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CHAPTER 12

COACHING AS AN EFFICIENT METHOD IN DEVELOPING EMOTIONAL INTELLIGENCE

Emotions, feelings and moods are the basis of human behavior and these play an important role in cognitive and behavioral processes. They are a source of stimulation of energy, which determines whether a person will act and in what way that will be directed, whether it is constructive or destructive activity.

Problems and social situations are filled with affective information that a person can process and use, but the level of emotional intelligence will determine whether this information is used to raise or lower the level of emotional well-being. Certain actions may increase a sense of well-being and result in maintaining a higher level of welfare. It is necessary to match the person and the actions, because not all people can experience a sustainable level of happiness as a result of the same actions.

In Poland only recently one can observe an increased interest in personal development in the emotional dimension. According to the concept of multi-dimensionality of human beings (physical dimension, spiritual, emotional and rational) effective personal development programs should take into account the "world of emotions." Existing educational and development programs were mainly based on the prevention of mental and social pathology associated with negative emotions. No thought was given to how to strengthen the capacity to experience positive emotions and how to manage them. Further, how to plan and effectively use these emotions in the process of personal development of the individual.

Competencies that make up emotional intelligence can be developed in the learning process, on the basis of appropriate educational programs and in the course of social problem solving. Some researchers have suggested the inclusion of developing emotional intelligence into school curricula for pupils and students who want to succeed in business.

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This article is a review and analysis of literature in the area of proposed methods and techniques to develop emotional intelligence, with particular emphasis on coaching as the model which is most effective for increasing levels of emotional intelligence. The paper also presents a framework program for emotional intelligence coaching (EIC), developed according to the author's conception with examples of exercises whose effectiveness will be tested in future studies.

EMOTIONAL INTELLIGENCE
– AN ABILITY, WHICH CAN BE IMPROVED

The concept of emotional intelligence (EI) was developed on the basis proposed by Thorndike's (1920) definition of social intelligence, which highlighted other than rational characteristics in individuals, facilitating the achievement of objectives and functioning in society. Thorndike's followers continue to develop this idea and voice the conceptual hypothesis that for the proper functioning of the individual in the community, they need to be able to "recognize emotional states, to understand motives and intentions of others, predict their behavior and make social judgment" (Matczak, 1994, s.75).

The creators of the concept of emotional intelligence – Salovey and Mayer define a paradigm as "the ability of correct perception, evaluation and expression of emotions, the ability to access feelings, the ability to generate them at times when they can help thinking, the ability to understand emotions and emotional knowledge, as well as the ability to regulate emotions so as to support the development of the emotional and intellectual being" (Mayer, Salovey, 1999, p 34). In this definition of emotional intelligence one can consider the acquisition of specific skills, correlating with the relevant stages of its development.

Within the scope considered as emotional intelligence, researchers include the ability to adequately identify emotions, both one's own and those of other participants of any interaction, taking into account a wide range of non-verbal communication displayed, encompassing the precise expression of emotions, and communicating their needs.

The specific skill that develops once the individual can identify emotions is one that can be used to assist thought processes. It's about the ability to focus attention and concentration on matters indicated by emotion signals and assessing them as valuable. Further, it allows recalling memories and individual experience, making it easier for the individual to understand the current situation, including the experiences of other people involved in it. The person in which such skills are already developed, copes better with life's problems, as

they are able to focus on them and most of all they can "extract" based on their own experience in social relations, elements of the situation not only important from their personal point of view of, but also from the point of view of other people. Therefore, it is possible to have a more flexible approach to the problem, recognizing it from different perspectives and finding solutions satisfactory not only for the individual. This requires ability for self-stimulation understood here as the ability to stimulate their own creativity in order to solve problems encountered, searched for, or even provoked.

Researchers analyzed herein, name a number of phenomena that contribute to the skills that initially can be classified into two categories, namely the category of understanding emotions and the emotional knowledge category. These include the ability to create continuous emotions based on changes in intensity or change of content under the influence of additional stimulus, the ability of assigning emotions to specific events, awareness of progression of emotional states, as well as the understanding of complex emotions. These skills develop gradually in individuals and appear third in order – after the ability to identify emotions and being able to use them to support the thought processes in problem solving.

