

**I N D E X****A**

- Accountability, 34, 44
- Action Planning Worksheet
blank example of, 172
Russell's First Draft, 170–171
- Adams, M. G., 123
- Adaptive unconscious, 22
- Alex (client), 330–332
- Alice (client), 114–117
- Analogies, 344
- Anita (client)
first drawing by, 358*fig*
on learning body awareness, 356–358
life agreement drawing by, 359*fig*
- Anne (client), 230
- Anne (coach)
body wisdom discovered by, 235–238
cards of acknowledgment created by, 328
on celebration dinners, 336
on client body awareness breakthrough, 242–244
on client rewarding herself, 330–332
on Danna Faulds' poetry, 160–162
“energy engineering” approach adopted by, 241
“gut art” used by, 201
on poetry reframing client's world, 188
on spinning plates ritual, 312–313
on view of observing others, 282–283
Yes/No design approach to designing interventions by, 341
- Anne Marie (client)
“Help” drawing by, 17*fig*
Scales of Balance used by, 19*fig*
story of coaching, 16–19*fig*
- Argyris, C., 22, 32
- Art. *See* Visual expression
- Asking Your Inner Critic to Move Aside exercise, 73–74
- Assessing results
exercises for, 320–336
process and benefits of, 315–317
- Assessing/celebrating results exercises
about using the, 320
Cards of Acknowledgment, 327–328
Celebration Dinners, 335–336
Creating Awards, 333–334
Questions for Assessing Results, 321–323
Rewarding Yourself, 329–332
Successes and Accomplishments List, 324–326
- Assignments: Thematic Journaling exercise, 184–185

B

- Balancing exercise, 259–260
- Becoming the Mountain exercise, 261–263

“Beginner’s mind,” 205
Beginning stage of coaching, 10–12
Behavior Observation Tracking Form, 280
Behaviors
 comparing “here and now” with
 described, 43
 consistent with Mutual Learning values,
 34–37, 39
 Creative/Survival cycle, 307
Being present
 definition of, 53
 exercises to facilitate, 55–62
 suggestions for, 54–55
Being present exercises
 Breathe Yourself Present, 56–57
 Refocusing Attention, 61
 Sitting or Walking Meditation, 58–60
 Where Are YOU?, 62
Bender, L., 341
Betsey (workshop participant), 342
Body Barometer exercise, 255–256
Body Scan exercise, 251–254
Body Sculpting exercise, 264–266
Body wisdom
 Anita’s story on learning body awareness
 and, 356–358
 Anne on discovering power of, 235–238
 benefits of working through, 239–244
 description of, 238–239
 exercises for accessing, 244–266
Body wisdom exercises
 about using the, 244
 Balancing, 259–260
 Becoming the Mountain, 261–263
 Body Barometer, 255–256
 Body Scan, 251–254
 Body Sculpting, 264–266
 Centering, 257–258
 Sitting or Lying Meditation with Circular
 Breath, 248–250
 Three-part Breath, 245–247
Book Umbrella of Protection, 201*fig*
Breaking Free Ritual exercise, 311–313

Breathe Yourself Present exercise, 56–57
Brooks, E., 77
Buck, M. L., 264n.3

C

Cameron, J., 181
Candy box metaphor, 201–202, 203*fig*
Cards of Acknowledgment exercise,
 327–328
Cards of Choice exercise, 213–214
Carlson, P., 31, 165, 180, 191
Carroll, M., 264n.3
CD-ROM
 Anne Marie’s “Help” Drawing on, 17*fig*
 Anne Marie’s Scales of Balance, 19*fig*
 Behavior Observation Tracking Form
 on, 280
 on behaviors consistent with mutual
 learning values, 34–39
 Book Umbrella of Protection on, 201*fig*
 on client needs through coaching stages,
 10–12
 coaching agreement sample on, 348
 Contrasting Experiences exercise
 template, 228
 on the Diagnosis-Intervention Cycle,
 43–45
 Distinguishing Between Unilateral Control
 and Mutual Learning, 102
 on facilitative coach guiding principles, 29*fig*
 on Facilitative Coach Model ground
 rules, 35*fig*
 Left-hand Column Cases exercise template
 on, 96–97
 Living with a Book on My Head on, 200*fig*
 on Mutual Learning Model, 33–34
 My Candy Box on, 203*fig*
 on Unilateral Control Model strategies, 32
Celebrating results
 David’s experience with, 317–318
 exercises for assessing and, 320–336
 process of, 317
 Sam’s experience with, 319

