

Coaching with Emotional Intelligence: an Experiential Approach to Creating Insight, Connection, and Purpose

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Abstract

Introduction: Executive and life coaching have never been more important. Stress, in both the workplace and personal life, is on the rise, prompted by increases in speed, complexity, and uncertainty (Korn Ferry Institute, 2015). For leaders coping with a challenging business environment while trying to manage interpersonal relationships, the need for guidance and support is critical. On a personal level, navigating a world in which self-knowledge, optimal decisions, and a sense of purpose are invaluable requires skills, practice, and encouragement.

Objectives: The objective was to identify key elements of an effective coaching relationship. The focus was on enhancing the experience of coaching, for both the coach and client, by incorporating concepts and practices from emotional intelligence (EQ) into the process. Augmenting coach training with EQ was a parallel design goal.

Methods: The research method was a stratified survey of practicing coaches and clients to identify emergent themes related to a) what blocks clients' progress, b) what methods are most powerful for coaching, and c) why is EQ important in coaching? The survey included 1138 participants from 88 countries, with coaches segmented by hours of professional training.

Results: Areas of similarity and difference were found between newer and more experienced coaches. Powerful coaching methods reported included a) client-focused and goal-oriented reflective questions, b) engagement and active listening, and c) a focus on emotional strengths, mindfulness, and self-understanding. Coaches and clients agreed that incorporating concepts and practices of EQ, including the use of EQ assessments, enriched the process by promoting insight, facilitating connection, and clarifying purpose.

Conclusions: Introducing EQ into professional coach training and practice can enhance the experience of coaching for both the coach and the client. Adding EQ to the coaching process places an emphasis on emotional self-awareness, relational dynamics, practical skill development, and purpose-driven sustainable change.

Keywords: EQ, self-awareness, relationships, change, assessment

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I. Introduction

The world is becoming increasingly volatile, uncertain, complex, and ambiguous (VUCA). In this stressful environment, personal and professional success can be compromised by a lack of ability to achieve insight and understanding, develop meaningful connections with others, and live a life defined by values and purpose. The prospect of overcoming these obstacles alone can be daunting, leading to increased reliance on executive and life coaches.

Professional coaches practicing in such a challenging landscape must have an effective conceptual framework and practical tools to guide clients through these turbulent times. The relationship between the coach and the client is at the heart of the process and mediates the effectiveness of any techniques utilized. In addition, mutual satisfaction and sustainability are determined by the quality of the experience for both coach and client.

Coaching has a long, evolutionary history, originating in the human potential and organizational development movements of the 1960s, moving through the later focus on leadership and organization culture, and continuing in an era of heightened professionalization and evidence-based practice (Brock, 2016). A variety of different organizations train and certify professional coaches, many following guidelines and standards established by the International Coach Federation (ICF).

Coaching, in practice, is experiential, both at its relational core and in its subject matter, the vital personal or professional experience of the client. The process is dialogic, dynamic, and emergent, informed by the skills and sensitivity of the coach, the growing reflective insight of the client, and the interaction between the two. The inherent process of coaching is particularly suitable for incorporating concepts and practices from the field of emotional intelligence (Jorgensen & Freedman, 2017). Originating in the work of psychologists Salovey and Mayer (1990), EQ was brought to a larger audience in the writings of Goleman (1995). Salovey and Mayer defined EQ as “the ability to monitor one’s own and others’ feelings, to discriminate among them, and to use this information to guide one’s thinking and action” (p. 5).

Researchers formulated sometimes competing models of EQ as the field expand, with some postulating that EQ was a mental ability, a trait, or a mix of both (Mayer, Salovey, & Caruso, 2000). A variety of assessments were constructed to operationalize these different models and EQ was

applied in business, education, and personal development. The current research utilizes a model of EQ developed by Six Seconds, a pioneer in the field focused on the development of practical action plans to use emotional intelligence in everyday life. The Six Seconds EQ model is divided into three pursuits, Know, Choose, and Give Yourself (KCG), containing 8 competencies, as shown in Figure 1:

