The Power of Better Questions Learner workbook

Version 2 · Revised 11 November 2026

Begin with the initial task before opening the worked responses. Keep the time, information access and assistance conditions the same for the fresh final task. These are parallel teaching cases to pilot, not established equivalent tests.

#	Guide	What you will produce
1	Why Better Questions Matter	Turn a broad concern into an investigation that can change a specific decision.
2	How to Ask Clear, Useful Questions	Design a short sequence of neutral, answerable questions for a defined purpose.
3	Questions That Improve Learning and Critical Thinking	Design a learning sequence that tests understanding and transfers a concept to a fresh example.
4	Listen Carefully and Ask Better Follow-Up Questions	Conduct a short inquiry conversation that follows the speaker’s meaning and checks interpretation.
5	Questions for Leadership, Coaching, and Team Learning	Choose between direction, coaching and a team debrief, then guide a conversation toward an accountable action.
6	Customer Discovery: Ask Questions That Reveal Real Needs	Conduct a neutral discovery interview and distinguish evidence of a problem from expressions of interest.
7	Diagnose the Problem Before Choosing a Solution	Build a diagnostic record that compares explanations and selects a proportionate next investigation.
8	Use Questions to Generate Ideas and Explore Opportunities	Produce alternative problem frames and turn one promising idea into a bounded learning test.
9	Ask Better Questions Before Making Business Decisions	Produce a decision record that connects options, evidence, uncertainty and a reviewable commitment.

#	Guide	What you will produce
10	Use AI to Develop a Better Inquiry	Use an AI dialogue to improve an inquiry plan, while recording what you accepted, rejected and still need to verify.
11	Question AI’s Answers and Verify the Evidence	Create a verification record that identifies claim status, source support, uncertainty and the resulting decision.
12	Build a Lasting Questioning Practice	Complete a small investigation and defend how your questions, evidence and judgment led to a proportionate action.

Initial task — before the learning route

Learner instructions — same for both forms

Use only the supplied packet, ordinary writing tools and the live respondent. No AI, outside research, colleague advice or worked answer during the independent assessment. A reasonable accessibility accommodation may be agreed in advance; record it and keep the assistance conditions comparable across attempts.

20-minute task: minutes 0–12: name the decision and constraints; separate observations from assumptions; write five questions in a useful sequence; compare at least two explanations and their predictions; select the next evidence and a provisional action. Minutes 12–16: conduct the scripted respondent conversation. Minutes 16–20: revise your record after the conversation, noting what changed and why. The respondent is a role-play partner, not an adviser.

Submit the initial and revised record, the question that responded to new information, source/exhibit references, the next action and owner, remaining uncertainty and a review condition. There is no required favorite solution. Do not diagnose an employee's character from a delay.

Take the initial task before reading the learning pathway. Use the other form after practice and feedback. The packets are designed to be comparable, but equivalence has not been established; pilot timing and difficulty before interpreting score differences. Report five dimensions separately. A pre/post change alone does not isolate an effect of the course.

Solo self-study variant

Without a respondent, complete and retain the written phase first. Then open the scripted new fact, record what it changes and revise without another person's help. Mark responsive listening “not observed / not assessed”; a written adaptation is not evidence of live listening. This solo variant is not directly comparable with the live initial/final administration. If both attempts use the solo variant, report only the four written dimensions and record the assistance conditions; do not invent a listening score.

Form A — proposal readiness

Fictional scenario. All people, dates, documents and statements are invented for this assessment. A small service firm, Namaa, has late proposals. Operations manager Salma must choose the next response for two suitable proposals by 12 November 2026, 10:00. She can authorize up to ten extra checking minutes per proposal for this bounded exercise; no larger intervention has been approved.

Terms: a technical estimate states the planned work and assumptions. Support coverage means the hours and activities the supplier would support after installation. Receiving a document does not necessarily confirm every item in it.

A-S · Agreed working standard

Before a proposal is issued, scope and support commitments must be confirmed, or clearly marked unresolved for the authorized approver. The coordinator prepares the record; the estimator confirms technical content; Salma owns escalation if a required item cannot be confirmed.

A-T · Event record

Case	Customer deadline	Technical estimate received	Recorded outcome
A-11 · standard service	2 November, 15:00	2 November, 16:00	Proposal late.
A-12 · standard service	4 November, 15:00	3 November, 11:00	Proposal on time.
A-13 · additional service	6 November, 15:00	5 November, 11:00	Proposal late; confirmation field blank.

The packet contains no complete request-time or workload log. It does not establish the firm's overall lateness rate.

A-I · Two stakeholder accounts

- Coordinator Rana: “Planning helps, but some inputs are not ready when the deadline is promised. For A-13 I had the estimate before the deadline.”
- Estimator Omar: “Some requests reach me after the customer date has already been set. I cannot tell from this table which items the coordinator considered complete.”

These are attributed accounts, not verified causes.

A-M · Message fragment

An internal message on 5 November, 12:00, says: “Use the current version; the remaining questions can follow.” The excerpt does not identify the remaining questions or demonstrate who accepted responsibility for them.

A-X · What is not yet available

The full A-13 confirmation exchange is not in the written packet. A respondent playing Rana can answer questions using an assessor-only card. Do not invent timestamps or treat an empty field as proof that nobody acted.

Decision, constraints and initial assumptions

Questions and response-dependent follow-up

Evidence, alternative explanations and uncertainty

Action, owner, support and review condition

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Why Better Questions Matter

By the end of this guide, you can

Turn a broad concern into an investigation that can change a specific decision.

Bring to the task

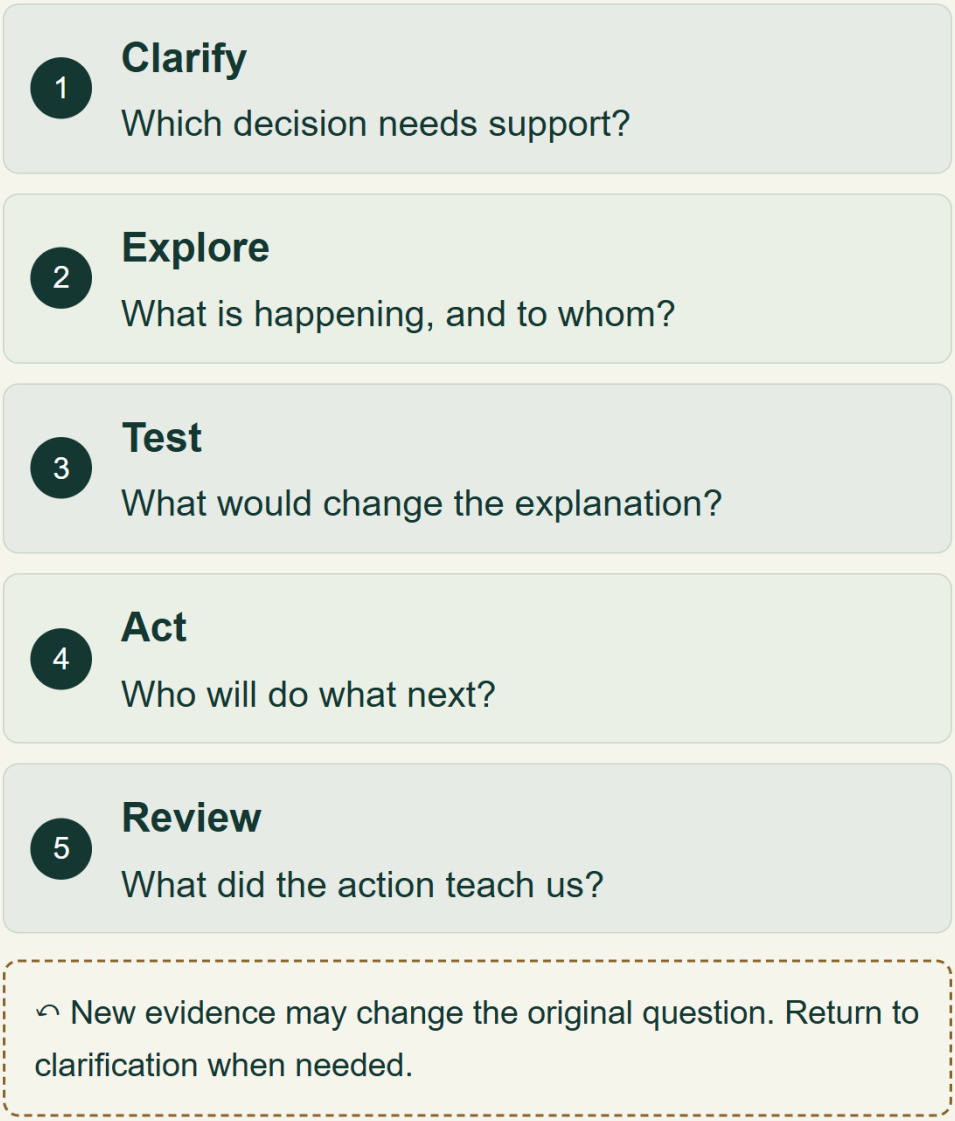
One recent difficulty, an actual example and the decision you need to make.

A manager hears that proposals are arriving late and asks, “Which training should we buy?” An entrepreneur hears polite interest in a new service and asks, “How soon can we launch?” A student receives a strong case-study answer and asks, “How can I remember this?” Each question selects what happens next. Training, a launch plan or memorization may be useful, but the question has already narrowed the investigation.

Questions matter because they direct scarce attention. A useful question makes a gap in understanding visible and helps someone obtain information that could alter an action. Asking more questions is not automatically better. A long interview can repeat assumptions, and a short factual check can resolve an important uncertainty.

EXPLAIN · APPLY

The inquiry cycle: questions, evidence and action



Original Tibyan teaching aid. Illustrative example; not observed field results.

Start with the decision. Use evidence and the result of an action to revise the question, rather than treating the five moves as a one-way script.

Text explanation of the graphic
The inquiry cycle: questions, evidence and action
1. Clarify
Which decision needs support?
2. Explore
What is happening, and to whom?

3. Test
What would change the explanation?
4. Act
Who will do what next?
5. Review
What did the action teach us?
↶ New evidence may change the original question. Return to clarification when needed.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

Work the inquiry through to a decision

Fictional case packet, prepared 11 November 2026. Mariam, Namaa's service manager, must choose the next response to late proposals by 12 November. She can authorize a small handoff repair or targeted practice; she cannot change the customer deadlines. The records below describe three cases, not a measured company-wide rate.

Proposal	Agreed deadline	Estimate requested	Confirmed estimate received	Draft submitted
P1	6 Nov, 16:00	6 Nov, 15:00	6 Nov, 17:00	6 Nov, 18:00
P2	9 Nov, 16:00	8 Nov, 10:00	9 Nov, 11:00	9 Nov, 14:00
P3	10 Nov, 16:00	9 Nov, 10:00	10 Nov, 11:00	10 Nov, 18:00

Huda coordinates proposals; Omar prepares estimates. The packet does not establish whether the work was equally complex or what else Huda handled. A useful inquiry question is: **Where did time accumulate between requesting the estimate, receiving it and submitting the draft, and what would a different finding change?**

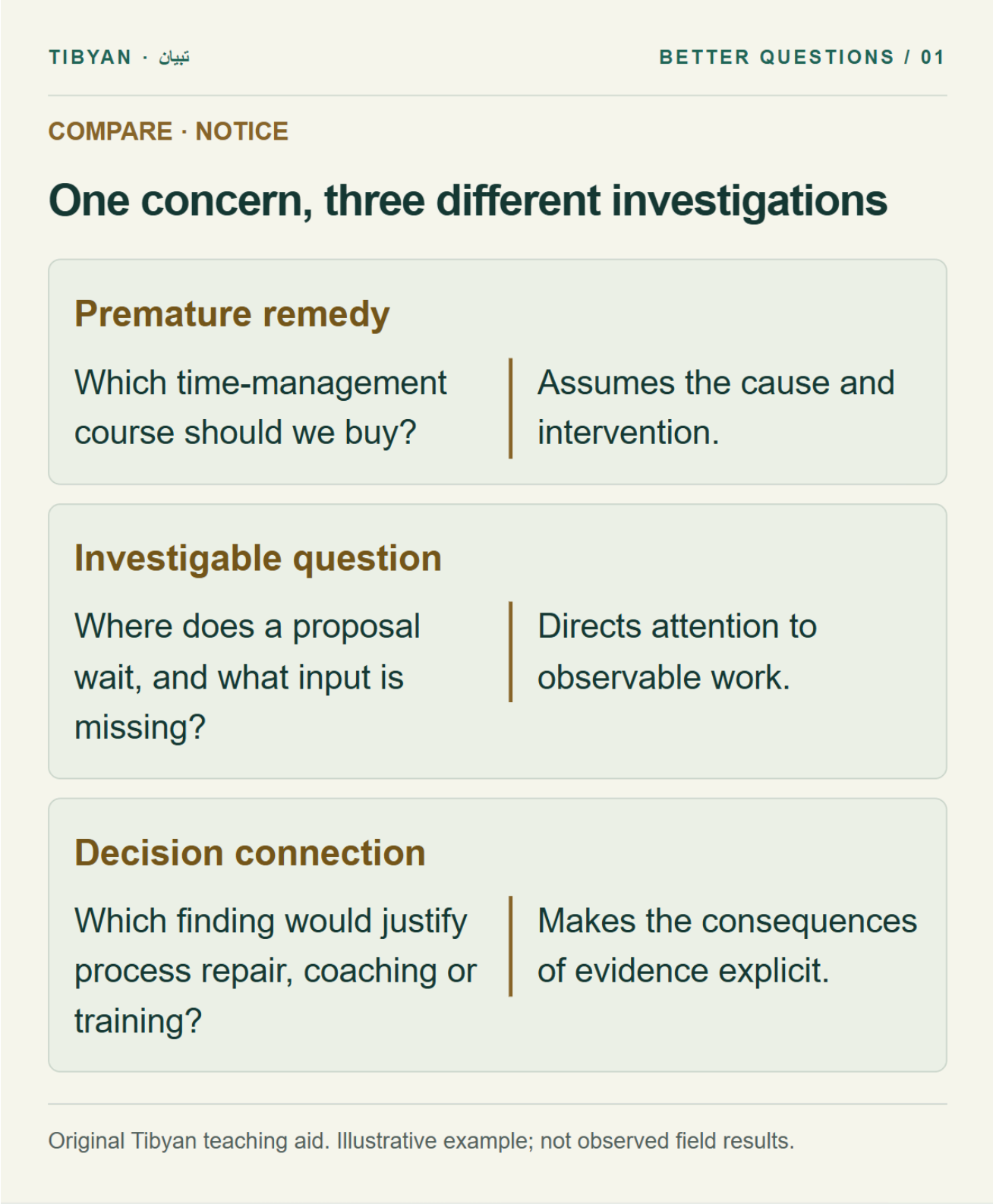
The first answer, “Estimates arrive late, so train the estimators,” overreaches. P1 makes estimate timing worth investigating. P3 shows that a draft can be late despite an estimate arriving before the deadline; it weakens an explanation based only on late estimates. Neither observation proves which intervention will work.

Mariam's completed decision note reads: “At 15:00 on 11 November, Huda and Omar will reconstruct P1 and P3 against the records and show how they check completeness. If the task can be done correctly with timely inputs but requests lack ownership, I will test an owned request-and-escalation step. If a required checking skill is missing despite adequate inputs and time, I will arrange practice of that specific step. Mixed findings will require both support and practice.” Mariam owns the choice; Huda brings the draft histories; Omar checks the estimate timestamps.

Review the next three eligible proposals after the chosen change. Record whether the agreed step happened and what uncertainty remains. This review is a practical learning opportunity, not proof of a causal effect on performance.

Choose a manageable starting point

Managers can use one recent handoff; entrepreneurs can investigate one customer's current workaround; students can use a group-project decision. Choose a case with information you may responsibly access. If you cannot collect real evidence, use this packet and mark your output as a simulation.