The final stage is the development of the ability to consciously regulate emotions, which is aimed at supporting the development of the individual: both in the emotional and the intellectual sense (Salovey, Sluyter, 1999).

The importance of emotional intelligence to the functioning of human life, both in the professional and personal domain is gaining increasing interest not only by psychologists, but also those involved in recruitment, counseling and training. Increasingly employers also emphasize the importance of so-called soft skills (which include emotional intelligence) to improve job performance of employees. Experience shows that people taking on a new job, get it because of the skills and competencies directly related to their work, but often they lose it because they are not able to function in social relations.

Contemporary research confirms that emotional intelligence has a significant impact on the ability of people coping with different situations and this facilitates the achievement of their objectives and is related to well-being and satisfaction with life (Martinez – Pons, 1997). Many researchers emphasize that emotional intelligence plays a significant role in the development of social and interpersonal skills (Zeidner, 2008). Understanding the sources of social competencies and developing emotional capacities may be essential for normal emotional behavior, as well as the development of pathology (Eisenberg et al. 1998), both at a young age and later in life (Rubin & Clark, 1983).

One of the main reasons why the concept of EI is spreading widely in the social sciences is the recognition and acknowledgment of emotional intelligence

as a predictor of personal and professional success. Research by You, Lee and Lee (1999) showed a relationship between lower levels of emotional intelligence and psychological burnout. Slaski and Cartwright (2002) reported that managers with high EI, subjectively feel the effects of stress less and have a better physical and mental functioning.

Reports from recent research (Ashkanasy and Daus, 2005) testify the fact that the competencies that make up emotional intelligence can be developed in the learning process, based on relevant educational programs and in the course of social problem solving. Tucker, et al. (2000) suggest the inclusion of developing emotional intelligence into school curricula for pupils and students who want to succeed in business and personal life.

Our subconscious mind, which is the center of human emotions, the so-called limbic or emotional brain, is the place where we keep values, beliefs and attitudes that influence our emotions. The subconscious is a collection of both traumatic experiences and joyful moments coded in the body and the psyche. The reaction to these experiences and moments is in the form of uncontrolled and unconscious reflexes. By using modern brain scanning techniques, scientists have measured its activity and came to the conclusion that the unconscious, emotional human brain is much more active than the logical brain. According to estimates, every second of human life about six billion nerve cells in the emotional brain "work" (show agitation), while in the rational brain their activity is only about a hundred. In addition, the emotional brain sends signals to the rational brain and other parts of the body by means of extensive neuronal connections, while with the growth of the brain, the number of connections that run from the rational brain to the emotional brain decreases significantly (Neale et al., 2010).

It is worth reflecting on the emotional brains powerful force, which is ultimately superior to the logical brain (rational) and consider the impact this has on managing our subconscious. We are able to develop our own subconscious in the context of objectives that we determine and set ourselves. An individuals own activity is a factor in determining the direction not only of the sphere of rational (logical brain), but also the subconscious. Considerations of professionals show that a prerequisite for the development of the individuals own subconscious is to obtain self-awareness because only this can allow them to understand their strengths and weaknesses. Further evaluating them properly, accepting, modifying or enhancing them depending on the particular individual (and socially acceptable) direction of self-development. A diagnosed, current self-image can be seen as a starting base for further self-creation that lasts a lifetime, and it's never too late to become whom one wants to be and who we are not yet. Self-awareness, acceptance of one's weaknesses and going beyond our personal comfort zone allows for the development in the determined

direction and control of that development for a lifetime. Human performance, although subject to the influence of the environment always comes from the inside. Understanding and using personal values, beliefs and attitudes have a powerful influence on our thoughts, feelings and behaviors which can increase the engagement and consequently effectiveness. Awareness of our own values is combined with being in public relations, with a healthy attitude to life, "I'm OK, You're OK." (Harris, 2009), affecting the positive relationship with the environment. Through showing greater respect to other people and respecting their diversity, the individual can also quickly respond in situations where there is a violation of the system of values, where they are loosened or blurred (which is a special hallmark of the post-modern era).

