

Index

A

- Accessing future possibilities, 206–208
- Accountability, 23–24
- Action possibilities, 22, 23
- Activator, 235
- Adolescence development, 41–42
- Agility, 22, 23
- Aikido, 162, 163
- Aliveness
 - body as repository of energy and, 152–153
 - experiencing greater, 26, 27
 - as inevitable result of practice and presence-based coaching, 268–269
 - spotlighting, 197–198
- Alpha Male executive client, 245–249
- Attachments/aversions
 - behavior linked to, 45–49
 - experiencing, 47*e*
 - letting go of, 146*p*
 - self-observations of, 138
- Authenticity, 24

B

- Barbara (client), 249–254
- Behavior
 - attachments/aversions tied to, 45–49
 - conditioning, 38–43
 - habits and, 40–42*e*, 44–45

- how self-observation leads to change in, 145–147
- identity and relationship to, 44–49*e*
- self-generation capacity for
 - changing, 26, 27, 49–66, 74
 - self-observation fieldwork designed around new, 226–228
- See also* Habits
- Behavioral outcomes, 109
 - See also* Coaching outcomes
- Bill (client), 148
- Bob (client), 17, 23
- Body
 - accessing intelligence of the, 192–193
 - as doorway to presence, 84–87
 - as repository of energy and aliveness, 152–153
 - somatic literacy of, 153–155
- Body practices
 - body scan, 159*p*
 - building somatic awareness, 157–158
 - centering, 153, 155–157, 161*p*
 - coaching implications of, 164–165
 - description and functions of, 161–164
 - identifying relevant, 230–233
 - listed, 153
 - observing versus sensing, 158*p*
 - Push Hands, 230–233, 234, 237

Body practices (*Continued*)
 somatic self-observation, 159–160*p*
 taking on a, 163*p*
 working with urges, 161
See also Practices
 Body scan, 159*p*
 “Borrowed confidence,” 123
 Bradley, O., 95
 Breathing practices, 162
 Budd, M., 236
 The Buddha, 129

C

Carly (composite client)
 bringing relevant factors into
 conversation with, 193–194
 “centered requesting muscles”
 development by, 235–236
 challenging identity of, 198–200
 connecting with the heart, 215–216
 creating immediacy with, 194–196
 designing fieldwork for, 223,
 224–226*e*, 227–228, 229,
 230–233, 237–241
 example of coaching moves taken
 with, 189
 identifying internal somatic
 resources, 212–213
 introduction to, 182
 inviting self-observation by,
 189–190
 making internal processes explicit,
 214–215
 mobilizing commitment, 216–218
 range of coaching moves in case of,
 244–245
 recapitulating characteristics and
 needs of, 223
 reorganization of the new, 203–204
 sharing her experience, 187
 shifting perspective, 205–208
 tracking sensation, 191–192
See also Clients
 Cashman, K., 15
 Centering
 as body practice, 153, 155–157
 coaching conversation on commit-
 ment and, 209–211
 reorganizing around, 208–211
 through a reaction, 161*p*

Change
 as biological process connected to
 the body, 151–152
 how coaching supports sustainable,
 57–63
 how self-observation leads to
 behavior, 145–147
 self-generation capacity for, 26, 27,
 49–66, 74
 self-observation fieldwork designed
 around behavior, 226–228
 shifting frame of reference for,
 204–206
See also Coaching outcomes; Habits;
 Self-generation
 Cherokee saying, 267
 Chödrön, P., 1
 Chris (client), 157–158
 Clients
 Alpha Male executive, 245–249
 competency in fulfilling
 commitments to, 26, 27
 creating new “facts on the ground”
 for, 239–241
 development engagement with, 76, 78
 exercise on orienting to, 81*e*
 extending qualities into the field
 with, 121*p*
 Fast-Tracker example of, 249–254
 invitation to expand world of, 74
 orienting to purpose of your,
 107*p*–108
 orienting toward your, 100–108
 possibility of potential of, 122–123
 self-assessment by, 255–256
 working jointly with, 237–239
See also Carly (composite client);
 Partners
 Coach-client conversations
 abbreviated excerpt of coaching with
 Roger, 90–91
 allowing silence during, 82–83,
 122, 124
 with Alpha Male executive, 245–249
 bringing relevant factors into the,
 193–194
 on centering in a commitment,
 209–211
 challenging identity during,
 198–200