- value of, 318–319
- when to, 320
- Celebrating/assessing results exercises
 - about using the, 320
 - Cards of Acknowledgment, 327–328
 - Celebration Dinners, 335–336
 - Creating Awards, 333–334
 - Questions for Assessing Results, 321–323
 - Rewarding Yourself, 329–332
 - Successes and Accomplishments List, 324–326
- Celebration Dinners exercise, 335–336
- Center for Creative Leadership, 230
- Centering exercise, 257–258
- Ceremony, 298
- Change Your Questions Change Your Life* (Adams), 123
- Changing thinking
 - developmental coaching for, 79–84
 - Distinguishing Between Unilateral Control and Mutual Learning, 102
 - exercises for, 84–96, 103–117
 - Pat’s story on, 97–101
- Changing thinking exercises
 - about using the, 84
 - Creative/Survival Cycle exercise, 108–117
 - Hot Buttons, 85–87
 - The Inside Story, 103–107
 - Left-hand Column Cases, 92–101
 - Theory-in-Use Interventions (TIU), 88–91
- Christa (client), 325–326
- Clarifying Purpose and Goals exercise, 166–167
- Clark, S., 107
- Client needs
 - questions to ask about, 349–350, 351–352
 - throughout stages of coaching, 10–12
- Clients
 - considering learning style of your, 47
 - guiding your, 2–3
 - jointly designing an intervention with, 47, 48–50, 82–83, 345–346
 - responses to inner critic exercises by, 77
 - tips on diagnosing problem for, 41–43
 - zesty questions for the, 125–126
- Closed-ended zesty questions, 121–122
- Coaches
 - addressing your inner critic, 63–77
 - being present, 53–62
 - diagnosing tips for, 41–43
 - jointly designing intervention with clients, 47, 48–50, 82–83, 345–346
 - zesty questions for, 125
 - See also* Toolkit
- Coaching
 - being present component of, 53–62
 - distinguishing between basic and developmental, 79–80
 - distinguishing between therapy and, 83–84
 - exploring unknown territories of, 3–4
 - guiding your clients component of, 2–3
 - as process of discovery, 53–54
 - See also* Developmental coaching; Facilitative coaching
- Coaching agreement, 348
- Coaching Exercise Matrix, 9
- Coaching modalities
 - closing the coaching engagement, 360
 - combining, 348–350
 - combining multiple modalities over time, 355–359
 - establishing relationship supporting interventions, 347–348
 - practice scenarios for choosing/combining, 360–362
 - questions to ask for designing, 349–350, 351–352
- Coaching modalities selection
 - catalysts and reasons for, 352–355
 - guidelines for, 350–351
 - practice scenarios for, 360–362
- Coaching repertoire
 - Dale’s expansion of his, 16–19 *fig*
 - results from expanding your, 25–26
 - See also* Facilitative coaching