The importance of emotions in the regulation of behavior is not doubted by psychologists (Zajonc) and the dependence of emotions and behavior seems to be proven. However one cannot overlook or underestimate the difficulty which arises in research, and modeling of emotions. Emotions sometimes last for fractions of a second, are unstable and felt only by the individual, which affects the results of studies about the effects of the impact of emotional states tested. Given the above, it should be noted that dealing with emotions is not an easy task, not only for the individual but also for the researcher of emotions, and becomes even more complicated when we deal with them in highly populated centers. The initial, logical actions understood as an attempt to "cope" with the emotions of people in collectivities did not bring the expected results. Solutions based on "tuning" human nature by using logical messages do not give the expected result, such as the acceptance of emotions and attempts to regulate them using amongst others methods such as diffusion, ritualism, adaptation and neutralization (Ashforth and Kreiner, 2002).

In the course of the foregoing, it appears advisable to place the hypothesis that the use of high self-awareness of one's own emotions and the emotions of other people as well as managing emotions and influencing the emotions of other people can be a key to human development and to increased efficiency of their functioning in personal and professional lives.

Measures to raise the level of emotional intelligence seem to be justified from the point of view of the possibility of increasing the level of perceived psychological well-being. People who have high emotional intelligence also generally have high levels of various other measures of well-being. It is commonly believed that the recognition and understanding of emotions, effective response to the information which they provide or use of emotions in cognitive processes should contribute to increasing the well-being of the individual. The importance of emotional intelligence is not yet fully understood, but some studies confirm that this significantly affects the efficiency of humans coping in various situations,

facilitates the pursuit of purpose, and is associated with pleasure and satisfaction with life (Martinez – Pons, 1997).

Developing emotional intelligence, in its assumption is expected to lead to an increase in the level of competence needed to carry out tasks of development by the individual, while increasing the level of perceived emotional well-being. There are many possible directions for developing these capabilities using different methods of learning such as training, counseling, mentoring, consulting, but increasingly often as a very effective method of developing EI coaching is indicated. In modern life, more and more often there are situations in which persons need to react very quickly, taking important decisions, for example about changing jobs, housing, financial condition (ie morgage), or they are obliged to acquire new skills. The specialist – coach – can assist the customer in identifying their personal style of effectively responding to change and developing effective ways of acquiring knowledge in different situations.

INCREASING THE LEVEL OF EMOTIONAL INTELLIGENCE – EMOTION COACHING

Salovey and Mayer (1999) suggest that there is an innate ability to form the basis for the development of emotional intelligence. According to some results the level of emotional intelligence increases with age, which is affected by the quantity and quality of events which the individual experiences (Salovey, Sluyter, 1999).

The elements resulting in emotional intelligence are a set of competencies acquired over the course of a lifetime, as presented by Zaidner (2008). According to the author the basis of emotional intelligence is the biologically determined temperament. However, it only sets the directions of further emotional learning and development, based on the acquisition of emotional skills in the process of socialization. The individual learns to consciously regulate emotions and plans deliberate strategic actions based on insight into their own emotional states (Zaidner, 2008).

Greenspan and Benderley (2000) argue that what in a sense defines humanity is "reason, intelligence, creativity, courage, morality, spirituality, love, intuition and all this develops through the mutual influences on each other which the the nervous system and the emotional one experience in everyday interaction "(Greenspan, Benderly, 2000, p 200).

Thus there are indications that the individual properly directed, can not only learn how to properly manage their own emotions, but can also develop a habit, which can have positive effects on their life, as well as develop the true potential to the fullest.

Neale, Spencer-Arnell and Wilson (2010) believe that emotional intelligence determines the performance of the entity and interferences (negative attitudes, beliefs, habits), deterring the potential present in every human being which can be changed, provided that the person wants it. The combination of emotional intelligence and performance can be represented by Gallwey's formula:

$$Y = p - i$$

(Yield = subject's potential – interference)

Researchers (Neale et al., 2010) are of the opinion that all aspects of emotional intelligence (attitudes, feelings, thoughts and actions resulting from them) can be improved and developed, and they provide a specific time frame within which the change made becomes a habit – in their approach it is 21 days. Theoretical hypothesis underlying the assumption about the possibilities of improving emotional intelligence is the assumption of variability and measurability of EI and its importance to the performance and activities in different areas of the individual.

The tool that is ideally suited to work on the development of emotional intelligence, recognized by researchers, is coaching.

