

---

# INDEX

---

Page references followed by *fig* indicate an illustration; followed by *t* indicate a table.

## A

- ABC Inquiry Model, 226–227
- Action-learning experiments, 276–277
- Action-reflection model, 13
- Actions: change experiments, 194–207, 276–277; circular dynamic of beliefs and, 176; driven by awe and awareness, 169; motivation for change and positive, 186–189. *See also* S-M-A-R-T experiments
- Activating coaching conversations, 236, 256–258
- Adams, M., 125, 126
- Airasian, P. W., 151
- Alderfer, C. P., 106
- Aligning environments. *See* Environment alignment
- Ambivalence: definition of, 166; moving through, 166–167
- Anderson, L. W., 151, 152
- Anderson, S., 277
- Anticipatory principle, 128*fig*, 130
- Appreciating coaching conversations, 236, 247–249
- Appreciative classroom observation tools: Level of Questioning Observation Tool, 151–153, 249; overview of using, 143–145; Student Engagement Observation Tool, 145–148, 249; suitable for awareness experiments, 206; Teacher Verbal Behaviors Observation Tool, 148–151, 249; Website source of, 258
- Appreciative inquiry (AI): anticipatory principle of, 128*fig*, 130; appreciating coaching conversations, 236, 247–249; classroom observation tools from, 143–153; coaching with strengths, observations, aspirations, and possibilities, 160–168; constructionist principle of, 128*fig*–129, 213–214; description of, 126–127; discovering strengths through, 134; extrapolating coaching conversations, 236, 250–252; five principles of, 128*fig*; illuminating the best of what is, 134–153; imagining the best of what might be, 153–160; initiating the learning conversation, 131–133; observing vitalities using, 139–143; poetic principle of, 128*fig*, 130–131; positive principle of, 127–128*fig*; simultaneity principle of, 128*fig*, 129–130; VIA Signature Strengths Questionnaire, 137–138, 249
- Appreciative Interview Protocol, 248
- Appreciative interviews, 134–135
- Archetypal stories, 66
- The Art of Innovation* (Kelley), 190–191
- The Art of Possibility* (Zander and Zander), 46
- The Artist's Way* (Cameron), 262
- Asking for feedback, 274–276
- Aspirations: coaching with, 160–168; framing change, 154–158; learning to trust through Story-Empathy and Inquiry-Design, 172; possibilities compared to, 158; questions identifying realities of, 157
- AT&T operator awareness, 141, 142–144, 205
- Attachment theory, 13
- Attentive listening, 66
- Authenticity, 38
- Autonomy-community need, 107*fig*, 108–109