- Coaching stages
 - needs through middle, 11
 - needs throughout beginning, 10
 - needs throughout closing, 11
 - needs throughout coaching process, 12
 - Coaching tips
 - on designing interventions, 341–344
 - on diagnosing client problems, 41–43
 - on Left-hand Column Cases exercise, 94–95
 - on working with groups, 4
 - on working virtually, 5
 - Colorful language, 344
 - Commitment, 242
 - Communication
 - curiosity and zesty questions to facilitate, 121–126
 - exercises to facilitate, 135–155
 - exploring client statements, 124–125
 - ground rules for assessing, 121–122
 - guided imagery used in, 127–130, 153–155
 - using stories to connect the dots of, 127–129
 - See also* Metaphors; Stories; Visual expression; Writing
 - Communication exercises
 - about using the, 130
 - Creating Metaphors, 150–152
 - Daily Ground Rules Practice, 141–142
 - Intervening on Ground Rules, 137–140
 - Opening the Door: Reflective Questions, 143–144
 - Out of the Mouth, Into the Mind, 135–136
 - Role Play, 148–149
 - Tell Me a Story, 145–147
 - Compassion
 - as coaching principle, 28–29
 - developmental coaching honoring, 82–83
 - moving from inner critic to, 65
 - as Mutual Learning Model core value, 34
 - visual expression and the practice of, 207
 - Contrasting Experiences exercise, 226–228
 - Contrasting Experiences exercise
 - template, 228
 - Creating Awards exercise, 333–334
 - Creating Metaphors exercise, 150–152
 - Creating a Vision exercise, 178–180
 - Creative energy, 241–242
 - Creative/Survival Cycle exercise
 - about using the, 108
 - client example of moving from survival to creative, 114–117
 - linking gifts to choices in, 219
 - reflective questions for successful creative event, 112
 - reflective questions for unsuccessful survival event, 113–114
 - successful event steps of, 109–110
 - unsuccessful event steps of, 109–111
 - See also* Solidify Intention exercise
 - Creativity
 - of designing your own interventions, 339
 - elements of, 340
 - the muse of, 347
 - ten tips for enhancing intervention design, 343–346
 - Cueller, G., 236
 - Curiosity
 - as coaching principle, 34, 44
 - communicating through zesty questions and, 121–126
 - designing interventions through use of, 345
 - developmental coaching honoring, 82–83
- D**
- Daily Ground Rules Practice exercise, 141–142
 - Dale (coach)
 - cards of acknowledgment created by, 328
 - coaching repertoire expanded by, 16–19, 20
 - on conducting fieldwork with clients, 268–269
 - on creativity, 346
 - creativity workshop led by, 236

- on experience with Hot Buttons exercise, 87
 - exploring client statements, 120–121
 - guided imagery used by, 128–129
 - on “gut art,” 199–201
 - on his inner critic, 66
 - on jump-starting project, 273n.1
 - on learning to celebrate results, 317–318
 - letter writing used by, 192
 - on transferring skills, 296
 - on turning point ritual, 298–299
 - on visual expression by clients, 197–198, 204, 205–206, 230
 - on writing a success list, 324–325
 - See also* Schwarz, D.
 - David (client), 127–129, 317–318
 - Davison, A., 31, 165, 180, 191
 - Debbie (client), 198
 - Debriefing
 - client rituals, 302
 - fieldwork/experiments, 271–272
 - Deepening self-awareness, 241
 - Delegate a Task exercise, 293–294
 - Designing Daily Rituals exercise, 304–305
 - Designing interventions
 - adapting what you know when, 345
 - benefits of, 339
 - co-creating with clients and colleagues, 345–346
 - giving yourself permission to create, 340
 - using your intuition when, 343
 - remaining curious and playful when, 345
 - shamelessly mining the gift of life for, 340–341
 - Designing interventions tips
 - building on contrasts for, 344
 - listed, 343
 - listening for metaphors, analogies, and colorful language, 344
 - starting where the client is, 343–344
 - using whatever is available for, 341–342
 - Developing Decision Criteria exercise, 163–165
 - Developmental coaching
 - distinguishing between basic and, 79–80
 - distinguishing between therapy and, 83–84
 - James’ story on, 80–82
 - joint design, curiosity, and compassionate support of, 82–83
 - See also* Coaching
 - Diagnosing
 - sharing and testing what you observed, 44
 - sharing and testing your hypothesis, 44–45
 - tips on, 41–43
 - Diagnosis-Intervention Cycle, 43–45
 - Discerning mind, 69
 - Do One Thing Differently exercise, 289–290
 - Drama Triangle, 19–20
 - Drath, W., 31
- E**
- Edison, T., 345
 - Elaine B., 117
 - Elana (client), 298–299
 - “Energy engineering,” 241
 - Enhancing creative energy, 241–242
 - Exercises. *See* Toolkit exercises
 - Experiment exercises
 - about using the, 288
 - Delegate a Task, 293–294
 - Do One Thing Differently, 289–290
 - Practice Imperfection for a Change, 291–292
 - Work Project Skills Transfer, 295–296
 - Experiments
 - client willingness to consider, 47
 - conducting and debriefing, 271–272
 - definition of, 268
 - designing, 270–271
 - exercises for, 288–296
 - when and why to conduct, 269–270
 - See also* Fieldwork
 - Exploring client statements, 120–121