Compare what each question assumes. Choose the inquiry that can distinguish explanations before selecting an intervention.

Text explanation of the graphic
One concern, three different investigations
Premature remedy
Which time-management course should we buy?
Assumes the cause and intervention.
Investigable question
Where does a proposal wait, and what input is missing?
Directs attention to observable work.
Decision connection
Which finding would justify process repair, coaching or training?
Makes the consequences of evidence explicit.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Your reusable working record

1. Decision and deadline

Name an actual choice and its owner.

2. Observed records

Separate the records from an explanation.

3. Investigation question

Write a question whose answer could change the response.

4. Explanations and missing information

Keep uncertainty explicit.

5. Next check and people

Identify what will be examined, not only who will meet.

6. How findings change the action

Write at least two conditional responses.

7. Responsibilities

Name ownership of both action and support.

8. Review point and limit

State an opportunity and what it will show.

Annotated completed record

Decision and deadline

Mariam chooses a bounded response to proposal delay by 12 November 2026. Customer deadlines stay fixed.

The choice, authority and deadline are visible; the record does not start by buying a course.

Observed records

P1 received its confirmed estimate after the deadline. P3 received its estimate at 11:00 but the draft was submitted at 18:00 against a 16:00 deadline.

P3 prevents the record from quietly treating every late draft as a late-estimate case.

Investigation question

Where did time accumulate from estimate request to draft submission in P1 and P3?

It selects an observable sequence and leaves several explanations possible.

Explanations and missing information

Possible explanations: request ownership, input timing, checking skill or competing workload. Case complexity and workload are not supplied.

Missing context is retained rather than invented.

Next check and people

At 15:00 on 11 November, Huda and Omar reconstruct P1/P3 and demonstrate the completeness check using the draft histories and timestamps.

The check can reveal both a process condition and a skill need.

How findings change the action

If timely inputs permit correct checking but requests lack ownership, test an owned request/escalation step. If checking errors remain with adequate inputs and time, rehearse the specific checking step.

The responses follow different findings; neither is already declared effective.

Responsibilities

Mariam authorizes and reviews the response; Huda brings draft histories; Omar verifies estimate timestamps.

Roles are assigned in the completed example rather than left as an instruction.

> **Review point and limit**
>
> Review the next three eligible proposals for use of the agreed step and remaining obstacles. Do not infer revenue impact from this small review.
>
> The review examines implementation and learning, with a stated limit.

Practice and retry

Use the supplied packet to complete the record before viewing the model. Write two findings that would lead to different actions. Then ask a partner to introduce one missing condition and revise the question or next check.

Common error and corrective feedback

Weak: “All delays are caused by poor planning.” Correction: the records show different sequences and leave complexity/workload unknown. A supported next step investigates P1 and P3; it does not announce a cause.

Independent-study alternative

Write your record first. Then read the model and mark one place where it preserves an unknown you had treated as a fact. Revise that part and explain the changed action.

Check your work

- A specific decision is named.
- Observation and interpretation are separated.
- At least two explanations remain possible.
- The next evidence could alter the action.

Apply and review

Use the map in one real conversation. Record the question that changed your understanding and the next decision it informed.

Sources and further reading

- Magistretti, Pham & Dell’Era (2025). The creative process of problem framing for innovation
- CIPD. Evidence-based practice for effective decision-making

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How to Ask Clear, Useful Questions

By the end of this guide, you can

Design a short sequence of neutral, answerable questions for a defined purpose.

Bring to the task

A real conversation or investigation, its purpose and any facts already established.

“Why are you always late with proposals?” looks like a request for an explanation. It also assumes repeated lateness and places responsibility on the person being questioned. A more useful opening might be, “Can we trace what happened on the last proposal?” The second question gives the colleague something specific to describe and leaves the explanation open.

Question design begins with purpose. You might need to confirm a fact, understand a sequence, explore an experience, test a belief, create possibilities or make a choice. A question that works well for one purpose can be cumbersome for another. “Was the proposal approved?” is a sensible closed question when approval status is the missing fact.

EXPLAIN · APPLY

Seven purposes for useful questions

Purpose	A working question
Clarify	What do you mean by ready?
Describe	What happened in the last case?
Diagnose	What might explain the difference?
Challenge	Which evidence could contradict this view?
Generate	What other approaches could work?
Evaluate	Which trade-off changes the choice?
Reflect	What would we do differently next time?

Original Tibyan teaching aid. Illustrative example; not observed field results.

Choose the purpose that addresses the current gap. Then adapt the example to the people, task and facts already established.

Text explanation of the graphic
Seven purposes for useful questions
Purpose | A working question
Clarify | What do you mean by ready?
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Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

Five repairs with reasons, not a list of preferred phrases

Original fictional practice set, revised 11 November 2026. Use Namaa's proposal handoff as context. For this exercise, assume P3 underwent an approval review and that a dispatch log confirms one request was sent on 10 November; its routing and outcome are not established. The questioner wants to understand the process before choosing a change. Each repair below has an acceptable alternative; wording is judged by purpose, evidence and the response it permits.

Problem and original question	A usable repair and acceptable alternative	Answer-dependent follow-up and reason
Leading premise: “How much time did our new form save?”	“What changed in preparation and checking time after the form?” Alternative: “What took more or less time in the latest case?”	If the speaker reports no saving: “Which step stayed the same?” The repair permits benefit, no change or additional work.
Vague: “Why is the quality bad?”	“What happened during P3’s approval review?” Alternative: “Which requirement, if any, was unmet?”	If the information was complete: “What step followed the review?” It makes the criterion discussable without assuming the missing-information explanation is true.
Compound: “Why was P3 late, who failed, and how will you fix it?”	“What happened between receipt of the estimate and submission of P3?” Alternative: “Talk me through those steps.”	If an internal review held the draft: “What did that review require?” It starts with one event sequence before responsibility or remedies.
Loaded attribution: “Why do you keep ignoring requests?”	“What happened to the request sent on 10 November?” Alternative: “When did you first see that request?”	If it reached the wrong person: “How was responsibility assigned?” It tests the event without treating intention or repetition as established.
False choice: “Should we train everyone or accept missed deadlines?”	“Which responses could address the observed gap?” Alternative: “What could change besides training?”	If an ownership repair is proposed: “What evidence would show that it addresses this case?” It keeps process, practice, support and other feasible options open.

“Who was responsible for that request?” followed by “How was that responsibility agreed?” is more neutral than asking someone to confirm that nobody owned it. A later summary can still invite correction: “I understand that the request went to Omar but no response owner was recorded. What have I misunderstood?”

Try this sequence: identify the case; reconstruct its events; probe one consequential detail; check your interpretation; ask what evidence would change the next action. If the answer corrects your premise, change the next question. A closed question can efficiently confirm a bounded record; its answer still needs appropriate checking before it is treated as fact.

COMPARE · NOTICE

Repair the question before using it

Loaded

Why do staff resist the new form?	What happens when staff try to complete the form?

Double task

What failed and how should we fix it?	What happened? Then: which next step does that suggest?

False choice

Train everyone or miss the target?	Which barriers need a change, and which options address them?

Original Tibyan teaching aid. Illustrative example; not observed field results.

Notice what is removed: an unsupported premise, a preferred solution or several tasks in one question. Explain the repair instead of memorizing its wording.

Text explanation of the graphic
Repair the question before using it
Loaded
Why do staff resist the new form?
What happens when staff try to complete the form?
Double task
What failed and how should we fix it?
What happened? Then: which next step does that suggest?
False choice
Train everyone or miss the target?
Which barriers need a change, and which options address them?
Original Tibyan teaching aid. Illustrative example; not observed field results.

Your reusable working record

1. Repair row 1

Record original, purpose, problem, repair, acceptable alternative and conditional follow-up.

2. Repair row 2

Repeat the full row structure, including an acceptable alternative.

3. Repair row 3

Repeat the full row and split extra tasks into later probes.

4. Repair row 4

Repeat the full row and remove unverified attribution or repetition.

5. Repair row 5

Repeat the full row and replace a false choice with feasible alternatives.

6. Selected conversation sequence

Choose three repairs and record how one answer changes your next question.

7. Partner correction and revision

Record the correction and what you changed.

Annotated completed record

Repair row 1

Original: How much time did the form save? Purpose: compare preparation effort. Problem: assumes a saving. Repair: What changed in preparation and checking time? Alternative: What took more or less time in the latest case? If no change: Which step stayed the same?

The repair admits an unfavorable answer; it does not replace one preferred answer with another.

Repair row 2

Original: Why is quality bad? Purpose: understand the approval sequence. Problem: quality is undefined. Repair: What happened during P3’s approval review? Alternative: Which requirement, if any, was unmet? If information was complete: What step followed the review?

The alternative does not assume missing information when the event may have another explanation.

Repair row 3

Original: Why was P3 late, who failed, and how will you fix it? Purpose: reconstruct the sequence. Problem: multiple tasks and assumed blame. Repair: What happened after the estimate arrived? Alternative: Talk me through those steps. If review paused work: What did the review require?

Only the first needed task is asked; responsibility and remedies can follow checked information.

Repair row 4

Original: Why do you keep ignoring requests? Purpose: trace one request. Problem: assumes intention and repeated neglect. Repair: When did you first see the 10 November request? Alternative: What happened to that request? If it arrived late: How was it routed?

The record investigates delivery and responsibility without asserting motive.

Repair row 5

Original: Train everyone or accept missed deadlines? Purpose: choose a response. Problem: excludes other feasible responses. Repair: Which responses could address the observed gap? Alternative: What could change besides training? If an ownership repair is proposed: Which case would let us examine it?

A process repair remains an option to investigate, not a proven solution.

Selected conversation sequence

Which case are we discussing? → What happened after the estimate arrived? Speaker: internal review paused it. → What did that review require?

The third question follows the actual answer rather than the next item on a fixed list.

Partner correction and revision

My partner noted that “Which information was missing?” assumed a deficit. I changed it to “What happened during the approval review?” and kept the information question only if the answer supports it.

> The revision explains why a more neutral opening was needed.

Practice and retry

Repair the five original questions before reading the table. For each, justify the change and provide a different acceptable wording. In a five-minute conversation, use three questions and document one answer-dependent follow-up.

Common error and corrective feedback

A question is not neutral merely because it begins with “what.” “What made you ignore the request?” still assumes ignoring. Investigate receipt and action first. Closed questions are acceptable when the missing fact is bounded; an unverified answer is not automatically established evidence.

Independent-study alternative

Write a repair for every original, then compare with the key. Imagine an answer that contradicts your premise and write the next question you would actually ask. Explain one difference between your wording and the model.

Check your work

- Purpose and wording fit.
- Unsupported premises are removed.
- Each question asks one main thing.
- At least one follow-up depends on the answer.

Apply and review

Bring one repaired question to your next meeting and note whether it produced usable information.

Sources and further reading

- Right Question Institute. What is the Question Formulation Technique?
- Stanford d.school. How Might We Questions

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Questions That Improve Learning and Critical Thinking

By the end of this guide, you can

Design a learning sequence that tests understanding and transfers a concept to a fresh example.

Bring to the task

A concept you need to understand, a reliable explanation and two different application situations.

A learner can recite a rule and still apply it when a prerequisite is missing. The task in this guide separates knowing the words from checking the conditions in a new situation.

Questions help when they require the learner to do useful mental work. Ask what a concept means, why a relationship holds, when it applies, what would contradict it and how it changes a decision. Begin with adequate instruction: a question cannot reliably repair missing knowledge if the learner invents a plausible explanation and never checks it.

EXPLAIN · APPLY

Make understanding visible through questions

1. **Study**
   Use a reliable explanation.
2. **Explain**
   Connect the idea to what you know.
3. **Retrieve**
   Close the source and reconstruct it.
4. **Apply**
   Use a different situation.
5. **Check**
   Find the gap and try again.

Original Tibyan teaching aid. Illustrative example; not observed field results.

The learner must produce an answer, not only recognize an explanation. Use feedback on the actual answer before a fresh attempt.

Text explanation of the graphic
Make understanding visible through questions
1. Study
Use a reliable explanation.
2. Explain
Connect the idea to what you know.

3. Retrieve
Close the source and reconstruct it.
4. Apply
Use a different situation.
5. Check
Find the gap and try again.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

A complete learning example: prerequisites and optional work

Original fictional teaching exercise, revised 11 November 2026. This exercise provides its own rules, so accounting knowledge is not a hidden prerequisite. A *required dependency* is an input or completed action that the stated process requires before another task may proceed. Work that happens earlier is not necessarily a dependency. Independent work can proceed in parallel; optional work must not silently become a required gate.

Case A: proposal submission

The fictional submission rule requires a confirmed technical estimate and verified scope, followed by a 20-minute completeness check. The estimate is ready at 12:30 and verified scope at 13:00. An optional cover illustration is ready at 16:00. Assume the checker is available and the required records are complete. **Question:** What is the earliest justified submission time, and why?

First answer: “16:20, because every item must be finished before submission.” **Feedback:** That answer adds an unstated requirement. Which items does the rule actually require? **Corrected answer:** “13:20. The last required input is available at 13:00, then the 20-minute check can occur. The optional cover is not a submission gate.” The answer is conditional on the supplied completeness and availability assumptions.

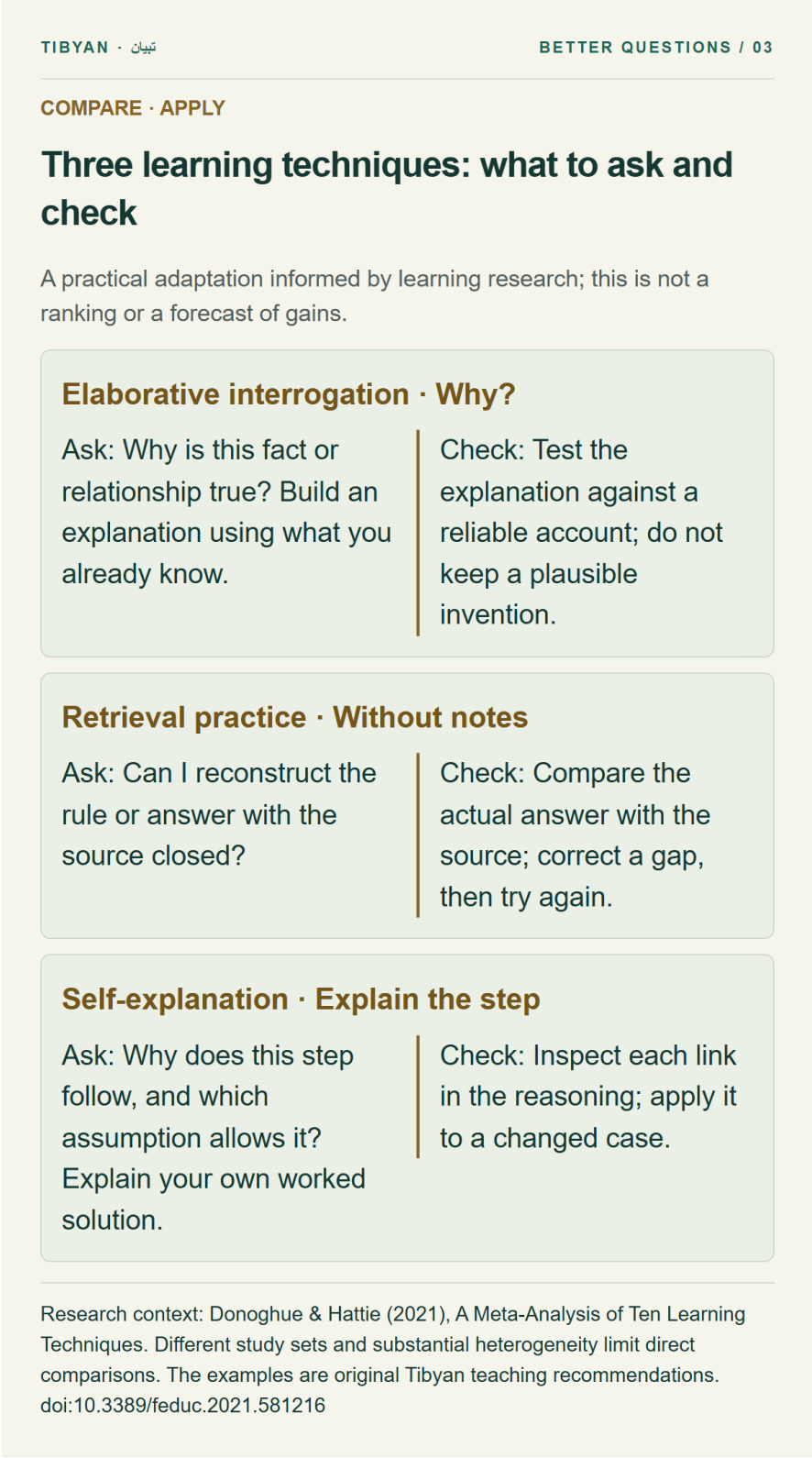
Close the explanation and answer: **Why is sequence alone insufficient to establish a dependency?** A model retrieval answer is: “An earlier task may be unrelated or optional. I need the stated rule or a demonstrated input requirement before deciding that the later task must wait.” Compare your explanation with the rule, not with how confident it sounds.