- Avital, M., 171
- Awareness: action as driven by awe and, 169; Appreciative classroom observation tools for experiments with, 206; exercises to increase AT&T operator, 141, 142–144, 205; importance of creating, 140
- B**
- Bacon, T., 17
- Baier, A. C., 36
- Balick, M. J., 45
- Bandura, A., 16, 154, 172, 175, 176, 178, 180, 181, 183, 186
- Barkley, S., 201
- Barkley, S. A., 139
- Barr, M., 224
- Barrett, F., 129, 136
- Beadle, S., 192
- Begley, S., 175, 183
- Beliefs: circular dynamic of action and, 176; collective efficacy, 224–225. *See also* Self-efficacy
- Ben-Shahar, T., 175
- Benevolence, 36–37
- Bennis, W., 130, 154
- Beth (elementary resource teacher), 4, 51, 98–99
- Block, P., 253
- Bloom's Taxonomy of Educational Objectives, 151
- Body language, 272, 274
- Bohm, D., 14
- Boland, R., 171
- Borwick, I., 11
- Brainstorming: assessing teacher energy through, 253; basic protocols for, 25; of design ideas, 189–192; design thinking role of, 24–25; framing initiatives as experiments following, 197–200; seven secrets for better, 190–191
- Breathing rituals, 70
- Brewer, M. B., 39
- Brown, S. L., 247
- Brown, T., 64, 80, 133, 171, 176, 185, 208, 213, 228–229
- Bryk, A. S., 13
- BTB (Big-Time Bad), 196
- Buber, M., 121, 251
- Buck, D., 16, 44
- Buckingham, M., 23, 123, 134, 144
- Bushe, G., 127, 222
- Butler, J. K., 39, 41
- C**
- Calm assurance, 44–45
- Cambron-McCabe, N., 86
- Cameron, J., 262
- Campbell, J., 169
- “Can-learn” attitude, 16
- Cantrell, R. S., 39, 41
- Case Western Reserve University, 127
- Catsambas, T. T., 50
- Change: AI (appreciative inquiry) model for, 126–169; Bandura's theory on factors driving behavioral, 175–177; behavioral and environmental infrastructures supporting, 173; calling forth motivation and movement toward, 174–189; celebrating effort and progress toward, 117–118; coaching with strengths, observations, aspirations, and possibilities for, 160–168; elevating readiness to, 112–117; framing aspirations for, 154–157; Immunity Map Worksheet to help facilitate, 194–197; inviting possibilities for, 158–160; natural “immunity” to, 193, 196; resistance to, 93–94, 193–197, 223; stories as catalysts for transformation and, 228–230; “three Rs” (relating, reframing, and repeating) of, 175. *See also* Teachers
- Change experiments: aligning environments for successful, 213–231; awareness, 205–206; coaching questions to facilitate, 199; confirming teacher commitment to, 206–207; designing action-learning, 276–277; exploring inertia/Immunity Map Worksheet for, 194–197; framing initiatives as, 197–200; trial and correction process of, 198. *See also* S-M-A-R-T experiments; Scientific method
- Change strategies: for managing clouds, wind, and thunder, 223–226; for navigating the river of change, 219–222; ripples in the pond process, 226–228; stories as catalysts for transformation, 228–230
- Charge neutral, 47
- Chartier, É., 192
- Charting Coach Behaviors, 269, 270*fig*, 271
- Charting Talk Time, 267*fig*–269
- Cheryl (high school literacy coach), 10
- Churchill, W., 6, 214
- Classroom environments, 215
- Classroom observations: as access for empathy, 92–93; appreciative inquiry tools for, 143–153, 206, 249, 258
- Clouds of climate analogy, 223–224
- Coachable stories: on brainstorming design ideas, 192; on deliberate coaching conversations, 256; on design thinking for positive outcomes, 174; on differentiating coaching according to needs, 11; on discovering strengths, 136; on distinguishing need for empathy, 111; emotions required for, 66; on emphasizing the positive, 131, 185, 188; evoking, 63–69; on extrapolating coaching conversations, 250; on helping teacher get over the doldrums, 222; on honesty when coaching, 38–39; on importance of benevolence in coaching, 37; initial check-in questions for setting up, 65, 66; on initiating coaching conversations, 239, 240, 241; inviting teachers to tell their own, 67–69; on listening openly, 72–73; on motivation driven by positive coaching, 179; on NVC (Nonviolent Communication) to reflect empathy, 97, 98–99; on observing vital practices, 140–141, 143; on promise and practice of coaching, 3–4; on quiet listening, 75; on readiness to change, 114; on resistance to change, 223; on reviewing data from strengths-based perspective, 162–163; seven archetypal, 66; on success of evocative coaching, 10. *See also* Communication; Stories; Story listening; Story-Empathy
- Coaches: comparing evocative coaches and traditional, 5–7; “tell-and-sell” approaches by, 9, 49, 125. *See also* Evocative coaches
- Coaching: comparing evocative coaching and traditional, 5–7; definition of traditional, 7, 28; ICF's definition of, 277; professional gap filled by, 4–5; provocative form of, 7–8. *See also* Evocative coaching; Instruction
- Coaching conversations. *See* Evocative coaching conversations
- Coaching relationship. *See* Teacher-coach relationships
- Coaching space, 43–44
- Coaching tools. *See* Evocative coaching tools
- Cohn, M. A., 247
- Collective efficacy, 224–225. *See also* Self-efficacy
- Communication: appreciative interviews, 134–135; charge neutral concept of, 47; dialogue form of, 13–14, 36; e-mail, 41; learning conversations, 131–133; Nonviolent Communication (NVC), 94–95, 139; noticing body