- completion moves used in, 261–263
- connecting through the heart
 - during, 176*p*
- continuation moves used in example, 255–260
- designing fieldwork for Carly, 224–225, 227–228, 230–233, 237–241
- example of using silence in, 125–127
- extending qualities into relational field during, 121*p*
- with Fast-Tracker, 249–253
- holding the client's potential during, 123*p*
- identifying internal somatic resources, 212–213
- inner moves and, 79–83
- inviting internal awareness, 189–190, 191–193
- June and Rick's example of, 29–34
- making internal processes explicit, 214–215
- mobilizing commitment, 216–218
- periodic basis of, 75
- on recommitment by client, 257–260
- relational field of, 81–83*e*
- shifting perspective through, 205–208
- See also* Conversations (learning action); Presence-based coaching
- Coaches
 - commitment to self-development by, 264
 - engagement with competent partner by, 76, 78
 - orienting to own purpose by, 106*p*
 - seven coaching voices used by, 98–99
- Coaching
 - compassion role in, 170–173*p*
 - Costa Rica seminar experience with, 1–2, 264–265
 - definition of, 25–26
 - importance of being freely chosen, 73
 - interpretation component of, 74
 - list of common habits in, 141
 - orienting purpose of, 106*p*, 109
 - performance versus developmental, 70–73, 91–92
 - relational field role in, 116–117
 - three essential products of, 26–27
 - working jointly with clients, 237–239
 - See also* Developmental coaching; Presence-based coaching
- Coaching models
 - four core functions of, 97
 - self-observation using a, 99
 - Septet Model, 97–98
- Coaching outcomes
 - characteristics of, 108–109
 - continuation moves recommitting to, 244, 254–260
 - outcome-specific fieldwork to facilitate, 77, 78
 - See also* Behavioral outcomes; Change
- Commitment
 - on behavioral outcomes, 109
 - coaching conversation on centering, 209–211
 - competency in fulfilling required client, 26, 27
 - continuation moves for recommitment, 244, 254–260
 - mobilizing, 216–218
- Compassion
 - coaching and role of, 170–173*p*
 - developing for self and others, 169–170*p*
 - as relational field quality, 119, 120*p*
- Completion moves
 - coach-client conversation using, 261–263
 - issues to consider regarding, 260
 - listed, 244
- Conditioning
 - developmental impulse/shaping component of, 39–40
 - habit component of, 41–43
 - living consciously component of, 38–39
 - self-observation fieldwork designed around, 223–226*e*
 - See also* Habits; Identity
- Connecting through heart, 175–177, 215–216
- Constrictive orienting
 - distinguishing generative and, 104*p*
 - strategies for, 100–102
- Contexts
 - orienting, 110–111
 - of presence, 22, 23

Continuation moves
 coach-client conversation examples
 of, 255–260
 issues to consider in, 254–255
 listed, 244
 recommitment to outcomes through,
 244, 254–260

Contractor coaching voice, 98, 99

Conversations (learning action), 235
See also Coach-client conversations

Core assertions, 3

Costa Rica seminar experience, 1–2,
 264–265

Creating immediacy, 194–196

Creativity impulse, 39–40

D

Decision-making
 self-generation capacity for, 26, 27,
 49–63
 through the heart, 173–174, 177

Designing fieldwork
 using Carly as example of, 223
 Carly's self-observation example
 for, 226*e*
 designing complementary learning
 actions, 235–237
 designing relevant practices,
 228–229
 designing self-observations around
 conditioned tendencies, 223–225
 designing self-observations around
 new behavior, 226–228
 identifying relevant body practices as
 part of, 230–233
 importance of, 222
 inviting clients to take on generative
 practices, 229–230
 presence pauses regarding, 233–235

Development
 adolescence, 41–42
 commitment to self-development as
 part of, 264
 focused on learning, 73
 impulse/shaping components of,
 39–40
 moving beyond identity challenge
 in, 48–49
 three integrated structures necessary
 for, 75–77
 transcending ourselves to progress, 44

Developmental coaching
 biological nature of, 74–75
 moves used in, 78–92
 performance versus, 70–73, 91–92
 principles of, 73–75
 three integrated structures for, 75–77
See also Presence-based coaching