Case B: transfer to a project handoff

A different fictional team may hand work to implementation only after a signed acceptance checklist and a test report, followed by a 15-minute handoff check. The checklist is ready at 10:00; the report at 10:30; an optional demonstration video at 13:00. The checker is available. First answer without rereading Case A.

Model reasoning: “The earliest handoff is 10:45: both required records are ready at 10:30, then the check takes 15 minutes. The video is optional.” Now introduce a new condition: the process also requires a security approval, available only at 11:00. **Revised answer:** “11:15; the new mandatory dependency changes the latest required-input time.” Keeping 10:45 after this change would show a failure to use the new condition, not simply a memory problem.

The critical evaluation lies in identifying the rule, testing whether a requirement is stated or invented, and revising a conclusion when a consequential condition changes. These small exercises reveal reasoning about these supplied cases; they do not establish general critical-thinking ability or workplace transfer.



Match the technique to the learning job and inspect the answer. This practical adaptation is informed by research; it is not a ranking or a forecast of learning gains.

Text explanation of the graphic
Three learning techniques: what to ask and check
A practical adaptation informed by learning research; this is not a ranking or a forecast of gains.
Elaborative interrogation · Why?
Ask: Why is this fact or relationship true? Build an explanation using what you already know.
Check: Test the explanation against a reliable account; do not keep a plausible invention.
Retrieval practice · Without notes
Ask: Can I reconstruct the rule or answer with the source closed?
Check: Compare the actual answer with the source; correct a gap, then try again.
Self-explanation · Explain the step
Ask: Why does this step follow, and which assumption allows it? Explain your own worked solution.
Check: Inspect each link in the reasoning; apply it to a changed case.
Research context: Donoghue & Hattie (2021), A Meta-Analysis of Ten Learning Techniques. Different study sets and substantial heterogeneity limit direct comparisons. The examples are original Tibyan teaching recommendations.doi:10.3389/feduc.2021.581216

Your reusable working record

1. Concept and supplied rule

State what counts as a required dependency.

2. First answer before feedback

Keep the initial reasoning visible.

3. Feedback and error diagnosis

Identify the exact reasoning gap.

4. Corrected Case A response

Give the result and its assumptions.

5. Explanation produced with the source closed

Write the explanation, not a confidence rating.

6. Unaided Case B answer

Apply the idea before seeing the model.

7. Response to the new mandatory condition

Show how a relevant change alters the conclusion.

8. Next independent attempt and criterion

Choose a fresh attempt and a visible check.

Annotated completed record

Concept and supplied rule

A required dependency is an input or action the process requires before proceeding. In Case A, confirmed estimate and verified scope are required; the cover is optional.

The concept is tied to a supplied rule rather than assumed business knowledge.

First answer before feedback

I first chose 16:20 because I treated every listed item as required.

The record preserves the error so that the correction can be examined.

Feedback and error diagnosis

The rule does not require the cover. I confused a listed item with a mandatory dependency.

The feedback targets classification of requirements, not the learner’s personality.

Corrected Case A response

13:20: scope is the last required input at 13:00; the check takes 20 minutes. This assumes the checker is available and records are complete.

Both the timing calculation and conditions are explicit.

Explanation produced with the source closed

An earlier item may be independent or optional. A later task waits only if the rule or task requires that output.

This is actual retrieved reasoning, not “Can I explain it?”

Unaided Case B answer

10:45: the checklist and test report are ready at 10:30; add the 15-minute handoff check. The optional video does not delay handoff.

The answer transfers the distinction to a different process.

Response to the new mandatory condition

With security approval required at 11:00, the earliest handoff becomes 11:15. Keeping 10:45 would ignore a mandatory input.

The new conclusion depends on the new rule, not on copying the first answer.

> **Next independent attempt and criterion**
>
> In a new project task, I will mark each listed item required, optional or unknown, give the earliest permitted next step, and explain one condition that would change it. A partner will check my labels against the supplied rule.
>
> The next attempt targets the identified classification error; no improvement is claimed before it is observed.

Practice and retry

Study the supplied explanation and work Case A. Close it and explain the dependency rule in your own words. Answer Case B unaided, then respond to the security-approval change. Compare with the key, identify the reasoning gap and complete one fresh case later without the old response.

Common error and corrective feedback

Do not score a correct time as full understanding if the reason is wrong or missing. “All tasks must finish” and “the optional task never matters” both overgeneralize: an explicit rule change can make that task mandatory. Ask the learner to identify what the current rule requires and what remains unknown.

Independent-study alternative

Cover the model answers while attempting each case. Write your reason before uncovering the key. If the time is correct but the reason is not, mark the explanation as needing revision and retry with the changed condition.

Check your work

- The explanation is accurate.
- At least one answer is produced without notes.
- A changed condition is considered.
- Feedback leads to a specific revision.

Apply and review

Try another case later without the original notes. Record the gap that remains and the next practice task.

Sources and further reading

- Donoghue & Hattie (2021). A Meta-Analysis of Ten Learning Techniques
- Bastani et al. (2025). Generative AI without guardrails can harm learning: Evidence from high school mathematics

Version 2 · Revised 11 November 2026 · 4/12

Listen Carefully and Ask Better Follow-Up Questions

By the end of this guide, you can

Conduct a short inquiry conversation that follows the speaker’s meaning and checks interpretation.

Bring to the task

A low-stakes topic, a willing partner and a clear purpose for the conversation.

A colleague says, “I cannot get proposals out on time.” The listener immediately asks, “Have you tried planning your week?” Advice has arrived before the difficulty is understood. The colleague may already plan carefully; the missing input might come from someone else. A useful follow-up begins with the answer you have just heard.

Listening is observable work. You can allow a person to finish, identify an ambiguous term, refer accurately to a detail, summarize the meaning and invite correction. Silence alone is not proof of understanding, and asking a long list of questions can feel like processing a form rather than having a conversation.

EXPLAIN · APPLY

Follow the speaker’s meaning, then check it

1. **Hear**
   Allow the answer to finish.
2. **Notice**
   Choose a relevant detail.
3. **Clarify**
   Ask what the detail means.
4. **Reflect**
   Summarize and invite correction.
5. **Follow through**
   Agree the next evidence or action.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Use a detail from the speaker’s answer to choose the next question. Check a summary before turning it into a next action.

Text explanation of the graphic
Follow the speaker’s meaning, then check it
1. Hear
Allow the answer to finish.
2. Notice
Choose a relevant detail.
3. Clarify

Ask what the detail means.
4. Reflect
Summarize and invite correction.
5. Follow through
Agree the next evidence or action.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

Observe the follow-up at the level of a conversation turn

Fictional transcript, prepared 11 November 2026. Huda and a listener examine proposal P3. The listener may take a brief practice note; both people will use it for feedback, and it is not an employee performance rating. They agree not to record unrelated personal information.

Read Huda's first line, pause and write your own follow-up before reading the remaining turns.

Turn	Words or action	What a reviewer can observe
1 · Huda	“The estimates always arrive too late.”	“Always” and “too late” need a case and a reference point.
2 · Weak listener response	“You need to plan your week better.”	Advice arrives before the timing has been established.
3 · Repaired follow-up	“Which recent proposal shows the difficulty? When did the estimate arrive, and what was its deadline?” Ask the timing questions one at a time.	The listener connects the probe to Huda's actual words and checks the generalization.
4 · Huda	“P3. The estimate arrived at 11:00 on 10 November; the deadline was 16:00. Internal review ended at 17:30.”	In this account, the estimate arrived before the deadline. The initial phrase did not locate the whole delay.
5 · Listener and correction	Listener: “So internal review, rather than the estimate, explains the delay?” Huda: “Not all of it. The customer changed the scope at 14:30, and I sent the changed assumptions for approval at 14:45.”	The summary was too definite. Huda's correction introduces a changed condition, not merely resistance.
6 · Revised follow-up	“Which assumption changed at 14:30, and what approval did that change require?” Huda: “The implementation support period changed. I needed the revised commitment confirmed.”	The next probe follows the correction. Whether that approval was necessary still requires the process rule.

Turn	Words or action	What a reviewer can observe
7 · Checked close	“Your account places the estimate at 11:00, a scope change at 14:30 and the end of internal review at 17:30. I have not checked the records, the approval requirement or when confirmation occurred. What have I missed?” They agree that Huda will bring the version history to Mariam at 16:00 on 11 November.	The close preserves reported evidence, an uncertainty and an owned next check.

The listening improvement is visible: the listener stops defending the first explanation, uses the new detail and corrects the summary. It is not demonstrated by eye contact, warmth or the total number of questions.

Practice with explicit roles

Work in triads: speaker, listener and observer. Use three seven-minute rounds so everyone takes each role: four minutes of conversation, two minutes of evidence-based feedback and one minute to retry a missed follow-up. Allow 21 minutes for the full rotation; in a shorter lesson, complete one round and schedule the remaining rotations. The speaker uses a routine, non-sensitive difficulty. The observer records a statement, the resulting follow-up and whether the speaker corrected the summary.

COMPARE · NOTICE

An annotated follow-up conversation

Speaker

The estimate arrived too late.

Listen for an undefined phrase.

Listener

What did too late mean in the last case?

Anchor the answer in a specific event.

Check

Was the customer deadline already promised?

Confirm a consequential fact without assuming motive.

Correction

Yes, but the estimate request also started late.

Revise the inquiry when new information appears.

Original Tibyan teaching aid. Illustrative example; not observed field results.

The important turn is the correction. A listener’s plausible summary stays provisional until the speaker has a chance to amend it.

Text explanation of the graphic
An annotated follow-up conversation
Speaker
The estimate arrived too late.
Listen for an undefined phrase.
Listener
What did too late mean in the last case?

Anchor the answer in a specific event.
Check
Was the customer deadline already promised?
Confirm a consequential fact without assuming motive.
Correction
Yes, but the estimate request also started late.
Revise the inquiry when new information appears.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Your reusable working record

1. Purpose and recording agreement

Name the task, participants and use of notes.

2. Observation row 1

Speaker statement | listener response | relevance or correction.

3. Observation row 2

Repeat the row for a summary and the speaker’s correction.

4. Observation row 3

Repeat the row for the next answer-dependent follow-up.

5. Missed opportunity and retry

Quote the missed cue and a better next turn.

6. Checked summary and disagreement

Record what is heard accurately and what is still uncertain.

7. Owned next check

Specify the next artifact, person and opportunity.

8. Next application and feedback

Record one chosen listening behavior and how it will be examined.

Annotated completed record

Purpose and recording agreement

Huda and the listener examine P3 for practice. The observer records only task-relevant words and responses. The three participants use the notes for feedback, not a performance rating.

The record establishes purpose and the agreed use of the observation.

Observation row 1

Speaker: Estimates always arrive too late. Listener: Which recent proposal, and when did its estimate arrive? Evidence: Huda names P3 and supplies 11:00 against a 16:00 deadline.

The follow-up checks a consequential vague claim using a specific event.

Observation row 2

Listener: Internal review explains the delay? Huda: Not all of it; scope changed at 14:30. Evidence: the summary overstated the explanation and was corrected.

A correction is retained as useful information instead of being treated as a failure to agree.

Observation row 3

Listener: Which assumption changed, and what approval did it require? Huda: The support period changed and needed confirmation. Evidence: the probe follows the new scope detail.

The new question responds to the correction rather than returning to the old planning advice.

Missed opportunity and retry

I heard “always” but first offered planning advice. Retry: Which recent case should we trace, and what does too late mean in that case?

The feedback identifies an observable missed cue and an immediately usable repair.

Checked summary and disagreement

P3 estimate: 11:00; scope change: 14:30; internal review ended: 17:30, according to Huda. Records, approval requirements and confirmation time are not yet checked; the cause is not established.

Accurate representation does not require agreement with an untested diagnosis.

Owned next check

Huda brings P3’s version history to Mariam at 16:00 on 11 November; Mariam checks the approval requirement with the process owner.

The next step follows the corrected account and can be reviewed.

> **Next application and feedback**
>
> In the next routine handoff discussion, I will invite correction before choosing an action. My partner will identify one phrase I changed because of the answer.
>
> The transfer plan concerns observable behavior; actual application remains to be observed.

Practice and retry

Use triads and three seven-minute rounds: four minutes of conversation, two of observer feedback and one retry. Rotate speaker → listener → observer. In each round, retain one exact speaker statement, one follow-up and one correction. For a shorter lesson, schedule the remaining rotations explicitly.

Common error and corrective feedback

“The speaker agreed with me” does not establish listening quality. Check whether the summary represented the account and allowed correction. Advice and challenge may eventually be appropriate, but they should follow an understood purpose and enough checked information.

Independent-study alternative

Cover turns 5–7. After turn 4, write a tentative summary and what could be missing. Reveal the correction, write a new follow-up, then compare it with the model. Explain which detail caused you to revise.

Check your work

- Follow-ups refer to actual answers.
- Events and interpretations are distinguished.
- A summary invites correction.
- The next step reflects the checked account.

Apply and review

Use one interpretation check in a real conversation and record what the other person corrected.

Sources and further reading

- International Coaching Federation (2025). Core Competencies
- Edmondson (1999). Psychological Safety and Learning Behavior in Work Teams

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Questions for Leadership, Coaching, and Team Learning

By the end of this guide, you can

Choose between direction, coaching and a team debrief, then guide a conversation toward an accountable action.

Bring to the task

One observable work situation, the person’s responsibilities and any non-negotiable requirements.

Here, coaching means a developmental conversation with genuine room for the employee’s judgment; direction means a clear managerial instruction or fixed requirement.

A manager asks, “What do you think we should do?” The employee suggests an approach and discovers that the manager had already decided on another. A question presented as an invitation has become a test of whether the employee can guess the preferred answer. Good leadership questioning starts with honesty about who owns the decision.

EXPLAIN · APPLY

A coaching conversation with clear responsibilities

1. **Agree**
   Clarify purpose and decision rights.
2. **Explore**
   Compare observation and interpretation.
3. **Rehearse**
   Try one improved response.
4. **Commit**
   Name action, owner and support.
5. **Review**
   Inspect the next suitable attempt.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Clarify fixed requirements and real choices before exploration. Rehearse one observable behavior and assign support as well as employee action.

Text explanation of the graphic
A coaching conversation with clear responsibilities
1. Agree
Clarify purpose and decision rights.
2. Explore
Compare observation and interpretation.