- language, 272, 274; reframing causal judgments, 104–105; silence, 47. *See also* Coachable stories; Evocative coaching conversations; Evocative coaching questions; Story listening
- Competence: concern for, 14–15; as evocative coaching presence component, 41–43
- Conflict management, 225–226
- Confucius, 22
- Connection: concern for, 13–14; dialogue used to create, 13–14
- Constructionist principle: description of, 128*fig*–129; on environments creating realities of our experiences, 213–214
- Contribution concern, 15–16
- Conway, A. M., 247
- Cooperrider, D. L., 8, 23, 127, 129, 136, 154, 177, 226
- Costa, A., 75, 109, 139
- Courage, 38
- Cox, E., 9
- Crane, T., 5
- Creativity: coaching concern with, 16–17; strategies for developing, 17
- Critical consciousness, 12
- Cruikshank, K. A., 151
- Csikszentmihalyi, M., 46, 182, 201, 217, 218, 257
- Cultural environments, 215
- D**
- Dalton, J., 148
- Danielle (elementary literacy coach), 37, 43, 136, 241
- d’Ansembourg, T., 22, 38
- Dawkins, R., 229
- De Waal, F., 46, 88
- Decety, J., 81
- Deliberating coaching conversations, 236, 253–256
- Design phase. *See* Inquiry-Design
- Design thinking: activating coaching conversations using, 236, 256–258; calling forth motivation and movement using, 174–189; coaching questions to navigate, 254; coaching tools for, 189–207; deliberating coaching conversations using, 236, 253–256; description of, 171; evocative coaching applications of, 172–174; innovating coaching conversations using, 236, 252–253; stories and role in, 207–208. *See also* Inquiry-Design
- Design thinking tools: awareness experiments, 205–206; brainstorming design ideas, 189–192; confirming commitment, 206–207; exploring inertia, 193–197; framing initiatives as experiments, 197–200; making experiments S-M-A-R-T, 200–202; mapping out S-M-A-R-T experiments, 202–205
- Deutschman, A., 6, 174, 175, 184, 186, 188, 249
- Dialogue: concern for connection through, 13–14; creating context for meaningful, 36; evocative coaching use of, 14
- DiClemente, C. C., 13, 94, 154, 251
- DiPaola, M. F., 223
- The doldrums, 220–222
- Domar, A. D., 220
- Dragnet* (TV show), 95
- Drake, D. B., 62–63, 242
- Dreher, H., 230
- Dutton, J., 86
- Duval, M., 44, 233
- E**
- E-mail communication, 41
- 8 movements of coaching: AI (appreciative inquiry), 236, 246–251; choreographing the coaching dance with, 234–235; design thinking, 236, 252–258; expressing empathy, 236, 243–245; listed, 236; story listening, 236–243
- 8 movements list: 1: initiate coaching conversation, 236–241; 2: elaborate coaching conversation, 242–243; 3: validate coaching conversation, 244–245; 4: appreciate coaching conversation, 247–249; 5: extrapolate coaching conversation, 250–251; 6: innovate coaching conversation, 252–253; 7: deliberate coaching conversation, 253–256; 8: activate coaching conversation, 256–258
- Einstein, A., 190
- Elaborating coaching conversations, 236, 242–243
- Elmore, R. F., 14
- Emotional contagion, 88
- Emotions: coachable stories evoked through, 66; evocative coaching theme on, 65–66; identifying strengths to build positive, 144–145; motivation for change impacted by positive, 180–182. *See also* Feelings
- Empathy: access points for, 90–94; authentic, 21–22; description of, 21, 87; embodying, 89–90; NVC model for distinctive reflections on, 94–112; self-empathy of reflective coach, 264–265; stance of hypothesis required for, 99; sympathy as distinguished from, 88–89; understanding coaching relationship and, 85–89; validating coaching conversations by expressing, 236, 244–245. *See also* Expressing empathy; Story-Empathy
- Empathy access points: classroom observations, 92–93; creating a relational space through, 90–91; presenting energy, 91; resistance to change, 93–94; story elements, 91–92
- Empathy reflections: distinguishing feelings, 98–106; distinguishing needs, 106–111; distinguishing observations, 95–97; distinguishing requests, 111–112; NVC (Nonviolent Communications) for distinctive, 94–112
- Energy. *See* Teacher energy
- Environment alignment: managing and aligning, 223–226; navigating the river of change by, 219–222; ripples in a pond process for, 226–228; stories as catalysts for transformation and, 228–230; using “flow” process, 217–218. *See also* S-M-A-R-T experiments
- Environments: constructionist principle of AI on, 213–214; different types of, 215–216; understanding nature and importance of, 214–217
- Eustress (“good stress”), 182
- “Every Good Boy Does Fine” (mnemonic), 60–61
- Evocative coaches: coaching presence of, 27–52, 64; concern for competence by, 14–15; concern for connection by, 13–14; concern for consciousness by, 12–13; concern for contribution by, 15–16; concern for creativity by, 16–17; conflict management by, 225–226; design phase tasks of, 24–25; empathy of, 21–22; horse whisperers metaphor for, 27–28, 64; inquiry by, 22–24; “Join-Up” by, 31–32, 64; professional coach code of ethics for, 277–279; the reflective, 261–280; reviewing data from strengths-based perspective, 161–163; story sharing by, 20–21; “transposing” skill by, 74. *See also* Coaches; “Golden sigh”; Teacher-coach relationships

