

Connecting Emotional Intelligence and Coaching

There is an urgent need to develop emotional intelligence in our organizations, teams, and families. For decades the contributors to this book have diligently studied and responded to the challenges of developing of a more emotionally and socially intelligent work, and we have done our best to synthesize the most valuable aspects of our discoveries here. It may be helpful to imagine the encounter we are about to share as a journey and this book as a guide that maps out the field of relationships you will need to understand in order to succeed at the goal of helping your clients develop their emotional effectiveness. We will do our best to familiarize you with the territory and the road signs, as well as help you develop the skills for negotiating this journey, both on your own behalf and for the clients whom you serve.

First, we will describe the destination we are seeking to reach and how we will know when we get there. Second, we will talk a little bit about who is welcome on this journey and who we are likely to be meeting along the way, and third, we will define some of the ideas and concepts that serve as signposts along the way.

THE DESTINATION

As we said, this book is about one thing— helping you help your clients become more emotionally effective throughout all aspects of their lives. This means that by the time you finish your journey through this book and we have explored the territory of *coaching for emotional intelligence*, you will have a clear understanding of what emotional intelligence or, as we prefer to call it, emotional and social effectiveness is, why it's important, and what specific steps you can take in working with your clients to help them begin their own journey of exploration and development, or if they have already begun, to accelerate it, or guide the journey into destinations that are even more interesting and satisfying to them.

The fact is human beings don't change unless they feel discomfort or the hope of greater comfort and satisfaction somewhere else. Your clients will engage in the transformational process of developing their emotional and social effectiveness (ESE) only if they believe it will help them accomplish those two sorts of changes. How will you know if you're making any progress? Because both kinds of change involve a certain amount of stress, as your clients become more authentically successful, their faces and bodies are likely to look more relaxed, particularly around their eyes, shoulders, waists, and hands. They may walk more gracefully, and they will probably speak in voices that sound calmer, more confident, more relaxed, less tightly wound. The tonal range in their voices will increase, you will hear lower and higher tones, and their voices will likely sound less dry, less brittle. In their bodies they may report feeling softer, freer, with a wider range of motion, moving more slowly, gently, and certainly being more relaxed. Emotionally you can expect them to feel happier, more optimistic, and most likely better about who they are and the level of influence they are able to exert over their worlds.

But these are only the general kinds of landmarks that you will be able to detect as a result of your clients reaching their coaching destination. If you want the measures of your clients and your success to be even more specific, then you will need to ask them what the concrete, physiological indicators will be that most persuasively demonstrate an increase in their emotional and social effectiveness.

This strategy for outcome specification was developed in the early work of neuro- linguistic programming. It is a highly successful technique

that calls for asking your clients to describe what will be different using the three primary sensory channels that organize social interaction. What will they see, what will they hear, and how will they feel differently when they have accomplished the changes they are seeking to achieve. As a result of having this discussion they will give their subconscious minds concrete targets and routes that they can then follow continuously day and night until the goals have been accomplished and their realities are remodeled. Moreover, it gives you and your client specific measurable points for charting your success. Of course, it's normal for clients to shift their goals as they gain deeper understanding of what they really want. When that happens, be sure to update your map of success.

YOUR TRAVELING COMPANIONS

Coaches of all levels of accomplishment from the highly experienced and seasoned practitioners to the brand-new coaches who are just beginning their training—all are invited to join this expedition. Some of you may serve your clients as life coaches, helping them work through the personal issues in their lives, while others may coach in one of the many domains of business and leadership coaching. You may coach teams of engineers or teams of hockey players; the skills you will be learning here are equally relevant to all these groups of clients because it is their emotional energy and their ability to manage it that helps them achieve what they value in their lives.

SIGNS ALONG THE WAY

Now if you will, allow us to familiarize you with some of the terminology that will serve as signposts for our exploration. Doubtless we should define what we mean by coaching and emotional intelligence. Both of these terms have many definitions, and we certainly do not claim that ours are the right ones, but they are specific enough to help you make the best use of the instruction that follows.

Coaching facilitates a specific kind of teaching and learning relationship in which the coach has a higher degree of experience and expertise in certain areas that the client wants to develop for him or herself. In order for

it to be effective, the relationship cannot be a one-way street, both coach and client need to encounter each other openly and honestly, willing to accommodate and incorporate the changes that their relationship will entail. The responsibility for initiating the change lies most squarely in the client's court, while maintaining the momentum is a responsibility that each party must fulfill. The relationship can take place in person, over the telephone, or both, and it is never sexual in nature. There are specific International Coach Federation ethical guidelines posted at www.coachfederation.org/ICF/For+Current+Members/Ethical+Guidelines/. All coaches should familiarize themselves with these principles and consider sharing them with their clients.