The concept of coaching is defined differently by theorists and practitioners. On one hand the definition of coaching is based on a specific form of learning which facilitates the other person to act and develop (Downey, 1999), while on the other hand it's the direct relationship and improvement of the functioning and the individuals' skills (Parsloe 1995). However most practitioners define coaching in the classical way, according to Gallowey (2000), and recognize that coaching is not about teaching someone, but assisting in the learning process and unlocking the potential of the individual (Whitmore, 1992, 2002).

Other researchers define coaching as "helping a person in strengthening and improving through reflection on how to use specific skills and knowledge" (Thorpe and Clifford, 2007, p 17). The purpose of coaching is to increase awareness and to encourage the individual to take responsibility for the changes that should occur in order to develop the potential in the most efficient and meaningful way for that individual.

Gallwey (2000) – tennis coach and pioneer of coaching – noted that "virtual training" or commencing your own internal motivation before entering the court allows to achieve faster and better results in practice. This is confirmed by recent research in the field of neurophysiology and neurological diagnosis. Gallwey's theory highlights that the human brain is neutral to whether it reads information from the actual world, or our imagination. In both cases the impulse is transmitted to the muscles, which then change their biochemistry and produce the desired effect in the form of increased muscle mass or decrease

in muscle tone, strength, flexibility, and greater strength, and faster response to stimuli (Damasio, 2000).

In the literature, there is no clear interpretation of coaching. In the face of these difficulties, in the study of the construct, the idea of finding a clear definition of coaching is rejected. It is assumed that "the search for a clear definition is not very realistic for such a large number of models, methods, and roads leading to coaching as an approach to competence. Instead of a finished formula or definition of skills, certain behaviors and values are described that a professional coach should have" (Bennewicz, 2011. p. 29).

Accordingly, coaching is often considered as a typical competency training, but it should be noted that some researchers point out that this method should not be seen as a purely educational activity. An important difference between teaching and coaching, which is highlighted by researchers, is that in the process of teaching the individual expands their knowledge, whereas coaching is based on their experience and uses this as the basis of the learning process, according to Kolb's (1984) theory of learning. Teaching has an effect of learning new skills without grounding them in practice. In coaching, the experience of the individual is used, by thinking about what's going on (reflection) and then mainstreaming this matter in the learning process (creation theory), leading to the application of this theory in the process of planning behavior, by the individual in a similar situation in the future.

The educational interaction matrix, which is used in the process of defining the impact of coaching is based on the concept of Gestalt psychology and allows to present different methods used in adult education and business, and finding a place for coaching in the structure of education and development interactions.

The educational interaction matrix consists of two axes:

1. Methodology axis of learning which includes:
   - Freedom of impacts understood as a methodological flexibility in the transfer of knowledge, information, skills and experiences of the teacher, educator or coach, and independence in learning or acquiring certain skills or experiences of the student, the employee, the client;
   - Preference, arbitrariness, predictability in the choice of methods of learning and sharing experience, as well as the ability to acquire skills and the verification of performance of the student, employee or customer.
2. The axis of the procedures and algorithms, as well as the process of learning and changes, which includes:
   - Elements understood as a recognized learning algorithm (such as the Callan method in learning a foreign language). Teacher, educator or coach is to master a given method and in accordance with the guidelines

apply it to the student or the client and teach these skills based on well-defined conditions;

- Closing the element is reaching out to personal solutions and subjective strategies by the person concerned (student, employee, customer). Teacher, educator, or coach is only a companion – a change facilitator, provider of feedback in the subject of undertaken activities, methods and experiments by the student, employee, or customer.

Coaching in this model uses free interaction on the axis of methodology for teaching, while closing in on the axis of the process of learning (Bennewicz, 2011).

Actions of coaching under this model can be described as:

1. Unlocking competencies that maximize the individuals' results
2. Supporting the individual in learning; learning facilitation
3. The form of learning is directly related to the improvement of the functioning and improvement of competences (Law, 2002):

Emotional Intelligence Coaching as a method to develop the ability of the individual is about both knowledge about emotions, as well as development of emotional skills. This knowledge has a very broad scope and has a significant impact on behavior that can be described as emotionally intelligent. Many international researches indicate that personal and social skills can be trained, but in Poland few schools or institutions introduce such development programs of emotion coaching.

