

PART

ONE

Coaching: Working with Leaders and Other Individuals

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Coaching with Emotional and Social Effectiveness

Marcia Hughes and James Bradford Terrell

INTRODUCTION

Just as it takes a village to raise a child, it takes a village of types of intelligence to live a full and fulfilling life. There are many ways of being smart—IQ is one way. Another way of being smart, emotional and social intelligence, is at the forefront of much of today's leadership, team, and organization development around the world as this *Handbook* demonstrates. Others speak of cultural intelligence and spiritual intelligence. Howard Gardner (1999) is a leader in building awareness of multiple forms of intelligence. He has named at least eight different types of intelligence—logical, linguistic, spatial, musical, kinesthetic, naturalist, intrapersonal, and interpersonal—and then lists two others as possibilities: existential awareness and moral awareness.

This chapter is addressed to the executive coach, life coach, mentor, and other professionals who seek to guide and grow the skills and life engagement of others. It is practical and provides experiential ideas for building emotional and

social effectiveness (ESE) through your work with your clients, staff, and others you influence. At Collaborative Growth, we have a core goal of providing the tools our clients need to gain sustainable behavior change. The goal of this chapter is to provide you with ideas and strategies that you can blend and include with your many other strategies, for assisting your clients to gain long-term benefits.

Working with your clients requires integrating many concepts and strategies as you fine-tune your approach. When focusing on what is usually termed emotional and social *intelligence*, we have found it is often best to reframe your discussion in terms they may find more inviting. Thus, we suggest you talk about understanding and building emotional and social *effectiveness*. Often the word “intelligence” causes people to feel cautious, if not defensive. Building effectiveness is common sense—it’s why people are working with you as a coach.

Additionally, people seldom have challenges that neatly package into one specific emotional intelligence (EI) skill area. Rather, they have more global challenges, such as how to believe in themselves and then make effective choices. Therefore, for coaching purposes, we have identified five key areas of effectiveness: Valuing Self, Valuing Others, Responsive Awareness, Courage, and Authentic Success, which are supported by using skills in emotional and social intelligence. We refer to these as ESE strategies in our book, *A Coach’s Guide to Emotional Intelligence* (Terrell & Hughes, 2008). All of these areas will be discussed in more detail later in this chapter.

SUSTAINABLE BEHAVIOR CHANGE THROUGH EFFECTIVE PRACTICES

Effective and lasting change can best be accomplished through a multi-tiered approach. Change is hard work—it’s possible, yet it requires focused commitment and practice. In a true demonstration of collaborative leadership, Daniel Goleman and Cary Cherniss, with the assistance of Kim Cowan, Robert Emmerling, and Mitchel Adler, identified guidelines for best practices in developing emotional and social intelligence. The material is found on the website for the Consortium for Research on Emotional Intelligence in Organizations (www.eiconsortium.org/). (See also Cherniss & Adler, 2000.)

There are several chapters in this *Handbook* that can help you develop your ESE coaching practice. Lee Salmon and James Terrell discuss ways

of integrating appreciative inquiry and emotional intelligence. The AI/EI framework calls for a structured and positive approach focused on what works. It's a great tool to combine with the strategies suggested in this chapter. Similarly, Roger Pearman's chapter on combining the Myers-Briggs Type Indicator® tool and the EQ-i® demonstrates the importance of combining multiple forms of awareness in working with your clients. Understanding their personality preferences and combining that with your ESE approach is likely to greatly enhance your and your clients' effectiveness. Howard Book and Richard Handley both discuss the cost of having too high a score in particular emotional intelligence skills. Their chapters include tables connecting specific emotional intelligence skills with other skills that also need to be strong to complement strength in given competencies, as well as other strategies to consider if a skill is overused. For example, an overuse of impulse control can lead to rigid behavior. Someone with a great deal of assertiveness and much less impulse control may be perceived as more aggressive than assertive. Dick Thompson emphasizes the consequences of becoming over-stressed and the toll it takes on the ability to use ESE skills. The reader is guided to review these and the other chapters to further develop your coaching practice. Effective coaching requires integration of many forms of wisdom.

