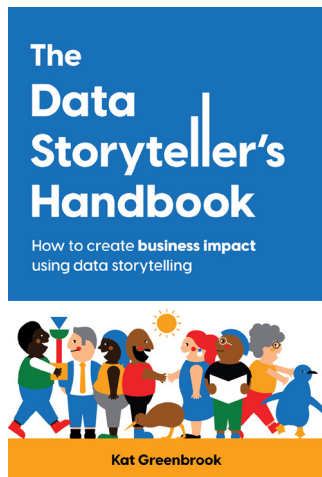




Templates + Prompts

Example

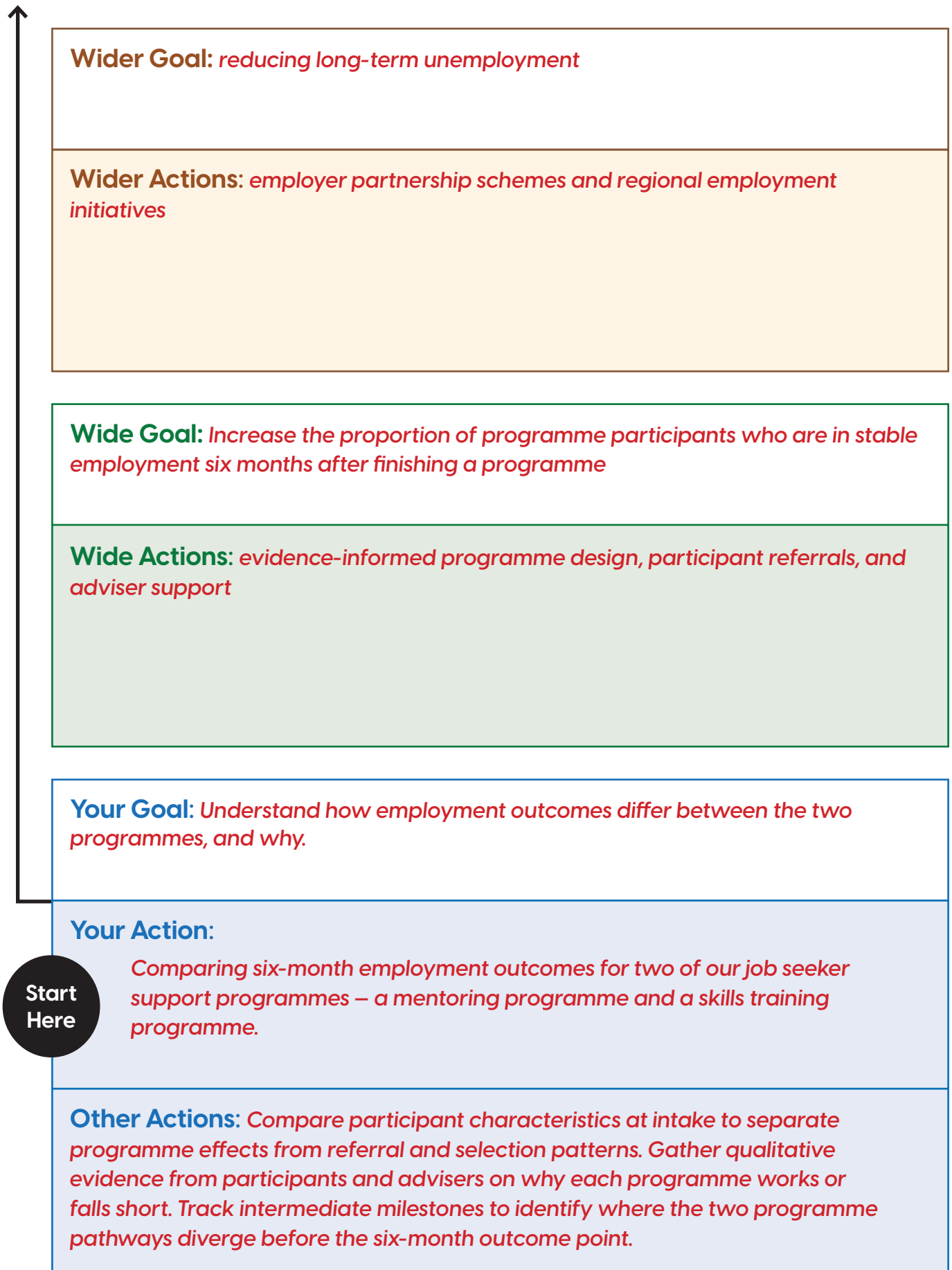
How to use this file

This file shows the templates and prompts from *The Data Storyteller's Handbook* being used from start to finish on a single piece of work. Read it alongside the Templates + Prompts file, which is editable and designed for you to work from.

It follows Alex, a programme analyst at a national employment agency, comparing six-month employment outcomes for two job seeker support programmes. Alex's is a data difference story, so it uses the *Character Data Story Canvas*. **Alex, the agency, the programmes, and every number in this file are fictional. They exist to show the process, and none of it should be treated as real data or real government policy.**

Each section shows Alex's inputs, the completed prompt, and the output Alex noted down to carry forward. The outputs shown are the versions Alex kept after editing – edit your own the same way. If you run these prompts on your own work, your AI responses will differ from the ones shown here, even with similar inputs.

Goal Hierarchy Template



Goal Hierarchy Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Action (What are you working on?)

Comparing six-month employment outcomes for two of our job seeker support programmes – a mentoring programme and a skills training programme.

Goal (What is your work trying to achieve?)

Understand how employment outcomes differ between the two programmes, and why.

Wider Goals and Actions (What are the bigger outcomes your goal contributes to? Summarise the wide and wider goals and actions from the Goal Hierarchy Template)

Our goal contributes to increasing the proportion of programme participants who are in stable employment six months after finishing a programme (wide goal), which the agency works towards through evidence-informed programme design, participant referrals, and adviser support (wide actions). That contributes to reducing long-term unemployment (wider goal), which other teams support through employer partnership schemes and regional employment initiatives (wider actions). Reducing long-term unemployment contributes to lifting household incomes and reducing hardship (wider goal), which the agency supports through income support services (wider action).

Goal Hierarchy Prompt

I want to expand my thinking about a project I'm working on. Here's some context about me and my organisation. My organisation: *I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible*

for reporting on how well these programmes perform. My action: Comparing six-month employment outcomes for two of our job seeker support programmes – a mentoring programme and a skills training programme. My goal: Understand how employment outcomes differ between the two programmes, and why. My wider goals and the actions: Our goal contributes to increasing the proportion of programme participants who are in stable employment six months after finishing a programme (wide goal), which the agency works towards through evidence-informed programme design, participant referrals, and adviser support (wide actions). That contributes to reducing long-term unemployment (wider goal), which other teams support through employer partnership schemes and regional employment initiatives (wider actions). Reducing long-term unemployment contributes to lifting household incomes and reducing hardship (wider goal), which the agency supports through income support services (wider action). Suggest three other actions that would also help achieve my goal, two alternative bigger outcomes my goal could contribute to, and one even broader outcome that sits above those. For each suggestion, give a brief reason it fits my context. Don't repeat what I've already written. Then give me two clearly labelled summaries to carry forward. Label the first "Other Actions" – the three other actions you suggested. Label the second "Organisational Impact" – a short summary of the bigger outcomes my work contributes to, combining my wider goals with the alternative bigger outcomes and broader outcome you suggested. Write this summary as a plain statement of the outcomes themselves. Don't mention my action or my goal in it, and don't include the means by which the outcomes are achieved – an outcome describes a state of the world, and anything that describes work being done belongs elsewhere. Write the response as plain prose. No bullet points, no sub-points. Keep each suggestion to two or three sentences, and keep the two labelled summaries brief.