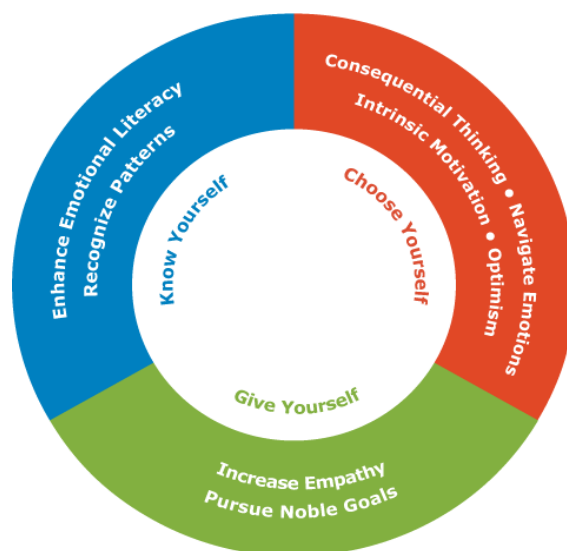


Figure 1. Six Seconds EQ model with pursuits and competencies. Adapted from “*At the heart of leadership: How to get results with emotional intelligence*”, by J. Freedman, 2012, Freedom, CA: Six Seconds, p. 94.

The Six Seconds Emotional Intelligence (SEI) assessment, based on this model, measures EQ and leadership abilities and, as debriefed by a certified assessor, emphasizes cultivating EQ competencies to enhance self-awareness, decision-making, and connection.

II. Methods

This study was built on the conceptual affinity between coaching practice and emotional intelligence. The dual goals were to a) survey an international cross-section of coaches and clients to identify factors that enabled or obstructed the coaching process and b) design an ICF-approved coach training program that incorporated key elements of emotional intelligence, including the use of EQ-based assessment tools.

The survey was conducted online during 2017 using a variety of lists and groups to access coaches and clients globally. An invitation was also sent to coaches and clients who were Six Seconds’ Facebook followers, which may have introduced a bias in favor of EQ.

Three key questions were posed to coaches in the survey: a) what blocks clients' progress, b) what methods are most powerful for coaching, and c) why is EQ important in coaching? In addition, to understand the different perspectives, coaches and clients were asked, "In what areas do coaches most need to develop?" Rating questions were asked using a 5-point scale to measure level of agreement. Finally, coaches were asked which, if any, assessment tools they used in their practice.

Semantic analysis was applied to response data using word cloud technology developed by Kapiche (2017) to identify frequencies and themes. Coach responses were differentiated based on hours of training to distinguish between emerging (<200 hours) and professional (>200 hours) status.

The ICF core competencies were used as the basis for integrating EQ into the practice of coaching (International Coach Federation, 2017). These competencies, depicted in Figure 2, highlight connection, communication, and change to enact an authentic, co-created, coach-client relationship:

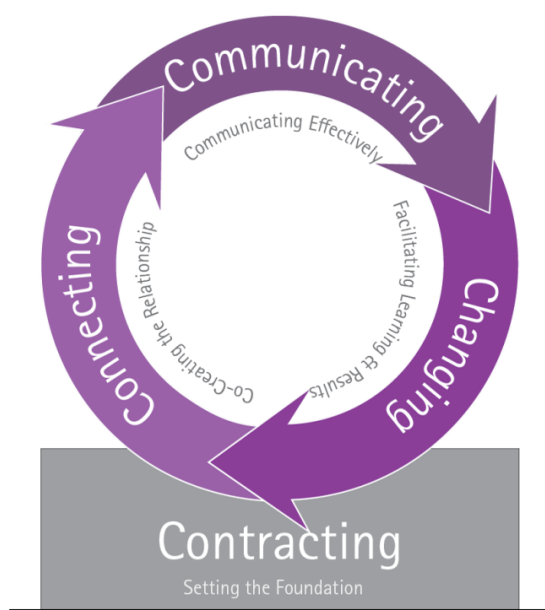


Figure 2. ICF core competencies. Adapted from "Core competencies", by International Coach Federation, 2017, retrieved from

<https://www.coachfederation.org/credential/landing.cfm?ItemNumber=2206&navItemNumber=576>

To design the coach training course, Six Seconds utilized ICF standards augmented by the Six Seconds EQ model, learning philosophy, and Change MAP. Key principles of the Six Seconds approach to transformational learning applicable to coaching

include a) wisdom lies within, b) no way is the way, c) emotions drive people, and, perhaps most important in a coaching context, d) the process is the content. These principles, in combination with the EQ model's pursuits of Know Yourself, Choose Yourself, and Give Yourself, capture the authentic, experience-based, dialogic, and emergent focus on process exhibited optimal coaching relationships. Trust, openness, acceptance, emotional capacity, and non-directive questions are at the core of the relational exchange (Jorgensen & Freedman, 2017).

