A
Absolute Time, concept of, 61, 226n.6
“Ac-Cent-Tchu-Ate the Positive” (Mercer and Arlen), 21
Affirmative capacity, 142
Affirmative competence, 174
Aha experience, 65, 79, 225–226n.34
Al. See Appreciative Inquiry
Alan’s story: design in, 8–9; destiny in, 9–10; discovery in, 2–6; dream in, 6–8; reflection in, 10–12
Alexander the Great, 128
American Psychological Association, 28
American PsychIndex Titleologist, 28–29
Anticipatory Principle, 16, 39, 60, 74–80; appreciative language in, 79–80; becoming acquainted with, 198–199; definition of, 205; and expanded view of time, 76–77; power of image and of positive thinking in, 76; recognizing, 77–78; and Terry’s story, 78–79
Anticipatory reality, 130
Appreciative approach: basic structure of, 12–20; and loving questions, 12–13
Appreciative coaching: Anticipatory Principle in, 16; choosing topic in, 17–18; Constructionist Principle and Positive Principle as foundation of, 56–57; Constructionist Principle in, 13–14; Design Stage of, 19; Destiny Stage of, 19–20; Discovery Stage of, 18; DNA of, 56; Dream Stage of, 18–19; five principles of, 1–20; model, 17fig. 1.1, 84–85, 85fig. 5.1; overview of, 1–20; Poetic Principle in, 15–16; Positive Principle in, 14–15; process, 83–105; research methodology for, 209–211; Simultaneity Principle in, 15; stepping into, 188–201
Appreciative Inquiry (AI), 10–11, 22, 38; basic assumptions of, 26, 40; four propositions underlying practice of, 25; as revolutionary force, 23–26
Appreciative Inquiry Commons website, 23–24
Appreciative language, 110; in Anticipatory Principle, 81; in Constructionist Principle, 43–44; in Poetic Principle, 74, 75; in Positive Principle, 56–57; using, 192–195
Appreciative questions, versus problem-solving questions, 69
Aristotle, 76, 128
Arlen, H., 21
As You Like It (Shakespeare), 131
Atwater, L. E., 86, 95
Australian Aboriginal people, 133, 134
Authentic leadership, 27
Avolio, B., 27

B
Bandura, A., 76
Barrett, F., 132
Barton, C., 58
Being-with, 165
Berg, I. K., 32–35, 68, 100, 227
Berger, P. L., 23, 40, 223n.3
Best-self construct, 46
Betty, 112–113
BHAGs (Big, Hairy, Audacious Goals), 153
Bill, 96
Bodin, A. M., 32
Boltz, M., 61
Brett, J. F., 86, 95
Bridges, W., 83
Brief Coaching for Lasting Solutions (Berg and Szabo), 227n.20
Browning, R., 58
Buckingham, M., 30
Buddha, 76
Buzan, B., 199
Buzan, T., 199

C
Cacioppo, J. T., 46
Cameron, K. S., 26, 27
Carlo, 124
Carolyn, 96, 117–119
Case Western Reserve University, 24
Causation, 71, 227n.23
Chaffee, P., 40, 77
Chaos theory, 22
Christianity, 61
Clance, P. R., 112
Clancy, A. L., 62
Client, 101–105; facility with language, 103; level of past experience and facility with self-analysis and self-discovery, 102–103; level of positive outlook, 103–105
Client Information Form, 4, 43, 50, 94–96, 196, 213–218
Clients: affirming and appreciating, 49–50; helping, enhance reflected best-self portraits, 51–53; and inspiring opportunities, 101–105; level of past experience and facility with self-analysis and self-discovery, 102–103; nurturing expressions of positive emotions in, 50–51; understanding contributions of, 195–197
Clifton, D., 30
Clinical psychologists, 61
Coaching Prep Form, 8, 99, 173, 176, 178, 219–220
Coffman, C., 30
Colleen, 37–38
Collins, J., 153
Complexity theory, 22
Connerrosberg, A., 190
Constructionist Principle, 13–14, 38–44; appreciative language in, 43–44; becoming familiar with, 198; definition, 203; and Kathy's story, 41–42; recognizing, 41–43
Contentment, 47–48
Continuity, 63, 64
Cooperrider, D. L., 23–25, 40, 45, 49, 50, 65, 71, 74, 76, 93, 120, 130–132, 140, 183, 224n.14
Cousins, N., 131
Csikszentmihalyi, M., 13, 16, 23, 29, 30, 83
Cyclical time, 61–62