Leveraging the power and energy of one's emotions can increase the motivation and improve the capacity to solve problems and make decisions. In light of positive psychology the development of such actions are likely to shape the individual capable of performing tasks of development, with a high sense of coherence and increasing the number of people satisfied with their lives.

According to the behavioral paradigm, personal and social skills can be trained, but the activities should be carried out at every stage of human development by staff appropriately prepared on the basis of positive emotional development programs.

The aim of introducing emotional intelligence coaching (EIC) based on the concept of Mayer, Salovey and Caruso (2004) to educational programs for children and adults is targeted at developing skills of adequate perception of emotions, understanding emotions and those of others, managing emotions and stimulating certain emotional states that can help us in supporting mental acceptance (assimilation of emotions), which in turn will translate into improved functioning of the entity in professional situations and social relations and raise the level of psychological well-being.

The development of individual capabilities covers the following areas:

1. **Perception of emotions** involves learning words for emotions, naming emotions, recognizing emotions expressed in photographs. Understanding a wide range of emotions and learning how to identify these in facial expressions. This allows it to make it easier to assess whether, for example, our partner is upset, sad or tired, which in turn will help to behave in a manner appropriate to the situation. We can also learn how to express certain emotional states in a more understandable way to others. One needs to observe ones behavior in specific situations and to check their adequacy, in relation to what we felt and we wanted to convey. This will allow to correct any incompatibilities and consequently learn to operate more efficiently.

2. **The ability to understand emotions** allows us to analyze behavior on a cause-effect basis. If we understand exactly what is causing certain emotional states, there is the opportunity for more appropriate behavior in different situations. We will understand a screaming teenager who hates the world, in a different manner to an adult who gives similar opinions. The work in understanding emotions can rely on the analysis of human emotions, especially those which are complex, exploring their components, and thus allowing a more efficient determination of motives of human behavior.

3. Managing emotions is a dimension of emotional intelligence, which requires a perfect mastery of perception and understanding of emotions. In developing these advanced skills it is useful to have in-depth understanding of the causes and components of emotions, because then it is easier to choose with which method to control emotions. Work in this dimension is to based on recognizing methods to discharge emotional states or inducing them, in order to improve efficiency. It is important to be familiar with different situations and the consequences of proposed solutions, as well as the analysis of their one's own emotions and how we can control them.

4. Increasing the **capacity for assimilation** of emotion, or inducing certain states, which can help us in thought patterns, is possible through the practice of certain principles that help us to efficiently use emotions. Some people intrinsically know when to perform certain tasks for things to run smoothly, while others learn this from experience. People who know that a good mood significantly affects creative thinking will not work on an innovative project when they are frustrated and tense. They will wait for a better time, when their good mood significantly affects the quality of work, or they will try to change their current emotional state. Coaching provides opportunities to learn different methods to regulate mood and

reflect on their effectiveness for increasing their own efficiency and sense of well-being.

In the course of the last 20 years in the U.S., work has been focused on a simultaneous training of both intellectual and emotional aspects, according to the concept of the multi-dimensional human being – physical dimension, spiritual, emotional and rational (Kozielecki, 1996). In Poland only recently one can observe an increased interest in personal development. The educational programs are mainly based on the prevention of pathology in the psychological domain and in and social life, which usually result from negative emotions (effective ways to cope with stress, conflict resolution, mediation in the workplace, assertiveness in interpersonal relations, etc.). They do not apply to the development of positive emotions and managing them.

Jarmuz and Witkowski (2004) studied the training programs, which were supposed to be based on the development of emotional intelligence in terms of Mayer and Salovey. However, they found that it is impossible to extract the EI construct according to what Mayer and Salovey presented. Most of the programs approach the concept of EI in a very arbitrary manner, while ignoring some of the issues, adding a variety of content, while ignoring the theory, which fundamentally affects the effectiveness of the measures implemented. Within the designated training content of emotional intelligence one can find various proposals, more or less deviating from the mainstream understanding of the phenomenon according to Salovey and his colleagues. An example of this is creativity. This appears in the form of whole modules in training programs, however in terms of research of emotional intelligence, it has little to do with it, because this does not apply to developing the ability to use emotional states in a manner constructive to problem-solving and inducing creativity the participant.

