be visible in the session.
- 5** Close by converting the metaphor into one observable participation intention.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Do not infer personality from animals, birth dates or cultural symbolism; offer a plain-language alternative.

An animal metaphor, chosen rather than assigned

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Sketch an image, symbol or pattern — you decide its meaning.

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

An animal metaphor, chosen rather than assigned

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Metaphors are personal prompts, not evidence of stable traits.

The same animal can mean different things to different people.

The useful output is a behavioural intention, not the image itself.

DEBRIEF QUESTIONS

- 01 What meaning did you choose rather than receive from someone else?
- 02 How does the image translate into behaviour?
- 03 What stereotype should we avoid attaching to the metaphor?
- 04 What would make the activity comfortable for everyone?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A participant chooses a tortoise to represent pausing before responding, while another chooses the same animal to represent steady follow-through.

A NEXT-STEP EXPERIMENT

Try the chosen behaviour once during the workshop and review what happened.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R19](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X02

An unexpected professional detail

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This introduction invites a small surprising detail that broadens how participants see one another. It is suitable for groups whose members are known mainly through their organisational roles. The prompt remains optional and professionally appropriate.

FACILITATION SEQUENCE

- 1** Invite participants to choose one safe fact about a skill, interest or experience that colleagues may not know.
- 2** Allow quiet preparation and make clear that ordinary details are welcome.
- 3** In groups of three, each person shares the detail and why it matters to them.
- 4** Listeners ask one curious, non-intrusive question rather than trying to outperform the story.
- 5** Invite a brief reflection on assumptions and how colleagues' wider experience could be appreciated.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Never reward the most intimate or dramatic disclosure.

An unexpected professional detail

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Detail I choose to share

Why it matters

Boundary on further questions

What I learned about another person

Assumption challenged

Workplace implication

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

An unexpected professional detail

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Surprise is not the objective at the expense of comfort.

Sharing a personal detail does not create permission for later disclosure.

The activity can broaden perspective but does not establish trust by itself.

DEBRIEF QUESTIONS

- 01** What assumption about a colleague became less certain?
- 02** What made curiosity respectful rather than intrusive?
- 03** How might wider experience contribute to the work?
- 04** What can remain private without reducing someone's value to the group?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A finance leader shares experience of community theatre, prompting a discussion about rehearsal and listening rather than a judgement about personality.

A NEXT-STEP EXPERIMENT

Ask one colleague about a relevant experience beyond their current role, with permission.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X03

The contribution others can actually see

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This appreciative feedback activity helps participants hear specific examples of their useful behaviour. It works best where people have enough shared experience to comment credibly. For newly formed groups, use observed workshop behaviour rather than invented character descriptions.

FACILITATION SEQUENCE

- 1** Explain that feedback must describe a behaviour and its helpful effect, not a personality label.
- 2** Give each participant a card headed “A contribution I have observed”.
- 3** In pairs or small groups, offer one example using: “When you..., it helped...”; the recipient may ask a clarifying question.
- 4** The recipient records the feedback and identifies what feels accurate, surprising or uncertain.
- 5** Choose one behaviour to retain and, where appropriate, seek another example later.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Do not force public feedback in unsafe relationships or substitute this exercise for a formal 360 assessment.

The contribution others can actually see

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Observed behaviour

Situation

Helpful effect

What I recognise

What I want to clarify

Behaviour to retain

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

The contribution others can actually see

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Positive feedback is still one person's perspective.

Specific examples are more useful than global praise.

Do not infer a competency score from a short workshop exchange.

DEBRIEF QUESTIONS

- 01 What evidence made the feedback credible?
- 02 What contribution do you tend not to notice in yourself?
- 03 Where does the feedback differ from your own view?
- 04 How could you use the information without turning it into a fixed identity?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A participant learns that her concise summaries help the team see decisions, rather than simply receiving the label “good communicator”.

A NEXT-STEP EXPERIMENT

Deliberately use the identified behaviour in one relevant meeting and observe its effect.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R11](#) [R22](#) [R12](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X04

Coordinate without the usual channel

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This communication exercise explores how a group creates shared meaning under a temporary constraint. Participants arrange themselves or their name cards in an agreed order without speaking. It is a learning experiment, not a test of intelligence or teamwork competence.

FACILITATION SEQUENCE

- 1** Choose an accessible ordering task, such as alphabetical order of first names or months of joining the organisation; avoid age, pay or other sensitive information.
- 2** Agree a no-speaking rule for two minutes, while allowing writing, gesture or a digital board as appropriate.
- 3** Ask the group to create the order and note how clarification, leadership and checking occur.
- 4** Remove the constraint and allow the group to verify and correct the result.
- 5** Debrief the process, especially assumptions and inclusive ways of making information visible.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

Offer a seated or digital version and do not require movement, hearing, speech or disclosure that excludes participants.

Coordinate without the usual channel

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Input / request	Owner / decision	Handover	Check / response
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What I notice from the completed activity _____ _____	What I need to check or understand better _____ _____
--	--

My next step / evidence I will look for / review date _____

Coordinate without the usual channel

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The constraint is artificial and should not be over-generalised to workplace ability.

Success depends on the chosen task and access conditions.

The most useful learning concerns clarification and inclusion.

DEBRIEF QUESTIONS

- 01** How did the group establish shared understanding?
- 02** What information was assumed rather than checked?
- 03** Whose participation was made easier or harder by the rule?
- 04** What checking habit would be useful in real coordination?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A project team notices that two people were left out of the checking process and agrees to verify decisions with every affected workstream.

A NEXT-STEP EXPERIMENT

Use an explicit check-back in the next coordination meeting.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X05

A nine-square connection search

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This structured conversation grid helps participants find shared experiences and useful differences. It is suitable for a new cohort and can be run seated, in breakout rooms or through a shared document. The aim is conversation, not racing to complete a card.

FACILITATION SEQUENCE

- 1** Provide the nine prompts and invite participants to replace any that do not suit the group.
- 2** Ask people to speak with several colleagues and record a first name only with permission when a prompt applies.
- 3** Require a brief conversation about the experience rather than simply collecting signatures.
- 4** Stop after a set period whether or not anyone has completed a line.
- 5** Debrief one useful connection, one difference and a question worth continuing.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Use non-sensitive prompts and offer a small-group alternative to free movement.

A nine-square connection search

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Choose or adapt the prompts with your coach. Completion is not a score. Record what you actually observe and respect other people's choices.