- Evocative coaching: comparing traditional coaching and, 5–7; definition of, 7–8; dynamic dance during process of, 18–25; emotions as recurrent theme in, 65–66; great 8 movements of, 234–258; Loop I: expressing empathy, 90–94, 118–119, 243–245, 272*t*; Loop I: story listening, 59–83, 236–243, 272*t*; Loop II: AI (appreciative inquiry), 126–169, 236, 247–252, 258, 272*t*; Loop II: design thinking, 171–208, 236, 252–258, 272*t*; Möbius model of, 19*fig*–20, 55–57, 121; overview and review of the dance of, 18–25, 272*t*; practice of, 265–279; practices to start sessions of, 263; promise and practice of, 3–7, 233–234; recognitions undergirding, 10–11; school hierarchy issues for, 48–51; unique characteristics of, 11–17; why it works, 8–11. *See also* Coaching; Inquiry-Design; Story-Empathy
- Evocative coaching conversation movements: 1: initiating, 236–241; 2: elaborating, 236, 242–243; 3: validating, 236, 244–245; 4: appreciating, 236, 247–249; 5: extrapolating, 236, 250–251; 6: innovating, 236, 252–253; 7: deliberating, 236, 253–256; 8: activating, 236, 256–258
- Evocative coaching conversations: choreographing the coaching dance of, 234–236; coaching presence created through, 64; design thinking creating new round of, 207–208; designing positive feedback during, 179–180; the first, 239–241; “golden sigh” as signal for positive, 125; great 8 movements of, 234–258; initial check-in questions to set up, 65, 66; positive reframing of, 164–166; reflective listening and patterns of, 76–77. *See also* Communication; Learning conversations
- Evocative coaching practice: asking for feedback, 274–276; inquiring into our own, 265–276; professional coach code of ethics for, 277–279; self-observation, 266–274
- Evocative coaching presence: benevolence component of, 36–37; calm assurance as part of, 44–45; coaching conversations to create, 64–65; competence component of, 41–43; in context of hierarchy, 48–51; conveying, 47–48; fostering trust and rapport through, 35–36; holding the coaching space, 43–44; honesty component of, 37–39; horse whisperer lessons on, 30–35; openness component of, 39–40; openness to possibility element of, 46; playfulness role in, 45; reliability component of, 41; as way of being, 28–30; whisperers metaphor for, 27–28
- Evocative coaching questions: asked by reflective coaches for themselves, 263; for elevating teacher energies, 163–164; to facilitate change experiments, 199; identifying aspiration realities, 157; initial check-in, 65, 66; initiating the learning conversation, 131–132; for moving through ambivalence, 166–167; for navigating design thinking, 254; nonevocative “Yes-or-No,” 126; positive actions through strengths-based, 187; for positive reframing, 165; to ready for possibilities, 159–160; strengths-based, 23. *See also* Communication
- Evocative Coaching Style Points, 271–272, 273*fig*
- Evocative coaching tools: appreciative classroom observation tools, 143–153, 258; for design thinking, 189–207; Level of Questioning Observation Tool, 151–153, 249; S.T.O.P. Tool, 238, 266; Student Engagement Observation Tool, 145–148, 249; Website source of appreciative classroom observation, 258
- EvocativeCoaching.com, 258, 277
- Evoking coachable stories, 63–69
- “Experiences in Communication” (Rogers speech), 85–86
- Experimental Design Template, 202–204*fig*, 205, 276
- Experiments: action-learning, 276–277; change, 194–207, 213–231; S-M-A-R-T, 200–205, 218, 226–228, 230, 253–258, 262
- Exploring inertia, 193–197
- Expressing empathy: benefits of, 118–119; empathy access points for, 90–94; importance of, 243; validating coaching conversation by, 244–245. *See also* Empathy
- Extrapolating coaching conversations, 236, 250–251
- ## F
- Farson, R. E., 34
- Feedback: asking for, 274–276; designing positive, 179–180
- Feelings: NVC model on distinguishing, 98–100, 102–104; reframing causal judgments, 104*t*–106; words for distinguishing, 101*t*–102*t*. *See also* Emotions
- Feldman, M., 66
- “Fight, flight, and freeze” response, 145
- Financial environments, 215
- Flow: aligning environments through process of, 218; definition of, 217–218
- Flowers, B. S., 30, 60
- Ford, H., 176
- Fortgang, L. B., 125, 159
- Frankl, V., 102
- Fredrickson, B. L., 8, 23, 46, 56, 128, 144, 154, 175, 177, 178, 181, 247
- Freire, P., 12, 13, 14
- Fullan, M., 14
- ## G
- Galileo, 3
- Gallwey, T., 9, 10, 28, 55, 74, 92, 141–142, 143, 154, 175, 205, 215, 220, 238
- Garfield, C. A., 160, 185
- Garmston, R., 75, 109, 139
- Gendlin, E. T., 182, 251
- Ginott, H., 221
- Glickman, C., 35, 139, 150
- Goddard, R. D., 224
- “Golden sigh”: description and coaching significance of the, 118–119, 131; as signal for positive coaching conversations, 125; as signal to move on to AI and design thinking, 216; understanding lethargy to increase chances of, 221. *See also* Evocative coaches
- Gonzales, R., 115, 166, 226
- Gordimer, N., 79
- Gordon, S. P., 139, 150
- Gordon, T., 115
- “Gotcha!” game, 145
- Gretzky, W., 205
- Groundhog Day* (film), 79–80, 82
- Guskey, T., 186
- ## H
- Hall, L. M., 44, 233
- Hanna, B. A., 39
- Hartling, L. M., 264