3. Rehearse
Try one improved response.
4. Commit
Name action, owner and support.
5. Review
Inspect the next suitable attempt.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

Choose the conversation before choosing the question

Original fictional teaching cases, revised 11 November 2026. A manager's question is useful only when it matches the work and the decision space.

Situation	Appropriate starting response	Why
A new coordinator does not know how provisional estimates must be marked	Explain the rule, show an example, then let the coordinator try it	A guessing exercise does not supply missing knowledge.
A confirmed organizational requirement must be followed before release	Give the requirement and its reason directly; check understanding	Presenting a fixed rule as an open choice creates a misleading invitation.
The coordinator understands the requirement and has discretion over how to obtain confirmation	Agree the outcome, explore reasoning, rehearse an option and review the attempt	Developmental coaching can support judgment within genuine choices.
Several people need to understand a shared handoff event	Debrief the event using records and contrasting accounts	A team process cannot be repaired by asking one employee to reflect alone.

A complete coaching agreement and attempt

The fictional next draft is due at 16:00 on 12 November. Mariam states the fixed rule: every unresolved estimate assumption must be visibly marked before release. Huda may choose how to seek confirmation; she cannot remove an unresolved item merely to make the document look complete. They agree to rehearse a confirmation request and inspect the next draft together. They will share the task note with each other and Omar, who owns the estimate; Mariam does not promise absolute confidentiality beyond her managerial responsibilities.

Huda explains that an earlier fictional reply from Omar said “looks fine”; she had taken that general reassurance as confirmation of the support period. Her first request in the rehearsal is, “Is this all fine?” Mariam asks, “What would a useful answer need to distinguish?” Huda identifies the support period and the confirmation status. Her revised request is: **“Please confirm whether the estimate includes support through the stated implementation period. If this is not confirmed, I will mark it unresolved for the approver. Who can respond if you are unavailable?”**

They rehearse Omar replying, “I have not checked that period.” Huda then marks it unresolved rather than treating silence as approval. Huda owns the request; Mariam owns the backup route to Lina when Omar cannot respond. They review the draft and response record at 16:30 on 12 November. The planned criterion is whether the specific commitment was confirmed or visibly unresolved before release. A successful rehearsal is practice evidence; the next draft is the opportunity to examine workplace use.

A separate team debrief

For P3, the intended outcome was submission by 16:00 on 10 November. The draft history shows submission at 18:00; Huda reports a scope change at 14:30, and Omar reports that the changed support period needed confirmation. Mariam asks, “Which parts do the records establish, and which are accounts we still need to check?”

Huda: “The version history can establish when the scope changed.” Omar: “We need to check who could authorize the new commitment.” Mariam: “For the next eligible scope change, Huda will record the changed assumption and named response owner; I will confirm the authority and backup route. At our next handoff review, we will compare the expected sequence with the actual record.” This is a bounded team action, not a conclusion that one person caused the delay.

COMPARE · NOTICE

A shared problem needs shared responsibilities

Employee action

Confirm whether the estimate includes implementation support.	Observable behavior under the employee's control.

Manager support

Arrange an escalation route when the estimator is unavailable.	Remove a condition the employee cannot fix alone.

Review evidence

Inspect the next suitable proposal and unresolved assumptions.	Distinguish rehearsal from workplace application.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Do not put organizational barriers into an employee reflection task. Give each action to the role able to perform it and inspect the next suitable attempt.

Text explanation of the graphic
A shared problem needs shared responsibilities
Employee action
Confirm whether the estimate includes implementation support.
Observable behavior under the employee's control.
Manager support

Arrange an escalation route when the estimator is unavailable.
Remove a condition the employee cannot fix alone.
Review evidence
Inspect the next suitable proposal and unresolved assumptions.
Distinguish rehearsal from workplace application.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Your reusable working record

1. Conversation type and reason

Choose instruction, direction, coaching or debrief.

2. Fixed requirement and genuine choices

Write both sides of the agreement.

3. Outcome and information agreement

State the outcome, note use and decision authority.

4. Employee’s first interpretation

Keep the employee’s reasoning visible.

5. Rehearsed behavior and response

Write the actual new action and a challenging reply.

6. Employee action

Name the person, artifact and opportunity.

7. Manager support

Assign what the employee cannot provide alone.

8. Application evidence and review

Define what will be reviewed and when.

9. Team debrief: intended and actual event

Keep this record separate from coaching.

10. Team debrief: conditions and unknowns

Compare accounts and identify the missing check.

11. Team debrief: action and support owners

Assign a bounded shared change.

12. Team debrief: review opportunity

State the record to bring back.

Annotated completed record

Conversation type and reason

Developmental coaching: Huda knows the marking requirement and can choose how to seek confirmation. The shared P3 event also needs a separate team debrief.

The record distinguishes an individual practice task from a shared process review.

Fixed requirement and genuine choices

Unresolved estimate assumptions must be visible before release. Huda can choose the communication method and propose a workable confirmation request.

The manager does not disguise a fixed requirement as employee choice.

Outcome and information agreement

Rehearse a specific confirmation request and inspect the next draft. The task note is shared with Huda, Mariam and Omar; Mariam retains release accountability.

The agreement makes the use of the conversation explicit without promising absolute privacy.

Employee’s first interpretation

Huda thought “looks fine” confirmed the support period. She had not distinguished general reassurance from confirmation of that commitment.

The interpretation is elicited before correcting it.

Rehearsed behavior and response

Huda asks whether the support period is included. When Omar says it has not been checked, she marks the item unresolved for the approver.

The rehearsal includes uncertainty rather than an unrealistically agreeable reply.

Employee action

Before the 12 November 16:00 draft, Huda sends the specific request and records the confirmation or unresolved status in the draft.

The action is observable and within Huda’s responsibility.

Manager support

Mariam establishes Lina as the backup contact and checks who may approve a revised support commitment.

Authority and access are managerial support tasks, not employee attitude problems.

Application evidence and review

At 16:30 on 12 November, Huda and Mariam inspect the draft and response record for confirmed or visibly unresolved commitments before release. Outcome not yet observed.

A planned review is not presented as a successful workplace result.

Team debrief: intended and actual event

P3 target: submission by 16:00 on 10 November. Draft history: submitted at 18:00. Huda reports scope changed at 14:30.

The event record separates a timestamp from a reported explanation.

Team debrief: conditions and unknowns

Huda identifies the scope change; Omar identifies the need for confirmation. The authority for approving the revised support period is not yet checked.

Different accounts add conditions; the record does not choose a culprit.

Team debrief: action and support owners

For the next eligible scope change, Huda records the changed assumption and response owner. Mariam confirms the authority and backup route.

The response assigns both process execution and organizational support.

Team debrief: review opportunity

At the next handoff review, compare the expected change/request/approval sequence with the actual version and response records.

The debrief ends with reviewable work rather than a general promise to communicate better.

Practice and retry

Classify the four situations before choosing a question. In triads, run a ten-minute coaching attempt with one rehearsal and specific feedback, then change the condition so the employee lacks the rule and requires instruction. Finish with a separate short team-debrief record using the P3 packet.

Common error and corrective feedback

Do not score agreement with the manager as learning. Do not ask the employee to reflect repeatedly when the barrier is missing authority or information. In the debrief, distinguish what the version record shows from what each participant reports.

Independent-study alternative

Classify the situation cards, write a direct instruction for the missing-knowledge case and a coaching question for the genuine-choice case. Rehearse both sides of the unconfirmed reply aloud, then complete the separate debrief fields and compare with the model.

Check your work

- Fixed requirements and choices are explicit.
- The employee’s reasoning is explored.
- The practice targets one observable behavior.
- Both employee action and manager support have owners.

Apply and review

Review the next appropriate attempt and identify whether the obstacle concerned skill, information, authority or another condition.

Sources and further reading

- International Coaching Federation (2025). Core Competencies
- World Health Organization (2019). Guidance for after action review

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Customer Discovery: Ask Questions That Reveal Real Needs

By the end of this guide, you can

Conduct a neutral discovery interview and distinguish evidence of a problem from expressions of interest.

Bring to the task

A defined customer type, a problem hypothesis and a decision about what to investigate next.

An entrepreneur describes a proposed service and asks, “Would this help your team?” A friendly “yes” feels encouraging. It tells you little about the work the customer is trying to accomplish, what happens today or whether anyone will commit resources to a change. Discovery should produce a correctable account of the customer’s situation.

Start with a hypothesis, not a conclusion: “We think operations managers struggle to obtain complete implementation assumptions before approving proposals.” Identify who actually performs that work, who experiences the consequences and who decides whether a new approach can be adopted. They may be different people.

EXPLAIN · APPLY

An interview that investigates customer behavior

1. **Choose**
   Define the customer and hypothesis.
2. **Reconstruct**
   Explore a recent relevant event.
3. **Probe**
   Understand consequences and alternatives.
4. **Check**
   Summarize and invite correction.
5. **Test next**
   Agree a bounded evidence step.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Begin with a recent task and the current alternative. Delay the proposed solution until you understand the customer’s account and its limits.

Text explanation of the graphic
An interview that investigates customer behavior
1. Choose
Define the customer and hypothesis.
2. Reconstruct
Explore a recent relevant event.

3. Probe
Understand consequences and alternatives.
4. Check
Summarize and invite correction.
5. Test next
Agree a bounded evidence step.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

A discovery interview that produces a usable record

Fictional research exercise, prepared 11 November 2026. Sami is exploring a proposal-readiness service. His initial claim is too broad: “Service buyers need clearer proposals and will buy a checking service.” *Discovery* examines the task and problem; *qualification* examines whether a specific opportunity is feasible, including decision roles, resources and timing. Neither a complaint nor an interview establishes purchase intent.

Use this interview sequence as an adaptable guide:

1. Agree the purpose and permission: “I am learning how approval works, not asking you to assess my service. May I take task-related notes?”
2. Choose a recent event: “Tell me about the last proposal that needed implementation approval.”
3. Reconstruct the steps: “What happened next? Who needed which information?”
4. Examine the current workaround: “How did you resolve what was unclear?”
5. Explore consequences neutrally: “What happened because that item was unresolved?”
6. Clarify decision roles: “Who could authorize the commitment, and who could adopt a different process?”
7. Check the account: “What have I misunderstood or overstated?”
8. Agree the next uncertainty: “Which permitted, non-sensitive example could help us check that?”

Three accounts, including a contrary case

These are supplied fictional accounts, not real interviews or representative findings.

Account dated 11 Nov 2026	Reported event and current alternative	Interpretation and limit
A · Amal, operations manager for a multi-party implementation	On 10 Nov, she sought clarification of an unspecified support period before approval. “We called operations twice before the commitment was clear.” She reports a one-day wait and about 30 minutes in calls.	The account supports investigating an approval-information problem in this situation. The wait and call duration are reported, not independently timed. Buying a new service is unknown.

Account dated 11 Nov 2026	Reported event and current alternative	Interpretation and limit
B · Karim, procurement coordinator for the same type of work	His most recent approval, on 7 Nov, took about an hour after the authorized technical owner confirmed the scope. “A shorter document would not let me authorize the technical promise.” His alternative is to obtain that owner's confirmation.	His role differs from Amal's. The obstacle may concern authority and confirmation, not document length. The account needs checking against a permitted process walkthrough.
C · Nour, owner of a small firm buying a routine service	On 9 Nov, she approved a one-page offer using an existing checklist and reported no difficulty understanding the support commitment. “I do not need another review step for this purchase.”	This weakens the claim about all service buyers. The case has less complex approval; it does not refute Amal's reported difficulty.

A completed synthesis and next decision

Sami writes: “I will narrow the hypothesis to some multi-party implementation purchases where commitments need confirmation across roles. I will not assume that shorter proposals or a paid checking service address the problem. Amal's and Karim's accounts suggest investigating confirmation and authority; Nour's account makes the broad segment claim untenable.”

His next step is a **planned usability check, not a demand test**. On 12 November, Sami will ask one operations participant and one procurement participant to identify two deliberately unresolved commitments using two matched fictional proposals with the same required commitment information: one in the current presentation and one in an assumptions summary. He reverses the format order for the second participant and records that order. For this exercise, both material commitments must be noticed without prompting before he treats the summary as ready for further investigation; this is a case-specific requirement, not a universal research benchmark. If either remains hidden, he will revise the presentation. If both are found, willingness to adopt or pay still requires separate evidence. He limits this first check to two 45-minute sessions. With only two participants, order and practice effects may remain; this is an exploratory task check, not a causal comparison. If the current presentation already reveals both items, he must examine whether the new summary adds useful value rather than assume it does.

Choose participants for the task and decision roles, including people with a workable current alternative and cases that may contradict your idea. Do not rely only on friendly supporters. These purposeful conversations help refine a hypothesis; they do not estimate market prevalence.

COMPARE · NOTICE

Do not turn interest into proof

Reported evidence

The buyer needed a follow-up call to clarify support.	An account of one recent event.

Supplier interpretation

A readiness checklist may help.	An untested explanation of possible value.

Unknown

Who would approve or fund a new service?	A question for further investigation.

Original Tibyan teaching aid. Illustrative example; not observed field results.

A complaint can support a problem hypothesis without proving demand. Keep reported behavior, interpretation and the next unknown in separate fields.

Text explanation of the graphic
Do not turn interest into proof
Reported evidence
The buyer needed a follow-up call to clarify support.
An account of one recent event.
Supplier interpretation
A readiness checklist may help.

An untested explanation of possible value.
Unknown
Who would approve or fund a new service?
A question for further investigation.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Your reusable working record

1. Purpose, hypothesis and participant selection

Name the task and include contrasting roles/cases.

2. Interview record A — repeatable record

Role/context/date | event | exact reported words | consequence | alternative | interpretation | unknown.

3. Interview record B — repeatable record

Use the same structure for another relevant decision role.

4. Contrary interview record C — repeatable record

Include a case that may weaken the proposed problem or segment.

5. Source status and permitted next evidence

Separate an account from observation or documentation.

6. Cross-interview comparison

Compare similarities, differences and conditions, not only counts.

7. Revised hypothesis and current decision

State what is retained, changed and still unsupported.

8. Next evidence test, owner and decision rule

Specify the task, limits and what results change.

9. Note-taking and information boundaries

Record actual permission in real use; do not assume it.

Annotated completed record

> **Purpose, hypothesis and participant selection**
>
> Sami is exploring confirmation of implementation assumptions. Initial claim: all service buyers need clearer proposals and will buy checking. Select an operations user, a procurement coordinator and a routine-service buyer with a working alternative.
>
> Selection tests the scope of the hypothesis rather than recruiting only likely supporters.

Interview record A — repeatable record

11 Nov 2026; Amal, operations manager, multi-party implementation. Event: 10 Nov approval needed an unspecified support period clarified. Report: “We called operations twice before the commitment was clear.” Reported consequence: one-day wait and about 30 minutes of calls. Alternative: operations calls. Interpretation: investigate confirmation. Unknown: independently checked duration and purchase intent.

The record distinguishes reported time and quotation from an established organizational measure.

Interview record B — repeatable record

11 Nov 2026; Karim, procurement coordinator. Event: 7 Nov approval took about one hour after the technical owner confirmed scope. Report: “A shorter document would not let me authorize the technical promise.” Alternative: seek owner confirmation. Interpretation: authority may matter. Unknown: process rule and who could adopt a new service.

Different roles reveal different decision constraints; a shorter form is not assumed to resolve either.

Contrary interview record C — repeatable record

11 Nov 2026; Nour, small-firm owner buying a routine service. Event: 9 Nov approval of a one-page offer using an existing checklist. Report: “I do not need another review step for this purchase.” Reported consequence: no support-commitment confusion. Interpretation: the broad segment claim is too wide. Unknown: other purchase types.

The contrary case narrows the claim without erasing a different participant’s account.

Source status and permitted next evidence

All three records are supplied fictional accounts. Within the exercise, reported wait times are not independently timed. A future real check would use a permitted non-sensitive process walkthrough, not unnecessary customer records.