01

Has learned a useful skill from a colleague.

02

Has worked across more than one function.

03

Has changed their mind after feedback.

04

Has a practical way to prepare for a difficult meeting.

05

Has helped someone settle into a new role.

06

Has simplified an unnecessary process.

07

Has worked with a geographically dispersed team.

08

Has tried a new way of learning recently.

09

Has a question they hope this workshop will help answer.

The prompt or pattern I choose to explore / what it means in this situation

Evidence, next step and review

A nine-square connection search

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Completion is not a measure of sociability or success.

Participants can respond to a prompt in different legitimate ways.

Names and notes should not be collected for marketing or unrelated use.

DEBRIEF QUESTIONS

- 01** Which conversation went beyond finding a match?
- 02** What difference was useful to understand?
- 03** How did you avoid making assumptions about someone's experience?
- 04** Which connection could support learning after today?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

Two leaders discover experience of remote team transitions and agree to compare one practical lesson after the workshop.

A NEXT-STEP EXPERIMENT

Continue one mutually useful conversation after the session.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X06, FW05

The experience behind an unusual fact

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This version of an unusual-fact exercise moves beyond novelty to explore learning from a chosen experience. It can be used after initial introductions to encourage curiosity while preserving privacy. The facilitator does not interpret the fact as evidence of personality.

FACILITATION SEQUENCE

- 1** Ask each person to choose a safe, unusual professional or learning experience they are comfortable discussing.
- 2** In pairs, one person describes the experience briefly and the other asks what they learned.
- 3** The listener reflects back the learning rather than judging how unusual the story was.
- 4** Swap roles and invite each person to identify a possible connection to current work.
- 5** Share only the learning the speaker agrees to make public.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

No participant should be asked to reveal trauma, confidential incidents or protected personal information.

The experience behind an unusual fact

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Earlier / context

Recent evidence



Turning point

Now / implication

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

The experience behind an unusual fact

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The learning belongs to the speaker; the listener checks rather than interprets.

Ordinary experience may contain equally valuable learning.

A memorable story is not proof of a general capability.

DEBRIEF QUESTIONS

- 01** What learning became clearer when someone reflected it back?
- 02** What did you notice about your own curiosity?
- 03** How can unusual experience become useful rather than merely entertaining?
- 04** What boundary helped the conversation stay comfortable?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A leader describes organising a volunteer event and identifies a transferable lesson about clarifying ownership before enthusiasm turns into duplication.

A NEXT-STEP EXPERIMENT

Apply one lesson from the experience to a current work situation.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R17](#) [R12](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X07

A message from your considered judgement

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This reflective writing activity invites participants to hear their own considered perspective beneath immediate noise. It is not a claim that unconscious messages contain privileged truth. The writing is treated as material for inquiry and tested against evidence.

FACILITATION SEQUENCE

- 1** Invite each participant to choose a current professional question and write it privately.
- 2** Allow three quiet minutes to complete: “What I may need to acknowledge is...” without editing for presentation.
- 3** Ask participants to underline one sentence that feels worth examining.
- 4** For that sentence, identify supporting evidence, uncertainty and a practical implication.
- 5** Share only by choice, then convert the reflection into one question or action to test.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Do not use automatic writing as diagnosis or push for personal disclosure in a group.

A message from your considered judgement

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Professional question

Unedited reflection

Sentence to examine

Evidence and uncertainty

Question to test

Next action

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

A message from your considered judgement

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Free writing can surface a perspective but does not validate it.

The participant may keep the entire page private.

A strong emotional response is a reason for care, not proof of accuracy.

DEBRIEF QUESTIONS

- 01** What did writing make easier to acknowledge?
- 02** Which sentence is an interpretation rather than a fact?
- 03** What evidence would help you evaluate it?
- 04** What small action follows without treating the reflection as unquestionable truth?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A leader writes that she is avoiding an unclear accountability conversation, then checks the evidence and prepares a specific question rather than assuming she knows the other person's motives.

A NEXT-STEP EXPERIMENT

Test one practical implication in a low-risk way.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R19](#) [R15](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X08

Facts, guesses and the confidence of our assumptions

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This light introduction uses true and invented professional statements to examine how quickly people infer from limited evidence. It should remain low stakes. The debrief focuses on the reasoning used rather than the ability to deceive.

FACILITATION SEQUENCE

- 1** Ask each participant to prepare two true, safe statements about professional or learning experience and one invented statement.
- 2** In groups of three or four, one person reads the statements without requiring theatrical delivery.
- 3** Others identify which they think is invented and state the clue they used.
- 4** The speaker reveals the answer and corrects any assumptions they do not want left standing.
- 5** Debrief how appearance, role or familiarity influenced judgement and where checking would be wiser.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Use only safe, voluntary statements and avoid sensitive identity, health, family or confidential business content.

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Date: _____

Focus / question / goal: _____

My next step / evidence I will look for / review date

Facts, guesses and the confidence of our assumptions

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The exercise demonstrates uncertainty, not an ability to detect dishonesty.

Correct guesses can occur by chance.

Never generalise performance in the game to integrity or credibility.

DEBRIEF QUESTIONS

- 01** What clue did you rely on and how reliable was it?
- 02** Which assumption came from the person's role or appearance?
- 03** How quickly did confidence exceed evidence?
- 04** Where at work should you ask rather than guess?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A group realises it assumed a quiet colleague had never led a large event and discusses how role expectations can narrow curiosity.

A NEXT-STEP EXPERIMENT

Ask one clarifying question before making a similar workplace assumption.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R15](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X09

Test the statement before taking a position

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This second true-or-false variant uses workplace propositions rather than personal facts. It encourages participants to distinguish an absolute claim, a context-dependent judgement and an evidence question. There is no hidden answer key for complex management questions.

FACILITATION SEQUENCE

- 1** Present the four original propositions and allow silent individual responses: agree, disagree or it depends.
- 2** Ask participants to identify the conditions under which each statement might hold.
- 3** In small groups, distinguish evidence, experience and assumption in the discussion.
- 4** Rewrite one overgeneralised statement as a more precise, testable proposition.
- 5** Agree what information would be needed to make a real organisational decision.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Facilitate disagreement without evaluating participants' worth or intelligence.

Test the statement before taking a position

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

01 More feedback always improves performance.

02 A confident leader is necessarily a competent leader.

03 Delegating a task always saves the leader time immediately.

04 A clear goal is enough to ensure action.

The prompt or pattern I choose to explore / what it means in this situation

Evidence, next step and review

Test the statement before taking a position

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

It depends is useful only when the relevant conditions are specified.