F

Facilitative Coach Model

- benefits of using the, 27–28
- diagnosis in the, 41–43
- ground rules of, 34–37, 39, 121–122, 137–140, 141–142
- Pyramid Model of, 27–28
- three primary components of, 19–21
- See also* Skilled Facilitator approach

Facilitative Coach Model components

1. using/sharing specific theoretical foundation, 19–20
2. modeling skilled facilitator approach, 20
3. using multiple ways of knowing, 20–21

Facilitative Coach Model ground rules

- combine advocacy and inquiry, 37
- Daily Ground Rules Practice on, 141–142
- explain your reasoning and intent, 36–37
- facilitating communication using, 121–122
- Intervening on Ground Rules exercise on, 137–140
- joint design based on free and informed choice, 39
- listed, 35*fig*
- share all relevant information, 36
- test assumptions and inferences, 36

Facilitative Coach Pyramid Model, 27–28

Facilitative coaching

- principles of, 27–31, 39–40
- three important aspects of, 19–21
- See also* Coaching; Coaching repertoire

Facilitative coaching intervention steps

1. share and test what you observed, 44
2. share and test your hypothesis, 44–45
3. propose tools or techniques and jointly design next steps, 45

Facilitative coaching interventions

- choosing an appropriate, 46–48
- designing your own, 339–346
- establishing relationship to support, 347–348
- how to approach, 43–44
- importance of using full range of, 21–26

- including multiple ways of knowing, 23–24
- jointly designing an, 47, 48–50
- using our techniques to get started on, 24
- steps taken for, 44–45
- visual expression used for, 202–209
- working with our adaptive unconscious, 22
- See also* Toolkits

Facilitative coaching principles

- compassion as, 28–29
- engaging in mutual learning as, 31
- illustration of, 29*fig*
- integrity and respect as, 30–31
- modeling the, 39–40
- origins and use of, 27–28

Faulds, D., 160–162, 239, 240

Faulds, R., 264n.3

Fieldwork

- conducting and debriefing, 271–272
- defining, 267
- designing, 270–271
- exercises for, 272–287
- when and why to conduct, 268–269
- See also* Experiments

Fieldwork exercises

- about using the, 272
- Gifts Assessment: Interview Friends and Colleagues, 286–287
- How to Jump-Start a Project, 273–274
- Noticing and Tracking Your Behavior, 278–280
- Observing Others, 281–283
- Surround Yourself: A Wall of possibilities, A World of Options, 275–277
- Yes Versus No, 284–285

The Fifth Discipline Fieldbook (Senge, Kleiner, Roberts, Ross, & Smith), 180

“Five Ways,” 165

Force Fit exercise, 229–230

Forming and Conversing with Your

Compassionate Self exercise, 75–76

Forming and Conversing with Your Inner

Critic exercise, 71–72

4Mat System, 23

G

Gardner, H., 23
George, D., 264n.3
Gifts Assessment: Interview Friends and
Colleagues exercise, 286–287
Go In and In (Faulds), 160
Good Will Hunting (Bender & Van Sant), 341
Ground rules. *See* Facilitative Coach Model
ground rules
Guided imagery
benefits of using, 129–130
communication effectiveness of, 127–128
description of, 127
Guided Imagery exercise on, 153–155
how to use, 128–129
Guillermo (client), 227–228
“Gut art”
Book Umbrella of Protection, 201*fig*
description of, 199–200
Living with a Book on My Head, 200*fig*

H

Horth, D. M., 230
Hot Buttons exercise, 85–87
How to Jump-Start a Project exercise,
273–274
Howard, P. J., 240