Emotional Intelligence (EI or EQ) is the name of a field of inquiry that explores how human beings apply their subjective, non-cognitive behavioral skills to successfully manage and improve their relationships and life conditions. It is a term of art that is broadly recognized throughout the academic and professional communities. EI distinguishes between learned behavior and the inherited characteristics which are measured in part by IQ assessments.

Emotional and Social Intelligence directly includes the realm of social wisdom and engagement. It has been a part of much of the EI research from the beginning, such as that by Reuven Bar-On, creator of the BarOn EQ-i®. Boyatzis and Goleman have added it to their measure, which is now the Emotional and Social Competence Inventory (ESCI). Because the focus of coaching centers on your clients' engagement with themselves and the world, we believe that the "social" part of this concept is indispensable to effective coaching.

Emotional and Social Effectiveness (ESE) is the term we primarily emphasize in this book and in our work. We find that in practice the term "intelligence" is often intimidating. On the other hand, the term "effectiveness" implies can-do possibilities. We can authentically emphasize effectiveness because, unlike the elements of IQ, the elements of ESE are based on competencies that can be learned and enhanced.

While emotional intelligence (EI), emotional quotient (EQ), emotional and social intelligence (ESI), and emotional and social effectiveness (ESE) are intended to be interchangeable for purposes of this book, we will primarily focus our discussion on ESE and the generic name for the field, emotional intelligence or EI.

Clients is the term we use to refer to the people being coached. You might also use other terms, such as coachee or co-workers if you are an internal coach.

Observer-self is a term used to refer to the practice of metaphorically stepping back and neutrally observing your active engaged self. It heightens awareness and supports more intentional choices.

Life Conditions refers to the opportunities, resources, and limitations that make up the field of engagement in which living creatures conduct their lives. A snail and a horse and a human all have life conditions, and they are drastically different, however a well educated white man working in America and an equally well educated African-American woman working in the same company can also have radically different life conditions that have nothing to do with the qualifications we mentioned. The man could be a single parent of a child with disabilities, while the woman could be single, and unaware that she just picked the winning lotto numbers.

Ontology is a philosophical term referring to how we think about being and existence. Because emotional intelligence is measuring subjective capabilities that profoundly influence how successfully we exist in the world, the ontological viewpoint provides a powerful complement. Because emotional intelligence contributes so much to how we understand who we are in the world, how we communicate those aspects of our nature, and how we engage those aspects of others, it can be considered an ontological concern. We want to familiarize you with the notion of ontology along with our other definitions because it is an important landmark we will visit in the material about Ontological Coaching™ presented by Newfield Network later in this book.

Here is the simplest “official” definition we could compile (thanks greatly to Wikipedia). Ontology is a point of view from which philosophy considers questions like: “What things really ‘exist’ and what is their nature?” It studies how we conceptualize reality and the nature of being. To support this with a tiny bit of context, there are four categories of questions that philosophy asks: “How should one live?” (ethics), “What counts as real knowledge?” (epistemology), “What are the principles of correct reasoning?” (logic), and “What things really ‘exist’ and what is their nature?” (metaphysics). Ontology is a central branch of this last category, which investigates being and what types of things can be said to exist in the world, and how they are related.

Most significantly perhaps, ontological investigation helps us distinguish our being from our doing, who and what we are from what it is we do. In a world that places entirely too much emphasis on the latter, assuming an ontological vantage point can liberate us and restore balance to our perspective. (See Observer-self above.)

Somatics is the field of study that considers the degree of bodily awareness that is active in a person's life and the amount of influence it contributes to their authentic success. Balance, proprioception, and spontaneous right action are some of the topics it may address.

COACHING TO BUILD EMOTIONAL AND SOCIAL EFFECTIVENESS

Coaching for emotional and social effectiveness is a process of helping others learn how to express and receive emotional energy in ways that strengthens their connection with others and builds more effective relationships. This requires that both people be able to recognize and accurately decode the meaning of the emotional energy patterns in the conversation. It includes helping your clients learn effective strategies for managing their own emotional energy and that of the others around them. While the communication can be done through intimidation or obsequiousness, there are far more forthright, elegant, and effective ways that can be learned through helping your clients increase their emotional effectiveness.

In our relationships with other human beings, we exchange emotional energy and information that lets the other person know two very important things: (1) how socially receptive we are. Are we interested in engaging with another in conversation and interaction, or do we want to be quiet or even left alone? and (2) how motivated we feel. Do we feel a driving need to accomplish some goal, or are we peaceful and content? Relating to another individual requires attention, energy, and a willingness to regulate our behavior, respectively, in ways that facilitate meaningful exchange, for instance, holding up our end of the conversation without being dominating.

In order to be open and sensitive enough to recognize and understand what others are feeling emotionally, we need to have a certain amount of

curiosity and trust in ourselves and the environment. We have to be able to encounter others and relate to them with minimal defensiveness. We also need to hold as a fundamental position that our relationships with others are intrinsically valuable, rather than existing only for what we can get from them to benefit ourselves.