No actual interview or permissioned field evidence is invented.

Cross-interview comparison

Amal and Karim both mention confirmation but occupy different roles; Karim highlights authority. Nour has a routine purchase and an adequate current checklist. Complexity and approval roles may condition the problem.

A pattern is expressed as a revisable hypothesis, not a market prevalence estimate.

Revised hypothesis and current decision

Investigate some multi-party implementation purchases requiring cross-role confirmation. Drop the claim about all service buyers; do not infer demand for a paid checking service.

The hypothesis is narrowed by both relevant and contrary accounts.

Next evidence test, owner and decision rule

Sami plans two 45-minute sessions on 12 Nov. Operations and procurement participants identify two unresolved commitments in matched fictional proposals, one current format and one summary. Reverse and record format order for the second participant. Both items must be noticed without prompting before progressing; otherwise revise. Examine added value if baseline already works. This is exploratory usability, not payment or a causal comparison.

The rule is justified by the two material commitments in this fictional task and is not a universal benchmark.

Note-taking and information boundaries

Exercise-only supplied accounts; no real participant consent or customer files exist. Permission for a future real interview has not yet been requested, so real collection remains on hold.

The completed status is honest about permission; it does not fabricate consent.

Practice and retry

Draft the opening and eight-stage interview guide, then conduct a ten-minute interview or use the supplied accounts. Complete three repeatable records, compare their conditions and rewrite the hypothesis. Specify one next evidence step and what it cannot establish.

Common error and corrective feedback

Do not turn “we called twice” into verified cost savings or a buying commitment. Do not erase a contrary case because its segment differs; use the difference to refine scope. A confirmed next meeting proves only that meeting, and a usable summary does not establish demand.

Independent-study alternative

Read account A and write your hypothesis before opening B and C. After each new account, record exactly what you retain, qualify or reject. Then create a neutral follow-up for each role and compare your synthesis with the model.

Check your work

- Questions explore a recent event.
- The proposed solution does not lead the opening.
- Consequences and alternatives are examined.
- Interest and purchase intent remain distinct.

Apply and review

Compare the account with another relevant stakeholder and document what confirms or changes your hypothesis.

Sources and further reading

- U.S. National Science Foundation. NSF I-Corps Teams
- Stanford d.school. How Might We Questions

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Diagnose the Problem Before Choosing a Solution

By the end of this guide, you can

Build a diagnostic record that compares explanations and selects a proportionate next investigation.

Bring to the task

A defined performance gap, recent cases and people who know how the work is performed.

“We need another course” can be a reasonable request and an untested diagnosis. Before designing the course, ask what people need to do differently, what happens now and what prevents the desired performance. A skill gap is one possibility. Missing information, workload, incentives, access and unclear responsibility are others.

Define the gap in observable terms. “The team lacks ownership” is an interpretation. “A proposal reached its deadline without anyone confirming the technical assumptions” describes a case you can investigate. Specify the expected action and compare it with the actual sequence.

EXPLAIN · APPLY

Compare explanations before choosing a response

Observed gap: proposal missed its deadline

Capability

Can the employee check completeness with the right inputs?

Information

When was the required technical estimate available?

Responsibility

Who owned the unresolved input?

Competing explanations, not established causes. Seek evidence that distinguishes them.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Generate competing explanations for the same case. Ask what each predicts and what evidence would distinguish them; several conditions may interact.

Text explanation of the graphic
Compare explanations before choosing a response
Observed gap: proposal missed its deadline
Capability
Can the employee check completeness with the right inputs?
Information

When was the required technical estimate available?
Responsibility
Who owned the unresolved input?
Competing explanations, not established causes. Seek evidence that distinguishes them.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

Work the diagnosis with supplied records

Fictional teaching packet — all dates, records and results below are invented for practice. Namaa requires a proposal's scope and technical assumptions to be confirmed before issue. The operations manager must choose the next response by 11 November 2026. All times are on the same fictional business clock.

Record	What the packet says
E1 · Proposal P41	Due 4 November, 15:00. Estimate requested 3 November, 11:00; received 4 November, 17:00. Proposal issued late.
E2 · Proposal P42	Due 5 November, 15:00. Estimate requested 3 November, 09:00; received at 12:00 that day. Proposal issued on time.
E3 · Proposal P43	Due 6 November, 15:00. Estimate received 5 November, 11:00; proposal still late. It involved an additional service not present in P41/P42. The approval log is missing.
E4 · Demonstration	With complete reference information and the agreed checklist, the coordinator identified all four required assumptions omitted from a fictional practice draft. This is one supported attempt, not proof of routine proficiency.

A completed competing-explanations matrix

Explanation and prediction	Support	Challenge or uncertainty	Discriminating check
Missing capability: checks fail even with clear inputs and time.	No direct skill-failure evidence is supplied; P43’s lateness makes the specific task worth examining.	E4 weakens a general inability claim; P43 may involve extra complexity.	Observe the additional-service check with current instructions; inspect the reasoning, not just completion.
Information timing: a required input arrives after the commitment.	E1's estimate arrived two hours after the deadline.	E3 had an earlier estimate, so timing alone does not explain every case.	Trace request, receipt and change timestamps; check whether the received estimate was complete.

Explanation and prediction	Support	Challenge or uncertainty	Discriminating check
Unclear responsibility: unresolved items wait because no role owns escalation.	The P43 approval log cannot identify an owner.	A missing log is not proof that no one acted.	Ask the coordinator and approver separately, then inspect the message assigning the unresolved item.

Reasoned next decision: operations manager Salma will retrieve the P43 messages and observe one additional-service completeness check before commissioning training. If the coordinator can perform the check but the item had no acknowledged owner, Salma will test an explicit escalation handoff on the next three suitable proposals. If the check fails despite adequate inputs and instructions, she will add targeted practice with feedback. She will review at the third eligible proposal, or earlier if an unconfirmed commitment is about to be issued. Information and capability problems may coexist.

Weak response: “Two late proposals prove poor time management.” It converts a small, selected packet into a causal conclusion. **Improved response:** “This packet makes information timing plausible for P41 and leaves P43 unresolved; obtain the missing approval trail before choosing the intervention.”

COMPARE · APPLY

An evidence matrix that can challenge a diagnosis

Capability

Prediction: checking errors persist when the necessary inputs are available.	Seek: a demonstration with complete inputs. Correct checking would weaken a simple skill-gap explanation.

Information timing

Prediction: work pauses while a required input is missing.	Seek: request/receipt timestamps. An input already available before the pause would challenge this explanation.

Responsibility

Prediction: unresolved requests have no clear owner or escalation route.	Seek: agreed versus actual handoffs. A named owner who acted on time would challenge this explanation.

Illustrative predictions and evidence to seek—not observations. More than one explanation may be important; compare other differences between cases.

Original Tibyan teaching aid. Illustrative content, not observed field results or a validated instrument.

Use the predictions to plan evidence collection, not to label causes already proven. Seek a finding that could weaken each explanation and record other differences between cases.

Text explanation of the graphic
An evidence matrix that can challenge a diagnosis
Capability
Prediction: checking errors persist when the necessary inputs are available.
Seek: a demonstration with complete inputs. Correct checking would weaken a simple skill-gap explanation.
Information timing

Prediction: work pauses while a required input is missing.
Seek: request/receipt timestamps. An input already available before the pause would challenge this explanation.
Responsibility
Prediction: unresolved requests have no clear owner or escalation route.
Seek: agreed versus actual handoffs. A named owner who acted on time would challenge this explanation.
Illustrative predictions and evidence to seek—not observations. More than one explanation may be important; compare other differences between cases.
Original Tibyan teaching aid. Illustrative content, not observed field results or a validated instrument.

Your reusable working record

1. Expected and observed performance

Name the standard, case and period; do not turn an interpretation into the gap.

2. Explanation 1: prediction, support and challenge

Use a separate row or paragraph for each component.

3. Explanation 2: prediction, support and challenge

Identify evidence that could make this explanation insufficient.

4. Explanation 3: prediction, support and challenge

A missing record is an uncertainty, not a confirmed absence of action.

5. Source/date and confounding conditions

Record where the observation comes from and what differs between cases.

6. Next evidence check and owner

Choose evidence that could alter the intervention.

7. Conditional response and review trigger

Write what you will do under at least two plausible findings.

Annotated completed record

Expected and observed performance

Scope and assumptions must be confirmed before issue. P41 and P43 missed their stated deadlines; P42 did not. Packet: 3–6 November 2026, fictional.

The gap uses named cases and an explicit standard; it does not estimate the company-wide delay rate.

Explanation 1: prediction, support and challenge

Capability: predict a failed completeness check with adequate inputs. Support: no direct evidence of a failed check; lateness alone is nondiagnostic. Challenge: E4 succeeded; P43 is more complex. Next: observe the extra-service check.

The late outcome is not treated as direct evidence of a skill deficit.

Explanation 2: prediction, support and challenge

Information timing: predict the estimate arrives after commitment. E1 supports this; E3 challenges timing as the sole explanation. Check completeness and change timestamps.

A supported explanation for one case need not explain every case.

Explanation 3: prediction, support and challenge

Ownership: predict unresolved items lack acknowledged escalation. P43 owner unknown because log missing. Obtain messages and compare two accounts.

The entry keeps the absence of a log distinct from the absence of responsibility.

Source/date and confounding conditions

E1–E4, fictional packet checked 11 November 2026. P43 includes an additional service; workload and approval messages remain unknown.

Named exhibits make the inference auditable; the extra service is an alternative explanation.

Next evidence check and owner

Salma retrieves P43 messages and observes the additional-service completeness check before choosing training or a process repair.

The check distinguishes support conditions from task capability.

Conditional response and review trigger

Successful check + no acknowledged escalation: test explicit ownership on three eligible proposals. Failed supported check: add targeted practice. Review at proposal 3, or before an unconfirmed issue.

Both findings lead to different, bounded actions; neither establishes a revenue effect.

Practice and retry

Complete the matrix from E1–E4 before reading the worked decision. Then add this new fictional fact: P43’s message assigned escalation to sales, but the coordinator did not receive it. Revise one explanation and the next check; do not merely add the fact to your original conclusion.

Common error and corrective feedback

Watch for diagnosing a trait from an outcome, treating missing documentation as proof of inaction, and assuming contrasting cases differ in only one condition. A defensible alternative may retain several interacting explanations.

Independent-study alternative

Cover the worked matrix, complete your own, then compare the predictions and uncertainties rather than matching its wording. Write one reason your first diagnosis might fail.

Check your work

- The gap concerns observable work.
- Competing explanations have different predictions.
- Contradictory evidence is considered.
- The next check could change the response.

Apply and review

Collect the agreed evidence and revise the diagnosis before committing to a larger intervention.

Sources and further reading

- CIPD. Evidence-based practice for effective decision-making
- HM Treasury. The Magenta Book: Test and Learn

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Use Questions to Generate Ideas and Explore Opportunities

By the end of this guide, you can

Produce alternative problem frames and turn one promising idea into a bounded learning test.

Bring to the task

A specific user or customer task, observations about the difficulty and meaningful constraints.

“How can we make our proposal template shorter?” invites edits to a document. “How can a buyer find the information needed for a decision?” invites changes to navigation, timing, conversations or the document itself. Both may be useful, but they open different spaces for action.

Innovation questioning begins by reconsidering the frame: who is trying to achieve what, where does difficulty occur and which assumptions have selected the current approach? Reframing is not permission to ignore evidence. It should explain the same observed situation in another useful way.

EXPLAIN · APPLY

Reframe the task and test a critical assumption

One observed task → four reframing lenses

Person

Whose task have we overlooked?

Outcome

What is the customer trying to achieve?

Constraint

Which limit is real, and which is habit?

Time

Could we address the difficulty earlier?

Original Tibyan teaching aid. Illustrative example; not observed field results.

Reframing should illuminate the observed task. Move from distinct approaches to the one assumption that needs a useful test now.

Text explanation of the graphic
Reframe the task and test a critical assumption
One observed task → four reframing lenses
Person
Whose task have we overlooked?
Outcome

What is the customer trying to achieve?
Constraint
Which limit is real, and which is habit?
Time
Could we address the difficulty earlier?
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

Reframe a customer-onboarding task

Fictional teaching case. Namaa's new customers receive a welcome email and a setup form. In three invented walkthroughs, two customers could not identify who would confirm their first-week setup date. This tiny packet identifies a design question; it does not estimate how common the problem is.

Frame	Working question	A different approach
Document	How can a new customer find the date-confirmation contact in the welcome message?	Put the named contact and next step beside the date field.
Coordination	How can the customer and delivery coordinator confirm the date together?	Offer a short confirmation call before setup begins.
Decision visibility	How can both parties see whether the date is proposed or confirmed?	Use a shared status card with a named owner and confirmation state.

“Which welcome-email color will customers prefer?” is an attractive but weak reframing here: color preference may leave the observed ownership problem untouched. A defensible frame still explains the original difficulty.

A complete bounded test card

Selected approach: a fictional status card. **Assumption:** a new customer can distinguish a proposed date from a confirmed date and identify the person who can change it.

Exhibit C1 — original card text: “First-week setup: 15 November 2026, 09:00. State: proposed. Confirmation owner: Hana, delivery coordinator. Next action: await Hana’s written confirmation before treating the date as agreed. Request date changes from Hana.” All times use this fictional team’s business clock. The team can maintain one named confirmation owner for this exercise.

Task: give three relevant colleagues playing new customers a fictional card; ask each to name the date state, the confirmation owner and the next action without hints. These are simulated users; a later test with intended customers is still required.

Decision rule for this design exercise: all three must identify the state, owner and next action correctly before the team takes the card to a small intended-customer trial. Any misunderstanding of a confirmed commitment triggers a revision. This is a conservative, fictional screening choice for this task, not a

universal usability threshold.

Invented result: two people identify all three correctly; the third reads “proposed” as confirmed. Product coordinator Dina changes the label to “Proposed — awaiting confirmation from Hana” and retests the changed task. She does not recommend rollout or infer demand.

Exhibit C2 and answer key — reveal after the attempt: keep C1’s date, owner and next action, but replace the state line with “Proposed — awaiting confirmation from Hana.” The correct reading of either version is: the date is not confirmed; Hana owns confirmation and receives change requests; the customer waits for her written confirmation before treating the date as agreed.

What would change the next action? Accurate interpretation with substantial coordination effort would shift attention to workload. Accurate interpretation at manageable effort would justify a limited customer trial. Continued misunderstanding would require redesign or a different approach. None of these outcomes establishes willingness to pay, sustained adoption or business impact.

Weak record: “Three people liked the card, so customers will buy.” **Improved record:** “The exercise exposed one commitment-state error; revise the label before testing with intended users.” The changed decision follows the observation.

COMPARE · NOTICE

Different frames reveal different options

Document frame

How can the proposal be easier to scan?

Test a shorter structure without losing needed information.

Coordination frame

How can sales and operations clarify assumptions earlier?

Test the timing and feasibility of a conversation.

Decision frame

How can the buyer distinguish confirmed and unresolved items?

Observe a reader using an assumptions summary.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Compare mechanisms, not cosmetic variations. For each approach, identify what must be true and choose evidence that can change the next commitment.

Text explanation of the graphic
Different frames reveal different options
Document frame
How can the proposal be easier to scan?
Test a shorter structure without losing needed information.
Coordination frame

How can sales and operations clarify assumptions earlier?
Test the timing and feasibility of a conversation.
Decision frame
How can the buyer distinguish confirmed and unresolved items?
Observe a reader using an assumptions summary.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Your reusable working record

1. Observed user/task and limit

Describe the difficulty before proposing the product.

2. Frame → question → approach

Write at least three different mechanisms.

3. Constraints and excluded frame

Keep real limits and explain a rejected frame.

4. Critical assumption and task

Choose the uncertainty that controls the next commitment.