Other Actions (Paste the "Other Actions" AI summary and make any necessary changes. This information isn't used in future prompts but can help make you aware of others also working towards your goal)

Compare participant characteristics at intake to separate programme effects from referral and selection patterns. Gather qualitative evidence from participants and advisers on why each programme works or falls short. Track intermediate milestones to identify where the two programme pathways diverge before the six-month outcome point.

Organisational Impact (Paste the "Organisational Impact" AI summary and edit it before moving on. Keep only the outcomes you're confident your work genuinely contributes to – later prompts will treat everything here as fact)

A higher proportion of programme participants are in stable, good-quality employment six months after finishing. Employment outcomes are equitable across participant groups. Long-term unemployment is lower. Household incomes are higher and hardship is reduced. The population enjoys lasting economic security and full participation in social and economic life.

PGAI Template

Problem What is the organisation struggling with?

Problems go hand-in-hand with opportunities (which help to set goals). Use your below goal to help identify your organisation's problem.

The organisation currently lacks clear evidence about which programme delivers better employment outcomes, and for whom.

(completed after the prompt reverse-engineered the problem)

Goal What outcome would minimise the problem?

Enter Your Goal from the Goal Hierarchy Template.

Understand how employment outcomes differ between the two programmes, and why.

Action What could/did the organisation do to achieve the goal?

Enter Your Action from the Goal Hierarchy Template.

Comparing six-month employment outcomes for two of our job seeker support programmes – a mentoring programme and a skills training programme.

What are you using data storytelling for?

☐ To influence this action ☐ To share this action

Impact What organisational value could/did the action create?

Summarise the Wide and Wider Goals/Actions from the Goal Hierarchy Template.

A higher proportion of programme participants are in stable, good-quality employment six months after finishing. Employment outcomes are equitable across participant groups. Long-term unemployment is lower. Household incomes are higher and hardship is reduced. The population enjoys lasting economic security and full participation in social and economic life.

PGAI Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Action (What are you working on?)

Comparing six-month employment outcomes for two of our job seeker support programmes – a mentoring programme and a skills training programme.

Goal (What is your work trying to achieve?)

Understand how employment outcomes differ between the two programmes, and why.

Organisational Impact (Output of the Goal Hierarchy prompt: the bigger organisational outcomes your goal contributes to. If you haven't used this prompt, enter the Impact from your PGAI Template)

A higher proportion of programme participants are in stable, good-quality employment six months after finishing. Employment outcomes are equitable across participant groups. Long-term unemployment is lower. Household incomes are higher and hardship is reduced. The population enjoys lasting economic security and full participation in social and economic life.

Problem (This is reverse-engineered from your goal – what's not working that your goal would address. Leave this blank if you're not sure how to articulate it)

Unsure

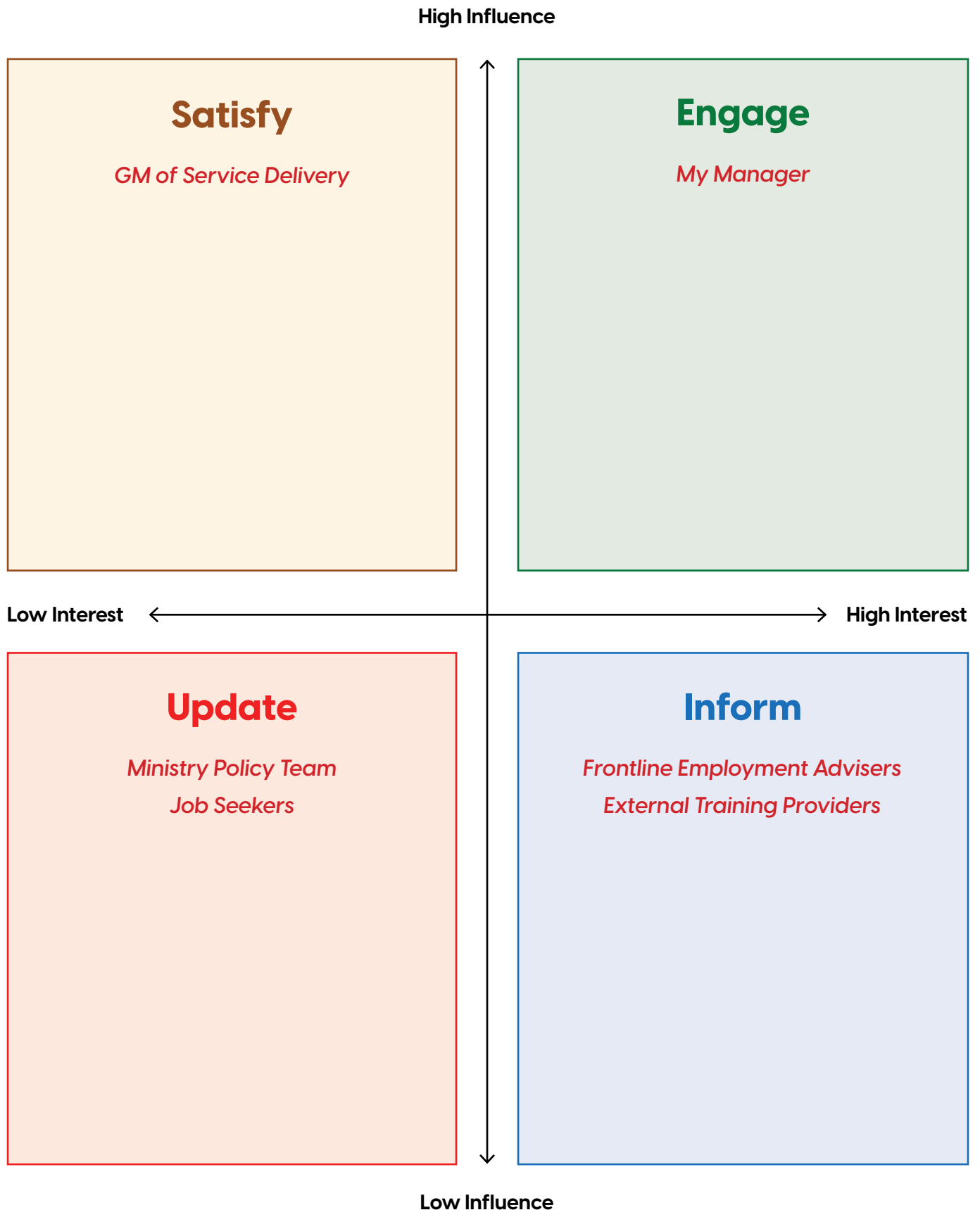
PGAI Prompt

Here's some context about my project. My organisation: *I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform. The action I'm taking: Comparing six-month employment outcomes for two of our job seeker support programmes – a mentoring programme and a skills training programme. The goal it's trying to achieve: Understand how employment outcomes differ between the two programmes, and why. The impact my work could create: A higher proportion of programme participants are in stable, good-quality employment six months after finishing. Employment outcomes are equitable across participant groups. Long-term unemployment is lower. Household incomes are higher and hardship is reduced. The population enjoys lasting economic security and full participation in social and economic life.* The problem my organisation is struggling with: *Unsure*. I want to use the PGAI framework to write a story about my work. PGAI stands for Problem, Goal, Action, Impact. The framework follows this narrative structure: "Our organisation is struggling with this [insert the above PROBLEM]. But I'm doing this [insert the above ACTION] to help us achieve this [insert the above GOAL]. As a result of my work, I hope to add value to our organisation through this [insert the above organisational IMPACT]." If I've left the problem blank or written that I'm unsure, reverse-engineer it from my goal – articulate what my organisation must be struggling with for my goal to be the right outcome to pursue. Then write two versions of the PGAI narrative using these four pieces. The two versions must differ in tone or emphasis. Write one version to influence a decision and one version to share progress on the work. Don't add information I haven't given you, and don't restate the four pieces back at me – translate them into a flowing narrative. Write the response as plain prose. No bullet points, no headers, no subpoints. Keep each version to three or four sentences.