The activity does not establish a universal management rule.

Changing a view after considering evidence is a learning outcome, not a loss.

DEBRIEF QUESTIONS

- 01 Which statement tempted you into an absolute answer?
- 02 What condition changed your view?
- 03 How did you distinguish experience from general evidence?
- 04 What would a more testable version of the claim look like?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A group rewrites “More feedback always improves performance” as a question about specific, timely and usable feedback in a defined task context.

A NEXT-STEP EXPERIMENT

Rewrite one absolute claim used in your team as a conditional, evidence-seeking question.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R22](#) [R12](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X10

Seven words, then the meaning behind them

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This concise reflection asks participants to express a learning intention or professional contribution in exactly seven words, then explore what compression reveals and conceals. The word limit is a creative constraint, not a test of language ability.

FACILITATION SEQUENCE

- 1** Choose a prompt: “The contribution I want to make” or “What I want to learn today”.
- 2** Allow three minutes to draft seven words, with an unrestricted prose alternative for anyone who prefers it.
- 3** In pairs, ask each person to explain the meaning and identify one word that matters most.
- 4** Invite the listener to ask what is missing or ambiguous in the statement.
- 5** Translate the chosen word into one observable behaviour during the session.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Offer additional preparation time and a no-word-limit alternative, especially in multilingual groups.

Seven words, then the meaning behind them

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

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

Meaning behind the words / what the short statement leaves out

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Seven words, then the meaning behind them

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

A memorable phrase is not a complete strategy or assessment of purpose.

Language fluency should not determine participation value.

The useful outcome is the explanation and behavioural connection.

DEBRIEF QUESTIONS

- 01** What became clearer when you had to choose words carefully?
- 02** What important nuance did the short statement lose?
- 03** Which word needs to become a behaviour?
- 04** How can concise communication remain accurate?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A participant writes “Create clarity so others can act confidently” and identifies confirming decision rights as the behaviour she will practise.

A NEXT-STEP EXPERIMENT

Use the chosen behaviour once and revisit whether the seven words still fit.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R03](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X11

Turn familiar phrases into clear meaning

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This original phrase-awareness activity helps a group notice management language that can obscure decisions. A bingo-style grid creates lightness, but the purpose is clarification rather than ridicule. Participants translate vague expressions into specific actions, owners or evidence.

FACILITATION SEQUENCE

- 1** Agree that the exercise critiques language, not people, and choose nine phrases the group genuinely encounters.
- 2** Use the supplied phrases as a starting point, replacing any that are not relevant.
- 3** During a discussion or a short fictional meeting, mark a phrase when heard and write what it might mean.
- 4** Pause to translate selected phrases into a clear decision, action, owner or question.
- 5** Agree one language habit that would improve the group's actual meetings.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose 	Adaptation / access 	Evidence to revisit
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BOUNDARY AND CARE

Avoid sarcastic scoring or targeting a particular person's speech.

Turn familiar phrases into clear meaning

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Choose or adapt the prompts with your coach. Completion is not a score. Record what you actually observe and respect other people's choices.

01

We need alignment.

02

Let us take this offline.

03

We should be more strategic.

04

We need ownership.

05

Let us circle back.

06

We need a quick win.

07

This is a priority.

08

We need better communication.

09

Let us be more proactive.

The prompt or pattern I choose to explore / what it means in this situation

Evidence, next step and review

Turn familiar phrases into clear meaning

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The presence of a phrase does not prove poor thinking.

Context and shared understanding determine whether shorthand works.

Do not use the grid to embarrass colleagues or police accents and language fluency.

DEBRIEF QUESTIONS

- 01 Which phrase concealed more than it explained?
- 02 What respectful question clarified the meaning?
- 03 When is shorthand helpful rather than evasive?
- 04 What would more precise language change in your meetings?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

“We need alignment” becomes “The two directors need to agree the decision owner and approval date before Friday.”

A NEXT-STEP EXPERIMENT

Ask one respectful meaning-check question in the next meeting.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X12

Keep the commitments moving

ACROSS THE 6A JOURNEY • ABOUT 30 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This coordination simulation represents commitments with paper tokens rather than requiring balloons or physical agility. It explores work in progress, handovers and the effect of adding demands. A balloon option is possible only where safe and accessible; the learning does not depend on it.

FACILITATION SEQUENCE

- 1** Give each small group six labelled paper tokens representing work items and agree that each must pass through three named roles.
- 2** Run a one-minute round with no planning, recording completed items, waiting items and unclear handovers.
- 3** Add two new items or one changed requirement and repeat briefly.
- 4** Allow the group to redesign its process, including ownership, work-in-progress limits and checking.
- 5** Run a final round and compare the process and experience rather than ranking teams.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Use seated or digital tokens by default; avoid latex, physical contact, speed pressure or activities that exclude participants.

Keep the commitments moving

ACROSS THE 6A JOURNEY • ABOUT 30 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Input / request	Owner / decision	Handover	Check / response
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What I notice from the completed activity _____ _____	What I need to check or understand better _____ _____
--	--

My next step / evidence I will look for / review date _____

Keep the commitments moving

ACROSS THE 6A JOURNEY • ABOUT 30 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The simulation is not a validated measure of team performance.

An apparent improvement may reflect familiarity as well as the redesign.

The debrief should focus on mechanisms the group can observe.

DEBRIEF QUESTIONS

- 01** Where did the group lose track of ownership?
- 02** What happened when demand increased?
- 03** Which process change mattered more than individual speed?
- 04** What limit or handover agreement would help real work?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A leadership team notices that starting every item creates queues and agrees to limit simultaneous initiatives until owners and dependencies are clear.

A NEXT-STEP EXPERIMENT

Clarify one real handover or work-in-progress limit in the coming week.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R14](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X13

Replace a label with observable evidence

ACROSS THE 6A JOURNEY • ABOUT 30 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This labelling exercise uses fictional workplace descriptions to examine how labels narrow interpretation. It does not attach labels to participants or ask them to act out stereotypes. The group practises replacing a judgement with observation, uncertainty and a fair question.

FACILITATION SEQUENCE

- 1** Present the four fictional labels and ask participants what evidence would be needed before accepting them.
- 2** Give each group a label and ask them to generate at least two alternative explanations for the behaviour it might describe.
- 3** Rewrite the label as a specific observation with context and effect.
- 4** Prepare a respectful question that checks understanding with the person concerned.
- 5** Debrief how labels influence opportunity, feedback and everyday decisions.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

Do not use protected characteristics, degrading stereotypes or real confidential employee cases.