Coaching your client to change, grow, and act requires:

- Understanding (the cognitive part)
- Commitment (the inspirational part)
- Practice (the determined part)
- Feedback (the collaborative part)

The five ESE skills we are reviewing in this chapter (valuing self, valuing others, responsive awareness, courage, and authentic success) are built through tapping into all four parts of this change process.

ESE AND MEASURING EMOTIONAL INTELLIGENCE

While using an assessment to build your client's emotional and social effectiveness is not necessary, we recommend it. With the results from an assessment in hand, the coach and client can review the client's current capabilities

as measured by the assessment and strategically engage in accurate coaching. An assessment also gives you data you may not be able to gain any other way, especially if a client is blind to some limitations or resists telling you about them. Different forms of assessments are available—some individually answered and others in a 360 multi-rater format.

Three EI assessment tools receive considerable attention in the literature and in practice: the EQ-i® (Emotional Quotient Inventory), the MSCEIT® (Mayer, Salovey, Caruso Emotional Intelligence Test), and the multi-rater assessment developed by Boyatzis and Goleman that includes both the ESCI (Emotional and Social Competency Inventory) and the ECI 2.0 (Emotional Competency Inventory). An article reprinted on the EI Consortium website by Reuven Bar-On (2006), creator of the Bar-On EQ-i®, describes the three major EI models:

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). (www.eiconsortium.org/reprints/bar-on_model_of_emotional-social_intelligence.htm)

While each of the three EI assessments discussed above identify different scales, many of those scales overlap, and any of the three frameworks can be used well to support developing the five ESE skills we focus on in this chapter. To support your ability to develop the five ESE skills and use one of the three assessments, Table 1.1 lists each of the five skills, beginning with Valuing Self, and then lists the skills from the identified

Table 1.1. The Five Strategies and Related Skills from the Three EI Instruments

EQ-i®	MSCEIT®	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
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		

(Continued)

Table 1.1. Continued

EQ-i®	MSCEIT®	ESCI
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
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

EQ-i®	MSCEIT®	ESCI
Problem solving		Inspirational leadership
Optimism		Change catalyst
Happiness		Influence
		Conflict management
		Teamwork/collaboration

Source: James Bradford Terrell and Marcia Hughes, *A Coach's Guide to Emotional Intelligence* (Pfeiffer, 2008, pp. 11–13).

assessment—EQ-i®, MSCEIT®, and ESCI—that best support development of the identified skill. Additionally, when one EI scale is similar in other measures, they are aligned horizontally. Self-Regard from the EQ-i® scale supports the skill of Valuing Self. We didn't find similar scales in the other two measures. Emotional self-awareness is another EQ-i® scale that supports development of Valuing Self, which we find to have similarities with Perceiving under the MSCEIT® and to emotional self-awareness in the ESCI. By design, the ESE strategies are based on an integration of several emotional intelligence skills.

Use this table as a tool to help you select which EI capabilities you will focus on to help your clients develop, depending on which of the five ESE skills you select. For example, if your client is working to expand her skill in valuing herself, and she took one of these three assessments, you can evaluate her results and other aspects of her life circumstances to identify the capabilities you most want to work on together. If part of the goal is for her to become more aware of how she feels and why and to expand her ability to tell others, you will benefit from working on the EI scale of emotional self-awareness under the EQ-i® and the ESCI, and with understanding under the MSCEIT®. The scales in the three instruments are not exactly the same, but there are many similarities that support effective coaching. Depending on your clients' specific challenges, you may find that you are assisting them to develop some, but not all, of the skills listed for an ESE strategy. You may also incorporate other skills to meet the unique combination of your clients' assets and challenges. There is no cookie-cutter approach that works as well as your informed individual design.

STRATEGIES FOR BUILDING EMOTIONAL AND SOCIAL EFFECTIVENESS

This section provides you with one or two approaches for building each of the five ESE strategies. Consider the ideas with your clients' specific needs in mind and adjust as needed. In this discussion, the EQ-i® skills will be our primary point of reference; please feel free to adapt your application of the skills to any system you prefer in order to best utilize the assessments or processes that serve your practice. In the quest to assist your clients in gaining sustainable behavior change, we recommend that you consider a variety of approaches. Flexibility will help you adjust to each client's unique situation.