I

Informed choice, 34
Inner critic
addressing your, 66
benefits or silver linings of addressing, 68
as coping strategy, 63
distinction between discerning mind
and, 69
exercises for, 70–77
how to befriend your, 69
moving to compassion from, 65
problem of your, 63
as “shadow self,” 65–66
steps to address the, 68
Susan addresses her, 64–65

Terrie releases her, 67*fig*–68
Inner critic exercises
Asking Your Inner Critic to Move Aside,
73–74
client responses to, 77
Forming and Conversing with Your
Compassionate Self, 75–76
Forming and Conversing with Your Inner
Critic, 71–72
sequential practice recommended for, 70
The Inside Story exercise, 103–107
Insight (1996), 245
Inspirational Anchor Image exercise,
233–234*fig*
Integrity coaching principle, 30–31
Intervening on Ground Rules exercise,
137–140
Interventions. *See* Facilitative coaching
interventions
Interviews, 286–287

J

Jack (client), 188
James (client), 80–82
Joint design
content of, 50
designing interventions through, 345–346
developmental coaching honoring, 82–83
process of, 49–50
purpose of, 48–49
suggestions for, 47
Jonathan (client), 152
Journaling exercises
Assignments: Thematic Journaling,
184–185
Journaling: Guidance from Unconscious
Wisdom, 181–183
Judge image, 204–205*fig*
Jump-starting projects, 273–274

K

Kaleidoscope image, 234*fig*
Karen (client), 320

Kate (client), 234
Kinnell, G., 187, 188
Kleiner, A., 180
Knowing
 adaptive unconsciousness and, 22
 using multiple ways of, 20–21, 23–24
Knowing Your Gifts and Stuck Places exercise,
 217–219
Kripalu yoga, 236–237

L

“Last Songs” (Kinnell), 188
Learning styles, 47
Left-hand Column Cases exercise
 CD-ROM template on, 96
 client example on using, 97–101
 overview of, 92–94
 tips on using, 94–95
Letters Sent and Unsent, 191–192
Life Learning Model
 Creative/Survival cycle behaviors in the, 307
 as foundation facilitative coaching theory,
 19–20
Living with a Book on My Head, 200*fig*
“Living small,” 242
Love, D., 341

M

McCaulley, M. H., 119, 136
McGee-Cooper, A., 241, 345
McKinney, S., 31, 165, 180, 191
Melanie (story), 120–121
Metaphors
 candy box, 201–202, 203*fig*
 Creating Metaphors exercise on, 150–152
 designing interventions by listening
 for, 344
 examples of, 126*fig*–127
 fieldwork using, 268–269
 selecting coaching modality based on
 client’s, 352–353
 of spinning plates ritual, 312–313
 working with, 129–130

See also Communication
 The Mindful Coach (Silsbee), 278n.2
Mirror Drawing exercise, 220–221
“Morning Pages” technique, 181
Mutual Learning Model
 CD-ROM on, 33–34
 core values of, 33–38, 39
 distinguishing between Unilateral Control
 and, 102
 engaging in, 31
 as foundation facilitative coaching theory,
 19–20
 visual expression opportunities for using,
 208–209
Mutual Learning Model core values
 accountability, 34
 behaviors consistent with, 34–37, 39
 a choice who embodies the, 38
 compassion, 34
 curiosity, 34
 informed choice, 34
 transparency, 33–34
Mutual Learning Self, 106–107
Myers, D. G., 24
Myers, I. B., 119, 136
Myers-Briggs Type Indicator, 23

N

Naparstek, B., 127–128
Noticing and Tracking Your Behavior
 exercise, 278–280

O

Observing Others exercise, 281–283
Obstacles (uncovering), 240–241
“Ode to My Demons” (Brooks), 77
Ohno, T., 165
Oliver, M., 187
Open-ended zesty questions, 122–123
Opening the Door: Reflective Questions
 exercise, 143–144
Out of the Mouth, Into the Mind exercise,
 135–136

The Owner's Manual for the Brain
(Howard), 240

P

Palus, C. J., 230
Pamela (coach), 201–202
Parking lot ritual, 299–300
Pat (client), 97–101
Pat's Coded Left-Hand Column
Case, 98
“Please the teacher” signs, 47–48
Poetry
Danna Faulds', 160–162
A Poem (or a Song) in Your Heart exercise
on, 186–188
Post Carding Problems exercise, 231–232
Practice Imperfection for a Change exercise,
291–292
Purpose, 242
Push Comes to Shove (Tharp), 273n.1