Replace a label with observable evidence

ACROSS THE 6A JOURNEY • ABOUT 30 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

- 01

Resistant to change
- 02

Not committed
- 03

Too quiet to lead
- 04

Difficult to work with

The prompt or pattern I choose to explore / what it means in this situation

Evidence, next step and review

Replace a label with observable evidence

ACROSS THE 6A JOURNEY • ABOUT 30 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

A neutral description still requires accurate observation.

Avoiding labels does not mean avoiding accountability for harmful behaviour.

The activity does not diagnose bias in individual participants.

DEBRIEF QUESTIONS

- 01** What information disappears when we use a label?
- 02** Which alternative explanation deserves checking?
- 03** How could the label influence someone's opportunities?
- 04** What wording would make feedback fairer and more useful?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

“Not committed” becomes “Missed two agreed deadlines without an update”, followed by a question about workload, expectations and the reasons for the missed communication.

A NEXT-STEP EXPERIMENT

Rewrite one label in your own thinking as an observation and a question.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R15](#) [R12](#) [R22](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X14

See the decision from another role

ACROSS THE 6A JOURNEY • ABOUT 35 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

Perspective-taking helps participants consider what a decision may look like from another stakeholder's position. It does not claim access to that person's thoughts. The exercise separates reasonable hypotheses from information that must be obtained through real dialogue.

FACILITATION SEQUENCE

- 1** Choose a non-confidential decision with at least three affected roles.
- 2** Assign or let participants choose a role and provide only known facts about its responsibilities and constraints.
- 3** Ask each person to identify possible priorities, concerns and information needs from that role.
- 4** Mark each statement as known, plausible or unknown, then compare perspectives.
- 5** Prepare questions for the real stakeholders and revise the decision process to include their input.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Avoid acting out cultural, gender or other identity stereotypes; focus on responsibilities and known context.

See the decision from another role

ACROSS THE 6A JOURNEY • ABOUT 35 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Decision and stakeholder role

Known responsibilities

Possible priorities

Possible concerns

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

See the decision from another role

ACROSS THE 6A JOURNEY • ABOUT 35 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Perspective-taking produces hypotheses, not mind-reading.

People in the same role may have different views.

The strongest next step is often better consultation rather than a more elaborate imagined perspective.

DEBRIEF QUESTIONS

- 01** What became visible from another role's responsibilities?
- 02** Which assumption are you most tempted to treat as fact?
- 03** What would you need to ask the actual stakeholder?
- 04** How should the decision process change as a result?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A leadership team considers a scheduling change from service, employee and customer perspectives, then tests the assumptions with representatives before deciding.

A NEXT-STEP EXPERIMENT

Ask one real stakeholder a question generated by the exercise.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X15

Take a position, then examine the conditions

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This opinion-continuum activity makes different views visible while allowing participants to change their position. It is useful for exploring a working principle or a design choice, not for forcing public disclosure on sensitive topics.

FACILITATION SEQUENCE

- 1** Choose a professionally relevant proposition, such as “This team should delegate more decisions”.
- 2** Offer a physical line, seated number card or private digital response from strongly disagree to strongly agree, including an uncertain option.
- 3** Invite volunteers from different positions to explain the conditions and evidence behind their view.
- 4** Ask what new information or condition would move their position, then allow a second private or public response.
- 5** Summarise the decision questions that remain rather than declaring a winning side.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose 	Adaptation / access 	Evidence to revisit
--------------------------------------	---	---

BOUNDARY AND CARE

Use anonymous or private responses where hierarchy makes public positioning unsafe.

Take a position, then examine the conditions

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____ Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Choose your own anchors. A position is a reflection, not a diagnosis.

Current position



Preferred workable position



What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Take a position, then examine the conditions

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Visible agreement can reflect conformity or power as well as genuine belief.

A changed position may indicate learning rather than inconsistency.

The continuum is a discussion aid, not a vote unless that is explicitly agreed.

DEBRIEF QUESTIONS

- 01** What did you learn from a position different from your own?
- 02** Which condition mattered more than the headline statement?
- 03** What made it easier or harder to change your mind?
- 04** What decision needs more evidence before agreement?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A team discovers that disagreement about delegation concerns different risk thresholds, then defines which decisions require consultation rather than debating delegation in the abstract.

A NEXT-STEP EXPERIMENT

Clarify one disputed condition before the team's next decision.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X16

Write the future story with evidence

ACROSS THE 6A JOURNEY • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

A group future-news exercise creates a shared picture of a worthwhile outcome, then tests the story against actions and evidence. It is not a prediction or a substitute for strategy. The group must include stakeholders, trade-offs and what would make the headline credible.

FACILITATION SEQUENCE

- 1** Choose a realistic future date and the organisational issue the story will address.
- 2** In small groups, draft a headline, a short opening paragraph and three pieces of evidence that would support the story.
- 3** Add a stakeholder voice, clearly marked as imagined, and a paragraph about the challenge that had to be addressed.
- 4** Compare the stories and identify common outcomes, differences and assumptions.
- 5** Work backwards to one early action and one assumption to test now.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose 	Adaptation / access 	Evidence to revisit
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BOUNDARY AND CARE

Do not circulate fictional future claims or quotations as actual organisational achievements.

ACROSS THE 6A JOURNEY • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Date: _____

Focus / question / goal: _____

Write the future story with evidence

ACROSS THE 6A JOURNEY • ABOUT 40 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

All future quotations and outcomes are fictional until observed.

A shared story can conceal disagreement; make differing assumptions visible.

The useful output is a clearer direction and a testable next step.

DEBRIEF QUESTIONS

- 01** What makes the story more than an attractive slogan?
- 02** Whose experience is missing from the headline?
- 03** What difficult choice would have been necessary?
- 04** What can we test now to make the future more credible?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

An executive team writes a future story about faster service decisions, including evidence of reduced rework and clearer accountability rather than simply claiming a more agile culture.

A NEXT-STEP EXPERIMENT

Test one central assumption before committing to the full vision.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R03](#) [R21](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X17

Listen, reflect and check

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This listening practice gives participants a disciplined alternative to immediate advice. It uses short rounds so that the speaker can experience being understood and the listener can practise checking rather than assuming. It is not a therapy exercise.