- Hartman, A., 78  
 Hatch, M. J., 66  
 Haven, K. F., 61, 91  
 Heath, C., 81, 229  
 Heath, D., 81, 229  
 Heen, S., 71  
 Hill, T., 168  
 Holton, E. F., 9  
 Honesty, 37–39  
 Honesty-empathy need, 107*fig*, 108  
 Hooper, E., 155  
 “Horse whisperer” (2009), 27  
 Horse whisperers: coaching lessons from, 30–35; as coaching metaphor, 27–28, 64  
 Howe, R. L., 14  
 Hoy, W. K., 175, 224  
 Humphrey, A. S., 167  
 Humphrey, H. H., 115
- I**
- “I-Thou” relationship, 121  
 IDEO (Palo Alto), 190, 191, 198  
 Imaginative listening: description and value of, 78–80; imagining lesson points for, 82–83; imagining pivot points for, 81–82; imagining vantage points for, 81  
 Immunity Map Worksheet, 194–197  
 “Immunity to change,” 193, 196  
 Incentives: attachment theory on, 13; as teaching method, 8, 9  
 Inertia exploration, 193–197  
 Initiating coaching conversation, 236–241  
*The Inner Game of Tennis* (Gallwey), 9  
 Innovating coaching conversations, 236, 252–253  
 Inquiry-Design: calling forth motivation and movement, 174–189; getting over the doldrums using, 220–222; inspiration generated by, 252; learning brief representing swing from Story-Empathy to, 246–247; learning to trust through, 172; overview of, 22–25; process of inspiration during, 177; Story-Empathy as turning conversation to, 55, 57. *See also* Design thinking; Evocative coaching  
 Inspiration: process of, 177; Story-Empathy and Inquiry-Design generating, 252  
 Instruction: evocative coaching approach to, 10–11; traditional method of, 8, 9–10. *See also* Coaching
- Integrity, 37  
 Intelligence of the brain, 89–90  
 Intelligence of the heart, 90  
 International Association of Coaching (IAC), 140, 277–278  
 International Coach Federation (ICF): coaching presence as defined by, 29–30; description of, 29; on importance of creating awareness, 140; professional coach code of ethics by, 277–278
- J**
- Jacobson, L., 78  
 Jaworski, J., 30, 60, 78  
 Johnson, C., 79  
 “Join-Up,” 31–32, 64  
 Jones, D., 127  
 Jordan, J. V., 27, 119, 264  
 Joseph, S., 85  
 Julie (elementary literacy coach), 40, 114, 143, 188  
 Jung, C. G., 154
- K**
- Kashdan, T., 175  
 Kegan, R., 73, 93, 110, 167, 193, 195, 196, 251, 255  
 Kelley, T., 171, 190, 191, 198, 202  
 Kelm, J. B., 130  
 Kirschenbaum, D., 183  
 Kise, J., 109, 244  
 Kleiner, K., 86  
 Knight, J., 85, 114, 192, 200, 238  
 Knowles, M. S., 9  
 Kohn, A., 9  
 Kramer, R. M., 39  
 Krathwohl, D. R., 151  
 Kruse, S., 14
- L**
- Lages, A., 47  
 Lahey, L. L., 73, 93, 110, 167, 193, 195, 196, 251, 255  
 Langer, E., 156  
 LaRoche, L., 181  
 Learning: differences in adult and child, 8; natural, 12, 205; praxis, 13–14  
 Learning brief, 246–247  
 Learning conversations: clarifying goals through the, 132–133; questions initiating the, 131–132. *See also* Evocative coaching conversations  
 Lee, R., 45
- Level of Questioning Observation Tool, 151–153, 249  
 Lieberman, A., 14  
 Linderman, E., 9  
 Lipton, L., 193  
 “Listen!” (Anonymous), 116–117  
 Listening: attentive, 66; imaginative, 78–83; mindful, 69–74; quiet, 74–76; reflective, 76–77  
 Listing, J., 19–20  
 Lochr, J., 20, 62, 79, 216  
 Loop I: expressing empathy, 90–94, 118–119, 243–245, 272*t*; The No-Fault Turn as, 55–57, 56*fig*, 125; story listening, 59–83, 236–243, 272*t*; Story-Empathy as opening turn or, 55–57  
 Loop II: AI (appreciative inquiry), 126–169, 236, 247–252, 258, 272*t*; design thinking, 171–208, 236, 252–258, 272*t*; The Strengths-Building Turn of, 18, 22, 23, 24, 122*fig*  
 Lucas, T., 86  
 Luke (high school department chair), 36, 174, 217, 250  
 Lydia (elementary assistant principal), 39, 59, 131  
 Lynch, J., 183  
 Lyubomirsky, S., 46
- M**
- McCarthy, S. J., 14  
 McClelland, D. C., 106  
 McKee, R., 62  
 McKenna, M., 161  
 McMaster, P., 175  
*The Man Who Listens to Horses* (Roberts), 30  
 Manske, J. (Jim), 107  
 Manske, J. (Jori), 107  
 Markland, D., 265  
 Marks, H. M., 14  
 Martin, J., 66  
 Martin, R., 171, 209  
 Maslow, A., 106  
 Mastery lifelong journey, 6  
 Matt (social studies department chair), 8, 97, 222, 240  
 Max-Neef, M., 106, 107  
 Mayer, R. E., 151  
 Medina, J., 251  
 Melissa (high school literacy coach), 72–73, 185  
 “Memes” ideas, 229  
 Metzker, C., 177  
 Mikels, J. A., 247