Q

Questions for Assessing Results exercises,
321–323

R

Rami, 187
Reflective writing
description of, 158–159
exercises for, 177–191
Reflective writing exercises
Assignments: Thematic Journaling,
184–185
Creating a Vision, 178–180
Journaling: Guidance from Unconscious
Wisdom, 181–183
Letters Sent and Unsent, 191–192
A Poem (or a Song) in Your Heart,
186–188
Scripts: Making Imagined and
Remembered Conversations Explicit,
189–190
“This Is Your Life” Time Line, 193–191

Respect coaching principle, 30–31

Results

assessing, 315–317
celebrating, 317–320
exercises for assessing/celebrating,
320–336

Rewarding Yourself exercise, 329–332

Rhyne, J., 207

Rilke, M., 187

Ritual exercises

about using the, 303
Breaking Free Ritual, 311–313
Designing Daily Rituals, 304–305
Solidify Intention, 306–307
Transition Ritual, 308–310

Rituals

benefits of including, 301
description and elements of, 297–298
Elana's turning point, 298–299
exercises for, 303–313
helping client design and debrief, 302
parking lot, 299–301

Roberts, C., 180

Role Play exercise, 148–149

Ross, R., 180

Russell's Action Planning Worksheet (First
Draft), 170–171

S

Sallie (client), 197–198

Sam (client), 319

Samantha (client), 192

Sarah (client), 242–244

Sarton, M., 187

Schön, D., 32.

Schwarz, D., 347. *See also* Dale (coach)

Schwarz, R., 34, 180, 191, 206

Scisco, P., 44–45

Scribble Drawing exercise, 222–223

Scripts: Making Imagined and Remembered
Conversations Explicit, 189–190

Self-awareness, 241

Senge, P., 180

- Seven Stepping Stones to Project Completion exercise, 276
- “Shadow self,” 65–66
- Shaping Your Reality exercise, 215–216
- Sheila (client), 177
- Silsbee, D. K., 278n.2, 280
- Sitting or Lying Meditation with Circular Breath exercise, 248–250
- Sitting or Walking Meditation exercise, 58–60
- Skill transferring, 295–296
- Skilled Facilitator approach
- adaptive unconscious process
 - underpinning the, 22
 - diagnosis in the, 41–43
 - ground rules of, 34–37, 39
 - modeling the, 20
- See also* Facilitative Coach Model
- The Skilled Facilitator Fieldbook* (Schwarz, Davidson, Carlson, & McKinney), 31, 165, 180, 191
- The Skilled Facilitator* (Schwarz), 165
- Smith, B., 180
- Solidify Intention exercise, 306–307
- See also* Creative/Survival Cycle exercise
- Spinning plates ritual, 312–313
- Stepping Stones to Project Completion, 168–172
- Steve (client), 128–129
- Stories
- David’s example of using, 127–129
 - guided imagery used in, 127–130
 - metaphors used in, 129–131
 - two types of coaching, 127
- See also* Communication
- Stress reduction, 240
- Strozzi-Heckler, R., 167n.2, 235, 239
- Structured writing
- description of, 158–159
 - exercises for, 162–176
- Structured writing exercises
- Clarifying Purpose and Goals, 166–167
 - Developing Decision Criteria, 163–165
 - Stepping Stones to Project Completion, 168–172
 - Successes and Accomplishments List exercise, 324–326
 - Sue (client), 315
 - Surround Yourself: A Wall of possibilities, A World of Options exercise, 275–277
 - Survival cycle
 - moving to creative from, 115–117
 - reflective questions for unsuccessful, 113–114
 - unsuccessful event of, 112–113
 - Susan (client), 64–65, 176
 - Suzuki, S., 205
 - Szegedy-Maszak, M., 22
- ## T
- Talking it through. *See* Communication
- Tashlich ceremony (Jewish New Year ritual), 298
- Tell Me a Story exercise, 145–147
- Templates
- Contrasting Experiences exercise, 228
 - Left-hand Column Cases exercise, 96–97
- Terrie’s inner critic story, 67fig–68
- Test driving interventions, 46
- Tharp, T., 273n.1
- Theory-in-Use Interventions (TIU) exercise, 88–91
- Therapy, 83–84
- “This Is Your Life” Time Line exercise, 193–191
- This or That: Compare and Contrast exercise, 211–212, 211–212
- Three-part Breath exercise, 245–247
- Thrower, H., 264n.3
- Ting, S., 44
- Toolkit
- challenges of learning to use, 3–4
 - for diagnosing client problems, 41–43, 44–45
 - Facilitative Coach guiding principles component of, 27–40