Another excellent practice is to assume that everyone (including our clients and ourselves!) always makes the best decisions available at the time. Humans are not wired to be able to choose against their immediately perceived best interests, even though ideally they could have or “should” have made different evaluations and taken different actions. This helps us keep our own judgments from further impeding our clients’ progress in the change process.

CONNECTING THE FIVE ESE PRACTICES AND EI MEASURES

Coaches assist clients in myriad challenges that are usually complicated by a variety of life conditions. It could be learning to manage up with a difficult boss, influencing an unmotivated employee, or deciding on a career shift or whether to get married or divorced. Given the breadth of potential coaching relationships, we highlight five central emotional and social effectiveness practices that will help you address the EI development challenges you encounter in your coaching work. These are bigger-picture concepts than the specific behavioral skills measured by EI assessments. In coaching you’re called upon to assist your client in effectively applying clusters of these skills, and based on our experience and research, we believe the clusters most central to coaching for ESE are: Valuing Self, Valuing Others, Responsive Awareness, Courage, and Authentic Success. These practices take the concepts measured by the three primary emotional intelligence measures and pull them together into the five practical outcomes you and most coaches are likely to focus on with your clients.

Reuven Bar-On, creator of one of the most popular EI measurements, wrote “The Bar-On Model of Emotional-Social Intelligence (ESI),” an article published on the EI Consortium website at www.eiconsortium.org/research/baron_model_of_emotional_social_intelligence.pdf. This article

presents a useful overview of his instrument and in it he describes the three major EI models thus:

The *Encyclopedia of Applied Psychology* (Spielberger, 2004) recently suggested that there are currently three major conceptual models: (a) the Salovey-Mayer model (Mayer & Salovey, 1997), which defines this construct as the ability to perceive, understand, manage and use emotions to facilitate thinking, measured by an ability-based measure (Mayer et al., 2002); (b) the Goleman model (1998), which views this construct as a wide array of competencies and skills that drive managerial performance, measured by multi-rater assessment (Boyatzis et al., 2001); and (c) the Bar-On model (1997b, 2000), which describes a cross-section of interrelated emotional and social competencies, skills, and facilitators that impact intelligent behavior, measured by self-report (1997a, 1997b) within a potentially expandable multi-modal approach including interview and multi-rater assessment. (Bar-On & Handley, 2003a, 2003b)

The topic of measurement is extraordinarily relevant to the field of emotional intelligence, because until EI could be measured accurately and proven to exist, it was discussed (and often dismissed) as soft skills, people skills, warm fuzzies, group hugs, and the like. These three reliable and scientifically valid assessment instruments changed all that. Those three are the BarOn Emotional Quotient Inventory, the MSCEIT developed by John Meyer, Peter Salovey, and David Caruso, and the ESCI developed by Richard Boyatzis and Daniel Goleman. And there are other instruments that have also contributed to development in this field.

The research to develop and evaluate these instruments demonstrated that emotional intelligence is a feature of being human that can be measured. Next it became a matter of demonstrating, particularly to the business community, that improving the emotional intelligence of leaders and followers within an organization could be measured as real dollar savings to the bottom line. Over the past ten years this has also been increasingly well documented by such organizations as Multi-Health Systems, which publishes the BarOn EQi and the MSCEIT assessments and regular articles on the topic of R.O.E.—Return On Emotion. You will learn more about the business case in the next chapter.

Many coaches find it vital to use EI instruments as a part of their coaching practice; and we respect that many coaches work without using instruments. That's your choice. If you do work with one of the major three, the following chart provides an overview connecting the scales of the three EI instruments with the five ESE practices. Each practice is shown with the constituent competencies from each of these models. These choices are based on our many years of experience. If you work with any one of these measures, you might list the skills differently. That's fine. This is presented as a guideline for working with any of the three primary measures and understanding how they influence development and application of the five ESE strategies. Our recommendation to you is to read our chapters on them, consider our suggestions, and then add in your own experience, training, and awareness of your clients. This will help you focus on the specific skills each client most needs in order to develop competency in the practice you are working on.