D
DaimlerChrysler, 2
Dan, 113–114
Darley, J. M., 139
De Shazer, S., 32–34
Debra, 45, 53, 96, 114–115, 176
Deiner, E., 30
Delivery, 170
Design, 151fig.8.1
Design Stage, 19, 38; and assisting client to bring dream into focus, 152–154; coaching sequence in, 158–159; coaching tools in, 161–162; coach's focus in, 150–158; definition of, 206–207; directing and getting attention in, 149–169; supporting mindful choices and actions in, 155–158

Destiny, 171 fig. 9.1, 179

Destiny Stage, 19–20, 38; being and becoming in, 170–187; coaching sequences in, 180–182; coaching tools in, 182–183; coach's focus in, 171–179; definition of, 207; and enabling client to expand capacity to create own dream, 174–176; and helping client recognize dream in present, 172–174; and supporting client in holding faith when going gets tough, 176–177

Detroit, Michigan, 2

Diane, 136–137, 172, 173, 176, 177

Diener, E., 30

Discovery, 109 fig. 6.1, 171

Discovery Stage, 18, 38; affirming sense of possible in, 113–115; coaching sequences in, 116–117; coaching tools in, 120–122; coach's focus in, 108–116; and cultivating and supporting client's belief in positive future, 115–116; definition of, 205–206; leading client to more empowering perspective in, 111–113

Doherty, D. R., 46

Dream, 135 fig. 7.1; affirming reality of, 154–155

Dream, expressing, 89–90, 147–148

Dream Stage, 18–19, 38, 89; and affirming client's dream, 142–143; Anticipatory images and reality in, 130–131; and articulating potential, 128–148; coaching sequence in, 143–145; coaching tools in, 146–148; coach's focus in, 134–137; definition of, 206; and definition of dream, 129–134; encouraging client to create images of possibilities in, 137–139; and generative metaphor, 131–134; and giving voice to preferred future, 139–142; and positive affect, 131

Dreamtime (Australian Aboriginal people), 133–134

Dutton, J. E., 26, 27, 46, 51–53, 117

E

Einstein, A., 44

Eliot, J., 188

Elizabeth, 69–70, 72, 159, 160

Emotional Intelligence (EQ; Goleman), 30

Erikson, M., 32

Expansive competence, 174

Experimentation, 123–125, 164

F

Feedback, 46

Fielding Graduate University, 211

First, Break All the Rules (Buckingham and Coffman), 30

Fisch, R., 32

Flow (Csikszentmihalyi), 30

Flow: The Psychology of Optimal Experience (Csikszentmihalyi), 13, 221 n.2

Ford, H., 74

Ford Motor Company, 2, 74

Fortgang, L. B., 68, 227 n.20

Frank, 180–182

Fredrickson, B. L., 45–47, 49, 110

G

Gable, S. L., 35

Gallup Organization: StrengthsFinder, 192

Gallup organization, 30

Gallwey, W. T., 130

Gandhi, M. K., 76

General Motors Corporation, 2

Generative competence, 174–175

Generative metaphor, 131–134
Gergen, K., 223n.3
Gertner, J., 31
Gilbert, D., 31
Gingerich, W., 33, 34
Goals, setting, 88–89
Goleman, D., 30, 76, 130
Gross, P. H., 139
Gwynne, 183–184

H
Haidt, J., 35, 201
Hammond, S. A., 25
Happiness, 47
Hastie, R., 139
Hatfield, E., 46
Heaphy, E. D., 46, 51–53, 120
Heart Aroused, The (Whyte), 69
Heidegger, M., 63
Heliotrope, 130
High points, 97–98
High-quality connections, forming, 27
History, 94
Holistic perspective, 26, 62, 65, 66, 71, 227n.13
Holton, E. F., 112
Horvath, A. O., 93
How Full Is Your Bucket? (Rath and Clifton), 30
Hume, D., 71, 227n.23
Husserl, E., 63
Hypothetical Frame, 99