- learning how to use the, 5–7
 - See also* Coaches; Facilitative coaching interventions
 - Toolkit exercises
 - assessing/celebrating results, 320–336
 - being present, 55–62
 - body wisdom, 244–266
 - changing thinking, 84–96, 103–117
 - Coaching Exercise Matrix for using, 9, 9–12
 - Creative/Survival Cycle, 108–117, 219
 - experiments, 288–296
 - facilitating communication, 135–155
 - fieldwork, 272–287
 - inner critic, 70–77
 - reflective writing, 177–191
 - rituals, 303–313
 - structured writing, 162–176
 - Transition Ritual exercise, 308–310
 - Transparency, 33–34, 44
 - Trust, 26
 - Turning point ritual, 298–299
- U**
- Uncovering obstacles, 240–241
 - Unilateral Control Model
 - CD-ROM on strategies of, 32
 - distinguishing between Mutual Learning and, 102
 - Mutual Learning Model alternative to, 33
 - sources of explanation on, 31
 - Unilaterally Controlling Self, 106–107
- V**
- Van Sant, G., 341
 - Van Velsor, E., 31
 - Virtual visual expression, 209
 - Vision Collage exercise, 224–225
 - Visual Explorer* (Palus & Horth), 230
 - Visual expression
 - Anita’s story on learning body awareness and, 356–358
 - artistic ability as irrelevant for, 206–207
 - candy box metaphor for, 201–202, 203*fig*
 - as catalyst for clients, 209
 - exercises for, 209–234*fig*
 - generating and anchoring learning through, 205–206
 - guidelines for using, 206
 - intervening through, 198–209
 - Judge image as, 204–205*fig*
 - modeling mutual learning through, 208–209
 - power of visual knowing through, 198–202
 - practicing compassion as part of, 207
 - Sallie’s experience with, 197–198
 - suspending interpretation of others’, 208
 - virtual use of, 209
 - See also* Communication
 - Visual expression exercises
 - about using the, 209–210
 - Cards of Choice, 213–214
 - Contrasting Experiences, 226–228
 - Force Fit, 229–230
 - Inspirational Anchor Image, 233–234*fig*
 - Knowing Your Gifts and Stuck Places, 217–219
 - Mirror Drawing, 220–221
 - Post Carding Problems, 231–232
 - Scribble Drawing, 222–223
 - Shaping Your Reality, 215–216
 - This or That: Compare and Contrast, 211–212
 - Vision Collage, 224–225
 - Visual knowing
 - description and uses of, 198–199
 - examples of, 199–201
- W**
- “Webs of belief,” 31
 - Where Are YOU? exercise, 62
 - Wilson, T., 22
 - Work Project Skills Transfer exercise, 295–296

Writing

- communication through, 157–158
- Danna Faulds' expression through, 160–162
- poetry, 160–162, 186–188
- reflective, 158–159, 177–191
- structured, 158–159, 162–176
- See also* Communication

Writing exercises

- guidelines for, 159
- reflective, 177–191
- structures, 162–176

Y

- Yes Versus No exercise, 284–285
- Yes/No Design* (Love), 341
- You Don't Have to Go Home from Work Exhausted* (McGee-Cooper), 241

Z

- Zesty questions
 - for the client, 125–126
 - for the coach, 125
 - example of using, 123–124
 - open-ended and closed-ended, 121–123