FACILITATION SEQUENCE

- 1** Form pairs and invite each speaker to choose a manageable professional issue, not a crisis or highly personal concern.
- 2** The speaker talks for three minutes while the listener attends without interrupting or preparing a solution.
- 3** The listener summarises the situation, what seems important and any uncertainty, then asks whether the summary is accurate.
- 4** The speaker corrects the summary and names what was helpful or missed.
- 5** Swap roles and debrief one listening behaviour to use at work.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Participants may stop or choose a less sensitive topic; keep shared material confidential.

Listen, reflect and check

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Situation / intention

Words or behaviour to practise

Likely response / adjustment

Observer feedback / next attempt

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Listen, reflect and check

ACROSS THE 6A JOURNEY • ABOUT 25 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

An accurate summary is checked by the speaker, not judged by the listener alone.

Listening does not require agreement with every interpretation.

The practice develops a behaviour; it does not certify counselling competence.

DEBRIEF QUESTIONS

- 01** What did you notice when you delayed giving advice?
- 02** Where did your summary add an assumption?
- 03** What made the speaker feel accurately understood?
- 04** How could you use this skill in a time-limited meeting?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A manager discovers that a colleague wanted help clarifying a decision, not reassurance or an immediate list of solutions.

A NEXT-STEP EXPERIMENT

Use one checked summary before offering advice in the next relevant conversation.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R18](#) [R12](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X18

Generate options before the group commits

ACROSS THE 6A JOURNEY • ABOUT 35 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This group action-brainstorming exercise separates idea generation from evaluation and makes space for quieter contributors. It is useful after the group has agreed the problem or desired outcome. The final choice remains subject to resources, authority and risk.

FACILITATION SEQUENCE

- 1** Write a specific outcome and clarify the boundaries for possible action.
- 2** Allow three minutes of silent individual idea generation before discussion.
- 3** Share ideas in rounds without immediate evaluation, grouping duplicates only with the contributor's agreement.
- 4** Evaluate shortlisted options against contribution, feasibility, risk and fairness.
- 5** Choose one or two actions with owners, evidence and a review point; preserve useful unselected ideas.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Clarify who has authority to commit resources and do not imply that workshop agreement alone authorises implementation.

Generate options before the group commits

ACROSS THE 6A JOURNEY • ABOUT 35 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Agreed outcome

Individual ideas

Grouped options

Evaluation criteria

Selected action and owner

Evidence and review

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Generate options before the group commits

ACROSS THE 6A JOURNEY • ABOUT 35 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The number of ideas is not the measure of quality.

Voting can inform preference but does not replace decision authority or risk review.

Keep rejected ideas available when conditions change.

DEBRIEF QUESTIONS

- 01** What changed when ideas were generated silently first?
- 02** Which option was nearly lost because it sounded unusual?
- 03** What criterion most influenced the choice?
- 04** What would make the selected action a useful experiment rather than a vague commitment?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A team generates ways to reduce handover errors and chooses a small checklist trial with a named owner rather than launching several uncoordinated initiatives.

A NEXT-STEP EXPERIMENT

Run the selected trial and review evidence before expanding it.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R19](#) [R04](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X19, FW01, FW06

Look back at the process as well as the result

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This closing review examines what the group did, how it worked and what should transfer to practice. It can be used after a workshop, simulation or project milestone. The tone is learning-focused rather than a search for someone to blame.

FACILITATION SEQUENCE

- 1** Restate the purpose of the activity and the result the group intended.
- 2** Ask participants to record what happened, using observations rather than general impressions.
- 3** Identify what helped, what hindered and what was within the group's influence.
- 4** Choose one practice to retain and one change to test next time.
- 5** Record the learning with an owner or a specific future occasion for use.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Do not use a learning debrief to bypass a necessary formal investigation of serious incidents.

Look back at the process as well as the result

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____ Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Date / situation	What happened	Evidence / learning

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Look back at the process as well as the result

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

A useful debrief distinguishes process, result and context.

A disappointing result can still yield valuable learning.

The review is stronger when it changes a future action.

DEBRIEF QUESTIONS

- 01** What difference between intention and outcome deserves attention?
- 02** Which helpful behaviour can we repeat deliberately?
- 03** What explanation are we accepting without evidence?
- 04** What should change at the next comparable event?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A team recognises that early clarification helped but decision ownership remained vague, so it retains the opening check and adds an explicit decision-owner step.

A NEXT-STEP EXPERIMENT

Use the chosen process change at the next comparable meeting or project milestone.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R12](#) [R22](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X20

Name the learning and its first use

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This brief closing activity asks each participant to identify a meaningful learning point and its practical application. It avoids the vague ritual of saying the workshop was useful without specifying what will be different.

FACILITATION SEQUENCE

- 1** Give each participant two quiet minutes to complete: “The most useful thing I learned was...” and “The first place I will use it is...”.
- 2** Ask them to add a behaviour another person could observe.
- 3** In pairs, invite a question that makes the application more specific.
- 4** Allow voluntary one-sentence sharing with the group.
- 5** Record a personal review date and any support needed to apply the learning.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Do not require public promises that participants lack authority or capacity to fulfil.

Name the learning and its first use

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

```
graph LR; A[Starting point] --> B[Next useful step]; B --> C[Evidence / milestone]; C --> D[Review / decision]
```

The diagram illustrates a four-stage process flow:

- Starting point**: The first box, containing several horizontal lines for notes.
- Next useful step**: The second box, containing several horizontal lines for notes.
- Evidence / milestone**: The third box, containing several horizontal lines for notes.
- Review / decision**: The final box, containing several horizontal lines for notes.

Arrows indicate the sequential flow from one stage to the next.

What I notice from the completed activity	What I need to check or understand better

My next step / evidence I will look for / review date

Name the learning and its first use

ACROSS THE 6A JOURNEY • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

A memorable idea is not yet a changed practice.

The participant chooses the application; the facilitator should not assign one to make the event look effective.

A small specific use is preferable to a broad promise.

DEBRIEF QUESTIONS

- 01** What makes this learning useful in your actual role?
- 02** What will you do rather than simply remember?
- 03** Where might the application be harder than expected?
- 04** Who could help you notice whether it is working?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A leader chooses to check decision ownership at the start of the next steering meeting rather than commit vaguely to better communication.

A NEXT-STEP EXPERIMENT

Apply the learning once within a week and record the result.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R04](#) [R03](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X21

A note to your future working self

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This closing letter captures a client's own reminder about a chosen change and the conditions that support it. It can be retained privately or returned at an agreed date. The facilitator must not assume permission to store or email personal content.