The Six Seconds Change MAP, shown in Figure 3 and used in personal and organizational settings, follows a repeating cycle of engage, activate, and reflect (E-A-R) to move through critical transitions to counteract resistance to change (Freedman & Ghini, 2010). To facilitate change, the necessary emotion transitions, demonstrated by the red arrows, guide the coach and client to deeper awareness and emotional transformation. Coach and client, informed by data from the SEI assessment, use the Change MAP to create sustainable, practical solutions.

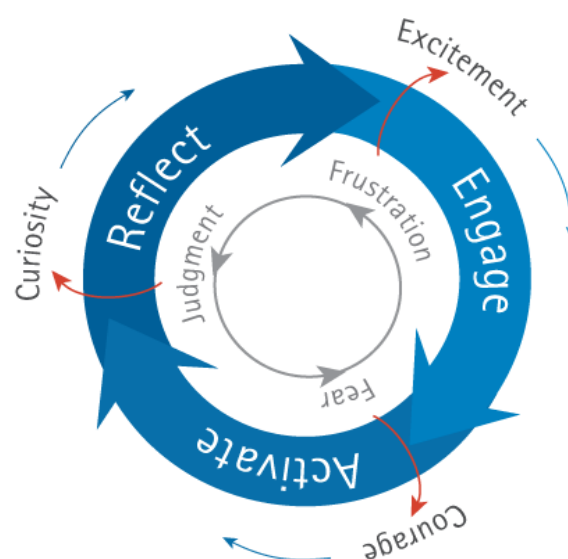


Figure 3. Six Seconds Change MAP. Adapted from "Inside change: Transforming your organization with emotional intelligence", by J. Freedman and M. Ghini, 2010, San Francisco, CA: Six Seconds, p. 78.

III. Results

In total, 1138 coaches and clients in 88 countries responded to the survey (Freedman, 2017). Responses reflected multiple training levels, internal and external practice around the world, various organizational sectors, and different genders and ages. Respondent demographics can be seen in Figure 4:

The word cloud shown in Figure 5 illustrates the relative frequencies of keywords used by professional coaches with more than 200 hours of training in response to the question, “What are the most powerful methods for coaching?”.



Figure 6. Emerging and professional coach responses. Adapted from “Emotional intelligence and coaching: Secrets from the 2017 survey”, by J. Freedman, 2017, retrieved from

<http://www.6seconds.org/2017/05/19/emotional-intelligence-business-coach-life-coach-survey/>

The top three word groups, in priority order, can be expressed narratively as follows:

- First (red): Focus on the client, asking challenging, reflective questions to deepen thinking about goals.
- Second (orange): Hold a powerful space for active listening.
- Third (yellow): Work with emotional strengths, build mindfulness and self-understanding.

Emerging and seasoned professional coaches had somewhat different responses to the three key survey questions. An infographic depicting these differential findings can be seen in Figure 6:

These responses were tabulated and summarized as themes. Table 1 shows the differential answers to the question about obstacles:

Table 1. What blocks clients' progress?

Emerging Coaches	Professional Coaches
Changing behavior takes people out of their comfort zone.	Changing beliefs or mindsets that change is possible.
A lack of support or skills, particularly in terms of relationships/empathy.	A lack of self-awareness that blocks purpose and limits people's expectations.
Slipping back into old habits.	Habits of thinking and feeling.
Fear of the unknown or of failure.	Fear of failure from a lack of trust; avoidance of the unknown.

Table 2 presents the responses to the question about powerful methods:

Table 2. What methods are most powerful for coaching?

Emerging Coaches	Professional Coaches
Clients building self-awareness and personal understanding.	Clients and coaches building alignment on their goals and approach.
Asking good, open-ended questions.	Asking challenging, reflective questions that produce new thinking about success.
Active listening.	Holding space for powerful, active listening.

Thinking about what works and what people like to grow.	Working with strengths and mindfulness to develop positive emotions.
The coach needs tools.	The client needs self-understanding and self-trust to create insights, empathy, and discovery.

Table 3 gives responses to the question about the value of EQ in coaching:

Table 3. Why is EQ important in coaching?