I
ICF Coaching Research Symposium, 211
Ilies, R., 49, 50
Imagery, 131, 137–139
Inclusions Frame, 99
Inner flow, 72
Inquiry, 69, 228n.3
Interest, 47
Isen, A. M., 110

J
Jacobson, L., 76, 131, 142
James, W., 63
Jaworski, J., 149, 154
Jesus Christ, 61
Joe, 45, 53
Jolts (trigger events), 52, 53, 117, 225n.34
Joy, 47
Judge, A., 132
Judge, T. A., 49, 50
Jung, C. G., 66, 71, 227n.17

K
Kahneman, D., 30, 31
Kaplin, B. S., 99, 120
Karen, 143–145
Kathy, 41–42, 80, 178
Keller, H., 107
Keyes, C.L.M., 201
King, M. L., Jr., 76, 128
Knowles, M. S., 112
Koltko-Rivera, M. E., 170, 174, 177, 190
Kumar, P. A., 139

L
Lana, R., 71, 227n.23
Language, 23, 33
Laura, 101–105, 121–122, 195, 196
Learned helpfulness, 50
Lelas, L., 167
Lethem, J., 32, 34, 100
Lewin, K., 62
Lincoln Memorial, 128
Linear time, 60–62
Linearity, 62, 63
Lipchik, E., 33, 34
Living Your Best Life (Fortgang), 227n.20
Loewenstein, G., 31
Love, 48
Luborsky, L., 23, 93
Luckmann, T., 23, 40, 223n.3
Luthans, F., 27

M
Mary, 44–45, 53
May, R., 63
McClintock, L., 167
Melbourne, Australia, 133
Mercer, J., 21
Michelle, 45, 53
Miller, S. D., 100
Mimicry, 46
Mohr, B., 13, 23, 24, 26, 36, 41, 85, 137, 139, 140
Molnar, A., 33, 34
Moment, enjoying, 155–158
Mother Teresa, 76

N
Namaste, 177–179, 181, 186
Negative emotions, 48
New habits, checklist for forming, 166–168
Newton, I., 61–63
Nin, A., 39
Nunnally, E., 33, 34

O
Objectivity, 62, 63
Observation, 122–123

P
Pathways of Constructive Futures, 99, 100fig.5.2
Patty, 67–68, 79
Peak experiences, 97–98
Peller, J. E., 99
Perspective, leading client to more empowering, 111–113
Piaget, J., 63, 66, 71, 228n.24
Picture of success, 88–89
Pivoting, 121–122
Poetic Principle, 15–16, 39, 60, 69–74, 159, 198; appreciative language rooted in, 75; definition, 204–205; recognizing, 72–74
Porras, J., 153
POS. See Positive Organizational Scholarship
Positive emotions, 46, 48, 131; nurturing clients’ expression of, 50–51
Positive energy, 27
Positive imagery, 25
Positive methods, 21–35; and Appreciative Inquiry, 23–26; and Positive Organizational Scholarship, 26–28; and Positive Psychology, 28–31; and Social Constructionism, 22–23; and Solution-Based Brief Therapy, 32–35
Positive Organizational Scholarship (POS), 22, 26–28, 39
Positive Principle, 14–15, 38, 44–57; affirming and appreciating clients in, 49–56; and appreciative language, 56; becoming acquainted with, 198; and building virtuous cycles, 53; definition, 204; helping clients enhance reflected best-self portraits, 51–53; nurturing clients’ expression of positive emotion in, 50–51; recognizing, 49–56; and significance of being positive, 46–49; and Susanna’s story, 53–55
Positive Psychology (PP), 22, 23, 27, 28–31, 38–39, 45
Possibilities, and time, 59–65
Possibility conversations, 140
Prigogine, I., 227–228n.23
Priorities, 152–153, 158–159
Problem language, 110
Proust, M., 107
Pygmalion effect, 76, 131

Q
Quantum physics, 22, 74
Questions, 12–13, 120
Quinn, G. T., 45
Quinn, R. E., 26, 45, 46, 51–53, 120
Quinn, R. W., 27