FACILITATION SEQUENCE

- 1** Invite each participant to write a short note to themselves at a realistic future date.
- 2** Include what matters, what they intend to practise, a likely obstacle and a constructive response.
- 3** Ask them to name one piece of evidence they will look for at the review date.
- 4** Let them choose whether to keep the note, set a private reminder or consent to an agreed return method.
- 5** Close by checking that the commitment remains feasible and personally chosen.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit
_____	_____	_____
_____	_____	_____

BOUNDARY AND CARE

Obtain explicit consent for storage or later delivery and avoid recording sensitive information unnecessarily.

A note to your future working self

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Dear future me

What matters

Practice to continue

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

A note to your future working self

ACROSS THE 6A JOURNEY • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The note is a cue for reflection, not a guarantee of behaviour change.

A changed context may justify revising the commitment.

Private ownership can be more appropriate than facilitator follow-up.

DEBRIEF QUESTIONS

- 01** What will you most need to remember when work becomes busy?
- 02** What obstacle deserves a practical response now?
- 03** How can the note be supportive rather than accusatory?
- 04** What evidence will help your future self judge progress fairly?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A participant writes a reminder to ask one clarifying question before solving a colleague's problem and schedules a private calendar prompt three weeks later.

A NEXT-STEP EXPERIMENT

Read the note on the chosen date and record what you learned, whether or not the action occurred.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R04](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: M01, X22

M

Grounding and guided imagery

ASSESS / ACTIVATE

Offer optional attention practices and realistic rehearsal, not treatment or promises of healing.

05

ACTIVITIES AND PRACTICE RESOURCES

Coach guide → Participant working page → Results and debrief
Select the tool that fits the purpose. Adapt it with the client.

A clear conclusion. A proportionate next step. Evidence worth reviewing.

Choose an attention practice safely

ASSESS / ACTIVATE • ABOUT 10 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This orientation helps the coach offer a brief attention practice without implying that it is necessary, therapeutic or suitable for everyone. The client remains in control of participation, posture, eye position and stopping. An external-focus alternative is always available.

FACILITATION SEQUENCE

- 1** Explain the purpose as a short opportunity to settle attention before reflection, with no required feeling or outcome.
- 2** Ask whether the client would prefer quiet, an ordinary pause, external observation or no exercise.
- 3** Agree a comfortable seated or standing position, eyes open or closed by choice, and normal unforced breathing.
- 4** Explain that they may stop, move, look around or speak at any time; do not use the practice while driving or operating equipment.
- 5** Afterwards, ask what they noticed and whether this approach is useful to retain, adapt or avoid.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared. Read the original script or template page before use.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

Stop if discomfort, panic, disorientation or distress occurs. Reorient to the room and seek appropriate support where needed; do not intensify the exercise.

Choose an attention practice safely

ASSESS / ACTIVATE • ABOUT 10 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

What I have noticed

Context and demands

Appropriate support

Next step / earlier-help signal

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Choose an attention practice safely

ASSESS / ACTIVATE • ABOUT 10 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Not feeling calmer is not a failure.

A brief practice is not a treatment and should not be used to manage serious distress without appropriate support.

The client's preference determines whether it is repeated.

DEBRIEF QUESTIONS

- 01** What made the invitation feel genuinely optional?
- 02** What helped you remain in control of the experience?
- 03** What did you notice without judging it as good or bad?
- 04** Would a different way of preparing for coaching suit you better?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A client finds eyes-closed imagery uncomfortable and chooses to look at objects in the room for a minute before beginning the coaching conversation.

A NEXT-STEP EXPERIMENT

Choose one comfortable preparation method for the next session and review whether it helps.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R13](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: MD02, MD07, P08

Choose an attention practice safely

Read or adapt the text below within the agreed purpose and professional boundaries.

You do not need to relax or reach a particular state. This is simply an optional pause before we begin. You may keep your eyes open, change position or stop at any time. Let your breathing remain ordinary. You could notice the chair or floor supporting you, or choose an object in the room and observe its shape. There is no need to search inside yourself. Take the time that is comfortable. When you are ready, look around and tell me whether you would like to begin, pause longer or do something different.

Use the companion participant page to record the experience or completed details. The client chooses what to disclose; no particular response or outcome is required.

A brief pause beside falling water

ASSESS / ACTIVATE • ABOUT 10 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This original water-image practice offers a short external scene as an optional focus for attention. The image does not wash away emotions or promise healing. A client who dislikes water imagery can use an ordinary sound or a visible object instead.

FACILITATION SEQUENCE

- 1** Use the safety invitation in ACE-M01 and confirm that a water image is comfortable.
- 2** Read the short script slowly, allowing approximately 60–90 seconds including pauses rather than forcing an exact duration.
- 3** Keep the voice natural and avoid commands about how the person must feel.
- 4** Invite the client to return attention to the room and move as they wish.
- 5** Capture the experience briefly and decide whether to use, adapt or omit the practice in future.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared. Read the original script or template page before use.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

No hypnosis, breath holding or implied healing is used; stop and reorient if uncomfortable.

A brief pause beside falling water

ASSESS / ACTIVATE • ABOUT 10 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Practice choice

Attention before, in my words

What I noticed

Comfort or discomfort

Attention afterwards

Preference for future use

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

A brief pause beside falling water

ASSESS / ACTIVATE • ABOUT 10 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

The experience is subjective and no calmness score is required.

A wandering mind is ordinary and does not indicate failure.

A neutral or unhelpful response is a valid reason not to repeat the practice.

DEBRIEF QUESTIONS

- 01** What part of the scene was easy or difficult to imagine?
- 02** Where did your attention go when it wandered?
- 03** Was the practice useful, neutral or unhelpful today?
- 04** What would you change about it?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A leader uses the sound-image for a brief transition between meetings, then notes that a simple silent pause would work just as well on another day.

A NEXT-STEP EXPERIMENT

Try only the version you find comfortable, at a safe time, and observe its usefulness.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R13](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: MD01, MD03, P08

A brief pause beside falling water

Read or adapt the text below within the agreed purpose and professional boundaries.