5. Participants, materials and procedure

Separate simulation from intended-user evidence.

6. Decision rule before the test

Explain why the criterion fits this particular decision.

7. Observation, next decision and owner

Report errors and the changed choice, not just liking.

8. Limits and review trigger

State what the test cannot establish.

Annotated completed record

> **Observed user/task and limit**
>
> Two of three fictional walkthrough participants could not identify the first-week date-confirmation owner. The packet does not estimate prevalence.
>
> The observation is specific and its sampling limit stays visible.

> **Frame → question → approach**
>
> Document → find the contact → revised welcome message. Coordination → confirm together → short call. Decision visibility → distinguish states → shared card.
>
> The alternatives change how the task works, not only its wording.

Constraints and excluded frame

The team can maintain one named confirmation owner; the message must distinguish proposed from confirmed. Color preference does not address the observed ambiguity.

The rejected frame is judged against the user task, not taste.

Critical assumption and task

With the card, a new customer can identify the confirmation state, owner and next action without hints.

The assumption can be examined through observable interpretation.

Participants, materials and procedure

Dina gives three colleagues the supplied C1 card separately; each names the state, owner and action. She records errors without coaching.

This is a screening simulation; customer usability remains unknown.

Decision rule before the test

For this exercise, all three must identify state, owner and next action correctly before a small customer trial. Any commitment-state error means revise first.

A fictional screening rule is not a universal standard.

Observation, next decision and owner

Two identify all three correctly; one read proposed as confirmed. Dina revises the label and retests before approaching intended customers.

The observation leads to redesign, not a demand or rollout claim.

> **Limits and review trigger**
>
> No claim about payment, long-term adoption or revenue. Review immediately after retest; if interpretation is clear but workload excessive, inspect the coordination option.
>
> The next uncertainty can shift even when the design becomes clearer.

Practice and retry

Before reading the test result, choose a frame and write a decision rule. Then use the invented result to decide what changes. Add a new constraint: no staff time is available for an extra call. Reconsider feasibility without pretending that the constraint proves the card works.

Common error and corrective feedback

Common errors: changing the task until the favored idea wins; counting cosmetic variants as distinct mechanisms; interpreting praise as adoption; inventing a threshold after seeing the result.

Independent-study alternative

Use the supplied observations and write your frames before revealing the example. Read the fictional results only after committing to a rule. Record the change you made and why.

Check your work

- Frames relate to observed work.
- Approaches differ in mechanism.
- Constraints are explicit.
- The test answers a specific uncertainty.

Apply and review

Review what the test revealed and decide whether to develop, revise or set aside the approach.

Sources and further reading

- Magistretti, Pham & Dell’Era (2025). The creative process of problem framing for innovation
- Stanford d.school. How Might We Questions

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Ask Better Questions Before Making Business Decisions

By the end of this guide, you can

Produce a decision record that connects options, evidence, uncertainty and a reviewable commitment.

Bring to the task

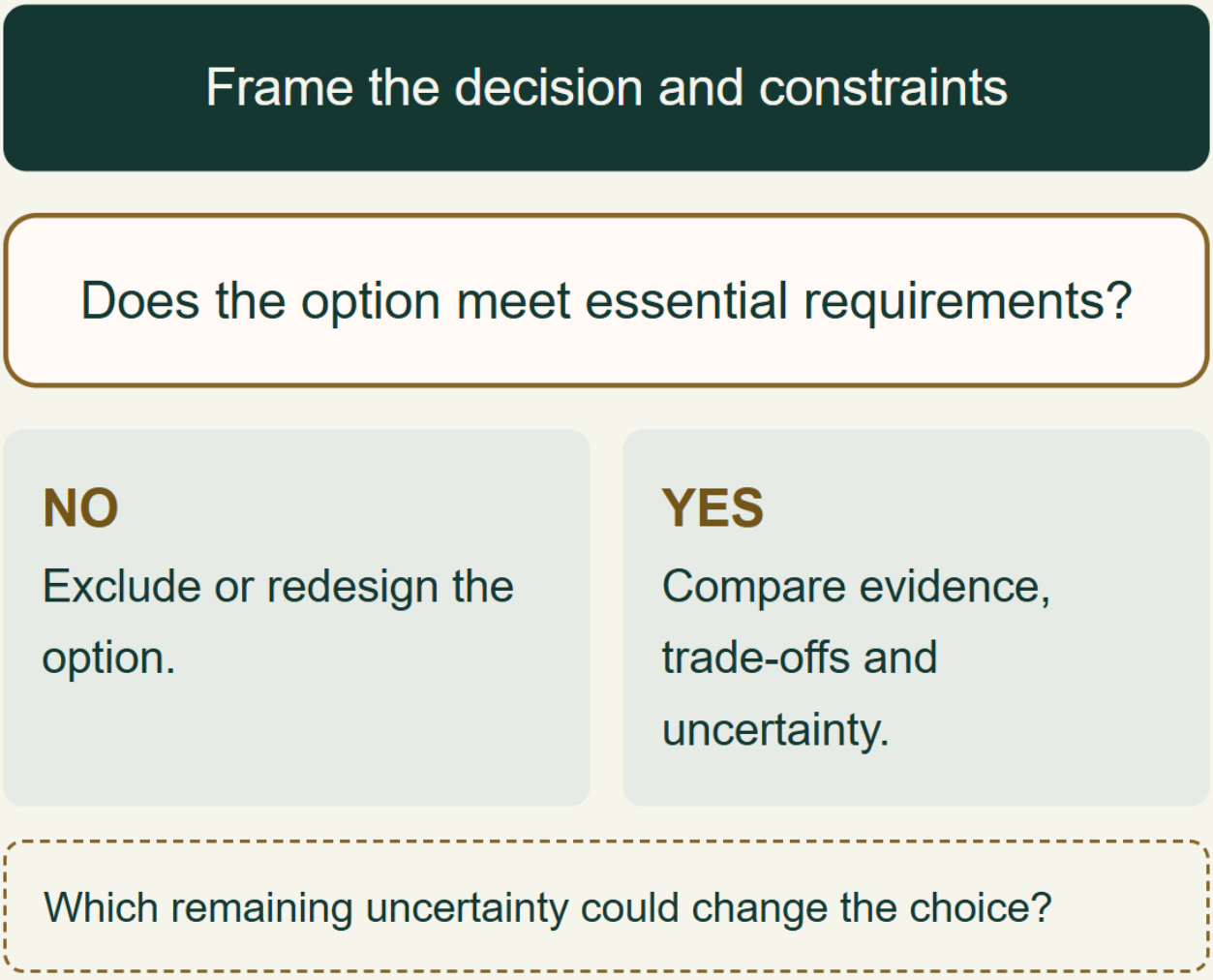
A decision owner, deadline, feasible alternatives and the information currently available.

A team asks, “Which option has the highest score?” before agreeing on what matters. A polished matrix can hide uncertain estimates, omit the current arrangement and give a weak assumption the appearance of precision. Better decision questions make the choice and its consequences explicit before adding numbers.

Write the decision in one sentence: who chooses what, by when, within which constraints? Distinguish a reversible trial from a large commitment. Include the option of keeping the current arrangement or deferring the decision when either is genuinely feasible. Delay also has consequences and should be examined rather than treated as free.

EXPLAIN · APPLY

Screen options before comparing trade-offs



Original Tibyan teaching aid. Illustrative example; not observed field results.

A failed essential requirement is a reason to exclude or redesign an option. A high score elsewhere should not hide that failure.

Text explanation of the graphic
Screen options before comparing trade-offs
Frame the decision and constraints
Does the option meet essential requirements?
NOExclude or redesign the option.
YESCompare evidence, trade-offs and uncertainty.

Which remaining uncertainty could change the choice?
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

Make an auditable options comparison

Fictional decision exercise. Salma, Namaa's operations manager, must choose a bounded way to prepare the next two suitable proposal approvals by 12 November 2026. Her team can spend at most 30 minutes on extra preparation for this exercise. This is an invented resource bound, not a recommended universal limit.

The essential requirements are: a written distinction between confirmed and unresolved commitments; an owner who keeps the record current; and a feasible preparation workload. Comprehension must then be tested. An attractive score cannot compensate for a missing essential requirement.

Option as specified	Essential-requirement screen	Evidence and trade-off	Unknown and next check
A · Early call only	Redesign before selection: the call does not itself leave the required written status record.	May expose ambiguity quickly. Calendar availability and a recording step add effort.	Can a short call plus agreed note fit the bound? Ask the two roles to plan the task, not rate its appeal.
B · Assumptions summary with Huda as maintenance owner	Eligible for a bounded task test, not yet for rollout. A draft has separate confirmed/unresolved fields and a named owner.	Estimated setup: 10 minutes; per-proposal preparation/checking: 5 minutes for each of two proposals, total 20 minutes. These are untested estimates.	Can another reader identify unresolved items correctly? Use a fictional proposal without hints and record actual preparation time.
C · Current process unchanged	Retain as the comparison baseline; do not choose unchanged for future issue because its sample does not mark unresolved items.	No setup effort; continuing clarification work remains.	How much clarification does it actually create? The packet contains no reliable time measure. Do not invent one.

Prototype entry for B: “Implementation support outside business hours: unresolved. Technical estimator to confirm coverage before issue; Huda tracks the reply.” It keeps an unconfirmed commitment visible without promising it.

Decision note: Salma selects B for two simulated approval tasks, keeps the existing approval safeguard and makes no live customer commitment from the prototype. The strongest objection is that readers may mistake the summary's presence for confirmation. Her review is due 14 November, or immediately if anyone reads an unresolved item as confirmed.

Two possible findings: if readers identify status correctly and the measured effort remains within the exercise's bound, proceed to a small, permissioned work trial. If interpretation fails, revise the wording or reconsider A with a written record. If effort exceeds the bound, simplify or rescope rather than silently changing the limit.

Weak recommendation: “B looks professional and is cheapest.” **Improved recommendation:** “B is the most feasible test candidate on current evidence; comprehension and effort remain unresolved, so limit the commitment.” The decision is defensible without claiming a guaranteed outcome.

COMPARE · NOTICE

An honest comparison includes uncertainty

Early call

May clarify assumptions before drafting.

Check staff availability and customer usefulness.

Assumptions summary

Makes confirmed and unresolved items visible.

Check comprehension and maintenance ownership.

Current process

Avoids setup effort.

Account for continuing ambiguity and follow-up work.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Keep the baseline visible. Mark the evidence behind each judgment and ask which unknown could reverse the preferred choice.

Text explanation of the graphic
An honest comparison includes uncertainty
Early call
May clarify assumptions before drafting.
Check staff availability and customer usefulness.
Assumptions summary
Makes confirmed and unresolved items visible.

Check comprehension and maintenance ownership.
Current process
Avoids setup effort.
Account for continuing ambiguity and follow-up work.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Your reusable working record

1. Decision owner, choice and deadline

State who can commit resources and by when.

2. Essential requirements and resource bound

Screen requirements before weighing preferences.

3. Option A: requirement, evidence, trade-off and uncertainty

Do not let an attractive feature conceal a failed condition.

4. Option B: requirement, evidence, trade-off and uncertainty

Label estimates; do not substitute them for observations.

5. Baseline/current arrangement

Include the current arrangement without assuming that delay is free.

6. Strongest objection and decision-sensitive unknown

Ask which plausible finding would reverse your view.

7. Bounded commitment and rationale

State what is selected now and what is not yet justified.

8. Review condition and next decision

Use an observable event as well as a calendar point.

Annotated completed record

Decision owner, choice and deadline

Salma chooses preparation for the next two suitable approvals by 12 November 2026; this is a fictional simulation.

The entry gives the choice a boundary and accountable role.

Essential requirements and resource bound

Written confirmed/unresolved status; named maintenance owner; no more than 30 extra preparation minutes for this two-case exercise.

These requirements are fictional decision conditions, not validated standards.

Option A: requirement, evidence, trade-off and uncertainty

Call only: no written status record, so redesign before selection. It may reveal ambiguity; availability and recording effort unknown. Next: plan a call plus note.

The screen rejects the specified version, not every possible use of a call.

Option B: requirement, evidence, trade-off and uncertainty

Summary + Huda owner: prototype includes status fields. Untested estimate 10 + 2×5 = 20 minutes. Reader comprehension and actual effort require a task test.

Feasibility is provisional; the arithmetic is clear while the inputs remain estimates.

Baseline/current arrangement

Current sample has no unresolved-status label. Keep it as baseline; no reliable clarification-time measure is supplied.

Unknown costs remain unknown rather than being set to zero.

Strongest objection and decision-sensitive unknown

A reader may treat a present summary as confirmation. A status error would overturn the choice to progress toward a work trial.

The unknown bears on the decision, not merely on curiosity.

Bounded commitment and rationale

Salma selects two simulated B tasks, retains approval safeguards and records interpretation and actual preparation time. No live customer commitment follows.

The commitment buys useful evidence without implying rollout.

> **Review condition and next decision**
>
> Review 14 November, or immediately on a status misreading. Clear interpretation + feasible effort: small permissioned work trial. Failure: revise, rescope or compare redesigned A.
>
> Several plausible findings produce different next actions.

Practice and retry

Complete the three-option comparison, then receive a new fictional observation: preparing each summary took 14 minutes, in addition to the 10-minute setup. Recalculate 10 + 2×14 = 38 minutes, compare it with the 30-minute bound and revise the commitment. Do not keep the original recommendation unchanged by relabeling the estimate as fact.

Common error and corrective feedback

Common errors: summing scores before screening essentials; replacing “unknown” with a convenient estimate; excluding the baseline; judging the original reasoning solely from a favorable outcome.

Independent-study alternative

Write your recommendation and strongest objection before reading the worked note. After revealing the 38-minute result, write a second dated note explaining the change rather than erasing the first.

Check your work

- The choice and constraints are explicit.
- Alternatives are genuinely feasible.
- Estimates and observations are distinguished.
- The recommendation includes a review trigger.

Apply and review

Revisit the record at the agreed trigger and document what changed, including information that contradicts the original choice.

Sources and further reading

- CIPD. Evidence-based practice for effective decision-making
- HM Treasury. The Magenta Book: Test and Learn

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Use AI to Develop a Better Inquiry

By the end of this guide, you can

Use an AI dialogue to improve an inquiry plan, while recording what you accepted, rejected and still need to verify.

Bring to the task

A defined task, permitted non-sensitive context, your initial view and access to reliable sources.

“Give me the best solution” encourages a finished recommendation before the problem is understood. A more useful starting request asks the system to examine the decision, assumptions and missing evidence. The goal is an improved investigation, not a more persuasive answer to an untested premise.

Write your own initial account before opening the AI tool. What do you observe, what do you currently think and which choice matters? Keep it available so you can see whether the dialogue changed your reasoning or merely supplied more fluent language. Use fictional or appropriately anonymized examples and follow your organization’s information rules.

EXPLAIN · APPLY

Improve an inquiry while retaining human judgment

1. **Frame yourself**
   Write observations, hypothesis and decision.
2. **Brief AI**
   Give context, constraints and output.
3. **Explore**
   Compare explanations and questions.
4. **Challenge**
   Inspect assumptions and contradictions.
5. **Own the next step**
   Select evidence and explain your reasoning.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Keep the starting plan, inspect AI additions and choose the next evidence yourself. Returning to an earlier question is part of the workflow.

Text explanation of the graphic
Improve an inquiry while retaining human judgment
1. Frame yourself
Write observations, hypothesis and decision.
2. Brief AI
Give context, constraints and output.

3. Explore
Compare explanations and questions.
4. Challenge
Inspect assumptions and contradictions.
5. Own the next step
Select evidence and explain your reasoning.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

An annotated dialogue that changes the inquiry

Illustrative dialogue authored for this lesson, revised 11 November 2026. It is not a transcript or a benchmark of any AI product. The supplied facts are that fictional proposals P41 and P43 were late, P41's estimate arrived after its deadline, and the P43 approval log is missing. No information about employee motivation is supplied.