The consequences of this approach not only affect the effectiveness of the training, but also question the ethical nature of the training activities. Another example might be assertiveness, which actually can contribute to the "conscious control of emotions", but it is only one of several skills of this aspect and according to the authors, devoting an entire day in a 2-day training is abuse.

Currently there is no reliable data regarding the correctness and effectiveness of intervention programs in the field of emotional development. The objective is to grow the potential of the cognitive-emotional-social sphere and eliminate negative behavioral patterns as much as possible, thus forming the so-called positive mind which is a challenge for the twenty-first century (Kozielecki, 2001). Professional education programs focus on preventing behaviors motivated by negative emotions. A necessary condition for the planning of the training is thorough knowledge on the theoretical basis of the concept, which the coach must have. Researchers agree that emotional education is possible, but for it to

be the most effective, this should begin at home and not only at school or at work (cf. Elias, Tobias, Friedlaner).

Due to the deepening emotional crisis of Western mass culture, in which increasingly there is more aggression and violence, the problem of dealing with destructive emotions and their effects is a necessity for all modern human population. It would seem that school is the most appropriate place whose duty should be to provide universal education in the broad sense of emotional health. In order to achieve the intended results of emotion education it must include appropriate training of teachers in this regard.

Currently it is rare to find training in Poland which is dedicated to developing the full potential of emotional intelligence, leading to a harmonious and true happiness, and an optimum model of human emotional functioning. Programs need to be reliable, supported by scientific theories, developing all the underlying skills, in order to scientifically determine emotional intelligence of humans.

Twenty-first century scholars have a chance to face the requirements posed by the need to raise the level of EI in different contexts of human activity. Despite their attempts to develop increased emotional intelligence there are still a lot of emotional learning programs, which remind us of familiar trainings which teach to cope with stress, develop assertive attitudes, motivation courses on how to build healthy relationships in group dynamics for effective management.

AUTHOR'S PROGRAM (FRAMEWORK): EMOTIONAL INTELLIGENCE COACHING PROGRAM (EIC)

The program assumes that it is possible to increase the level of emotional intelligence with appropriate processes, based on the strengths of the participants.

The dominant method for increasing EI is emotion coaching which is based on experience and reflection, as described in the Kolb cycle.

Duration of program: 60 hours over 3 months.

1. Model of neurological levels of experience and communication (2 hrs.)
2. Emotional Intelligence in the professional and personal life: perceptual positions, projection, quality collaboration model, social relationships (2 hrs.)
3. The importance of emotional intelligence and existential attitude to human well-being – improving quality and efficiency (2 hrs.)
4. Diagnosing the level of emotional intelligence, the level of psychological well-being and existential attitudes of participants, based on a standardized measurement tool (2 hrs.)

5. Diagnosis of individual predisposition to interpret own emotions and those of others and acquisition of skills: calibration of emotional functioning and raising awareness of one's own emotions and those of other people (6 hrs.)
6. The importance of the proper functioning of the emotional individual – the definition of the system of values (2 hrs.)
7. Ability to set goals – from values to actions (2godz.)
8. Attitudes and beliefs, and behavior in social situations (2 hrs.)
9. Active and empathic listening and establishing ties with others as a tool for developing emotional intelligence, based on the Thinking in Questions model by M. Adams and the NVC (nonviolent communication) by M. Rosenberg (6 hrs.)
10. Developing the ability to recognize emotions in physiological states of the body and mind and recognizing emotions in others (2 hrs.)
11. Developing skills to adequately express emotions and needs related to them. Learn to distinguish between adequate and inadequate, sincere and insincere emotional expression (4 hrs.)
12. Representational systems and sub-modalities, mataprograms – developing skills of emotion control and conscious control of your own emotions and in other people by silencing negative emotions and enhancing positive ones without ignoring the value of the information (4 hrs.)
13. Developing the ability to open to feelings, both the pleasant and unpleasant (2 hrs.)
14. Raising the level of skills enabling to consciously include or ignore emotions, depending on the assessment of the value of information and its relevance to the subject (2 hrs.)
15. The development of consciously monitoring one's own emotions and those of other people. Being able to determine the extent to which they are clear, common and relevant and motivating to act (2 hrs.)
16. Support in thinking by directing attention to emotionally relevant information (2godz.)
17. Developing the ability to understand complex emotional states, and the possibility of simultaneous occurrence of opposite feelings, as well as understanding and anticipating likely changes in emotional states (4 hrs.)
18. Developing skills to access emotions to allow them to be generated as factors supporting the assessment and the memory associated with emotion (2 hrs.)
19. The use of mood changes taking into account different perspectives of a particular situation (2 hrs.)