R
Rapson, R. L., 46
Rath, T., 30
Reductivity, 63, 64
Reflected best-self (RBS) portrait, 51–53, 116, 117
Relationship, coaching: and clarifying topic, 93–94; forming, 92–95; and
getting acquainted, 92–93; and initial coaching sessions, 93–94; and second session, 99–101; and tools for getting acquainted with client, 94–95
Return to Love (Williamson), 170
Richardson, A., 130
Rilke, R. M., 13
Rita, 115–116, 178
Roberts, L. M., 46, 51–53, 117
Rokeach, M., 190
Role models, 125
Rory, 58–59
Rosenthal, R., 76, 131, 142
Rotten-to-the-core dogma, 45
S
Sanskrit, 177
Schön, D. A., 132
Sekerka, L. E., 46, 224n.14
Self-analysis, 102–103
Self-discovery, 102–103
Self-healing powers, 131
Self-organizing systems, 22
Seligman, M.E.P., 23, 28–30, 45, 49, 83, 192
SFBT. See Solution-Focused Brief Therapy
Shakespeare, W., 131
Shalker, T. E., 110
Signature strengths, 29–30
Signature Strengths Questionnaire (Seligman), 192
Simon, H. A., 149
Simultaneity Principle, 15, 39, 59–60, 65–69, 80; appreciative language in, 68–69; becoming acquainted with, 198; definition, 204; and Patty's story, 67–68; recognizing, 66–67
Slife, B., 60, 62, 63, 65, 66, 71, 226n.1, 227n.12, 228n.24
Social Construction of Reality (Berger and Luckmann), 223n.3
Social Constructionism, 22–23, 33
Social meaning, 23
Solution-Focused Brief Therapy (SFBT), 22, 31, 32–35, 100
Spreitzer, G. M., 46, 51–53, 120
Srivastva, S., 23, 24, 45, 132
Stavros, J. M., 25
Stengers, I., 227–228n.23
Stephen M. Ross School of Business (University of Michigan), 26–27
StrengthsFinder Profile website, 30
Success: defining, 153–154; forming picture of, 87–88
Sullivan, H. S., 130
Supporters, 156–158, 165; sample list of, 167table8.1
Susanna, 18, 53–55, 111, 163, 173
Swanson, R. A., 112
Sydney, Australia, 133
Symonds, B. D., 93
Synchronicity, 66, 71
System theory, 74
Szabo, P., 35, 223n.41
T
Terry, 78–79
Thoreau, H. D., 36
Thought-action tendencies, 48
Time: characteristics of Newtonian, 62–63, 71; expanded view of, 76–77; holistic assumptions about, 64–65; holistic view of, 59–65; linear, 60–62; and possibilities, 59–65; traditional view of, 61–62
Tools, coaching: and celebration, 185–186; and experimentation, 123–125, 164–165; mindfulness, 162–163; and observation, 122–123; and perseverance, 184–185; and pivoting, 121–122; and practice, 183–184; and questions, 120–121, 146–147, 161–162, 182–183; and role models, 125; and themes, 163–164
Topic, 17–18, 228–229n.3; clarifying, for coaching, 85–88
Trosten-Bloom, A., 24, 84, 99, 120, 149
U
Uluru (Ayers Rock, Australia), 133
Universality, 63, 64
University of Michigan, 26–27

V
Vicious cycle, 53
Virtuous cycles, 53
Von Bertalanffy, L., 227–228n.23

W
Wade, J., 67, 80
Waldrop, M., 227–228n.23
Walkabout, 133
Walter, J. L., 99
Washington, D. C., 128
Watkins, J. M., 13, 23, 24, 26, 36, 85, 137, 139, 140
Watzlawick, P., 32
Weakland, J. H., 32
Weiner-Davis, M., 33, 34
Weltanshauung, 189
Wendy, 73–74, 90–92, 141
Western theologians, 61
Wheatly, M. J., 22
Whitney, D., 24, 25, 40, 46, 65, 71, 74, 84, 93, 99, 120, 149, 224n.14
Whyte, D., 65, 69
Wieman, H. N., 142
Williamson, M., 170
Wilson, T. D., 31
Work, finding positive meaning at, 27
Worldview, 189–192
Worline, M. C., 27
Wrzesniewski, A., 27

Z
Zingarella, B., 167