Miller, W. R., 93, 94, 113, 118, 166  
 Mindful listening: attentively listening  
   for, 73–74; calmness foundation of,  
   71; openness element of, 71–73;  
   preparations for, 69–71  
 Mindfulness: definition of, 12; evocative  
   coaching application of, 12–13,  
   263–264  
 Mishra, A. K., 41  
 Mnemonic devices, 60–61  
 Möbius, A. F., 19  
 Möbius model of evocative coaching:  
   meaning of two Möbius strips, 121;  
   Möbius strip illustration, 19*fig*–20;  
   Story-Empathy as opening turn or  
   loop in, 55–57  
 Mohr, B. J., 156, 226  
 Moore, M., 112, 205, 239, 263  
 Motivation for change: coaching to  
   encourage, 174–177; positive actions  
   impacting, 186–189; positive energy  
   and emotions impacting, 180–182;  
   positive images impacting, 182–186;  
   positive relationships and, 177–180;  
   S-M-A-R-T experiment inclusion of,  
   230; self-efficacy role in, 16, 46,  
   112–113, 175–176, 179–180,  
   183–184, 251  
 Murray, B., 79–80  
 Murray, W. H., 258  
 “My Very Earnest Mother Just Served  
   Us Nine Pizzas” (mnemonic), 61

**N**

Nakamura, J., 217  
 Nancy (technology integration coach),  
   11, 45, 47–48, 279  
 Nanus, B., 130, 154  
 Naomi (first-year special educator), 59  
 Natural learning, 12, 205  
 Needs: distinguishing, 106–111;  
   understanding strategies versus,  
   107*fig*–110; Wheel of Needs, 107*fig*  
 The No-Fault Turn: description of, 18,  
   22; first loop in the, 56*fig*; “golden  
   sigh” following, 125; Story-Empathy  
   as opening loop, 55–57. *See also*  
   Story-Empathy; The Strengths-  
   Building Turn  
 Nonviolent Communications (NVC):  
   description and application of,  
   94–95; distinguishing feelings using,  
   98–106; distinguishing needs using,  
   106–111; distinguishing observations  
   using, 95–97, 139; distinguishing  
   requests using, 111–112; illustrated  
   figure of, 96*fig*  
 Norcross, J. C., 13, 94, 154, 251

**O**

Obama, B., 90  
 Observations: of AT&T operator  
   awareness, 141, 142–144; classroom,  
   92–93; coaching with strengths,  
   aspirations, possibilities and,  
   160–168; NVC model distinguishing,  
   95–97, 139; “observing vitality”  
   practice of, 93, 139–143; tools for  
   classroom, 143–153. *See also*  
   Self-observation  
 O’Connor, J., 47  
 O’Hanlon, B., 192  
 Openness: as coaching presence  
   component, 39–40; definition of, 39;  
   mindful listening and element of,  
   71–73; to possibilities, 46

**P**

Page, L., 61, 121, 175, 177, 181, 183, 186  
 Palmer, P., 14, 115, 208, 224  
 Parish, J., 223  
 Park, N., 138  
 Pascal, B., 89  
 Patrick, L., 5  
 Patti (middle school math coach),  
   140–141, 239  
 Patton, B., 71  
 Pearsall, P., 89–90  
 Peirce, P., 74  
 Perez, L., 225  
 Perry, J., 275  
 Pervin, L. A., 106  
 Peterson, C., 137, 138  
 Peterson, P. L., 14  
 Pink, D., 6, 9, 62, 159, 174, 208  
 Pintrich, P. R., 151  
 Playfulness, 45  
 Poetic principle, 128*fig*, 130–131  
 Positive actions, 186–189  
 Positive emotions: identifying strengths  
   to build, 144–145; motivation for  
   change impacted by, 180–182  
 Positive images, 182–186  
 Positive principle, 127–128*fig*  
 Positive psychology, 177  
 Positive reframing, 164–166  
 Positive relationships, 177–180  
 Possibilities: aspirations compared to,  
   158; inviting, 158–160; questions to  
   ready for, 159–160  
 Praxis learning, 13–14  
 Presence. *See* Evocative coaching  
   presence  
 Preskill, H., 50  
 Prochaska, J. O., 13, 94, 112, 113, 154,  
   251

Professional coach code of ethics,  
   277–279  
 Prolepsis (“forward look”), 130  
 Provocative coaching, 7–8