Developmental coaching structures
 engagement with competent partner
 as, 76, 78
 generative practices as, 76–77, 78
 outcome-specific fieldwork as, 77, 78

Dickinson, E., 185

Drath, B., 37

Dryden, J., 37

E

Emotions
 experiencing sensation and, 154–155
 observing, 138

Engagement with competent partner,
 76, 78

Entry moves
 Alpha Male executive example of
 using, 245–249
 Fast-Tracker example of using,
 249–253
 importance of effectively using,
 253–254
 listed, 244

Exercises
 experiences of presence, 19*e*
 experiencing attachments and
 aversions, 47*e*
 identifying a habit, 41*e*
 identifying your habit justification
 story, 42*e*
 orienting to a client, 81*e*
 playing with relational field, 83*e*
 presence now experience, 21*e*
 realization, 54*e*
 reflections on identity, 46*e*
 reorganization, 55*e*
 self-observation, 52*e*
 settle yourself, 87*e*
 stabilization, 56*e*
 What's Next for You?, 265*e*
See also Practice exercises

Experience
 Costa Rica seminar, 1–2, 264–265
 greater aliveness, 26, 27

naming our own coaching, 186–187
 of presence, 19*e*
 presence now, 21*e*
 Yosemite National Park, 267–268
 Experiments (learning action), 235

F

“Facts on the ground,” 239–241
 Fast-Tracker client, 249–253
 Feedback
 as complementary learning action, 235
 360-degree, 188
 Fieldwork
 creating outcome-specific, 77, 78
 designing, 222–237
 Fortieth Symphony (Mozart), 236–237
 Frankl, V., 167
 Freedom of choice, 22, 23

G

Gallway, T., 95
Gandhi (film), 236
 Gandhi, I., 151
 Gandhi, M., 93
 Generative orienting
 distinguishing between constrictive
 and, 104*p*
 practicing your approach to, 104*p*
 strategies for, 102–103
 Generative practices
 designing fieldwork inviting clients
 to use, 229–230
 as developmental coaching structure,
 76–77, 78
 for presence, 84–87
 value of continually practicing,
 130–131
See also Moves; Practices

Graham, M., 11
 Gratitude, 174–175
 Gratitude practices, 175*p*
 Greater aliveness experience, 26, 27
 Guide coaching voice, 98, 99

H

Habit loop, 63–64*fig*
 Habits
 formation of, 40–41
 identifying, 41
 identifying your story justifying, 42*e*
 Janet’s identity linked to, 44–45

list of common coaching, 141
 nature of, 41
 self-observation of, 51–52*e*,
 58–59, 145*p*
 spotlighting in real time, 196–197
 working with, 140–142
See also Behavior; Change;
 Conditioning

Heart

accessing intelligence of the, 192–193
 connecting through the, 175–177,
 215–216
 deciding through the, 173–174, 177
 doorway to presence, 84–87, 167
 emotional connections through the,
 167–168
 gratitude as fast track into the,
 174–175

Heart practices

coaching implications of, 179
 deciding from the heart as,
 173–174, 177
 developing compassion as, 169–170
 gratitude as, 175*p*
 integrating three core practices in
 one as, 173*p*
 kissing as, 172*p*
 listed, 168
 longing as, 177–179
 touching your heart as, 171*p*
See also Practices

Holding moves

listed, 115
 relational field as, 81–83*e*, 116–121*p*
 silence and possibility as, 82–83,
 122–127

Huxley, T. H., 69

I

Identity

attachments and aversions tied to,
 45–49
 challenging client, 198–200
 challenging your, 49*e*
 experiencing attachments and
 aversions of, 47*e*
 Janet’s identity case example of,
 44–45, 62–63
 reflections on, 46*e*
 self-conception and behavior tied to,
 43–44