With your eyes open or closed as you choose, imagine that you are standing at a comfortable distance from a small fall of water. You are on firm ground. You do not need to approach it. Notice the idea of a steady sound, or simply notice an ordinary sound in this room. [Pause 10 seconds.] There is nothing you have to remove from your mind. Thoughts may be present while the sound remains in the background. [Pause 15 seconds.] Notice the support beneath your feet or your seat. Let your breathing remain unforced. [Pause 10 seconds.] Now allow the image to fade. Look around the room, notice where you are and move in any way that feels comfortable. Take a moment to decide what you would like to bring into our conversation.

Use the companion participant page to record the experience or completed details. The client chooses what to disclose; no particular response or outcome is required.

Pause at the shoreline

ASSESS / ACTIVATE • ABOUT 10 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This original guided scene uses a shoreline to practise noticing movement without having to follow every thought. It is an attention exercise, not an instruction to empty the mind. The client can use an actual room object instead of imagery at any point.

FACILITATION SEQUENCE

- 1** Confirm consent, comfort with the scene and a preference for eyes open or closed.
- 2** Read the script in a natural voice, leaving the stated quiet periods; allow around three minutes in total.
- 3** Avoid interpreting the client's posture or silence as evidence of relaxation.
- 4** At the end, reorient to the actual room before moving into discussion.
- 5** Ask the client to record one observation and whether the practice supported the intended transition.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared. Read the original script or template page before use.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

Avoid water imagery for a client who finds it distressing; offer an external-focus or no-exercise alternative.

Pause at the shoreline

ASSESS / ACTIVATE • ABOUT 10 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Chosen focus

What drew my attention

What I allowed to remain

Room-based grounding cue

Observation afterwards

Usefulness for today

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Pause at the shoreline

ASSESS / ACTIVATE • ABOUT 10 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Imagery vividness is not a measure of skill or benefit.

The practice may be useful as a transition but does not establish improved executive performance.

Do not infer meaning from the details of the imagined scene.

DEBRIEF QUESTIONS

- 01 What did you notice about attention coming and going?
- 02 Was it helpful to leave thoughts present rather than push them away?
- 03 What real-world cue helped you return to the room?
- 04 How could this experience inform a brief pause during work?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A client notices that she can allow a planning thought to remain without immediately acting on it, then chooses to write the concern down before the next meeting.

A NEXT-STEP EXPERIMENT

Use a brief chosen pause before one non-urgent response and notice whether it supports a more considered decision.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R13](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: MD01, MD04, P08

Pause at the shoreline

Read or adapt the text below within the agreed purpose and professional boundaries.

Imagine a place beside the sea where you would feel comfortable observing from firm ground. You may be seated well away from the water. Or keep your eyes open and choose a quiet object in the room instead. Notice a shape, a colour or a sound without needing to make the scene detailed. [Pause 20 seconds.] In the imagined distance, the water moves towards the shore and away again. You do not need to match your breathing to it. Your breathing can remain ordinary. [Pause 25 seconds.] A thought may arrive about what happened earlier or what you need to do later. You can notice that a thought is present without solving it during this pause. [Pause 25 seconds.] If the scene is not useful, return to the contact between your feet and the floor, or look at a familiar object. You remain free to move or stop. [Pause 20 seconds.] Consider the question you would like to bring to the coaching conversation. You do not need an answer yet. [Pause 15 seconds.] Let the scene fade. Look around, notice the room and take the time you need before speaking.

Use the companion participant page to record the experience or completed details. The client chooses what to disclose; no particular response or outcome is required.

Observe the current without entering it

ASSESS / ACTIVATE • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This longer original river metaphor supports a distinction between noticing pressure and immediately responding to it. The client remains on a stable bank rather than being carried by a river. The practice is optional and is not a treatment for anxiety or other health conditions.

FACILITATION SEQUENCE

- 1** Confirm consent and explain the seven-minute structure, including quiet intervals and freedom to stop.
- 2** Read one script segment at the start of each minute, leaving the remaining time quiet unless the client asks otherwise.
- 3** During quiet intervals, remain attentive without imposing interpretation or insisting on silence.
- 4** In the final minute, invite orientation to the room and a deliberate choice about the next conversation.
- 5** Debrief the metaphor as a reflection aid and identify any practical implication separately from the experience itself.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared. Read the original script or template page before use.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

Do not use imagery to encourage endurance of harmful conditions. Stop if the client becomes uncomfortable or disconnected from the room.

Observe the current without entering it

ASSESS / ACTIVATE • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

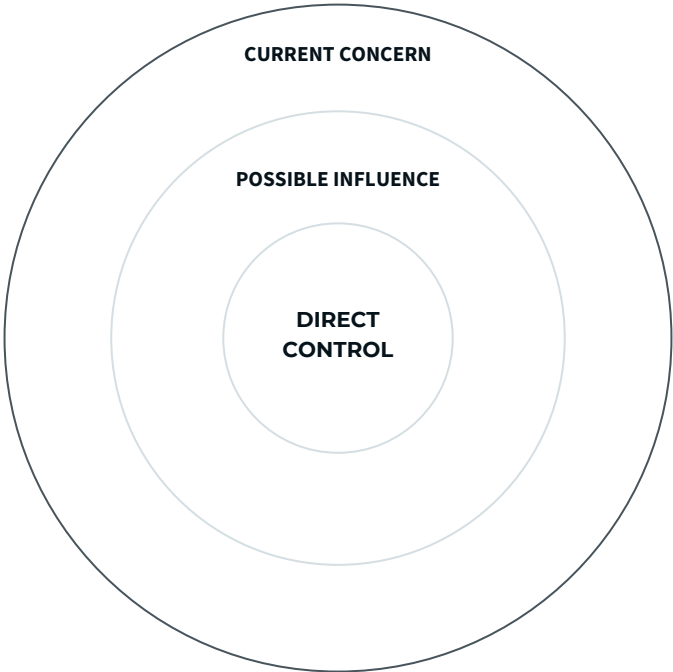
Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Place factors in the rings.
Explain why each belongs there.
Consider what could move it.



What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

Observe the current without entering it

ASSESS / ACTIVATE • ABOUT 15 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

Observing pressure does not remove its practical causes.

The metaphor should lead back to realistic choices and support.

Do not use a calm appearance as evidence that a serious problem is resolved.

DEBRIEF QUESTIONS

- 01** What did the distinction between observing and entering the current mean to you?
- 02** Which pressure still requires action rather than simply acceptance?
- 03** What choice became clearer during the pause?
- 04** What would make the practice more comfortable or useful?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

An executive notices an urge to answer every message immediately and chooses to clarify the genuine escalation threshold with the team rather than simply trying to tolerate more pressure.