Emerging Coaches	Professional Coaches
For the coach and client to be aware, to help relationships, and to move more fully into action.	For the client and coach to build the crucial self-awareness that is key to the process.
To understand change and to leverage motivation.	To drive sustainable change and build the drive to achieve lasting goals.
To control emotions and manage negative situations in life.	To create the critical relationships and harness strong feelings that help people grow.

The value of EQ in coaching received high ratings from both coaches and clients. In response to the question, “How important is it for coaches to have strong emotional intelligence to assist clients with the challenges you identified?” coaches scored 98% agreement that it is essential. Coaching clients scored 90% agreement, rating it highly important, in answering the question, “How important is it for clients to develop strong emotional intelligence to work through the challenges you identified?” From this perspective, both parties must cultivate their own EQ for the coaching relationship to flourish.

Coaches and clients were asked to identify key development needs for coaches. Their selections were the same, but they ranked the priorities differently, with the coaches focusing on the relationship and clients emphasizing further coach development. Despite the different relative rankings, coaches and clients agreed, with scores of 98%, that coach development was essential. The results are shown in Table 4:

Table 4. In what areas do coaches most need to develop?

Coaches	Clients
Developing a powerful coaching relationship.	Developing yourself as coach.
Developing yourself as coach.	Structuring an effective coaching session.
Structuring an effective coaching session.	Developing a powerful coaching relationship.

Coaches were asked what, if any, assessment tools they used in their practices. In the total sample, 62% replied that they utilized some form of assessment. Within that group, 32% utilized EQ-based assessments, primarily the SEI. Personality tools, such as DISC, MBTI, and 16PF, were employed by 26% of tool users. Strength tools accounted for 8%, including VIA Character Strengths and Gallup Strengths Finder. A wide range of other tools, including self-developed surveys, were reported by the remaining 34% of assessment users.

Among coaches utilizing Six Seconds’ assessments, including the SEI and the Vital Signs people-metrics tools, 80% reported that they use those tools exclusively. In contrast, 69% of coaches using non-Six Seconds’ EQ assessments said they also use additional tools. Coaches using Six Seconds’ tools scored 99% agreement that EQ was important. They were also highly committed to developing self-as-coach, with 97% rating this essential, supporting the view that positive change starts from the inside.

In addition to gaining an understanding from coaches and clients about the coaching process and the value of emotional intelligence, a secondary goal was to integrate EQ into an ICF-approved coach training program developed by Six Seconds. The premise for this integration was that EQ is a learnable, measurable skillset for being smarter with feelings to make optimal decisions. The KCG pursuits shown in Figure 1 are depicted in more detail in Figure 7, with a focus on process and meaning:

This what, how, and why approach provides a three-step process for coaches and clients to put their EQ into action:

- Tune into emotional data: **Know Yourself** means asking curious, open questions to develop insight about emotions and behaviors.
- Respond intentionally: **Choose Yourself** is about identifying options to increase connection.
- Step forward on purpose: **Give Yourself** supports the client to take action that is meaningful and sustainable.

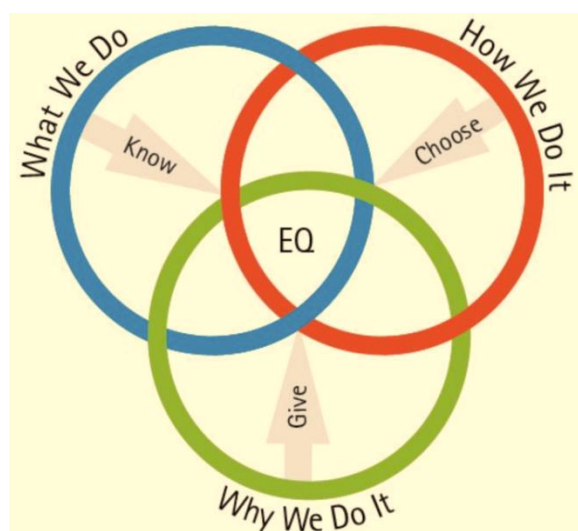


Figure 7. Six Seconds EQ model KCG pursuits. Adapted from “EQ stories: Coaching a career change”, by M. Jorgensen, 2015, retrieved from <http://www.6seconds.org/2015/04/08/eq-stories-coaching-a-career-change/>

The Six Seconds Change MAP, shown in Figure 3, was used as a structure and process for designing coaching toward purpose:

- **Engage** the client in the awareness of desired change. What is the vision and how can it be put into action?
- **Activate** the choices that go beyond contemplation and into action.
- **Reflect** on and measure progress toward the vision. Repeat the E-A-R process for further steps.