- Identity (*Continued*)
 self-generation for resolving, 26, 27, 49–63
See also Habits
- Inner moves
 definition of, 79
 orienting set of, 79–81, 96
 practicing, 130
- Inner state, 12–13
- Intelligent moment, 22–23
- Internal somatic resources, 212–213
- Interviewing (learning action), 236
- Investigator coaching voice, 98, 99
- Invitation
 to internal awareness, 189–193
 presence as, 23, 27, 190
 self-observation, 189–190
- J**
- Janet (client)
 identity of, 44–45
 revisiting self-induced situation of, 57
 self-generation and identity
 resolution by, 62–63
 self-generative loop created by, 66
- Jean (client), 255–256, 257–260
- Jerry (client), 17, 27
- Journaling, 236
- K**
- Kelleher, H., 175
- Ken (client), 162
- Kennedy, J. F., 203
- Kissing practice, 172*p*
- Kouzes, J. M., 176
- L**
- Larry (client), 164–165
- Larson, G., 22
- Lasting outcomes, 109
- Leaders
 conditioning of, 38–43
 identity development of, 43–49*e*
- Leadership
 self-generation foundation for, 74
 traits supported by presence, 23–24
- Learning
 designing fieldwork with
 complementary action, 235–237
 development focus on, 73
 differentiating between performance
 and development, 76*e*
- Learning actions, 235–236
- Longing, 177–179
- M**
- MacDonald, G., 167
- Marc (client), 260–263
- Master coaching voice, 98, 99
- Maxwell, J. C., 115
- Mental activity, 137–138
- Miles (client), 39
- Mind
 as doorway to presence, 84–87
 self-observation through splitting
 awareness of, 135–136
- Mind practices
 coaching implications of, 147–148
 listed, 135
 naming, 139*p*
 sitting, 136*p*, 137, 139, 140
 Western and Eastern explorations of,
 133–135
See also Practices; Self-observation
The Mindful Coach (Silsbee), 4, 97, 140
- Mobilizing commitment, 216–218
- Mood, 138
- Morihei Ueshiba, 163
- Moves
 completion, 244, 260–266
 continuation, 244, 254–260
 description and coaching context of,
 78–79
 entry, 244–254
 holding, 115–127
 inner, 79–83, 130
 orienting, 79–81, 96
 relational, 87–92
 reorganization, 204–218
 self-observation and realization,
 186–200
 stabilization, 222–241
See also Presence-based coaching
- Movies (as learning action), 236
- Mozart, A., 236–237
- Music and poetry, 236
- N**
- Neal (client), 125–127
- Neutrality, 119, 120*p*
 9/11, 18, 19, 22

O

- Observable outcomes, 108
- Observing others, 236
 - See also* Self-observation
- Observing vs. sensing
 - distinguishing between, 158*p*
 - kissing practice as, 172*p*
- Oliver, M., 236
- Opening to fulfillment, 23
- Organizational orienting context, 110
- Orienting
 - coaching model context of, 97–99
 - as coaching resource, 95–96
 - constrictive, 100–102, 104
 - definition of, 95
 - expanding contexts of, 109–113
 - generative, 102–106
 - moves, 79–81, 96
 - presence pause on, 96–97
 - to purpose, 105–108
 - toward your client, 100–108
- Orienting contexts
 - organizational, 110
 - spatial, 110–111
 - spiritual, 111
 - temporal, 110
- Outcome-specific fieldwork, 77, 78
- Outcomes. *See* Coaching outcomes

P

- Partner coaching voice, 98, 99
- Partners
 - engagement with competent, 76, 78
 - generative orienting around, 102, 103
 - holding silence with, 124*p*
 - See also* Clients
- Pearsall, P., 168
- Pilates, 162
- Poetry and music, 236
- Posner, B. Z., 176
- Possibility
 - certainty of, 122
 - of client's potential, 122–123
- Practice exercises
 - body scan, 159*p*
 - centering, 156*p*, 161*p*
 - distinguishing constrictive and generative orienting, 104*p*
 - expanding the orienting context, 112*p*

- experiencing somatic responses to others, 160*p*
- extending qualities of the relational field, 121*p*
- finding compassion for others, 170*p*
- generative orienting to your client, 104*p*
- gratitude, 175*p*
- holding the client's potential, 123*p*
- holding silence in coaching, 124*p*
- holding silence with a partner, 124*p*
- letting go of an attachment, 146*p*
- mind practice of naming, 139*p*
- mind practice of sitting, 136*p*
- observing vs. sensing, 158*p*
- orienting to your client's purpose, 107*p*
- orienting to your purpose, 106*p*
- self-observation of a habit, 145*p*
- self-observation with somatic awareness, 160*p*
- sensing the relational fields, 117*p*, 119–120*p*
- taking on a body practice, 163*p*
- touching your heart, 171*p*
- See also* Exercises