ESE Skill 1. Valuing Self

Your clients have a personal definition of who they are. It may be accurate or inaccurate, conscious or unconscious, but it's impossible for anyone with conscious awareness to avoid developing a personal sense of self. This sense of self is the nexus around which an individual builds relationships, selects goals, and makes individual choices about the quality and structure of one's life. The extent to which your client appropriately values him- or herself will determine the success of all of your work together.

A person's sense of self is built through childhood expectations and successes/failures and continues being influenced throughout adulthood. Building and maintaining a healthy sense of self grows out of applying skills in areas such as self regard and being emotionally aware while also valuing others. It's heavily influenced by the capacity to maintain a positive mood, embrace the moment and be happy with all that exists right now, as well to be optimistic about future opportunities.

Clients often enter coaching with a need for significantly adjusting the way and extent to which they value themselves. Many people are very hard on themselves, expecting behaviors and outcomes that are impossible. Others have an inflated sense of self-importance that guarantees others will be put off and strongly reflects weakness in their empathy and in the skill of effectively reading others and the environment.

The following strategies are sample approaches for guiding your clients to develop a strong sense of their own value while keeping in perspective

the balance that is necessary by appropriately valuing others and the communities in which they are involved.

Healthy Self-Talk

Tibetan monks and other spiritual practitioners have developed the practice of quieting their minds during meditation. This is a powerful skill. Most people, however, experience their minds as a continuous chatter box, constantly evaluating thoughts, actions, and goals. Most people who walk by a mirror stop to tell themselves how they look and often it is not good enough—they are too fat, skinny, tall, or short.

You can guide your clients to enhance their skill in valuing themselves by improving their self-talk. Done well, this is not a simple or quick process, but it can be transformative. The process begins with investigating what they are telling themselves, and once this awareness is well established, beginning to alter the messages until the preferred messages occur that correspond with the preferred behavior as the habitual way of thinking.

There are three primary parts to this intervention:

1. *Fact Gathering.* Much of the value of this exercise is based in accurate and comprehensive fact gathering. That means paying attention to and accurately hearing those messages that are often so habitual they are virtually hidden. It also means finding out what triggers the message and how often it's likely to come up. Guide your client to become aware of *how* the message is communicated. Ask: "What is the tempo (or tonality or emotional texture) behind the words?"

Say your client, Jeannette, is concerned that she's doing a poor job of presenting herself at work. She reports that she always berates herself whenever she leaves her boss's office because she didn't express herself well. Ask that every day for the next week she notice what she tells herself every time she leaves her boss's office. She should write quick notes about it as soon as possible and bring the notes to the next coaching session. Give her a note card to fill out such as:

As I walked out the door I said to myself: _____

My tonality was _____

The energy I felt in the message was _____

I felt _____ emotionally.

Summary of event (why I was in my boss's office, the result, date)

Later thoughts: _____

Tell Jeannette not to take long notes unless she has time or wants to come back and add separate notes in the last section. The purpose behind the last rule is that if she thinks she has to be really comprehensive, there's a good shot she won't take the notes. It'll just be one more incomplete task.

When she comes in with a week's worth of data, you are likely to have some solid evidence to work with.

2. *Install the New Way.* Now work with her to:

- Identify the message she'd like to give herself. Coach her to develop a simple affirmative statement that supports her sense that she can appreciate herself now while also building her skills to do even better. The first step in doing a better job talking to her boss is believing she can.
- Help her practice how it sounds and feels when she changes her self message. Ask her what emotions come up when she says the new message. You're helping her build her emotional self-awareness as well as self-regard.
- Have her practice her new message, take notes again, and bring the notes in to the next session. Keep this up in detail for at least two or three weeks before going on to a new skill, such as expanding assertiveness. Have her expand her awareness of her self talk in other situations and continue the process of improving her messages to herself.

3. *Expand Resourcefulness, Then Add New EI Skills.* Begin building a resourceful state through improved self talk, and then one at a time add the strategies, such as assertiveness, impulse control, or problem solving, that she needs.