The application of these EQ and change models informed the questions and activities that coaches could adopt in a EQ-centric process. Table 5 gives an example of emotion-related inquiry:

Table 5. EQ-oriented questions that create insight into the power of feelings

What is a change you are currently facing?	
What feelings, such as frustration, fear, and judgment are coming up and why are these arising?	What about feelings such as excitement, courage, or curiosity, and why are these arising?
If you were to experience more of the feelings on the right, above, what might happen?	

Table 6 presents an exercise aimed at enhancing a key competency in the Choose Yourself pursuit, the ability to navigate emotions:

Table 6. VET exercise to support coaches and clients to harness and navigate emotions

Validate: List 3-4 feelings about a challenge you are facing. Coaching tip: Validating is about noticing and accepting. Do not worry if you “should” have this feeling. It is what it is.
Explore: How is each feeling trying to help you? Coaching tip: Assume each feeling is there for a reason, to protect or support you or something you care about.
Transform: What would make this situation better? Coaching tip: If you find it difficult to take this step, go back to V and E. The T will be easier when the first steps are complete.

Valuing relationships and understanding their impact are crucial to an EQ-oriented approach to coaching. Table 7 gives an example of questions that probe relationships related to facilitating change.

Table 7. Empowering relationships for change

Think of someone who supported you in making meaningful change.	
What were some of their qualities and skills that helped them help you?	In what way did these help you make change work?
What is one of those items you’d like to put into action the next time you face a change? What would happen if you were able to do so?	

Questions derived from the KCG pursuits can be applied to sub-optimal situations to gain insight, connection, and purpose, as illustrated in Table 8:

Table 8. Using the KCG pursuits to create alternative pathways

Think of a recent conversation/decision/negotiation that did not go as well as you wanted.
Insight: Tune in, notice what you were feeling, and how those feelings were pushing your behavior.
Connection: If you were in a similar situation again, what are 3 different ways you could respond?
Purpose: Which option is most aligned with your values and long-term goals?

The Change MAP action learning cycle can be used to create a coaching vision and promote self-as-coach development. Table 9 presents a set of E-A-R inspired questions that help clarify vision for the emerging or professional coach:

Table 9. Developing a coaching vision

As a coach or coach-to-be what is your vision?
Engage: Why does coaching matter to you? What would happen if you strengthened your coaching capacity?
Activate: What is one small step you'd like to take to build that strength? What would it look like to do it fully?
Reflect: Imagine you have taken that step. How would it feel? How would you know you had mastered this step?

Integrating EQ into coaching infuses the process with deep self-awareness, wise action and decision-making, and value-based goal setting (Jorgensen & Freedman, 2017). Coaching with EQ creates meaning and possibility, as captured in the word cloud in Figure 8.

High-frequency words included change, transformation, emotional, positive, tools, action, and hope:

The final integrative step in course design was to utilize actionable data from clients' SEI assessment to inform the coaching process. This data-driven approach, in which normed scores for each KCG pursuit and EQ competency, as well as outcomes/success factors, are reviewed, adds an objective component to the relational, emergent dialogue. The product of the integration effort was a cohort-based, ICF-approved EQ coach certification course (Six Seconds, 2016). The course, with a mix of in-person, virtual, and self-guided learning, blends ICF competencies with the Six Seconds EQ model, change process, and assessment tools. Successful graduates practice client-focused, experientially-based, and solution-oriented coaching designed to help the client and the coach flourish.



Figure 8. Word cloud based on Six Seconds coach-trainee responses to the question, “What does coaching with emotional intelligence mean to you?”. Adapted from “*Step into coaching: Emotional intelligence for insight, connection & purpose*”, by M. Jorgensen and J. Freedman, 2017, retrieved from <http://www.6seconds.org/certification/coaching-ebook/>

IV. Discussion

The contemporary VUCA environment that dominates much of the business world, as well as many personal lives, demands resilience, creativity, and resourcefulness. Having someone with the right skills and temperament to talk to can often make navigating these turbulent times easier. Executive and life coaches can fulfill this role if they have requisite values, tools, and attitude. A survey of over 200 coaches who are part of an international coaching network identified two top needs related to this challenge (Korn Ferry Institute, 2015):

- Coaches must model the ability to deal with ambiguity, providing the right balance of inquiry and discovery with advice and guidance.
- Coaches also must challenge leaders' mental models and assumptions, exposing beliefs and patterns that no longer serve them and those they lead while introducing new mind-sets.