Practices

- aliveness as inevitable result of, 268–269
- breathing, 162
- fieldwork identifying relevant body, 230–233
- fieldwork using relevant, 228–229
- internalizing specific competencies through, 233–235
- See also* Body practices; Generative practices; Heart practices; Mind practices

Presence

- core assertions regarding, 3
- definitions of, 19–21
- demystifying, 16–19
- exploring the concept of, 2
- implications of, 22–25
- influence on relational field by, 117–118
- mind, body, and heart doorways to, 84–87

Presence challenges

- external impediments to presence as, 28
- internal impediments to presence as, 28

- Presence development
 June and Rick's conversation as example of, 29–34
 professional and personal importance of, 2–3
- Presence pause
 on the body practices, 152–153
 on considering what you can contribute, 264
 description and function of, 7
 on expanding orienting context, 112–113
 on exploring presence-based coaching, 8–10
 on gratitude, 174–175
 on heart practices, 168
 on Jerry's presence to resolve problems, 27
 on living consciously, 38–39
 on longing, 178–179
 on orienting, 96–97
 on practicing inner moves, 130
 on practicing and internalizing competencies, 233–235
 on presence influence on relational fields, 117–118
 on rediscovering our capacity for presence, 84
 on relational field in coaching, 116–117
 on self-development process for yourself, 264
 on self-observation, 52
 on three doorways to presence, 84–85
 on value of generative practice, 130–131
 on working jointly with clients, 239
- "Presence tool kit," 89
- Presence-based coaching
 aliveness as inevitable result of, 268–269
 being open to exploring, 8–10
 example of brief coaching conversation, 29–34
 increased sensitivity/awareness benefits of, 26
 inner state as central to, 12–13
 methodological foundations of, 77–92
 premise of, 92
 self-generation and sustainable change supported by, 57–63
 three integrated structures for development in, 75–77
See also Coach-client conversations; Coaching; Developmental coaching; Moves
- Presence-based coaching structures
 engagement with competent partner as, 76, 78
 generative practices as, 76–77, 78
 outcome-specific fieldwork as, 77, 78
- Presence-Based Coaching website, 6
- Proust, M., 203
- Publius Syrus, 129
- Purpose
 description of, 105
 orienting coaching, 106*p*, 109
 orienting to your client's, 107*p*–108
 stonecutters story on, 105–106
- Purpose statement, 105
- Push Hands (martial arts/body practice), 230–233, 234, 237
- R**
- Reading activities, 236
- Realization
 coaching for, 59
 moves for, 186–200
 as self-generation component, 52–54*e*
See also Self-generation
- Realization moves
 challenge identity, 198–200
 focus the field, 193–198
 invite internal awareness, 189–193
 reflect, 186–189
- Reflections
 on identity, 46*e*
 on our observations, 188
 on what is produced in us by our client, 188–189
- Reflector coaching voice, 98, 99
- Relational field
 bringing factors into the conversation, 193–194
 coaching role of, 116–117
 creating immediacy, 194–196
 definition of, 116