2% Solution

Life's 2% Solution (Hughes, 2006) provides a ten-step action plan your clients can follow to build their positive self regard. The 2% Solution calls for people investing 2 percent of their time, about thirty minutes a day, on

something their hearts really call for them to do. The book is full of examples to guide them in finding their own calling if they don't already know. Some people write poetry, others expand their pottery practice, and some meditate. There's no end to a possible ways to spend the time. There are few key rules—the time must be spent on meeting their own heartfelt desires, not those of others, and it must be accompanied by conscious self-awareness. That means paying attention to what they are doing, why, and how it feels. Any awareness questions you want to build in that match your client can be helpful if you don't overdo it.

ESE Skill 2. Valuing Others

No one is an island; relationships with others govern our success and our perceived quality of life. Yet as important as this skill of valuing others is, it is a daily challenge for most. The expanding forms of communication—including voice mail, email, BlackBerries, iPod, podcasts, and personal Internet sites—present an undoubted challenge to effective relationships. Many people receive hundreds of emails a day, young folks send thousands of text messages a week, yet are we communicating better? Of course the answer is “It depends.” But we must acknowledge that the quantity challenges quality. This is only one of the forms of cultural stressors that can impair relationships. It's possible that the consequences of expanding stress may take more of a toll on the ESE strategy of valuing others than on any other ESE strategy. When we're moving fast it can be difficult to effectively communicate value. One of our extended family members taught us a symbolic phrase—“Love ya. Mean it. Bye!” It's been fun when we heard it from Alan, but it also demonstrates that there's a lot of loose talk that may not be received as genuine communication.

Coaching your clients to build their skills in effectively valuing others requires that they have competence in many EI skills beginning with a healthy combination of emotional self-awareness (understanding themselves) and empathy (understanding and reading others). They need to invest in interpersonal relationships, be flexible and realistically optimistic. When you are coaching your clients to build their skills in valuing others, begin with assessing which part of this skill base represents their challenge.

Acknowledge Others

Practice acknowledging others. A few minutes a day of genuine recognition for the contributions of others can make a big difference in their day. To build the habit, ask your clients to commit to a given number of acknowledgements a day (probably three or four) and then to take five minutes toward the end of the day to write notes on whom they noticed, how it felt to your clients, and how those receiving the recognition responded. The positive results combined with increased awareness are likely to be highly reinforcing.

Enhance Awareness of Diversity in Personalities

Gaining information from a personality measure, such as MBTI®, Emergenetics®, or DISC® will promote awareness of differences and the ability to respond effectively. We find that when one of these instruments is presented to an individual, or even better to his or her team, the individual begins learning the possibilities of working with rather than against someone else's differences. Many people just aren't aware of the differences. One of the more obvious ones comes with the difference between introverts and extroverts. Coach your clients to understand their own preferences, preferably by taking one of these or a similar assessment, and then to apply their awareness by responding with empathy and understanding when someone responds differently than they do. For example, if your client, Carlos, is a considerable introvert, and thus very quiet, help him become aware of the impact his quietness has on colleagues, family, and his career. Then you can coach him to develop increased skills in speaking up when it is important. He also can learn to directly tell people that, while he may not speak often, he is listening very carefully and will speak up when he has something to contribute. As those around him gain this understanding, they will appreciate Carlos more. The next step for Carlos will be to expand his awareness of the importance of his own responses to those of others. Eventually, he may even want to practice increasing his understanding of people who have a lot of extroverted energy and seem to talk just to find out what they are thinking.

Roger Pearman's chapter (Chapter Eleven) offers excellent tips on bringing MBTI into your ESE development strategies.

ESE Skill 3. Responsive Awareness

Your clients will be more than doubly powerful when they are (1) aware of what is happening and (2) respond to the information they gain from their awareness. This ESE strategy is demonstrated supported by choosing responses from a broad-based and well-developed foundation of multi-dimensional awareness supported by paying attention to a whole spectrum of data—somatic (body), emotional, cultural, and systemic. To respond effectively, people can begin by drawing on the first two ESE strategies of valuing self and valuing others. In this way they will seek to understand the reasons for the emotions and other behaviors that may arise and then respond to them adroitly and compassionately.