The coach, however, represents only one part of the equation. In the context of coaching for the 21st

century, the Korn Ferry Institute (2015) survey report noted that “to increase their capacity to respond to changing realities, leaders must continually adapt their ways of thinking, doing, and being” (p. 7). These imperatives can go against behaviors often found in successful leaders. Grossman (2005) outlined traits that can jeopardize leaders’ abilities to connect with others and gain their trust and confidence:

- Being impatient.
- Not letting other people finish a sentence.
- Figuring out what other people have to say before they say it.
- Trying to be right, vs. relational.
- Not treating people with enough respect.
- Coming across to people as arrogant or opinionated.

One antidote to these problematic leadership tendencies is the cultivation of emotional intelligence. Recognition of the importance of EQ in the workplace began to emerge at the turn of the millennium. Daniel Goleman, who popularized EQ following the original research of Salovey and Mayer (1990), bolstered an important trend by turning attention to emotional intelligence at work (Goleman, 1998; Goleman, Boyatzis, & McKee, 2004). A critical review of related research by Zeidner, Matthews, and Roberts (2004) found meaningful progress in understanding the role of EQ in the workplace, but also high reliance on expert opinion, anecdote, and case studies. The authors were able to identify practical guidelines for the development and implementation of more rigorous methods. At the same time, focusing on emotions in therapy and coaching was gaining wider acceptance. Greenberg (2004) highlighted this approach as a way to construct the self and create personal meaning. The three-part, empirically-grounded principles of emotional awareness, regulation, and transformation echoed the original conceptual model of EQ (Salovey & Mayer, 1995).

Approaches to coaching that targeted emotional intelligence, with the goal of developing employee potential, began to appear in the management literature (Wall, 2007) and a wide variety of training and coaching activities for leaders, managers, and teams became available (Hughes & Terrell, 2012). The relationship of EQ to work performance was also receiving increased attention in the academic literature during the early part of the 21st century. A compendium on the subject (Druskat, Sala, & Mount, 2006) revealed diverse perspectives, notably from social scientists and organizational practitioners alike, highlighting the

academic and professional aspects of the field. The collection offered promising research on the efficacy of enhancing emotional intelligence for individual associates and groups.

The practical side of the field produced guides to coaching with EQ dedicated to improving performance (Merlevede & Bridoux, 2004; Neale, Spencer-Arnell, & Wilson, 2009), while the academic side analyzed more rigorously the relevance of EQ to coaching (Joseph & Glerum, 2016), EQ and coaching efficacy (Thelwell, Lane, Weston, & Greenlees, 2011), and, demonstrating the breadth of application, the value of EQ to high-performance sports coaching (Chan & Mallett, 2011). At the same time, the concept of emotional intelligence was spreading, through social-emotional learning, into education and, on a more limited basis, into parenting and psychotherapy, with strong assessment components (Bar-on, Maree, & Elias, 2007).

A key element of the conversation around emotional intelligence in coaching was the need to cultivate EQ in coaches. Caruso and Salovey (2012) studied low and high EQ ability coaches and found that low-ability coaches a) tended to miss certain emotional cues, b) lacked empathy and connection, c) had difficulty describing insights and predicting emotional reactions, and d) often became overwhelmed by feelings and failed to integrate emotions into problem-solving. In contrast, the high-ability coaches a) exhibited emotional awareness, b) felt what the coachee felt and could see different perspectives, c) expressed sophisticated emotional insights, and d) handled difficult situations effectively by including emotional data in the coaching process. As they emphasized, “Coaches with a high level of emotional intelligence should leverage this ability by attending to their emotions, processing these signals and trusting their judgements and observations” (p. 213). Notably, the authors utilized an objective assessment to evaluate and develop coaches’ emotional intelligence using a skills-based approach.