Work Story (Paste the version that matches your selection on the PGAI Template – influence or share – and make any necessary changes. This will be used in the later Data Story prompt, but it can also be used as your elevator pitch to help you talk about what you do)

Our organisation currently lacks a clear picture of how our two job seeker support programmes compare on employment outcomes, which makes it hard to know where our efforts are working. I've been comparing six-month employment outcomes for the mentoring programme and the skills training programme, digging into how results differ and what might explain those differences. As a result of my work, I hope it helps us lift the proportion of participants in stable, good-quality employment and ensures those outcomes are equitable across participant groups, contributing to lower long-term unemployment and reduced hardship in the long run.

Stakeholder Matrix Template



Stakeholder Matrix Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Goal (What is your work trying to achieve?)

Understand how employment outcomes differ between the two programmes, and why.

Stakeholders (List the people involved in or affected by this work – their roles and their relationship to your work)

- *My manager, who leads the employment support team and asked for this comparison.*
- *The general manager of service delivery, who owns referral policy and decides programme funding – she hasn't been involved in the work so far.*
- *The frontline employment advisers who deliver the mentoring programme and refer job seekers into both programmes.*
- *The external training providers contracted to deliver the skills programme.*
- *The job seekers who participate in the programmes.*
- *The ministry's policy team, who set the overall direction for employment support but aren't involved in individual programmes.*

Stakeholder Matrix Prompt

Here's some context about my project. My organisation: *I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.* The goal I'm trying to achieve: *Understand how employment outcomes differ between the two programmes, and why.* The stakeholders involved in or affected by this work: *My manager, who leads the employment support team and asked for this comparison. The general manager of service delivery, who owns referral policy and decides programme funding – she hasn't been involved in the work so far. The frontline employment advisers who deliver the mentoring programme and refer job seekers into both programmes. The external training*

providers contracted to deliver the skills programme. The job seekers who participate in the programmes. The ministry's policy team, who set the overall direction for employment support but aren't involved in individual programmes. I want to map these stakeholders by their influence over my project and their interest in it, so I can prioritise who to communicate with and how. Influence means how much power they have to start, stop, or shape the work. Interest means how much they care about or are affected by it. For each stakeholder, suggest whether their influence is high or low and whether their interest is high or low, name the quadrant they fall into, and explain why. Assess influence and interest as two separate things. Seniority often signals influence, but it doesn't tell you about interest – a stakeholder can have high influence over this work while having little personal interest in it, or strong interest despite limited influence. Based on where each falls, tell me how to approach them: engage closely with high influence and high interest (Engage), keep high influence and low interest satisfied (Satisfy), keep low influence and high interest informed as potential allies (Inform), and put minimal effort into low influence and low interest (Update). Where you think a low-interest group could be moved to higher interest with the right communication, say so. Don't make assumptions beyond what I've told you – flag anything you're guessing at. Then give me one clearly labelled summary to carry forward. Label it "Priority Audiences" – the stakeholders you've placed in the Engage, Satisfy, or Inform quadrants (the ones I should be communicating with), with a one-line note on each. If you flagged any Update stakeholders as movable to higher interest, include them here with a note saying so. Write the response as plain prose. No bullet points, no sub-points. Keep each stakeholder to two or three sentences, and keep the labelled summary brief.

Priority Audiences (Paste the "Priority Audiences" AI summary and make any necessary changes. This information isn't pasted into later prompts – use it to choose which audience you want to focus on)

My manager (Engage): closest collaborator, involve before decisions. The general manager of service delivery (Satisfy, likely movable to Engage): brief her early because the findings sit in her decision space. Frontline advisers (Inform): keep them onside for morale and data quality. External training providers (Inform, handle carefully): high interest with commercial exposure, coordinate communication with your manager. Ministry policy team (Update, movable): a short end-of-project summary could lift their interest and extend the work's reach.

User Story Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Audience (Describe your audience – their role, their relationship to your work, what they care about, anything you know about how they prefer to receive information. If you've run the Stakeholder Matrix prompt, choose one of your Priority Audiences and expand on what you know about them)

The general manager of service delivery. She owns referral policy and decides programme funding, so she is the decision-maker my findings speak to. She hasn't been involved in this comparison so far and probably doesn't know it's underway. She is accountable for the agency's delivery targets and reports to the chief executive on them. She has many programmes and services competing for her attention, and limited time – when she receives analysis, she's known for asking "so what do you want me to do?" She joined the agency from a frontline service background, so she knows what programme delivery looks like in practice.

Desired Outcome (What you want this audience to do, understand, decide, or feel as a result of your communication?)

I want her to understand that part of the gap reflects who is referred into each programme, that a meaningful difference remains unexplained, and decide to sponsor a deeper investigation into that remaining difference before making referral or funding changes.

User Story Prompt

I want to better understand what motivates a specific audience to engage with my topic. Here's some context about my project. My organisation: I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform. The audience I'm focused on: The general manager of service delivery. She owns referral policy and decides programme funding, so she is the decision-maker my findings speak to. She hasn't

been involved in this comparison so far and probably doesn't know it's underway. She is accountable for the agency's delivery targets and reports to the chief executive on them. She has many programmes and services competing for her attention, and limited time – when she receives analysis, she's known for asking "so what do you want me to do?" She joined the agency from a frontline service background, so she knows what programme delivery looks like in practice. What I want this audience to do, understand, decide, or feel as a result of my communication: I want her to understand that part of the gap reflects who is referred into each programme, that a meaningful difference remains unexplained, and decide to sponsor a deeper investigation into that remaining difference before making referral or funding changes. Help me build a user story for this audience (i.e. from their perspective) in the form "As a [insert above audience], I want [to do/know/access something], so that [outcome based on audience's motivation]". Suggest two versions of the "so that". One should end in a self-interested outcome – something the audience or their organisation gains. This includes external rewards (targets hit, funding secured, recognition received), internal rewards (feeling confident, sleeping at night, personal satisfaction), and organisational rewards (revenue retained, reputation strengthened, risk reduced). The other should end in a beyond-self outcome – something good happening for someone or something outside the audience and their organisation, that the audience would still want even if it returned no benefit to themselves or their organisation. The outcome must hold even if the customer leaves, the project fails commercially, the person or organisation involved walks away, the work fails, or no one ever knows the audience cared. Examples: a person being treated with dignity, a wrong being acknowledged, a community being better off, a future generation being protected. For each version, briefly explain why this audience might be driven by that outcome. Don't make assumptions beyond what I've told you – flag anything you're guessing at. Then give me one clearly labelled summary to carry forward. Label it "Audience Motivation" – a brief note on what motivates this audience to engage with my work, drawing on both versions of the user story. Write the response as plain prose. No bullet points, no sub-points. Keep each version to two or three sentences, and keep the labelled summary brief.