Observing and Practicing Empathy

This exercise requires at least two people and is best if it's run with three people or groups of three people. One person, we'll refer to him or her as Person C, is an observer while Person A tells Person B about something in his or her life. Person A should speak for about three minutes and talk about something of moderate importance in his or her life. Person B listens and responds some, with the focus being kept on Person A. Person C watches Person A carefully, paying attention to the verbal as well as the non-verbal communication. After the three minutes, Persons A and C change chairs and Person C proceeds to retell the story as if he or she were Person A, seeking to match the qualities of the verbal and non-verbal communication that Person A just demonstrated as closely as possible. Now Person A observes, and Person B engages similarly to the first telling of the story. After three minutes, have them stop and discuss what happened, what they learned, and how they might want to apply what they understood to their future ability to understand to one another.

The three will rotate positions twice so each one plays each role.

As a coach, talk with the clients to help them debrief what they learned, and discuss how they can use this information and what interactions this can help them improve.

ESE Skill 4. Courage

In *A Coach's Guide to Emotional Intelligence*, we wrote that "Courage is the emotion that allows us to act on what matters to us, in the presence

of danger, difficulty, uncertainty, or pain, accepting that there will be consequences without necessarily knowing what those will be but acting anyway, without being stopped by fear or being sidetracked from our chosen course of action” (Terrell & Hughes, 2008, p. 85). To exercise the ESE strategy of courage, we need many an EI skill, including feeling sufficiently good about ourselves that the required act of courage is worth the energy it takes. To exercise courage, we must have motivation, a sense of possibility, and a sense that we know how to go about the task at hand. It requires a healthy combination of optimism (“Yes, I can”) with reality testing (“What are the pro’s and con’s?”). Responding with courage may require overcoming fear, inertia, or ignorance. It’s a broad area, requiring good assessment on your part to assist your coaching client in understanding which EI skills and what data are needed for acting wisely.

One of the core presuppositions of neuro-linguistic programming (NLP) is that anything can be handled in small enough chunks. Breaking things into small, manageable pieces is one of the most critical strategies for effective courageous action. NLP was originated by Richard Bandler and John Grinder (1975a & b) for the purpose of making explicit models of human excellence, and particularly draws on the fields of neurology, linguistics, and computer science. Another central NLP presupposition is that “the map is not the territory.” This provides a realistic guide to “reality,” beginning with the recognition that as human beings, we can never know reality. Rather, we can only know our perceptions of reality. It is our maps of reality based on our neurology and our language systems that determine how we behave and that give those behaviors meaning, not reality itself. Thus, how effectively we behave in life is limited or enhanced by our maps of reality rather than by reality itself. Both of these presuppositions offer many opportunities to support effective coaching in building the ESE strategy of courage.

Chunk into Manageable Pieces

You probably know the telling question, “How do you eat an elephant?” The answer is: “One bite at a time.” Suppose your client, let’s call him Jeffrey, is overwhelmed, worried, and paralyzed in his current dysfunctional role at work, but he can’t afford to quit. You can help him make progress by taking the issues and breaking them into smaller chunks. Find one small piece of the whole puzzle and develop a way to respond to that piece. Work with Jeffrey

to guide his first response and to evaluate and celebrate the results. Then move to the next small step. This cumulative process whittles away at the big concern until Jeffrey eventually gets to resolution or peace with the process. Maybe it isn't realistic for Jeffrey to leave his position or organization, but he can reframe his attitude and add in one thing he does each day that feels positive and rewarding to him personally. There are a myriad of possible answers. A core benefit he should take from the experience is to learn the process so he can lead himself in breaking big concerns into manageable pieces.

Reality Check

Building on the concept that the map is not the territory, work with your clients to enhance their skills in implementing effective reality checks in their decision-making processes. When someone conducts a reality check, he or she pays close attention to what is happening in order to read subtle cues in the political, social, and emotional environments. It requires taking time to consider how you understand the process and then checking with other people on how well their understanding matches so you can make good decisions individually and collectively. This will support sustainable and collaborative decisions as it's a healthy way of building in respect for different points of view. This is the core of being capable and comfortable with divergent thinking, which is central to a team's skill in conflict resolution. (See our Chapter Five for more information.)

