INDEX

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
  on learning body awareness, 356–358
  life agreement drawing by, 359
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
  Scales of Balance used by, 19
  story of coaching, 16–19
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
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
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, 35fig
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, 29fig
integrity and respect as, 30–31
modeling the, 39–40
origins and use of, 27–28
Faule, D., 160–162, 239, 240
Faule, 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, 201fig
description of, 199–200
Living with a Book on My Head, 200fig

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, 67fig–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,
233–234fig
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, 204–205fig
Jump-starting projects, 273–274

K
Kaleidoscope image, 234fig
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
“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
  Creating Metaphors exercise on, 150–152
  designing interventions by listening for, 344
  examples of, 126–127
  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., 34. 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 Veslor, 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
as catalyst for clients, 209
exercises for, 209–234
generating and anchoring learning through, 205–206
guidelines for using, 206
intervening through, 198–209
Judge image as, 204–205
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
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