The Importance of Emotional Intelligence in Coaching

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Workshop Overview

- The Importance of Emotional Intelligence in Coaching:
  - What is it?
  - Where's the proof?
  - How and when can I use it?

*Understand how emotions influence performance*

- Develop Skills and Techniques to Increase your own level of EI
EI: What is it?

‘Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth’

(Mayer & Salovey, 1997)
The Importance of Emotional Intelligence in Coaching

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."

- John Quincy Adams

The common theme of effective leadership in a sports team environment is the “positive impact that individuals can have on group dynamics relative to a team objective” (Loehr)
The Importance of Emotional Intelligence in Coaching

- EI differentiates the top 20% of leaders (Shaner, 2010)

- There is a correlation between EI in elite business executives and elite coaches (Lifson & Noakes, 2012)
  - Manage job related-tension
  - Conflict resolution
  - Ability to form strong relationships

- There is a significant link between the levels of EI and leadership performance in sport (Dulewicz & Young)
  - Consider the needs of others over his/her personal needs
  - Emotionally intelligent leaders are able to use emotionally expressive language and non-verbal cues to help facilitate thinking.

- There is an associated significance between EI and sport performance (Zizzi, Deaner & Hirschhorn 2010; Shamir, 2012)
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Coaches with higher levels of EI are more able to:

- Develop an action plan of a collective sense of goals and objectives.
- Instill in others a sense of knowledge and appreciation for the importance of certain behaviors and activities.
- Develop a culture of excitement, enthusiasm, trust, confidence and co-operation.
- Encourage flexibility in decision-making.
- Establish and maintain a team identity.
- Interact more smoothly with members of their teams.
- Be superior in monitoring and using intuition to determine how team members are feeling, and therefore more able to take appropriate action (George)
The Importance of Emotional Intelligence in Coaching

‘By providing followers (athletes) with purpose and meaning, delivered in an emotionally expressive manner, such leaders (coaches) can inspirationally motivate and enable followers (athletes) to perform beyond expectations’ (Goleman 1999)
EI:
Where’s the Proof?
EI: The Brain Always Wins

- Your brain is the command and control center of your body (Daniel Amen)
The Brain Always Wins

- ‘the innate and expansive ability of the brain to adapt and overcome’ (Sullivan 2016)
- Without a healthy brain - physical strength doesn’t matter

Our brain controls how we perceive, understand and respond to the world
Physical Activity

Synergy

Rest and Recovery

Optimum Nutrition

Socialization

Emotional Management

Cognitive Training

PROCESS
The Science of EI

Emotions drive thoughts – thoughts drive behavior – behavior drives performance
‘The emotions we create and how we manage them play a most significant role in determining how we perform internally and, then, externally’ (Sullivan & Parker 2016)

- Emotions motivate us to act
- Emotions influence our decision making and levels of resilience
- Emotions play a vital role in our interpersonal communication
- Emotions help us to survive
The EI Grid

SELF

- Self-Awareness
  - Emotional self-awareness

- Self-Management
  - Achievement Orientation
  - Adaptability
  - Emotional Self-Control
  - Positive Outlook

OTHERS

- Social Awareness
  - Empathy
  - Organisational, team, political awareness

- Relationship Management
  - Conflict Management
  - Coach and Mentor
  - Influence
  - Inspirational Leadership
  - Teamwork

EI

Performance
14 December 2016
EI: How and when can I use it?

Whenever you are planning for, executing or evaluating behaviors – your own, others or interactions between the two

“When you’re going through hell….keep going” (Albert Einstein)
Developing EI: Skills & Techniques

- The EI Grid
- Facial Recognition
surprise

Lasts for only one second:

① eyebrows raised
② eyes widened
③ mouth open
surprise

Lasts for only one second:

1. eyebrows raised
2. eyes widened
3. mouth open

happiness

A real smile always includes:

1. crow’s feet wrinkles
2. pushed up cheeks
3. movement from muscle that orbits the eye
**surprise**