The five practices and related skills from the three EI instruments are:

EQ-i	MSCET	ESCI
Valuing Self		
Self-regard		
Emotional self-awareness	Perceiving	Emotional self-awareness
Empathy	Understanding	Accurate self-assessment
Flexibility		Self-confidence
Happiness		Emotional self-control
Optimism		Adaptability
		Optimism
Valuing Others		
Emotional self-awareness	Perceiving	Emotional self-awareness
Empathy	Understanding	Emotional self-control

(Continued)

EQ-i	MSCEIT	ESCI
Interpersonal relations	Facilitating	Transparency
Flexibility	Managing	Adaptability
Optimism		Empathy
Social responsibility		Teamwork/collaboration
Reality testing		Optimism
Responsive Awareness		
Emotional self-awareness	Perceiving	Emotional self-awareness
Assertiveness		Accurate self-assessment
Empathy	Understanding	Emotional self-control
Flexibility		Adaptability
Impulse control		Empathy
Stress tolerance		Teamwork and collaboration
Reality testing		
Social responsibility		
Courage		
Self-regard		
Emotional self-awareness	Perceiving	Emotional self-awareness
Self-actualization	Understanding	Emotional self-control
		Self-confidence
Stress tolerance	Facilitating	Adaptability
		Initiative
Assertiveness	Managing	Empathy
		Organizational awareness

EQ-i	MSCEIT	ESCI
Independence		Teamwork and collaboration
Reality testing		Change catalyst
Impulse control		Optimism
Optimism		
Authentic Success		
Self-regard	Perceiving	Emotional self-awareness
Emotional self-awareness	Understanding	Accurate self-assessment
Assertiveness	Facilitating	Self-confidence
Independence	Managing	Emotional self-control
Self-actualization		Transparency
Empathy		Adaptability
Social responsibility		Initiative
Interpersonal relationships		Optimism
Stress tolerance		Empathy
Impulse control		Organizational awareness
Reality testing		Service orientation
Flexibility		Developing others
Problem solving		Inspirational leadership
Optimism		Change catalyst
Happiness		Influence
		Conflict management
		Teamwork/collaboration

You might notice that Authentic Success includes all the skills identified for each measure. It's the most comprehensive practice of the five and draws on all of your client's potential.

TEAMS AND GROUPS

We have just discussed working with individuals and expanding their EI. But what about teams? For purposes of measuring a team's EI we have developed the Team Emotional and Social Intelligence Survey™ (TESI®), which is a team 360. Teams evaluate their performance and capabilities in the seven core skills of identity, motivation, emotional awareness, communication, stress tolerance, conflict resolution, and positive mood. Using the term "360" indicates that it's a circular perspective on the team. If you work with groups, you can cross-map the five ESE practices with those seven skills as the key challenges demand and discover the specific areas of challenge for your work group and how to resolve them most elegantly.

We have also found working with the EQ-i Group Report effective. This report is an amalgamation of the individual scores of the members of the group or team. It includes the benefit that each member receives an individual report, something we believe to be quite helpful whether you are using this report, the TESI, or other measures.

COACHING FOR ESE CALLS FOR MULTIPLE PERSPECTIVES

In order to reach our three audiences eager to learn how coaches can help their clients apply the best practices for developing emotional and social effectiveness, the five of us have merged our efforts and extensive experience from our various areas of expertise. Writing for Collaborative Growth, James Terrell and Marcia Hughes have addressed how specific emotional intelligence competencies can be developed through the coaching relationship. Writing for Newfield Network, Julio Olalla and Terrie Lupberger have introduced the powerful role that emotional learning plays in ontological coaching. Writing from twenty years of experience as a leader in the federal

government and a New Ventures West trained coach, Lee Salmon discusses the transformational effects that coaching to develop emotional intelligence has produced for leaders in several key U.S. government agencies. Each of us has common and unique values that influence the world we see, the way we describe it, the passion that inspires us, and the self that emerges from our unifying commitment to contribute content that will prove valid and useful to our readers.

Among the many recognitions we gained from collaborating on this project, one stood out above all the rest. The interface of coaching and the field of emotional and social intelligence is vast and can be imagined and approached and presented from a wide variety of perspectives. Our intention here is not to present a uniform philosophy or methodology; rather it is intended to facilitate new learning that will stimulate your thoughts, memories, and curiosity about emotional and social effectiveness in ways that invigorate your coaching practice with new insight and elegant interventions.

In *A Coach's Guide to Emotional Intelligence* we seek to illuminate the relationships between coaching and learning and emotional development from new angles and diverse reference points. As we mentioned, whether you are a seasoned and well-established coach, someone just starting in the profession, or somewhere in between, you are welcomed as the coaches and consultants and trainers who will best be able to take this learning out into the world and use it most powerfully on behalf of your clients and organizations. We look forward to many other books and articles on the topic of coaching others to develop emotional effectiveness, because we recognize that our effort has only scratched the surface. So please accept our invitation to explore and explain your own experience of how developing emotional intelligence in your clients has benefited them and the teams and organizations they work in.

There has never been a time that calls as loudly for all of us to help “reveal the hidden splendor” of our emotional connectedness and facilitate its effective engagement in the workplace, our communities, the halls of education and of government, as well as within our families and our personal lives. For it may well be our ability to respond to this invisible domain of energy and successfully fulfill that responsibility that will finally reorient us, bridge our perceived differences and reconnect us with each other, our collective purpose, and our miraculous planet.

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