Before using AI — the manager's draft: "We should improve planning. Why does the coordinator leave work late? Which time-management course should we buy?" The draft treats a suspected cause as the starting explanation and selects a remedy too early.

> **Human:** I must choose our next investigation. P41's technical estimate arrived after its deadline; P43 was late but its approval trail is missing. Separate facts from hypotheses. Offer questions and the evidence that could change our response.
>
> **AI, intentionally flawed response:** Lateness shows low motivation. Start with a planning course and ask why the coordinator does not prioritize proposals. The missing P43 approval log also proves that no one owned the unresolved item.
>
> **Human:** Which supplied fact supports low motivation? Treat it as untested, not diagnosed. Compare information timing, capability and ownership, and state what each explanation would predict.
>
> **AI, revised draft:** The packet does not establish motivation. Timing predicts a late or incomplete estimate; capability predicts errors even with clear, complete inputs; ownership predicts unresolved items without acknowledged escalation. Check timestamps, observe a completeness check and inspect assignment messages.
>
> **Human:** A missing approval log does not prove absent ownership. Rewrite the ownership question without that assumption and identify a feasible first check.
>
> **AI, revised draft:** Ask: "Who was responsible for the unresolved item, and how was that responsibility communicated?" First retrieve the P43 assignment messages and ask the coordinator and approver to correct the sequence.

The human judgment log

Suggestion	Judgment and reason	Next use
“Lateness shows low motivation.”	Reject the diagnosis: the supplied observations do not support it. Motivation may be a hypothesis only if relevant evidence later warrants examining it.	Do not use it to choose training or label the employee.
Compare request/receipt timestamps.	Retain: records could distinguish late information from another explanation. Their completeness must be checked.	Request the dated handoff trail.
No log means no owner.	Qualify: missing documentation leaves ownership unknown.	Ask about responsibility and communication, then inspect messages.

After dialogue — the manager's inquiry plan: “First retrieve the P43 trail. Ask who owned the unresolved item and how the request reached them. Observe a supported completeness check if the trail does not explain the gap.” Salma owns the evidence request and reviews it before choosing an intervention.

Independent explanation with the dialogue closed: “I am investigating the handoff before buying training because information timing and responsibility could change the response. I have not diagnosed motivation or ruled out a skill gap.”

This exercise contains an intentional error so a justified rejection can be practiced. In real work, there is no requirement to reject a fixed number of suggestions. Retain, qualify or reject each on its merits; record why, including when every suggestion is inadequate or none needs rejection.

COMPARE · APPLY

Judge each AI suggestion by its role and support

Keep: a useful question

“When did the technical estimate become available?”	Reason: dated records can help distinguish timing from other explanations.

Qualify: a possible explanation

“Workload may have contributed.”	Reason: retain as a hypothesis; compare workload and alternative conditions before treating it as a cause.

Reject: an unsupported guarantee

“Training will remove every proposal delay.”	Reason: no evidence establishes this universal causal claim. Gather evidence before choosing an intervention.

Evaluate the suggestions that actually appear. A sound judgment may keep, qualify, reject or investigate; there is no required rejection quota.

Original Tibyan teaching aid. Illustrative content, not observed field results or a validated instrument.

Judge suggestions by their role and support, not by a required number of rejections. A hypothesis can be worth investigating without being accepted as a fact.

Text explanation of the graphic
Judge each AI suggestion by its role and support
Keep: a useful question
“When did the technical estimate become available?”
Reason: dated records can help distinguish timing from other explanations.
Qualify: a possible explanation

“Workload may have contributed.”
Reason: retain as a hypothesis; compare workload and alternative conditions before treating it as a cause.
Reject: an unsupported guarantee
“Training will remove every proposal delay.”
Reason: no evidence establishes this universal causal claim. Gather evidence before choosing an intervention.
Evaluate the suggestions that actually appear. A sound judgment may keep, qualify, reject or investigate; there is no required rejection quota.
Original Tibyan teaching aid. Illustrative content, not observed field results or a validated instrument.

Your reusable working record

1. My plan before AI

Record the initial questions before seeing suggestions.

2. Permitted facts, hypotheses and unknowns

Provide only necessary authorized context.

3. Useful turns and human challenges

Record what was asked and how the inquiry changed.

4. Suggestion → judgment → reason → next check

Use one entry for each consequential suggestion.

5. Suggestion 2 and judgment

Retention still needs a reason and an evidence plan.

6. Suggestion 3 and qualification

Separate uncertainty from absence.

7. Revised inquiry and owner

Show an actual plan after the dialogue.

8. Independent explanation and remaining uncertainty

Close the AI response before writing this.

9. Assistance record and review point

For actual use, record tool/version if available, date and human reviewer; do not invent them.

Annotated completed record

> **My plan before AI**
>
> I initially suspect poor planning and ask which course to buy. The cause is not established.
>
> The original assumption is preserved so change can be inspected.

> **Permitted facts, hypotheses and unknowns**
>
> Fictional facts: P41 and P43 were late; P41’s estimate arrived after its deadline; P43’s approval log is missing. Hypothesis: planning. Unknowns: completeness, ownership, capability and motivation. No confidential client data supplied.

The brief does not quietly promote a hypothesis to fact.

Useful turns and human challenges

I asked the AI for the evidence behind motivation, required competing predictions and challenged the equation of a missing log with absent ownership.

Human challenges target specific unsupported inferences.

Suggestion → judgment → reason → next check

“Lateness shows low motivation” → reject as diagnosis → no supporting fact → avoid employee label; examine only if later evidence warrants it.

Rejection concerns the inference; it does not prove motivation irrelevant in every case.

Suggestion 2 and judgment

Request/receipt timing → retain → a dated trail could alter the intervention → obtain the relevant messages and check whether inputs were complete.

A useful question is retained as a question, not accepted as a causal answer.

Suggestion 3 and qualification

No log means no owner → qualify → log missing, ownership unknown → ask who held responsibility and how the request was communicated.

Qualification keeps a testable uncertainty without repeating the AI assumption.

Revised inquiry and owner

Salma retrieves P43 messages, checks responsibility/communication with both roles, then observes a supported completeness check if the gap remains unexplained.

The plan sequences checks rather than repeating a list of topics.

Independent explanation and remaining uncertainty

The handoff trail could change whether we repair communication or provide practice. Neither motivation nor a skill deficit is established.

The learner must justify the next step, not reproduce fluent AI language.

Assistance record and review point

Teaching dialogue authored by Tibyan, revised 11 November 2026; no model benchmark claimed. Salma reviews the retrieved trail before an intervention is approved.

The provenance distinguishes an illustration from an observed model interaction.

Practice and retry

Write your own three-question plan from the fictional brief, then evaluate every consequential AI suggestion using retain/qualify/reject and a reason. Use the seeded dialogue if no AI is available. Finish with a new explanation without the transcript, and say what actual evidence is still required.

Common error and corrective feedback

Common errors: accepting a plausible explanation as a fact; rejecting a suggestion merely to meet a quota; claiming that a better-written prompt guarantees reliable reasoning; judging learning only by the polished assisted plan.

Independent-study alternative

Use the authored AI response as a critique exercise. Annotate facts, hypotheses and unjustified conclusions, then write a revised brief and a next evidence step. This does not require access to a model.

Check your work

- The human starting view is recorded.
- Facts and hypotheses remain distinct.
- AI suggestions receive explicit judgment.
- The next step can be explained independently.

Apply and review

Collect the selected real evidence and document whether it supports the inquiry plan or requires a

new question.

Sources and further reading

- Lin et al. (2026). Effects of question-chain prompting on self-regulated learning, metacognition, and achievement
- Lee et al. (2025). The Impact of Generative AI on Critical Thinking
- Contractor & Reyes (2026). Experimental Evidence on the Learning Impact of Generative AI. IZA Discussion Paper 18792

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Question AI’s Answers and Verify the Evidence

By the end of this guide, you can

Create a verification record that identifies claim status, source support, uncertainty and the resulting decision.

Bring to the task

An AI-generated response, the intended use and access to relevant original sources.

An AI response gives a neat statistic, a plausible citation and a confident recommendation. None of these establishes that the statistic exists, that the source supports it or that it applies to your decision. Verification is a separate task with its own questions and evidence.

Begin with intended use. A casual brainstorming suggestion needs a different level of checking from a claim that will enter a client proposal or a teaching article. Identify the statements that could materially change an action, harm understanding or mislead another reader. Spend verification effort where the consequence matters.

COMPARE · APPLY

Verify a claim and record its evidence status



Original Tibyan teaching aid. Illustrative content, not observed field results or a validated instrument.

First ask whether the evidence was accessible, then what it supports. Record evidence status separately from whether you retain, qualify, hold, replace or omit the claim.

Text explanation of the graphic
Verify a claim and record its evidence status
Extract the exact consequential claim and its intended use
Can you access the original evidence?
NOT YETRecord “not checked / source unavailable.” Seek the source; hold or omit a consequential claim.
YESInspect the supporting passage, method, date, population and limits.

What does the evidence support?
Supported for this useRetain with the relevant scope and source.
Partial or unsupportedQualify, replace, omit or investigate further.
ContradictedCorrect or remove the claim; record the contrary evidence.
An inaccessible source does not make a claim false. Record evidence status separately from the action you take.
Original Tibyan teaching aid. Illustrative content, not observed field results or a validated instrument.

Case, demonstration and correction

Complete a three-claim verification ledger

The following AI draft and business numbers are fictional teaching material, revised 11 November 2026. The Lee publication linked below is a real source; the invented draft is intentionally inaccurate.

> 1. “Research proves that AI reduces workers' critical-thinking ability.”
> 2. “Our clarification rate fell by two percentage points after the checklist.”
> 3. “An unspecified report proves this checklist doubles every team's productivity.”

Supplied fictional record for claim 2: before, 8 requests needed clarification out of 40 reviewed; after, 6 out of 50. The periods contain different tasks and there is no comparison group. No source, author or URL is supplied for claim 3.

Exact claim	Source and locator	Evidence judgment	Action
1 · AI causes an ability decline.	Lee et al., 2025, CHI paper; original publication page, publication summary, quantitative finding and qualitative interpretation paragraphs.	The source concerns a survey of 319 knowledge workers and self-reported effort; it does not establish a causal ability decline.	Reject the causal wording and qualify the sentence below.
2 · A two-percentage-point decline.	Fictional record above, “before” and “after” rows.	8/40 = 20%; 6/50 = 12%; the difference is 8 percentage points. The relative decline is 8/20 = 40%. This does not isolate a checklist effect.	Correct both the number and causal implication.
3 · Doubled productivity for every team.	Source unavailable in this packet; no verifiable citation supplied.	Not checked. The missing source is not itself proof that the proposition is false, but it is insufficient for responsible use.	Hold or omit the claim until an appropriate source can be opened and appraised.

Corrected sentence for claim 1: “In the surveyed tasks, greater confidence in generative AI was associated with lower self-reported critical-thinking effort; this does not establish a causal decline in ability.”

Corrected sentence for claim 2: “In this fictional record, clarification rates were 20% and 12%, a difference of eight percentage points. Different task mixes and the absence of a comparison prevent attributing the change to the checklist.”

Claim 3's disposition: omitted from the teaching recommendation; verification remains open. Do not replace “unverified” with “false.”

Audit entry: exercise check recorded on 11 November 2026 by the fictional teaching reviewer. In real use, record the actual checker, date, accessible source, page or section and revised wording. If a PDF or report cannot be opened, say so; do not imply you read it. A second AI's agreement does not supply an independent source.

Weak completion: “The citation is from a respected institution; retain all three.” **Improved completion:** attach the exact source support to each claim, recalculate the numerical comparison, and leave the unavailable-source claim unresolved. A credible source name is the beginning of appraisal, not its conclusion.

COMPARE · NOTICE

Correct the claim, not just the citation

Overstatement

AI causes critical-thinking ability to decline.	A causal ability claim is not established by the survey.

Checked finding

Confidence in AI was associated with reported thinking effort.	Keep the studied context and self-report qualification.

Decision

Rewrite the sentence and retain the limitation.	Do not use the survey as proof of cognitive decline.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Correct the strength and object of the claim: reported effort is not measured ability, and an association is not a causal effect. Retain the source and its scope.

Text explanation of the graphic
Correct the claim, not just the citation
Overstatement
AI causes critical-thinking ability to decline.
A causal ability claim is not established by the survey.
Checked finding

Confidence in AI was associated with reported thinking effort.
Keep the studied context and self-report qualification.
Decision
Rewrite the sentence and retain the limitation.
Do not use the survey as proof of cognitive decline.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Your reusable working record

1. Intended use and consequence

Prioritize the claims that affect the decision or reader understanding.

2. Claim 1: exact original sentence

Preserve the wording being checked.

3. Claim 1: source/title/date/locator

Use the original page or document, not only an institution name.

4. Claim 1: support, method and applicability

Keep effort distinct from ability and association from causation.

5. Claim 1: status and revised wording

Write the usable correction, not “qualify it.”

6. Claim 2: exact claim, inputs and source

Keep numerator, denominator and period visible.

7. Claim 2: reproducible calculation and uncertainty

Distinguish percentage points from relative percentage change.

8. Claim 2: status and actual replacement

Correct the error and avoid adding a causal conclusion.

9. Claim 3: exact claim and accessible source

A missing citation remains a verification gap.

10. Claim 3: evidence status and disposition

Do not confuse not checked with contradicted.

11. Checker, check date, unresolved items and release decision

For real use, enter the actual person and observation date.

Annotated completed record

Intended use and consequence

A public teaching explanation about AI and a checklist; inaccurate causal claims or percentages could mislead readers.

The level of checking follows the intended use.

Claim 1: exact original sentence

“Research proves that AI reduces workers’ critical-thinking ability.”

The exact causal and ability wording is available for inspection.

Claim 1: source/title/date/locator

Lee et al., 2025, The Impact of Generative AI on Critical Thinking. Original publication page, quantitative/qualitative summary paragraphs. https://www.microsoft.com/en-us/research/publication/the-impact-of-generative-ai-on-critical-thinking-self-reported-reductions-in-cognitive-effort-and-confidence-effects-from-a-survey-of-knowledge-workers/

The locator lets a second reader repeat the check.

Claim 1: support, method and applicability

Survey/self-report association; causal ability decline not established.

The claim is appraised at its actual strength.

Claim 1: status and revised wording

Unsupported causal claim. Replacement: “Greater AI confidence was associated with lower self-reported thinking effort in the surveyed tasks; causal ability decline was not established.”

This is a qualified use of the source, not confirmation of the original claim.

Claim 2: exact claim, inputs and source

“Our clarification rate fell by two percentage points after the checklist.” Fictional before record: 8/40; after record: 6/50; different task mixes, no comparison group.

Both denominators are retained; the fictional dataset is not presented as research.

Claim 2: reproducible calculation and uncertainty

8/40=20%; 6/50=12%; 20−12=8 percentage points; 8/20=40% relative decline. Task differences prevent causal attribution.

The calculation can be checked independently and its limit is explicit.

Claim 2: status and actual replacement

Contradicted numerically. Replace with: “The fictional rates were 20% and 12%, eight percentage points apart; the record does not isolate a checklist effect.”

The replacement fixes the arithmetic without overclaiming.

Claim 3: exact claim and accessible source

“An unspecified report proves this checklist doubles every team’s productivity.” No author, title or URL supplied.

The sentence is intentionally fictional; no real report is being alleged.

Claim 3: evidence status and disposition

Not checked/source unavailable. Omit from the recommendation; seek an appropriate accessible source before reconsidering.

Omission is justified by insufficient support, not proof of falsehood.

> **Checker, check date, unresolved items and release decision**
>
> Fictional teaching reviewer; 11 November 2026. Claims 1–2 rewritten; claim 3 held. An actual publication still requires checking the retained statements and links.
>
> The exercise does not impersonate human approval or a completed real-world audit.