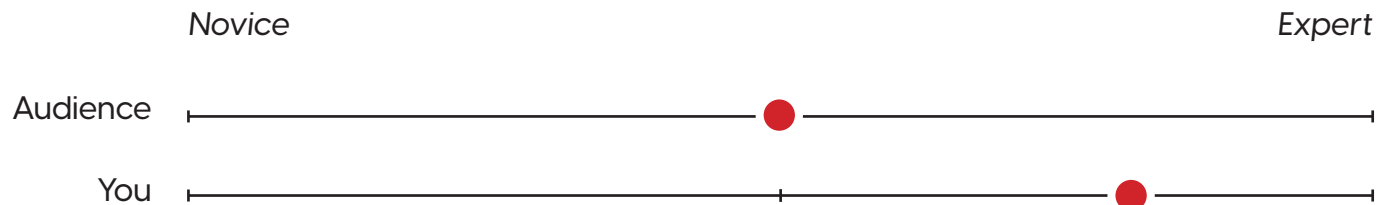
Audience Motivation (Paste the "Audience Motivation" AI summary and make any necessary changes)

She is motivated by defensible decisions. She carries the accountability for delivery targets, so analysis earns her attention when it protects her from acting on a misleading gap and gives her a clear, justifiable next step. Beneath that, her frontline history suggests a likely (though unconfirmed) care for jobseekers getting into the right programme for them – which conveniently points to the same action you want: investigate the unexplained difference before changing anything.

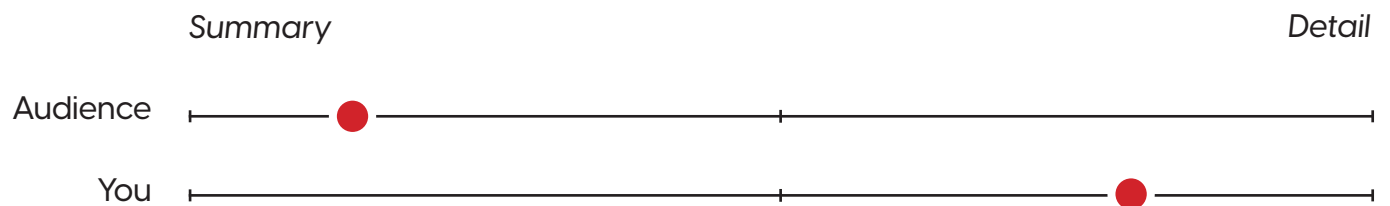
Empathy Spectrums Template

Your audience: *The general manager of service delivery.*

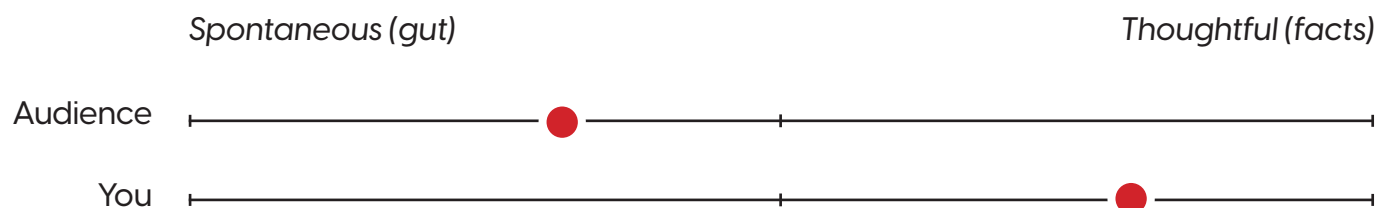
How well do they understand your topic?



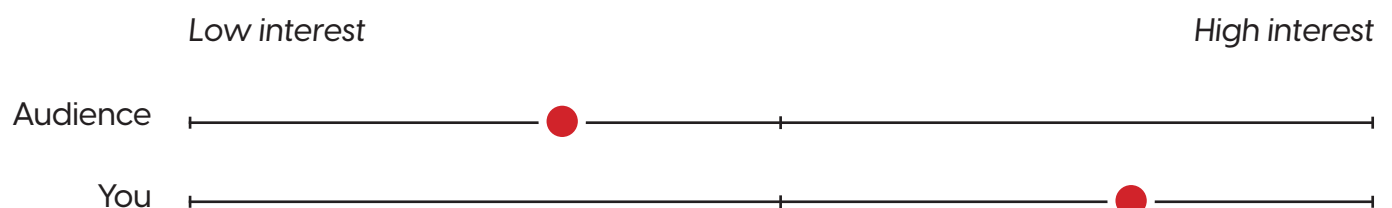
How do they prefer to be communicated with about this?



How are they likely to react to your message?



How interested are they to receive your information?



Empathy Spectrums Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Audience (Describe your audience – their role, their relationship to your work, what they care about, anything you know about how they prefer to receive information. If you've run the Stakeholder Matrix prompt, choose one of your Priority Audiences and expand on what you know about them)

The general manager of service delivery. She owns referral policy and decides programme funding, so she is the decision-maker my findings speak to. She hasn't been involved in this comparison so far and probably doesn't know it's underway. She is accountable for the agency's delivery targets and reports to the chief executive on them. She has many programmes and services competing for her attention, and limited time – when she receives analysis, she's known for asking "so what do you want me to do?" She joined the agency from a frontline service background, so she knows what programme delivery looks like in practice.

Desired Outcome (What you want this audience to do, understand, decide, or feel as a result of your communication?)

I want her to understand that part of the gap reflects who is referred into each programme, that a meaningful difference remains unexplained, and decide to sponsor a deeper investigation into that remaining difference before making referral or funding changes.

Your Position (Where do you sit on each of the four spectrums? Leave blank if you sit where most data communicators do – toward the expert, detail, thoughtful, and high interest ends)

Empathy Spectrums Prompt

I'm communicating with a specific audience about my work and want to understand how to calibrate my message to them. Here's some context about my organisation. My organisation: *I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform. The audience I'm focused on: The general manager of service delivery. She owns referral policy and decides programme funding, so she is the decision-maker my findings speak to. She hasn't been involved in this comparison so far and probably doesn't know it's underway. She is accountable for the agency's delivery targets and reports to the chief executive on them. She has many programmes and services competing for her attention, and limited time – when she receives analysis, she's known for asking "so what do you want me to do?" She joined the agency from a frontline service background, so she knows what programme delivery looks like in practice.* What I want this audience to do, understand, decide, or feel as a result of my communication: *I want her to understand that part of the gap reflects who is referred into each programme, that a meaningful difference remains unexplained, and decide to sponsor a deeper investigation into that remaining difference before making referral or funding changes.* Where I sit on each spectrum: . If I've left this blank, assume I sit toward the expert, detail, thoughtful, and high interest end of each spectrum. Suggest where this audience probably sits on each of these spectrums, and why, and compare their position with mine. The first spectrum is how well they understand the topic, from novice to expert. The second is how interested they are in receiving the information, from low to high – which can differ from their interest in the work itself. The third is how they're likely to react to your message, from spontaneous (an instinctive, emotional first response) to thoughtful (weighing facts and reasoning before responding). This spectrum is about the nature of their reaction, not their speed or decisiveness – someone who is quick and action-oriented can still react thoughtfully. The fourth is how they prefer to be communicated with, from summary to detail. Then suggest two specific things I should adjust in my communication. Each adjustment must be tied to a gap between my position and the audience's position on a specific spectrum, and the adjustment must be one that would change if the gap closed or ran the other way. Don't give me generic advice about communicating with this type of person – only adjustments that follow from the gaps between our positions on these four spectrums. Don't make assumptions beyond what I've told you – flag anything you're guessing at. Then give me one clearly labelled summary to carry forward. Label it "Communication Profile" – a brief note on how I should communicate with this audience, built from the two adjustments you suggested above and anything else that follows from the gaps between our positions. This summary will be used later without any explanation of the four spectrums, so write it as standalone communication guidance – describe what to do, and don't reference the spectrums, their names, or where either of us sits on them. Write the response as plain prose. No bullet points, no sub-points. Keep each adjustment to two or three sentences, and keep the labelled summary brief.