- exercise on playing with, 83*e*
 - extending qualities into the, 121*p*
 - holding a, 81–83
 - presence influence on, 117–118
 - qualities of the, 118–119
 - sensing the, 117*p*, 119–120*p*
 - spotlighting aliveness, 197–198
 - spotlighting habits in real time, 196–197
 - Relational moves
 - description of, 87–88
 - reorganization element of, 88–89
 - self-observation and realization
 - elements of, 88
 - stabilization element of, 89
 - Reorganization
 - coaching for, 59–60
 - moves for, 204–218
 - relational move use of, 88–89
 - as self-generation component, 54–55*e*
 - See also* Self-generation
 - Reorganization moves
 - building competency in self-regulation, 212–216
 - centering practice, 208–211
 - mobilizing commitment, 216–218
 - shifting perspective, 204–208
 - Resilience, 24
 - Resonance, 119, 120*p*
 - Resourcefulness, 24
 - Rilke, R. M., 178
 - Rock climbing, 162
 - Roger (client)
 - abbreviated excerpt of coaching with, 90–91
 - building competencies/self-generation capacity in, 72–73
 - centering practice by, 155
 - developmental versus performance coaching of, 70–71
 - practices used in coaching of, 87
 - relational field with, 80–81, 83
 - Ron (client), 245–249, 257
 - Rothstein, L., 236
 - Rudy (client), 237–238, 239
- S**
- Salzberg, S., 111
 - Schweitzer, A., 69, 181, 221, 243
 - Self-assessment, 255–256
 - Self-generation
 - as coaching product, 26, 27
 - definition of, 50
 - how coaching supports, 57–63
 - Janet’s identity resolution through, 62–63
 - as leadership foundation, 74
 - living in, 63–66
 - process of becoming, 49–57
 - self-generation/generation of self senses of, 50
 - See also* Change; Realization; Reorganization; Self-observation; Stabilization
 - Self-generative loops, 64*fg*–65, 66
 - Self-observation
 - building the observer, 135–136
 - coaching for, 58–59
 - using a coaching model, 99
 - designing, 142–145
 - engaging in, 145–147
 - fieldwork designed around
 - conditioned tendencies, 223–226*e*
 - fieldwork designed around new behavior, 226–228
 - of habits, 51–52*e*, 58–59, 145*p*
 - moves for, 186–200
 - relational move use of, 88
 - as self-generation component, 51–52*e*
 - somatic, 159–160*p*
 - template for, 144*e*–145
 - what to observe during process of, 137–139
 - See also* Mind practices; Observing others; Self-generation
 - Self-observation moves
 - challenge identity, 198–200
 - focus the field, 193–198
 - invite internal awareness, 189–193
 - reflect, 186–189
 - Self-regulation
 - connecting with the heart for, 215–216
 - extending competency through process of, 212
 - identifying internal somatic resources through, 212–213
 - making internal processes explicit through, 214–215

- Sensation
 description of, 138
 somatic awareness of, 157–158
 tracking, 191–192
- Septet Model
 overview of, 97–98
 seven coaching voices of, 98–99
- Settle yourself exercise, 87*e*
- Seven Coaching Voices, 98–99
- Shifting perspective
 accessing future possibilities for,
 206–208
 shifting frame of reference for,
 204–206
- Silence
 allowing, 82–83, 123–124
 conveying confidence and faith
 through, 122
 example of conversation use of,
 125–127
 with partner and in coaching, 124*p*
- Sitting
 goal of, 137
 outcome of practicing, 139, 140
 practicing, 136*p*
- Slater, M., 134–135
- Somatic literacy, 153–155
- Somatic resources, 212–213
- Somatic self-observation, 159–160*p*
- Somatics, 153
- Southwest Airlines, 175
- Spaciousness, 118, 120*p*
- Spatial orienting context, 110–111
- Spiritual orienting context, 111
- Stabilization
 coaching for, 61–62, 221
 moves for, 222–241
 relational move use of, 89
 as self-generation component,
 55–57
See also Self-generation
- Stabilization moves
 creating new “facts on the ground,”
 239–241
 designing fieldwork, 222–237
 working jointly, 237–239
- Stillness, 138–139
- Stonecutters story, 105–106
- Strozzi-Heckler, R., 151
- Sutcliffe, K., 134
- T**
- Tai chi, 230, 234
- Tasks (learning action), 236
- Teacher coaching voice, 98, 99
- Teenage development process, 41–42
- Temporal orienting context, 110
- Thoreau, H. D., 221, 267
- 360-degree reviews, 188
- Thurber, J., 243
- Tillman, P., 22
- Touching your heart practice, 171*p*
- Tracking sensation, 191–192
- Training activities, 236
- Twain, M., 133
- U**
- Unconditional positive regard,
 119, 120*p*
- Urges, 161
- V**
- Van Veslor, E., 37
- Vitality, 24
- W**
- Websites
 coaching self-assessments, 98
 Presence-Based Coaching, 6
 self-observation template, 145
- Weick, K., 134
- Whyte, D., 40
- “Wild Geese” (Oliver), 236
- Winfrey, O., 15
- Working jointly, 237–239
- Writing activities, 236
- Y**
- Yoga, 162
- Yosemite National Park experience,
 267–268
- You Are What You Say* (Budd and
 Rothstein), 236
- Z**
- Zusya, Rabbi, 185