Practice and retry

Complete all three claim records without viewing the answer column. Open the real Lee source for claim 1; recalculate claim 2 from the supplied fictional counts; mark claim 3 honestly when its source is unavailable. Rewrite the draft and have a partner repeat one check from your locator.

Common error and corrective feedback

Common errors: accepting an institutional logo instead of checking support; using one denominator for two periods; confusing relative percent change with percentage points; calling an inaccessible source disproved; asking another AI for certainty instead of obtaining evidence.

Independent-study alternative

Use the three supplied claims. Check the real source if online access is available; if not, mark claim 1 not checked and complete the arithmetic and source-unavailable records. Reopen the real source later before treating the corrected research sentence as verified.

Check your work

- The exact claim is identified.
- The source was opened and supports the wording.
- Method and applicability limits are recorded.
- The status leads to an explicit action.

Apply and review

Before sharing the output, check whether the consequential claims are resolved or visibly qualified and retain the verification record.

Sources and further reading

- NIST (2024). Artificial Intelligence Risk Management Framework: Generative Artificial Intelligence Profile, AI 600-1
- Lee et al. (2025). The Impact of Generative AI on Critical Thinking
- Bastani et al. (2025). Generative AI without guardrails can harm learning: Evidence from high school mathematics

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Build a Lasting Questioning Practice

By the end of this guide, you can

Complete a small investigation and defend how your questions, evidence and judgment led to a proportionate action.

Bring to the task

A manageable work or business-study challenge, a review partner and permission to access the required non-sensitive information.

Knowing a list of question types is a starting point. Capability appears when you notice a consequential uncertainty, choose a question that addresses it, listen to the answer and revise an action. The final module turns that work into a visible investigation that another person can review.

Choose a challenge small enough to investigate responsibly. A business student might examine confusion in a group project handoff. A manager might inspect an approval delay. An entrepreneur might explore a customer’s current workaround. Do not choose a topic that requires inaccessible records or specialist decisions beyond the project’s scope.

EXPLAIN · APPLY

From an initial task to independent application

1. **Baseline**
   Complete an independent initial case.
2. **Practice**
   Apply modules with feedback and retries.
3. **Investigate**
   Build a real or simulated portfolio.
4. **Assess**
   Use a comparable fresh case.
5. **Transfer**
   Review independent application in context.

Original Tibyan teaching aid. Illustrative example; not observed field results.

Compare independent tasks under comparable conditions, then inspect a later workplace opportunity. A final classroom artifact does not by itself demonstrate transfer.

Text explanation of the graphic
From an initial task to independent application
1. Baseline
Complete an independent initial case.
2. Practice
Apply modules with feedback and retries.

3. Investigate
Build a real or simulated portfolio.
4. Assess
Use a comparable fresh case.
5. Transfer
Review independent application in context.
Original Tibyan teaching aid. Illustrative example; not observed field results.

Case, demonstration and correction

A completed inquiry portfolio

All people, work records and outcomes in this portfolio are fictional. It demonstrates documentation; it is not evidence that the series has improved a real organization.

Starting decision: Salma must decide whether Namaa's next response to late proposals should address planning, technical checking or handoff communication. Rana's first question is “Which time-management course should we buy?” She discards it because it assumes the cause and selects the remedy.

Initial evidence: the module 7 packet contains one estimate arriving after its deadline, one timely case and one late, more complex case with a missing approval log. Rana asks: “Who received responsibility for the unresolved item, and how did they acknowledge it?”

New simulation evidence: message F1 names an owner for the complex case, but the coordinator's copy was not delivered. Responsibility existed on paper; communication was unconfirmed. In a second fictional demonstration, F2, Rana misses a support-coverage ambiguity in an additional-service example despite checking all four obvious omissions in the simpler exercise. These observations keep both a communication condition and a specific practice need in the diagnosis.

Revised action: Salma owns a trial of acknowledged handoffs on three suitable proposals; Rana rehearses the support-coverage check with feedback and marks unresolved commitments before issue. Salma reviews at the third case, or immediately if an unresolved commitment is about to be issued.

Invented follow-up record F3: all three trial proposals visibly mark unresolved assumptions; two meet their deadlines, while one is delayed after a customer changes scope. This is a fictional description, not a causal estimate. The combined repair and practice cannot reveal which element produced any change.

Portfolio conclusion: retain the visible status/acknowledgment procedure provisionally, investigate the changed-scope case separately, and observe Rana's next independent coverage check. A successful rehearsal and a combined trial do not by themselves establish lasting capability or revenue impact.

Use the same five dimensions throughout

Dimension	0 · absent/unsupported	1 · partial	2 · clear and justified
Framing	No decision, or an assumed cause presented as fact.	A decision is named, but scope or constraints remain unclear.	Decision, constraints and revisable assumptions are explicit.

Dimension	0 · absent/unsupported	1 · partial	2 · clear and justified
Question relevance and sequence	Questions do not address the task.	Relevant questions with limited adaptation.	A clear sequence changes appropriately when new information appears.
Responsive listening	Answers are ignored or an interpretation is imposed.	Some probing; limited checking of meaning.	Relevant details inform follow-ups; a checked summary invites correction.
Evidence judgment	Assertions are treated as established facts.	Some checking, with weak limits or alternatives.	Support, contradiction, claim type and uncertainty are examined.
Action and reflection	No justified next step.	A proposed action lacks ownership, support or review.	A proportionate action names an owner, support and a review condition.

The accompanying assessment packet supplies the initial/final case records, respondent cards and complete scored calibration responses. Do the initial task **before** studying the pathway. Keep the assistance conditions consistent; do not reinterpret a supported rehearsal as an independent assessment.

Make practice fit the next real opportunity

An optional routine is to spend a few minutes before a relevant task naming the decision and assumption; during the conversation, record one answer-dependent follow-up; afterward, review one artifact with a partner and choose the next correction. If useful in your work, collect these at a short weekly review. This is a suggested routine, not a proven frequency.

Record the task, whether help was used, what the learner actually did, what support remained and the next decision. If no suitable application opportunity occurred, record “no opportunity observed,” not failed transfer. Satisfaction and downloads concern engagement; a scored case concerns demonstrated learning; an independently observed work task concerns application. Commercial impact requires a separate evaluation.

Five-dimension assessment rubric

Dimension	0 · absent	1 · partial	2 · clear and justified
Framing	No clear decision or an unsupported premise.	Decision named; scope or alternatives unclear.	Specific decision, constraints and revisable assumptions.
Question relevance and sequence	Questions do not serve the task.	Relevant questions with limited adaptation.	Clear sequence changes with new information.
Responsive listening	Ignores answers or imposes an interpretation.	Some probing; limited checking.	Uses details, summarizes accurately and invites correction.

Dimension	0 · absent	1 · partial	2 · clear and justified
Evidence judgment	Treats assertions as facts.	Some checking; weak limits or alternatives.	Checks support, distinguishes claim types and records uncertainty.
Action and reflection	No justified next action.	Action proposed; ownership or review incomplete.	Proportionate action, owner, support and review trigger.

Your reusable working record

1. Decision, owner and initial assumptions

Keep the first view visible rather than rewriting history.

2. Actual questions and discarded question

Show the sequence and why a question was dropped.

3. Evidence records and locators

Distinguish a simulation exhibit from actual workplace evidence.

4. New information and revised interpretation

Identify what changed the view and what remains uncertain.

5. Action, owner and support

Name who acts and who removes conditions outside learner control.

6. Review date/condition and actual follow-up

Record the observation, not merely an intention to review.

7. Assistance and independent demonstration

Do not equate supported performance with independent capability.

8. Five-dimension profile and feedback

Attach scores to an actual response and record a reason per dimension.

9. Learning, application and impact limits

State the level of evidence and avoid causal claims.

10. Next practice opportunity and review partner

Choose a task-linked habit and say what happens if no opportunity occurs.

Annotated completed record

> **Decision, owner and initial assumptions**
>
> Salma chooses the next response to proposal delay. Rana initially suspects planning and asks which course to buy; this remains an assumption.

The portfolio makes the initial premise open to challenge.

Actual questions and discarded question

Discarded: “Which course?” Revised: what happened in P41/P43; when did inputs arrive; who received ownership; how was receipt acknowledged; what could contradict this account?

The sequence opens alternatives before selecting the remedy.

Evidence records and locators

E1–E4 from module 7; F1 undelivered assignment copy; F2 missed support ambiguity; F3 three-case trial. All records are explicitly fictional.

The record can be checked without mistaking invented teaching data for a field case.

New information and revised interpretation

F1 weakens “no owner” and raises unconfirmed communication; F2 identifies a specific checking gap. Planning is not established as the sole cause.

The learner revises the explanation rather than only adding information.

Action, owner and support

Salma organizes acknowledged handoffs and an escalation route. Rana rehearses the support-coverage check with feedback and flags unresolved items before issue.

Manager support and learner practice have distinct owners.

Review date/condition and actual follow-up

At case 3, F3 shows all unresolved assumptions marked; two cases timely, one late after changed scope. Reopen immediately if a commitment is misread.

The fictional follow-up includes an exception and a review condition.

Assistance and independent demonstration

F2 was supported practice. Rana’s next independent coverage check remains to be observed; no independent proficiency score is inferred from the trial.

The portfolio leaves an unobserved outcome unclaimed.

Five-dimension profile and feedback

Profile status: not rated. No standardized independent learner response and live interaction are supplied for this fictional portfolio. The five judgments remain unassigned; the scored calibration packet is a separate practice asset.

The example is not a pre-awarded score or a certification.

Learning, application and impact limits

F3 is fictional simulation data; the combined change cannot identify which element mattered. No real transfer or business impact is claimed.

This protects the difference between demonstration, observation and effect.

Next practice opportunity and review partner

Rana will record one answer-dependent follow-up in the next suitable approval discussion and review it with Dina. If no opportunity occurs, record that and choose another suitable task.

The plan specifies an opportunity rather than promising a universal schedule.

Practice and retry

Complete a portfolio from the supplied simulation or a permitted real task. Label the evidence type. Add the question that changed your interpretation, a discarded question, the exact next action and an observation/review condition. Complete the final assessment separately under the same assistance conditions as the initial task.

Common error and corrective feedback

Common errors: a polished hindsight story with no initial view; treating a plan as an observed action; scoring supported practice as independent skill; using a pre/post difference to claim that the course caused business impact.

Independent-study alternative

Use the fictional exhibits and assessor cards in self-study order: attempt, record your answer, reveal new information, revise, then compare with calibration. Self-scoring is formative reflection; it is not an independent rater judgment or proof of transfer.

Check your work

- The portfolio shows a specific decision.
- Questions respond to evidence and answers.
- Claims and uncertainties are distinguished.
- The action has an owner and review trigger.

Apply and review

At the next suitable application opportunity, review one work artifact or conversation and agree on the next practice goal.

Sources and further reading

- World Health Organization (2019). Guidance for after action review
- Donoghue & Hattie (2021). A Meta-Analysis of Ten Learning Techniques
- HM Treasury. The Magenta Book: Test and Learn

Fresh final task — work independently

Learner instructions — same for both forms

Use only the supplied packet, ordinary writing tools and the live respondent. No AI, outside research, colleague advice or worked answer during the independent assessment. A reasonable accessibility accommodation may be agreed in advance; record it and keep the assistance conditions comparable across attempts.

20-minute task: minutes 0–12: name the decision and constraints; separate observations from assumptions; write five questions in a useful sequence; compare at least two explanations and their predictions; select the next evidence and a provisional action. Minutes 12–16: conduct the scripted respondent conversation. Minutes 16–20: revise your record after the conversation, noting what changed and why. The respondent is a role-play partner, not an adviser.

Submit the initial and revised record, the question that responded to new information, source/exhibit references, the next action and owner, remaining uncertainty and a review condition. There is no required favorite solution. Do not diagnose an employee's character from a delay.

Take the initial task before reading the learning pathway. Use the other form after practice and feedback. The packets are designed to be comparable, but equivalence has not been established; pilot timing and difficulty before interpreting score differences. Report five dimensions separately. A pre/post change alone does not isolate an effect of the course.

Solo self-study variant

Without a respondent, complete and retain the written phase first. Then open the scripted new fact, record what it changes and revise without another person's help. Mark responsive listening “not observed / not assessed”; a written adaptation is not evidence of live listening. This solo variant is not directly comparable with the live initial/final administration. If both attempts use the solo variant, report only the four written dimensions and record the assistance conditions; do not invent a listening score.

Form B — onboarding handoff

Fictional scenario. All people, dates, documents and statements are invented for this assessment. A small service firm, Riwaq, has late handoffs from onboarding to installation. Operations manager Mazen must choose the next response for two suitable handoffs by 12 November 2026, 10:00. He can authorize up to ten extra checking minutes per handoff for this bounded exercise; no larger intervention has been approved.

Terms: a setup pack lists the work and conditions needed before installation. A site-access slot is the time the customer confirms the installation team can enter the location. Receiving a pack does not mean every condition has been confirmed.

B-S · Agreed working standard

Before the handoff is issued, scope and site-access commitments must be confirmed, or clearly marked unresolved for the authorized approver. The coordinator prepares the record; the site contact confirms access; Mazen owns escalation if a required item cannot be confirmed.

B-T · Event record

Case	Installation handoff deadline	Setup pack received	Recorded outcome
B-11 · standard setup	2 November, 15:00	2 November, 16:00	Handoff late.
B-12 · standard setup	4 November, 15:00	3 November, 11:00	Handoff on time.
B-13 · additional location	6 November, 15:00	5 November, 11:00	Handoff late; confirmation field blank.

The packet contains no complete request-time or workload log. It does not establish the firm's overall handoff-delay rate.

B-I · Two stakeholder accounts

- Coordinator Hadi: “Planning helps, but some conditions are not confirmed when the date is promised. For B-13 I had the setup pack before the deadline.”
- Site contact Leila: “Some requests reach me after the installation date has already been set. I cannot tell from this table which conditions the coordinator considered complete.”

These are attributed accounts, not verified causes.

B-M · Message fragment

An internal message on 5 November, 12:00, says: “Use the current version; the remaining questions can follow.” The excerpt does not identify the remaining questions or demonstrate who accepted responsibility for them.

B-X · What is not yet available

The full B-13 access-confirmation exchange is not in the written packet. A respondent playing Hadi can answer questions using an assessor-only card. Do not invent timestamps or treat an empty field as proof that nobody acted.

Decision, constraints and initial assumptions

Questions and response-dependent follow-up

Evidence, alternative explanations and uncertainty

Action, owner, support and review condition

Dimension	0 · absent	1 · partial	2 · clear and justified
Framing	No clear decision or an unsupported premise.	Decision named; scope or alternatives unclear.	Specific decision, constraints and revisable assumptions.
Question relevance and sequence	Questions do not serve the task.	Relevant questions with limited adaptation.	Clear sequence changes with new information.
Responsive listening	Ignores answers or imposes an interpretation.	Some probing; limited checking.	Uses details, summarizes accurately and invites correction.
Evidence judgment	Treats assertions as facts.	Some checking; weak limits or alternatives.	Checks support, distinguishes claim types and records uncertainty.
Action and reflection	No justified next action.	Action proposed; ownership or review incomplete.	Proportionate action, owner, support and review trigger.

Workplace follow-up record

After the first suitable, permissioned application opportunity, collect one non-sensitive artifact or observe a conversation. Record task/date, assistance used, the question, the answer or evidence, the revised action, owner, support and next review. Distinguish a learner report from an independently observed artifact. If there is no opportunity, document that rather than inferring failure to transfer. Record business results separately with alternative explanations; a small usability or practice pilot does not establish causal business impact.

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Original evidence-informed teaching aid. Cases and example records are hypothetical; the assessment is not a validated certification.