ESE Skill 5. Authentic Success

Does your client need a new boat to be successful? Will the boat make your client happier? The answer is very personal. Success is an individual decision. While many people spend considerable energy in a state of mild to moderate angst because they don't feel sufficiently successful, many haven't really thought through what success actually means to them. A knowledgeable personal definition of success calls for awareness of personal capacity, life circumstances, and their values and then bringing these elements together with realistic optimism. From the list of skills in the EQ-i®, self actualization is the closest to authentic success. However, it actually takes the ability to tap into each of the fifteen EQ-i® skills at different times to continually live a fulfilling life. A panoramic perspective of opportunities

and conditions and a welcoming attitude toward an interesting mix of development opportunities is required to actually live with the satisfying feeling that one is enjoying authentic success.

The word “authentic” indicates that the success is genuine, not a fake or based on keeping up with others for the sake of appearances. Success means the achievement of something planned or that something turned out well. Authenticity is a significant qualifier to success because this is the link to reflective awareness; it requires taking the time to check out how well the result matches the expectation.

Connecting Values with Expectations

Work/life balance is getting a lot of attention these days. There’s a deep longing for simplicity and for personal time as well as genuine interest in developing successful careers. It’s very hard for many people to bring the two together. If you’re coaching clients struggling with this balancing act, guide them in recognizing that they need to take responsibility for their choices. If they are about to apply for a promotion, it’s a good time to list their values, notice how their time is divided across the different parts of their lives right now, and then decide whether they want the added responsibility. The answer may be yes. Hopefully, by going through this reflective process they can take responsibility for their decision to take on more and not feel like a victim or a failure when they have to make adjustments in their personal lives or when other changes occur. They may decide that work/life balance isn’t a linear event, but rather a tapestry. At times one part of a person’s life will gain more attention, at other times that can shift. However, working excessively can become a difficult habit to break. Thus, make sure your clients gain skills in reflective awareness, that is, taking time to honestly and fully assess how they feel and why, to notice the choices they are making, take responsibility for those choices and then consciously decide whether to keep things the same or make changes.

CONCLUSION

This chapter presents a review of the five strategies in emotional and social effectiveness that we have found most compelling for dynamic coaching. Each strategy calls upon a myriad of EI skills. Identifying the coaching

practices needed to address every client's specific situation requires individual attention. We have presented one or two exercises to help your clients build skills in each of the five areas. Every situation is unique, so change and adjust the ideas we have presented as need be. However, we do encourage you to include these types of experiential learning as a fundamental part of your coaching practice.

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Marcia Hughes is president of Collaborative Growth® and serves as a strategic communications partner for teams and their leaders in organizations that value high performers. She weaves her expertise in emotional intelligence throughout her consulting, keynotes, facilitation, and team building. She is co-author of *A Coach's Guide for Emotional Intelligence* (2008), *The Emotionally Intelligent Team* (2007), *The TESI® Short Facilitator's Guide Set* (2009), *Emotional Intelligence in Action* (2005), and author of *Life's 2% Solution*. Hughes is co-creator of the Team Emotional and Social Intelligence Survey® (TESI®), which supports team growth world-wide. She is a certified trainer in the Bar-On EQ-i® and EQ-360®. She provides train-the-trainer training and coaching in powerful EQ delivery.

James Bradford Terrell is vice president of Collaborative Growth® where he applies his expertise in interpersonal communication to help a variety of public and private sector clients anticipate change and respond to it resiliently. Co-author of *A Coach's Guide for Emotional Intelligence* (2008), *The Emotionally Intelligent Team* (2007), *The TESI® Short Facilitator's Guide Set* (2009), and *Emotional Intelligence in Action* (2005), he coaches leaders, teams in transition, and senior management, using the Bar-On EQ-i®, the EQ-360®, and other assessments. Mr. Terrell is co-creator of the Team Emotional and Social Intelligence Survey® (TESI®), which supports team growth world-wide. He provides train-the-trainer workshops and educates coaches on how to develop the insightful interpretation and application of EQ results.