A NEXT-STEP EXPERIMENT

Pause before one non-urgent demand, then decide whether to act, schedule, delegate or clarify it.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R13](#) [R14](#) [R01](#) • Conceptual support; this original activity is not independently validated.

Inventory references: MD01, MD05, P08

Observe the current without entering it

Read or adapt the text below within the agreed purpose and professional boundaries.

MINUTE 1 — ARRIVE. Notice the room and the support beneath you. You may keep your eyes open. Imagine a river only if that image is comfortable. You are observing from a secure place on the bank, not in the water. Let the remaining minute be quiet, or look at a real object instead.

MINUTE 2 — OBSERVE. In the imagined river, water is moving at its own pace. Notice that movement without needing to control it. Your body is here in this room. Let your breathing stay ordinary.

MINUTE 3 — NAME. A current demand may come to mind. You can name it briefly: a deadline, a conversation, an uncertainty. There is no need to solve it during this minute. You can write it down later.

MINUTE 4 — DISTINGUISH. Some parts of the situation are outside your immediate control. Other parts involve a choice you can make, a question you can ask or support you can seek. You do not need to decide all of that now.

MINUTE 5 — ALLOW SPACE. Notice whether there is an urge to act immediately. You can acknowledge the urge while remaining in the room. Where a matter is not urgent, a pause may be available. Where it is urgent, appropriate action can follow this exercise.

MINUTE 6 — CHOOSE A QUESTION. Consider one useful question: What needs my action, what needs agreement, and what can wait? Keep only the part of that question that is relevant to you.

MINUTE 7 — RETURN. Let the river image fade. Look around and notice a few ordinary details of the room. Move your hands or feet as you choose. We can now talk, take another ordinary pause or stop the exercise. You decide what is useful.

Use the companion participant page to record the experience or completed details. The client chooses what to disclose; no particular response or outcome is required.

A restorative pause and a realistic next step

ASSESS / ACTIVATE • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

PURPOSE AND INTRODUCTION

This twelve-minute original practice alternates optional gentle river imagery with external grounding and practical reflection. The title deliberately avoids a claim of healing. Its purpose is to create space for attention and a chosen next step, not to induce a particular state or process trauma.

FACILITATION SEQUENCE

- 1** Use the orientation in ACE-M01 and agree whether twelve minutes of guided and quiet time is comfortable.
- 2** Read one numbered segment each minute; the remainder of each minute is optional quiet time, not compulsory stillness.
- 3** Offer external observation instead of imagery throughout and check in if the client appears uncomfortable.
- 4** Use the final two minutes to return attention fully to the room and identify a practical choice.
- 5** Debrief the experience without analysing symbols or promising continuing benefits.

PREPARE

Participant working page, pen or PDF annotation tool, and a clear agreement about what will be shared. Read the original script or template page before use.

COACH'S PREPARATION NOTES

Client purpose	Adaptation / access	Evidence to revisit

BOUNDARY AND CARE

Not a healthcare intervention. Avoid trauma-processing, breath manipulation, subliminal suggestions or any promise of healing.

A restorative pause and a realistic next step

ASSESS / ACTIVATE • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

Client code: _____

Date: _____

Work through the numbered instructions with your coach. Record only what is useful and comfortable to share. Use the graphic to organise your own evidence; it is not a test.

Focus / question / goal: _____

Practice preference

Supportive detail I noticed

What I do not need to solve now

Need or support to acknowledge

Realistic next step

Keep, adapt or avoid

What I notice from the completed activity

What I need to check or understand better

My next step / evidence I will look for / review date

A restorative pause and a realistic next step

ASSESS / ACTIVATE • ABOUT 20 MINUTES • ORIGINAL HR DELIVERY RESOURCE

INTERPRET THE RESULT CAREFULLY

A long practice is not inherently more effective than a short one.

The client may stop at any stage and still have used the activity appropriately.

A supportive experience should be distinguished from evidence of clinical or lasting change.

DEBRIEF QUESTIONS

- 01** What part of the pause was genuinely supportive?
- 02** What did you prefer to keep outside the exercise?
- 03** What practical need deserves attention after the pause?
- 04** Would a shorter or different preparation method suit you better?

WORKED EXECUTIVE EXAMPLE — FICTIONAL

A client finds the quiet intervals helpful but chooses a four-minute version for future sessions and identifies a practical need to reduce meeting overload.

A NEXT-STEP EXPERIMENT

Choose one realistic support action after the session; repeat only the parts of the practice that were comfortable.

My conclusion from this activity

What I will do / what I will observe / when I will review

Research basis: [R13](#) [R01](#) [R10](#) • Conceptual support; this original activity is not independently validated.

Inventory references: MD01, MD06, P08

A restorative pause and a realistic next step

Read or adapt the text below within the agreed purpose and professional boundaries.

1 — Begin by noticing where you are. You are free to keep your eyes open, move, speak or stop. Let the first minute be an ordinary arrival, with no demand to relax.

2 — Notice a point of physical support: the chair, the floor or another comfortable contact. Or choose a visible object and observe its shape. There is no correct sensation to find.

3 — If you wish, imagine a slow river viewed from a place you consider comfortable. You are not entering the water. A room-based focus is equally suitable.

4 — Notice one ordinary detail in the scene or room: a line, a colour, a sound. Let that be enough. You do not have to build a vivid image.

5 — Thoughts about work or life may be present. You do not need to push them away. Notice that thinking is happening, and return to a chosen detail when you wish.

6 — Consider whether there is anything you are trying to solve in this pause that can safely wait until the conversation. If something needs immediate attention, you can stop and attend to it.

7 — Notice what support is already present, however modest: a practical resource, a person, a skill or the time set aside for this conversation. You do not need to feel grateful or positive.

8 — Consider one condition that would help you function more sustainably. It might involve clarity, a boundary, rest, connection or practical assistance. Choose your own words.

9 — You do not have to meet that need alone. Notice whether a question, request or professional support would be useful. No commitment is required during this minute.

10 — Consider one small next step that fits your circumstances. It may be an action, a conversation, a deliberate pause or a decision to gather more information.

11 — Let any imagined scene fade. Look around the actual room and notice several ordinary details. Move as you wish and allow your attention to return fully to the present setting.

12 — Take this final minute in the way that is useful to you. We can talk about what you noticed, begin the planned coaching topic or choose a different direction. You decide what to share.

Use the companion participant page to record the experience or completed details. The client chooses what to disclose; no particular response or outcome is required.