20.Developing the ability to use emotional states in a manner conducive to solving problems, and inducing your own creativity (2 hrs.)

21.Practice new skills based on the model of EIC competence (4 hrs.)

EXAMPLES OF EXERCISES USED IN THE PROGRAM:

Exercise 1 Naming emotional states – create 2 person teams. The task of each team is to write down on a sheet of paper factors informing about a person experiencing emotions such as: fear, surprise, sadness, shame, disgust, joy. Participants should describe all the symptoms of a given emotion, taking into consideration physiological sensations (such as sweating hands, rapid heart beat) and tone of voice, or appearance. Each team presents their reflections to the forum, where there is a discussion and confrontation. Increasing the difficulty of the task can also include asking participants to reflect on emotions such as guilt or embarrassment, which are difficult to define. This exercise allows identifying the degree of understanding and recognition of emotions by the participants.

Exercise 2 Dealing with emotions – create teams of 3-4 persons. Each team randomly chooses a description of a situation that causes negative emotions. Each team is to find ways to deal with that particular emotion, caused by the contrived situation. All the methods are presented in the forum and discussed. This exercise allows checking the degree of ability to cope with destructive emotional states such as sadness, fear or anger, and allows finding ways to deal with them through the simulation.

Exercise 3, "If I were you ..." Participants work in pairs. Each person describes a difficult situation from their professional/work life, while the the other person "impersonating" the partner explains how they would have acted in that case. It is important to accurately describe the experienced emotions, imagining the possible difficulties and ways to overcome them. After the analysis of one history, they change roles. This exercise helps to look at a problem "through the eyes of another person", it can be used to develop the skills of empathy and generating creative solutions.

Exercise 4 Change the frame of thinking: convert three of your weaknesses to strengths. The aim is to acquire the skill to feel good how you are, at the same time becoming aware of both the strengths and limitations. The exercise is designed to trigger positive thinking: "Everything that is in me is important and I should accept it as it is needed."

Exercise 5 Calibration yes/no – the aim of the exercise is to explore non-verbal emotional signals accompanying claims of Yes / No in a person.

Exercise 6 Calibration of emotions – the aim of the exercise is the discovery

of non-verbal signals, supporting the claims that trigger strong emotions in the other person, naming the states, experiencing them and having them recognized by the environment.

Coaching EI as a method of development is aimed primarily in order for participants to realize that a majority of people, only to a small extent, can control their lives, because they do not think about the cause of their reactions, both physical and emotional. People can not define emotions and use emotional states to motivate themselves and meet the needs of performance.

Techniques used in the EIC, allow understanding what we experience and how we encode the experiences in the subconscious, creating matrices of our personal behavior. With EIC, we can discover and consciously change these matrices, amongst others through: the acquisition of assertive contact made with oneself and others and developing skills of open communication. This is an important goal, as skillful (appropriate to the situation) expression of feelings, consisting of the optimal disclosure of emotions is one of the dimensions of emotional intelligence and is of great importance in the communication process. Open communication in interpersonal contacts increase the chance of "getting on" and facilitates the achievement of goals in a manner that is safe for both sides of the conversation. Speaking about observations and experiences allows for a correct, clear communication and appropriate flow of communication in a manner understandable to the listener, resulting in greater possibilities of awareness without immediate evaluation and criticism.

Skills related to perception, understanding, management and assimilation of emotions on both the intrapersonal and social level allow for more efficient use of personal potential by achieving higher efficiency, which translates into increased satisfaction and life contentment.

Considering all of the above, it is appropriate to develop emotional intelligence using the method of coaching, tailored to individual needs based on the strengths of the individual. More research and reliable test methods for measuring the effectiveness of coaching (including program guidelines) are still needed. This will allow establishing coaching as the best method to develop EI and support human development in the emotional dimension.

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