Communication Profile (Paste the "Communication Profile" AI summary and make any necessary changes to this and your Empathy Spectrums template)

Open with the recommendation and the decision it protects, then give the two supporting findings in one sentence each; keep methods, tables, and workings in an appendix she can pull on if she chooses. Establish in the first lines why this touches her targets and the decisions she owns, since she hasn't seen this work before and her attention must be earned immediately. Explain who flows into each programme in operational, frontline terms she can test against her own experience, and avoid statistical vocabulary in the main message. Present the headline gap and its compositional explanation together in the same breath, so her first read already contains the reason to pause before shifting referrals or money, and make the single ask – sponsorship of a deeper investigation – explicit and easy to say yes to.

Character Data Story Canvas

1. Characters Whom (or what) are you comparing?	Main	Supporting
	<i>Mentoring</i>	<i>Skills Training</i>

2. Data Metric What Data Metric are you comparing? <i>Proportion of participants in employment</i>
--

3. Time When will the Data Metric be measured? <i>Six months after finishing their programme</i>
--

4. Data Difference Record the Data Metric's measurements at the Time . Calculate the difference between data measurements.	<i>62%</i>	<i>48%</i>
	Difference <i>14 percentage points</i>	

5. Character's Difference Time + Characters + Data Metric + Data Difference <i>Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points.</i>

6. Advantage What Character is in a better position? ☒ Main ☐ No difference ☐ Supporting
--

7. Reason Why are the Characters different? <i>The two programmes serve different people: skills training participants have been out of work longer and are more likely to face complex barriers to employment. When I compare participants with similar unemployment histories, the gap narrows from 14 percentage points to around 8.</i>

8. Unknowns What don't you know about the Character's Difference ? <i>My data isn't broken down by demographic group, so I can't tell whether the gap falls unevenly across different groups of participants – which matters for whether this is an equity issue. I also only measure whether someone is in employment at six months, without knowing whether that work is stable or good-quality.</i>
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9. Reaction How can you respond to the Character's Difference ?		
What was learned from Reason ?	What can be done to remove Unknowns ? <i>Investigation into what explains the remaining gap</i>	What can be done to improve Advantage ?

10. Context What else does your audience need to know to understand the Character's Difference ? <i>She doesn't know this comparison exists, so the story needs to establish what was compared and why the comparison was done before any finding will land. The organisation currently lacks clear evidence about which programme delivers better employment outcomes, and for whom.</i>
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Data Impact Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Organisational Impact (Output of the Goal Hierarchy prompt: the bigger organisational outcomes your goal contributes to. If you haven't used this prompt, enter the Impact from your PGAI Template)

A higher proportion of programme participants are in stable, good-quality employment six months after finishing. Employment outcomes are equitable across participant groups. Long-term unemployment is lower. Household incomes are higher and hardship is reduced. The population enjoys lasting economic security and full participation in social and economic life.

Character Change or Difference (Describe what's changed or what's different – as seen in the data – and how the character was affected. If you've completed a canvas, this is your block 5 sentence plus the block 6 impact/advantage)

Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position.

Data Impact Prompt

I've identified a change or difference in my data and want to think through what it means for the bigger picture. Here's some context about my organisation. My organisation: I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform. The wider outcomes my work feeds into: A higher proportion of programme participants are in stable, good-quality employment six months after finishing. Employment outcomes are equitable across participant groups. Long-term unemployment is lower. Household incomes are higher and hardship is reduced. The population enjoys lasting economic security and full participation in social and economic life. The change or difference I've identified in the data:

Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position. Help me think through how this change or difference affects each of the wider outcomes my work feeds into. For each outcome, is the change or difference positive, negative, or neutral, and why? Don't assume the change or difference is good or bad in itself – that depends entirely on which outcome you're looking at. Then give me one clearly labelled summary to carry forward. Label it "Data Impact" – a brief synthesis of how this change or difference affects the bigger picture, drawing on your analysis of each outcome. Keep the summary to the effects on the outcomes themselves – don't include what might have caused the change or difference, what's unknown about it, what should be investigated, or what should be done in response, because I'll work through each of those separately. Where an effect can't be assessed yet, say so and stop there. Write the response as plain prose. No bullet points, no sub-points. Keep each assessment to two or three sentences, and keep the labelled summary brief.

Data Impact (Paste the "Data Impact" AI summary and make any necessary changes. This goes beyond what is captured in the canvas – it looks past the character to the wider outcomes)

The 14-point gap is positive for the employment outcome as it applies to the mentoring cohort, and it exposes a drag on that same outcome from the skills training cohort, where over half of participants remain out of work at six months. It signals elevated long-term unemployment risk concentrated among skills training participants. Its effects on employment quality, equity across participant groups, household incomes, and lasting economic security can't yet be assessed from this comparison alone.

Reason Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Character Change or Difference (Describe what's changed or what's different – as seen in the data – and how the character was affected. If you've completed a canvas, this is your block 5 sentence plus the block 6 impact/advantage)

Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position.

Reasons Considered (Canvas block 7. List any reasons you've already thought of, or leave blank if you're starting from scratch)

The two programmes serve different people: skills training participants have been out of work longer and are more likely to face complex barriers to employment. When I compare participants with similar unemployment histories, the gap narrows from 14 percentage points to around 8.

Reason Prompt

I've identified a change or difference in my data and want to think through what might have caused it. Here's some context about my project. My organisation: I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform. The change or difference I've identified in the data: Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position. The reasons I've considered so far: The two programmes serve different people: skills training participants have been out of work longer and are more likely to face complex barriers to employment. When I compare

participants with similar unemployment histories, the gap narrows from 14 percentage points to around 8. Suggest three plausible reasons this change or difference might have happened that I haven't already considered. Include at least one reason that has nothing to do with my organisation's actions – something happening in the wider environment, the market or policy landscape, public or customer behaviour, or society – so I'm not only looking at what we did or didn't do. For each reason, briefly explain why it's plausible given my context, and what kind of evidence would help me confirm or rule it out. Then give me one clearly labelled summary to carry forward. Label it "Reason" – a brief synthesis of the most plausible reasons for this change or difference, drawing on the three you suggested and anything I had already considered. Write the response as plain prose. No bullet points, no sub-points. Keep each reason to three or four sentences, and keep the labelled summary brief.

Reason (Paste the "Reason" AI summary and make any necessary changes)

The two programmes serve different people, and adjusting for unemployment history closes less than half the gap, leaving room for unmeasured differences in job-readiness and motivation, possible measurement differences between the two follow-up processes, and weaker demand in the sectors skills training feeds into.

Unknowns Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Character Change or Difference (Describe what's changed or what's different – as seen in the data – and how the character was affected. If you've completed a canvas, this is your block 5 sentence plus the block 6 impact/advantage)

Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position.

Reason (Output of the Reason prompt: The reasons for the above change or difference)

The two programmes serve different people, and adjusting for unemployment history closes less than half the gap, leaving room for unmeasured differences in job-readiness and motivation, possible measurement differences between the two follow-up processes, and weaker demand in the sectors skills training feeds into.

Unknowns Considered (Canvas block 8. List any unknowns you've already noticed about this change or difference, or leave blank if you're starting from scratch)

My data isn't broken down by demographic group, so I can't tell whether the gap falls unevenly across different groups of participants – which matters for whether this is an equity issue. I also only measure whether someone is in employment at six months, without knowing whether that work is stable or good-quality.