**Q**

Questions. *See* Evocative coaching  
   questions  
 Quiet listening, 74–76

**R**

Rapport: fostering, 35–36; honesty  
   for creating, 37–39; openness  
   component of, 39–40; reliability  
   component of, 41  
 Rath, J., 151  
 Recovery environments, 215–216  
 The reflective coach: coaching the  
   self by, 261–262; designing action-  
   learning experiments, 276–277;  
   hearing our own stories, 262–264;  
   inquiring into our own professional  
   practice, 265–276; practices to start  
   coaching sessions by, 263; questions  
   to ask themselves, 263; as reflective  
   practitioner, 261; self-empathy of,  
   264–265  
 Reflective listening, 76–77  
 Reframing causal judgments, 104*t*–105*t*  
 Relational environments, 215  
 Reliability, 41  
 Renée (3rd grade teacher), 3–4  
 Requests: distinguishing, 95–97; to  
   explore and commit to possibilities,  
   112  
 Resilience, 46  
 Resistance to change: empathy to  
   handle, 93–94; exploring inertia  
   contributing to, 193–197; natural  
   “immunity” to change and, 193, 196;  
   strategies for managing, 223  
 Ripples in a pond process: illustrated  
   diagram of, 227*fig*; S-M-A-R-T  
   experiments inclusion of, 226–228  
 Roberts, M., 30–34, 35  
 Robin (elementary mathematics coach),  
   75, 179, 192, 256  
 Rock, D., 61, 121, 175, 177, 181, 183,  
   186  
 Rogers, C., 33–34, 36, 85–86, 87, 94  
 Rollnick, S., 93, 94, 113, 118, 166,  
   265  
 Rosenberg, M. B., 22, 87, 94, 107, 110,  
   114, 251  
 Rosenthal, R., 78  
 Ross, J. A., 186  
 Ross-Gordon, J. M., 139, 150

- Ruby, P., 81  
 Ryan, R. M., 265
- S**
- S-M-A-R-T experiments: activating coaching conversation to observe, 256–258; deliberate coaching conversations on designing, 253–256; Experimental Design Template for, 202–204*fig*, 205, 276; flow required to get full benefits of, 218; including systems supporting motivation in, 230; making and designing, 200–202; mapping out, 202–205; reflective coaches designing personal, 262; ripples in a pond process included in, 226–228. *See also* Actions; Change experiments; Environment alignment
- Safety-challenge need, 107*fig*, 108  
 Saint-Exupéry, A. de, 157  
 Scharmer, C. O., 30, 60, 130, 153  
 Schneider, B., 13  
 Schön, D., 261, 262, 266  
 School hierarchy issues, 48–51  
 Schools: change supported by behavioral/environmental infrastructures of, 173; coach-teacher dynamics as catalysts for change in, 86–87; collective efficacy by, 224–225; learning characteristics distinguishing, 86. *See also* Teachers
- Schwartz, T., 216  
 Scientific method, 198. *See also* Change experiments
- Scott, S., 38  
 Scott, W., 183  
 Scottish Himalayan Expedition, 258  
 Seashore Louis, K. S., 14  
 Secretan, L., 7, 122, 154, 247  
 Sekerka, L. E., 8  
 Self-efficacy: coaching role of, 16, 46; elevating readiness for change by bolstering, 251; motivation relationship to, 175–176; positive relationships/images influencing, 179–180, 183–184; readiness to change and, 112–113. *See also* Beliefs; Collective efficacy; Strengths; Teachers
- Self-empathy, 264–265  
 Self-observation: asking for feedback, 274–276; Charting Coach Behaviors, 269, 270*fig*, 271; Charting Talk Time for, 267*fig*–269; coach self-reflection facilitated by, 266; evocative coaching dance, 272; noticing body language, 272, 274; noticing evocative coaching style points, 271–272, 273*fig*; preparing notes and written debriefs for, 266–267. *See also* Observations
- Seligman, M.E.P., 20, 46, 137  
 Senge, P. M., 30, 60, 86, 217  
 Shafir, R. Z., 69  
 “Shining-eyes!” game, 46, 145  
 Siegel, D. J., 81, 100, 177  
 Silberman, J., 263  
 Silence, 47  
 Silsbee, D., 29, 47  
 Simultaneity principle, 128*fig*, 129–130  
 Sitkin, S., 66  
 Skiffington, S., 13  
 Smith, B., 86  
 Social cognitive theory, 176–177  
 Spence, H., 73  
 Srivastava, S., 127  
 Stavros, J., 168  
 Steindl-Rast, Brother D., 123  
 Stevens, N., 77  
 Stober, D. R., 14, 99  
 Stoll, L., 14  
 Stone, D., 71  
 S.T.O.P. Tool, 238, 266  
 Stories: as catalysts for transformation, 228–230; design thinking role of, 207–208; empathy used as part of teacher, 87–88; evoking coachable, 63–69; five core elements of, 61–62, 91–92; lesson points of, 82–83; pivot points of, 81–82; the power of, 60–63; reflective coaches hearing their own, 262–264; seven archetypal, 66; vantage points of, 81. *See also* Coachable stories
- Story listening: elaborate coaching conversation through, 242–243; evoking coachable stories, 63–69; imaginative approach to, 78–83; initiate coaching conversation through, 236–242; mindful approach to, 69–74; quiet approach to, 74–76; reflective approach to, 76–77; sense of experience and power through, 59–60; understanding the power of story, 60–63. *See also* Coachable stories; Communication
- Story-Empathy: access points for empathy, 90–94; celebrating effort and progress, 117–118; distinctive empathy reflections, 94–112; elevating readiness to change, 112–117; embodying empathy, 89–90; getting over the doldrums using, 220–222; “golden sigh” by coach and, 118–119, 125, 131, 216, 221; inspiration generated by, 252; learning brief representing swing to Inquiry-Design from, 246–247; learning to trust through, 172; as opening turn or loop of Móiús strip, 55–57; overview of, 20–22; process of inspiration during, 177; story listening, 59–84; as turning conversation to Inquiry-Design, 55, 57; understanding empathy, 85–89. *See also* Coachable stories; Empathy; Evocative coaching; The No-Fault Turn
- Strengths: AI used for discovering, 134; building positive emotions by identifying, 144–145; coaching with observations, aspirations, possibilities and, 160–168; coaching story on discovering, 136; mindfulness to cultivate our, 263–265; reviewing data from perspective of, 161–163; SWOT analysis of, 167–168; VIA taxonomy of virtues and, 137–138, 249. *See also* Self-efficacy
- The Strengths-Building Turn: description of, 18, 22, 24, 122; illustrated diagram of Loop II, 122*fig*; strengths-based questions for, 23. *See also* The No-Fault Turn
- Student Engagement Observation Tool, 145–148, 249  
 Subsistence-transcendence need, 107*fig*, 108  
 Sutherland, J., 168  
 Swanson, R. A., 9  
 SWOT (Strengths, Weaknesses, Opportunities, and Threats), 167–168  
 Sympathy, 88–89
- T**
- Tara (elementary instructional coach), 111  
 Teacher energy: brainstorming to assess, 253; as empathy access point, 91; motivation for change through positive, 180–182  
 Teacher Verbal Behaviors Observation Tool, 148–151, 249  
 Teacher-coach relationships: calling forth motivation and movement during, 174–189; as catalysts for institutional change, 86–87; conflict management during, 225–226; creating connections, 13–14; dialogue component of, 13–14, 36; handling the doldrums, 220–227; learning conversations clarifying the, 132–133; motivation impacted by positive, 177–180; understanding empathy and role in, 85–89. *See also* Evocative coaches; Trust