- Lasts for only one second:
  - ① eyebrows raised
  - ② eyes widened
  - ③ mouth open

**happiness**

- A real smile always includes:
  - ① crow’s feet wrinkles
  - ② pushed up cheeks
  - ③ movement from muscle that orbits the eye

**anger**

- ① eyebrows down and together
- ② eyes glare
- ③ narrowing of the lips
**Surprise**

- Lasts for only one second:
  1. eyebrows raised
  2. eyes widened
  3. mouth open

**Happiness**

- A real smile always includes:
  1. crow’s feet wrinkles
  2. pushed up cheeks
  3. movement from muscle that orbits the eye

**Anger**

- 1. eyebrows down and together
- 2. eyes glare
- 3. narrowing of the lips

**Fear**

- 1. eyebrows raised and pulled together
- 2. raised upper eyelids
- 3. tensed lower eyelids
- 4. lips slightly stretched horizontally back to ears
Lie to me*

* The truth is written all over our faces.
Developing EI: Skills & Techniques

- Extraversion
- Energy
- Introversion

- Sensing
- Information
- iNtuition

- Thinking
- Decisions
- Feeling

- Judging
- Lifestyle
- Perceiving
Developing EI: Skills & Techniques

Language and Communication:

- Positive Re-Frame
- Sensory Language
- Informal, Subconscious Signals
  - Accompanying Sensory Language
  - Learning Sides

‘how you make people feel after you meet them is more important than the factual information you say – it’s your best business card’...
Developing EI: Skills & Techniques

- The Power of Words / Positive Re-frame

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A COACH WILL IMPACT MORE YOUNG PEOPLE IN A YEAR THAN THE AVERAGE PERSON DOES IN A LIFETIME.

BILLY GRAHAM
Developing EI: Skills & Techniques

KAPA O PANGO – The ALL BLACKS' Own HAKA

Written in August 2005...

Anchoring Emotions!

Let me go back to my first gasp of breath
Let my life force return to the earth
It is New Zealand that thunders now
And... Our dominance rises
Our supremacy emerges
To be placed on high
Silver fern!

All Blacks! Silver fern! All Blacks!
Developing EI: Skills & Techniques

Sensory Language

“Words Happen” (Richard Bandler)

Language is a representational system in its own right. Words give us insight into peoples preferred communication styles – an ideal starting point for building rapport.

- V  Visual  Seeing
- A  Auditory  Hearing
- K  Kinesthetic  Feeling
- O  Olfactory  Smelling
- G  Gustatory  Tasting
## Sensory Language

<table>
<thead>
<tr>
<th>Visual Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>Look, focus, insight</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Auditory Words and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>Say, accent, ask, pitch,</td>
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<table>
<thead>
<tr>
<th>Kinaesthetic Words and Phrases</th>
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<tbody>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>Touch, handle, balance, feel</td>
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</table>
## Sensory Language

### Olfactory Words and Phrases

<table>
<thead>
<tr>
<th>Words</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stale, fishy, nosy, fresh</td>
<td>I smell a rat</td>
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</table>

### Gustatory Words and Phrases

<table>
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<th>Words</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sour, bitter, juicy, sweet</td>
<td>That’s a bitter pill to swallow</td>
</tr>
</tbody>
</table>
### Sensory Language: Translations

<table>
<thead>
<tr>
<th>General</th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinaesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t understand</td>
<td>I’m in the dark.</td>
<td>That’s all greek to me.</td>
<td>I can’t make head nor tail of it.</td>
</tr>
<tr>
<td>I’m confused</td>
<td>This is a mess; it’s too obscure.</td>
<td>This sounds crazy; there’s no rhyme or reason to this.</td>
<td>I can’t get a grip; none of this fits.</td>
</tr>
<tr>
<td>I understand</td>
<td>I see what you mean.</td>
<td>That rings a bell.</td>
<td>That feels right; I get your drift.</td>
</tr>
</tbody>
</table>
Developing EI: Skills & Techniques

- Informal, Subconscious Signals
- Accompanying Sensory Language
- Learning Sides
Thank You

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