Unknowns Prompt

I've identified a change or difference in my data and want to think through what I don't know about it. Here's some context about my project. My organisation: *I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.* The change or difference I've identified in the data: *Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position.* The reasons I think might explain this change or difference: *The two programmes serve different people, and adjusting for unemployment history closes less than half the gap, leaving room for unmeasured differences in job-readiness and motivation, possible measurement differences between the two follow-up processes, and weaker demand in the sectors skills training feeds into.* The unknowns I've already considered: *My data isn't broken down by demographic group, so I can't tell whether the gap falls unevenly across different groups of participants – which matters for whether this is an equity issue. I also only measure whether someone is in employment at six months, without knowing whether that work is stable or good-quality.* Help me identify what else I don't know. Suggest three significant unknowns that could change my understanding of this change or difference if I had the answers, and that I haven't already considered. Express each unknown as an open question I can't currently answer, rather than as a possible explanation stated with uncertainty, and don't turn my reasons into unknowns by adding hedging language to them. At least one should be about the data itself (something my data can't tell me, or measurement limitations I might be overlooking). At least one should be about the people or things behind the data (motivations, experiences, or context that the numbers don't capture). For each unknown, briefly explain why it matters and how I might go about finding out. Then give me one clearly labelled summary to carry forward. Label it "Unknowns" – a brief synthesis of the most significant unknowns about this change or difference, drawing on the three you suggested and anything I had already considered. Every item must be an open question, with no suggestion of which answers are more likely. Write the response as plain prose. No bullet points, no sub-points. Keep each unknown to three or four sentences, and keep the labelled summary brief.

Unknowns (Paste the "Unknowns" AI summary and make any necessary changes)

How do completion rates compare between the two programmes, and what happened to people who started but didn't finish? How does the employment gap change at earlier and later time points than six months? What are non-employed participants doing at six months, and how do they describe their situations? Does the gap fall evenly or unevenly across demographic groups? Is the employment that participants find stable and of good quality? How much of the gap reflects who enters each programme, how each programme's follow-up measures employment, and the labour demand in the sectors each programme feeds into?

Reaction Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Character Change or Difference (Describe what's changed or what's different – as seen in the data – and how the character was affected. If you've completed a canvas, this is your block 5 sentence plus the block 6 impact/advantage)

Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position.

Data Impact (Output of the Data Impact prompt: The wider impact of the above character change or difference)

The 14-point gap is positive for the employment outcome as it applies to the mentoring cohort, and it exposes a drag on that same outcome from the skills training cohort, where over half of participants remain out of work at six months. It signals elevated long-term unemployment risk concentrated among skills training participants. Its effects on employment quality, equity across participant groups, household incomes, and lasting economic security can't yet be assessed from this comparison alone.

Reason (Output of the Reason prompt: The reasons for the above change or difference)

The two programmes serve different people, and adjusting for unemployment history closes less than half the gap, leaving room for unmeasured differences in job-readiness and motivation, possible measurement differences between the two follow-up processes, and weaker demand in the sectors skills training feeds into.

Unknowns (Output of the Unknowns prompt: Anything you don't know about this change or difference)

How do completion rates compare between the two programmes, and what happened to people who started but didn't finish? How does the employment gap change at earlier and later time points than six months? What are non-employed participants doing at six months, and how do they describe their situations? Does the gap fall evenly or unevenly across demographic groups? Is the employment that participants find stable and of good quality? How much of the gap reflects who enters each programme, how each programme's follow-up measures employment, and the labour demand in the sectors each programme feeds into?

Reaction Considered (Canvas block 9. List any reactions you've already thought of – insights, next steps for unknowns, actions to improve the impact, or leave blank if you're starting from scratch)

Recommend a deeper investigation into what explains the remaining gap and hold off making referral or funding changes until that work reports back.

Reaction Prompt

I've worked through the impact, reason, and unknowns of a change or difference in my data, and want to think through how to respond to it. Here's some context about my project.

My organisation: I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

The change or difference I've identified in the data: Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position.

The impact: The 14-point gap is positive for the employment outcome as it applies to the mentoring cohort, and it exposes a drag on that same outcome from the skills training cohort, where over half of participants remain out of work at six months. It signals elevated long-term unemployment risk concentrated among skills training participants. Its effects on employment quality, equity across participant groups, household incomes, and lasting economic security can't yet be assessed from this comparison alone.

The reason: The two programmes serve different people, and adjusting for unemployment history closes less than half the gap, leaving room for unmeasured differences in job-readiness and motivation, possible measurement differences between the two follow-up processes, and weaker demand in the sectors skills training feeds into.

The unknowns: How do completion rates compare between the two programmes, and what happened to people who started but didn't finish? How does the employment gap change at earlier and later time points than six months? What are non-employed participants doing at six months, and how do they

describe their situations? Does the gap fall evenly or unevenly across demographic groups? Is the employment that participants find stable and of good quality? How much of the gap reflects who enters each programme, how each programme's follow-up measures employment, and the labour demand in the sectors each programme feeds into? The reactions I've already considered: Recommend a deeper investigation into what explains the remaining gap and hold off making referral or funding changes until that work reports back. Help me think through my reaction by answering three questions. First, what was learned from the reason – what insight emerges when I look at why the change or difference happened? Second, what can be done to remove the unknowns – what next steps in analysis, research, or conversation would help close those gaps? Third, what can be done to improve the impact or advantage – what action could be taken in response to what I've found? For each question, give me a brief answer that draws on what I've shared, and that I haven't already considered. Don't suggest things that go beyond what the impact, reason, and unknowns actually tell us. Then give me one clearly labelled summary to carry forward. Label it "Reaction" – a brief synthesis covering the insight, the next steps for unknowns, and the action to improve the impact or advantage. Write the response as plain prose. No bullet points, no sub-points. Keep each answer to two or three sentences, and keep the labelled summary brief.

Reaction (Paste the "Reaction" AI summary and make any necessary changes)

Next steps are to audit the two follow-up processes first, then talk with referral staff and link outcomes to sector vacancy data, alongside the completion-rate and time-point analyses already planned. In parallel, contact skills training participants still out of work at six months, an action justified by the risk itself and one that helps close the unknowns as it goes.

Context Prompt

Before using the prompt, answer the following:

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Character Change or Difference (Describe what's changed or what's different – as seen in the data – and how the character was affected. If you've completed a canvas, this is your block 5 sentence plus the block 6 impact/advantage)

Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position.

Reason (Output of the Reason prompt: The reasons for the above change or difference)

The two programmes serve different people, and adjusting for unemployment history closes less than half the gap, leaving room for unmeasured differences in job-readiness and motivation, possible measurement differences between the two follow-up processes, and weaker demand in the sectors skills training feeds into.

Unknowns (Output of the Unknowns prompt: Anything you don't know about this change or difference)

How do completion rates compare between the two programmes, and what happened to people who started but didn't finish? How does the employment gap change at earlier and later time points than six months? What are non-employed participants doing at six months, and how do they describe their situations? Does the gap fall evenly or unevenly across demographic groups? Is the employment that participants find stable and of good quality? How much of the gap reflects who enters each programme, how each programme's follow-up measures employment, and the labour demand in the sectors each programme feeds into?

Data Impact (Output of the Data Impact prompt: The wider impact of the above change or difference)

The 14-point gap is positive for the employment outcome as it applies to the mentoring cohort, and it exposes a drag on that same outcome from the skills training cohort, where over half of participants remain out of work at six months. It signals elevated long-term unemployment risk concentrated among skills training participants. Its effects on employment quality, equity across participant groups, household incomes, and lasting economic security can't yet be assessed from this comparison alone.

Audience (Describe your audience – their role, their relationship to your work, what they care about, anything you know about how they prefer to receive information. If you've run the Stakeholder Matrix prompt, choose one of your Priority Audiences and expand on what you know about them)

The general manager of service delivery. She owns referral policy and decides programme funding, so she is the decision-maker my findings speak to. She hasn't been involved in this comparison so far and probably doesn't know it's underway. She is accountable for the agency's delivery targets and reports to the chief executive on them. She has many programmes and services competing for her attention, and limited time – when she receives analysis, she's known for asking "so what do you want me to do?" She joined the agency from a frontline service background, so she knows what programme delivery looks like in practice.