- Teachers: appreciative interviews with, 134–135; classroom observations of, 92–93; elevating readiness to change, 112–117; helping them get over the doldrums, 220–222; invited to share their own stories, 67–69; learning to trust through Story-Empathy and Inquiry-Design processes, 172; noticing and elevating energies of, 163–164; positive reframing for, 164–166; resistance to change by, 93–94, 193–197, 223; “Why-Be-Do” of, 154. *See also* Change; Schools; Self-efficacy
- Teaching: evocation coaching approach to, 10–11; instruction and incentives methods of, 8, 9–10; “tell-and-sell” approaches to, 9, 49
- Technology environments, 215
- “Tell-and-sell” approaches, 9, 49, 125
- Thatchenkery, T., 177
- Thoreau, H. D., 140
- Thunder of conflict analogy, 225–226
- Tobin, V. J., 265
- Transformation. *See* Change
- “Transposing” coaching skill, 74
- Trust: competence demonstrated for building, 41–43; definition of, 35; fostering, 35–36; honesty for creating, 37–39; openness component of, 39–40; reliability component of, 41; through Story-Empathy and Inquiry-Design processes, 172. *See also* Teacher-coach relationships
- Tschannen-Moran, B., 10, 13, 14, 35, 112, 175, 186, 205, 223, 224, 225, 239, 263
- U**
- Uline, C., 225
- V**
- Validating coaching conversations, 236, 244–245
- VIA Signature Strengths Questionnaire, 137–138, 249
- VIA Taxonomy of Virtues and Strengths, 137–138
- Von Oech, R., 235
- W**
- Walker, M., 264
- Walpole, S., 161
- Watkins, J. M., 156, 226
- Weick, K. E., 266
- Wellman, B., 193
- Westbrook, R., 168
- Wheatley, M. J., 130, 160
- Wheel of Needs, 107*fig*
- Whisperers metaphor, 27–28, 64
- Whitney, D., 127
- A Whole New Mind* (Pink), 62
- Whyte, D., 123
- Willett, G., 235
- Williams, P., 277
- Winds of collective efficacy analogy, 224–225
- Witrock, M. C., 151
- Woolfolk Hoy, A., 175, 224
- Wooten, P., 45
- Work-rest need, 107*fig*, 108
- www.EvocativeCoaching.com, 258, 277
- Y**
- Young, S., 216
- Z**
- Zand, D. E., 36, 39
- Zandee, D., 59
- Zander, B., 46, 129, 254
- Zander, R. S., 46, 50, 129, 254
- Zeus, P., 13
- Zhang, P., 106