The importance of training to enhance coach EQ and coaching skills was demonstrated by Grant (2007) in a comparison of short- and long-term training programs. Participants in the long-term program displayed greater increases in goal-focused coaching skills and, in contrast to the short-term participants, enhanced emotional intelligence. Bringing together the dimensions of emotional intelligence, vision, and coaching, Boyatzis, Smith, Van Oosten, and Woolford (2013) described high EQ coaches as coaching with

compassion. In their view, this “prioritizes the establishment of a caring, trusting relationship between the coach and the coachee and anchors the coaching conversation on positive emotions and the discovery of the Ideal Self” (p. 22). Compassionate coaches use their skills to develop resonant leaders who share a commitment to insight, connection, and purpose.

Emotional intelligence models, assessments, and applications have evolved and matured as researchers and practitioners have devised creative and more rigorous approaches. The diffusion of EQ into performance-based strategies to develop leaders, managers, and employees, coupled with advances in coaching theory and practice standards, have culminated in the integration of emotional intelligence and coaching. For Six Seconds, this synthesis was a natural outgrowth of a model of EQ, first promulgated in 1997, that embraced self-knowledge, practical, action-oriented decision-making, and, uniquely, a focus on giving yourself that emanated from empathy and pursuit of a noble life goal. The professional coaching framework afforded by ICF standards and process dovetailed with Six Seconds’ model of transformational change and use of objective EQ measurement tools. The resultant EQ coach training program reflected an approach that was client-centered, relational, value-enriched, and data-driven.

Efforts to enhance coach-client relationships through emotional intelligence are being complemented by advances in technological applications to coaching. Rapid expansion in the use of coaching and the growing availability of artificial intelligence (AI) capabilities have combined to prompt development of sophisticated applications to coaching practice. At Six Seconds, this has led to the use of AI in mentoring and coaching. Utilizing the SEI assessment, the new Neural Net report personalizes the predictive value of focusing on specific EQ competencies to produce desired outcomes or success factors (Six Seconds, 2017). In this way, the coach is able to concentrate the dialogue on the most productive aspects of the assessment data and model different scenarios with the client.

The Six Seconds 2017 coach survey generated valuable insights about a) barriers to client progress, b) powerful coaching methods, c) the value of EQ in coaching, d) the need for ongoing coach development, and e) the use of assessments in coaching. Replicating the survey with a larger pool of coaches and clients might produce results that are more diverse and unanticipated. Another focus for future research would

be to compare pre- and post-course EQ assessments of trainees in the Six Seconds’ EQ coaching program to evaluate changes in emotional intelligence competencies. A questionnaire and/or focus group component could be added to uncover narrative elements and themes as coaches put their EQ-informed coaching methods into practice.

V. Conclusions

Introducing EQ into professional coach training and practice can enhance the experience of coaching for both the coach and the client. Adding EQ to the coaching process places an emphasis on emotional self-awareness, relational dynamics, practical skill development, and purpose-driven sustainable change.

The goals of this research and development initiative were two-fold: 1) understanding the benefits of integrating emotional intelligence into coaching practice and 2) designing an EQ-infused coach training program. Analysis of survey feedback from coaches and clients revealed that client progress can be furthered by:

- Instilling a mindset that, although difficult, change is possible.
- Cultivating relationship, empathy, and self-awareness skills.
- Overcoming old habits of thinking and feeling.
- Addressing fear of failure and the unknown and developing trust.

Powerful coaching methods identified by respondents included:

- Building clients’ self-awareness, personal understanding, and alignment with goals.
 - Asking challenging, open-ended, reflective, success-oriented questions.
 - Holding a space for active listening.
 - Focusing on what works based on strengths, mindfulness, and positive emotions.
 - Fostering clients’ self-understanding and self-trust to create insight, empathy, and discovery.
- Emotional intelligence was deemed valuable

for coaching because it:

- Encouraged self-awareness, strong relationships, and action.
- Leveraged motivation and drove sustainable change towards lasting goals.
- Harnessed emotions, managed negative life situations, and created relationships to promote growth.

Finally, ongoing coach development was found to be critical to success with clients and to achieving coach satisfaction, with a focus on:

- Developing the self-as-coach.
- Structuring an effective coaching session.
- Developing a powerful coaching relationship.

These findings contributed to the refinement of an experientially-based, ICF-approved coach training program that integrated emotional intelligence with established standards for coaching practice. The outcome was a uniquely-positioned course that gives coaches the proper orientation and skills to cultivate insight, connection, and purpose with their clients.

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