Context Considered (Canvas block 10. List any context you think your audience needs, or leave blank if you're starting from scratch)

She doesn't know this comparison exists, so the story needs to establish what was compared and why the comparison was done before any finding will land. The organisation currently lacks clear evidence about which programme delivers better employment outcomes, and for whom.

Context Prompt

I've identified a change or difference in my data and want to think through what context my audience needs to understand it. Here's some information about my project. My organisation: I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform. The change or difference I've identified in the data: Six months after finishing their programme, 62% of mentoring programme participants were in

employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position. The reasons I think explain this change or difference: The two programmes serve different people, and adjusting for unemployment history closes less than half the gap, leaving room for unmeasured differences in job-readiness and motivation, possible measurement differences between the two follow-up processes, and weaker demand in the sectors skills training feeds into. The unknowns I've identified about it: How do completion rates compare between the two programmes, and what happened to people who started but didn't finish? How does the employment gap change at earlier and later time points than six months? What are non-employed participants doing at six months, and how do they describe their situations? Does the gap fall evenly or unevenly across demographic groups? Is the employment that participants find stable and of good quality? How much of the gap reflects who enters each programme, how each programme's follow-up measures employment, and the labour demand in the sectors each programme feeds into? What it means for our wider outcomes: The 14-point gap is positive for the employment outcome as it applies to the mentoring cohort, and it exposes a drag on that same outcome from the skills training cohort, where over half of participants remain out of work at six months. It signals elevated long-term unemployment risk concentrated among skills training participants. Its effects on employment quality, equity across participant groups, household incomes, and lasting economic security can't yet be assessed from this comparison alone. I've already worked through these, so treat them as off-limits – any context you suggest must add something beyond them. The audience I'm communicating this to: The general manager of service delivery. She owns referral policy and decides programme funding, so she is the decision-maker my findings speak to. She hasn't been involved in this comparison so far and probably doesn't know it's underway. She is accountable for the agency's delivery targets and reports to the chief executive on them. She has many programmes and services competing for her attention, and limited time – when she receives analysis, she's known for asking "so what do you want me to do?" She joined the agency from a frontline service background, so she knows what programme delivery looks like in practice. The context I've already considered: She doesn't know this comparison exists, so the story needs to establish what was compared and why the comparison was done before any finding will land. The organisation currently lacks clear evidence about which programme delivers better employment outcomes, and for whom. Suggest three pieces of context this audience needs in order to understand the change or difference properly, that I haven't already considered. Context is information that helps the audience interpret what the numbers mean – not what caused the change or difference, not what's unknown about it, and not what should be done in response. Choose context based on what this specific audience needs. For each piece, briefly explain why this audience needs it and what could go wrong in their understanding if they don't have it. Then give me one clearly labelled summary to carry forward. Label it "Context" – a brief synthesis of the most important context this audience needs, drawing on the three pieces you suggested and anything I had already considered. Write the response as plain prose. No bullet points, no sub-points. Keep each piece of context to three or four sentences, and keep the labelled summary brief.

Context (paste the "Context" AI summary and make any necessary changes)

This is the first time this comparison has been done – the agency has lacked clear evidence about which programme delivers better employment outcomes, and for whom. The two programmes differ in scale: skills training serves around 2,400 participants a year, more than twice mentoring's roughly 1,100, so the lower figure describes the larger group of job seekers. Both figures use the same employment-at-six-months definition as the agency's delivery target, though each is collected through its own programme's follow-up process. No baseline exists for what comparable job seekers achieve without programme support, so neither figure can be read against what would have happened anyway.

Data Story Prompt

Organisation (Where do you work, what kind of organisation is it, what does your team do, and what are you responsible for?)

I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform.

Work Story (Output of the PGAI template/prompt: How does your work help to solve an organisation problem and what kind of impact does it create? If you haven't used this prompt, briefly describe what you're working on and what it's trying to achieve)

Our organisation currently lacks a clear picture of how our two job seeker support programmes compare on employment outcomes, which makes it hard to know where our efforts are working. I've been comparing six-month employment outcomes for the mentoring programme and the skills training programme, digging into how results differ and what might explain those differences. As a result of my work, I hope it helps us lift the proportion of participants in stable, good-quality employment and ensures those outcomes are equitable across participant groups, contributing to lower long-term unemployment and reduced hardship in the long run.

Character Change or Difference (Describe what's changed or what's different – as seen in the data – and how the character was affected. If you've completed a canvas, this is your block 5 sentence plus the block 6 impact/advantage)

Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position.

Data Impact (Output of the Data Impact prompt: The wider impact of the above character change or difference)

The 14-point gap is positive for the employment outcome as it applies to the mentoring cohort, and it exposes a drag on that same outcome from the skills training cohort, where over half of participants remain out of work at six months. It signals elevated long-term unemployment risk concentrated among skills training participants. Its effects on employment quality, equity across participant groups, household incomes, and lasting

economic security can't yet be assessed from this comparison alone.

Reason (Output of the Reason prompt: The reasons for the above change or difference)

The two programmes serve different people, and adjusting for unemployment history closes less than half the gap, leaving room for unmeasured differences in job-readiness and motivation, possible measurement differences between the two follow-up processes, and weaker demand in the sectors skills training feeds into.

Unknowns (Output of the Unknowns prompt: Anything you don't know about this change or difference)

How do completion rates compare between the two programmes, and what happened to people who started but didn't finish? How does the employment gap change at earlier and later time points than six months? What are non-employed participants doing at six months, and how do they describe their situations? Does the gap fall evenly or unevenly across demographic groups? Is the employment that participants find stable and of good quality? How much of the gap reflects who enters each programme, how each programme's follow-up measures employment, and the labour demand in the sectors each programme feeds into?

Reaction (Output of the Reaction prompt: List ways you could react to what you're seeing in the data – insights, next steps for unknowns, actions to improve the impact)

Next steps are to audit the two follow-up processes first, then talk with referral staff and link outcomes to sector vacancy data, alongside the completion-rate and time-point analyses already planned. In parallel, contact skills training participants still out of work at six months, an action justified by the risk itself and one that helps close the unknowns as it goes.

Audience (Describe your audience – their role, their relationship to your work, what they care about, anything you know about how they prefer to receive information. If you've run the Stakeholder Matrix prompt, choose one of your Priority Audiences and expand on what you know about them)

The general manager of service delivery. She owns referral policy and decides programme funding, so she is the decision-maker my findings speak to. She hasn't been involved in this comparison so far and probably doesn't know it's underway. She is accountable for the agency's delivery targets and reports to the chief executive on them. She has many programmes and services competing for her attention, and limited time – when she receives analysis, she's known for asking "so what do you want me to do?" She joined the agency

from a frontline service background, so she knows what programme delivery looks like in practice.

Context (Output of the Context prompt: Any context you think your audience needs)

This is the first time this comparison has been done – the agency has lacked clear evidence about which programme delivers better employment outcomes, and for whom. The two programmes differ in scale: skills training serves around 2,400 participants a year, more than twice mentoring's roughly 1,100, so the lower figure describes the larger group of job seekers. Both figures use the same employment-at-six-months definition as the agency's delivery target, though each is collected through its own programme's follow-up process. No baseline exists for what comparable job seekers achieve without programme support, so neither figure can be read against what would have happened anyway.

Audience Motivation (Output of the User Story prompt: What motivates your audience to engage with your work?)

She is motivated by defensible decisions. She carries the accountability for delivery targets, so analysis earns her attention when it protects her from acting on a misleading gap and gives her a clear, justifiable next step. Beneath that, her frontline history suggests a likely (though unconfirmed) care for jobseekers getting into the right programme for them – which conveniently points to the same action you want: investigate the unexplained difference before changing anything.

Communication Profile (Output of the Empathy Spectrums template/prompt)

Open with the recommendation and the decision it protects, then give the two supporting findings in one sentence each; keep methods, tables, and workings in an appendix she can pull on if she chooses. Establish in the first lines why this touches her targets and the decisions she owns, since she hasn't seen this work before and her attention must be earned immediately. Explain who flows into each programme in operational, frontline terms she can test against her own experience, and avoid statistical vocabulary in the main message. Present the headline gap and its compositional explanation together in the same breath, so her first read already contains the reason to pause before shifting referrals or money, and make the single ask – sponsorship of a deeper investigation – explicit and easy to say yes to.

Desired Outcome (What you want this audience to do, understand, decide, or feel as a result of your communication?)

I want her to understand that part of the gap reflects who is referred into each programme, that a meaningful difference remains unexplained, and decide to sponsor a deeper investigation into that remaining difference before making referral or funding changes.

Data Story Prompt

I want to write a data story using the ABT narrative structure – and, but, therefore. The word and strings together information in agreement to establish the first story act. The word but introduces the tension of the second act. The word therefore lands the consequence of the third act. Here's some context about my project. My organisation: *I work at a national employment agency. I'm a programme analyst in the employment support team. Our team designs and monitors programmes that help people who are out of work to find and keep jobs. I'm responsible for reporting on how well these programmes perform. The story of my work and how it fits into my organisation: Our organisation currently lacks a clear picture of how our two job seeker support programmes compare on employment outcomes, which makes it hard to know where our efforts are working. I've been comparing six-month employment outcomes for the mentoring programme and the skills training programme, digging into how results differ and what might explain those differences. As a result of my work, I hope it helps us lift the proportion of participants in stable, good-quality employment and ensures those outcomes are equitable across participant groups, contributing to lower long-term unemployment and reduced hardship in the long run. The change or difference I've identified in the data: Six months after finishing their programme, 62% of mentoring programme participants were in employment, compared with 48% of skills training programme participants – a difference of 14 percentage points. Mentoring programme participants are in the better position. Here's what I've worked out about the data. The impact: The 14-point gap is positive for the employment outcome as it applies to the mentoring cohort, and it exposes a drag on that same outcome from the skills training cohort, where over half of participants remain out of work at six months. It signals elevated long-term unemployment risk concentrated among skills training participants. Its effects on employment quality, equity across participant groups, household incomes, and lasting economic security can't yet be assessed from this comparison alone. The reason: The two programmes serve different people, and adjusting for unemployment history closes less than half the gap, leaving room for unmeasured differences in job-readiness and motivation, possible measurement differences between the two follow-up processes, and weaker demand in the sectors skills training feeds into. The unknowns: How do completion rates compare between the two programmes, and what happened to people who started but didn't finish? How does the employment gap change at earlier and later time points than six months? What are non-employed participants doing at six months, and how do they describe their situations? Does the gap fall evenly or unevenly across demographic groups? Is the employment that participants find stable and of good quality? How much of the gap reflects who enters each programme, how each programme's follow-up measures employment, and the labour demand in the sectors each programme feeds into? The reaction: Next steps are to audit the two follow-up processes first, then talk with referral staff and link outcomes to sector vacancy data, alongside the completion-rate*

and time-point analyses already planned. In parallel, contact skills training participants still out of work at six months, an action justified by the risk itself and one that helps close the unknowns as it goes. **The audience I'm communicating to:** The general manager of service delivery. She owns referral policy and decides programme funding, so she is the decision-maker my findings speak to. She hasn't been involved in this comparison so far and probably doesn't know it's underway. She is accountable for the agency's delivery targets and reports to the chief executive on them. She has many programmes and services competing for her attention, and limited time – when she receives analysis, she's known for asking "so what do you want me to do?" She joined the agency from a frontline service background, so she knows what programme delivery looks like in practice. **The context the audience needs:** This is the first time this comparison has been done – the agency has lacked clear evidence about which programme delivers better employment outcomes, and for whom. The two programmes differ in scale: skills training serves around 2,400 participants a year, more than twice mentoring's roughly 1,100, so the lower figure describes the larger group of job seekers. Both figures use the same employment-at-six-months definition as the agency's delivery target, though each is collected through its own programme's follow-up process. No baseline exists for what comparable job seekers achieve without programme support, so neither figure can be read against what would have happened anyway. **What motivates this audience:** She is motivated by defensible decisions. She carries the accountability for delivery targets, so analysis earns her attention when it protects her from acting on a misleading gap and gives her a clear, justifiable next step. Beneath that, her frontline history suggests a likely (though unconfirmed) care for jobseekers getting into the right programme for them – which conveniently points to the same action you want: investigate the unexplained difference before changing anything. **How to calibrate the message:** Open with the recommendation and the decision it protects, then give the two supporting findings in one sentence each; keep methods, tables, and workings in an appendix she can pull on if she chooses. Establish in the first lines why this touches her targets and the decisions she owns, since she hasn't seen this work before and her attention must be earned immediately. Explain who flows into each programme in operational, frontline terms she can test against her own experience, and avoid statistical vocabulary in the main message. Present the headline gap and its compositional explanation together in the same breath, so her first read already contains the reason to pause before shifting referrals or money, and make the single ask – sponsorship of a deeper investigation – explicit and easy to say yes to. **What I want them to do, understand, decide, or feel:** I want her to understand that part of the gap reflects who is referred into each programme, that a meaningful difference remains unexplained, and decide to sponsor a deeper investigation into that remaining difference before making referral or funding changes. If any of these are blank, work with what I've given you and don't invent what's missing. Suggest two versions of the ABT. The two versions must differ in what they put at the centre of the story – what contrast is introduced by the second act, and what the third act asks for or resolves. They should not be variations on the same underlying narrative. Use the above information as raw material – choose what to include and what to leave out based on what makes the strongest story for this audience. Open with a first act that establishes information in agreement, with no tension in it. Begin the second act with the word but, and begin the third act with the word therefore or so. Each act can be one to three sentences – keep the sentences short and natural, splitting rather than stretching them. Don't begin any other sentence with but, therefore, or so, so

the three acts stay clearly marked. Write the response as plain prose. No bullet points, no headers, no sub-points.

Data Story (Paste your preferred version from the AI's response and make any necessary changes)

Version 1

For the first time, the agency can compare its two job seeker programmes on the employment outcome your delivery targets track. Six months after finishing, 62 per cent of mentoring participants were in employment. Among skills training participants, the figure was 48 per cent.

But the two programmes take in different people, and each measures employment through its own follow-up process. Adjusting for participants' unemployment history closes less than half of the 14-point gap. A referral or funding decision made on today's comparison would rest partly on who walks in each door and on how each programme counts a job.

Therefore I'm asking you to sponsor a focused investigation before any changes to referrals or funding – an audit of the two follow-up processes, conversations with referral staff, and a link between outcomes and sector vacancy data. That work gives you a defensible basis for whatever you decide next.

Version 2

Skills training is the agency's biggest job seeker programme, taking in around 2,400 people a year, more than double mentoring's intake. Its results carry the most weight in the delivery targets you report to the chief executive.

But at six months, over half of those participants are still out of work. We don't yet know what they're doing, how they describe their situations, or why the programme trails mentoring by 14 points. Each month that passes deepens their risk of long-term unemployment.

So I'm asking you to back direct contact with the skills training participants still out of work, running alongside the analysis that will explain the gap. What they tell us shows whether the programme needs redesign, and reaching them early serves the jobseekers and your targets together.