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# Coaching Skills: Emotional Intelligence

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# What is Emotional Intelligence to you?

# Multiple intelligences (Howard Gardner)

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Through evolution, humans developed different ways of elaborating information, that led to multiple skills (called «intelligences»)

- Logical-mathematic intelligence
- Naturalistic intelligence
- Kinesthetic intelligence
- Linguistic intelligence
- Spatial intelligence
- Musical intelligence
- Interpersonal intelligence
- Intrapersonal intelligence



Defined as «**emotional intelligence**»

# Multiple intelligences

## Interpersonal intelligence

Ability to understand intentions, motivations and wishes of other people, allowing us to work well inside a team

## Intrapersonal intelligence

Being conscious of our own feelings, and being able to express them without being overwhelmed by them .

Understanding ourselves, our fears, our strengths and weaknesses. Being able to use this information to pursue our goals.

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## What is Emotional Intelligence

- Coined in the 1990s by Daniel Goleman
- The capacity of individuals to **recognize** their own, and other people's emotions, to **discriminate** between different feelings and **label** them appropriately, and to use emotional information to **guide thinking and behavior**

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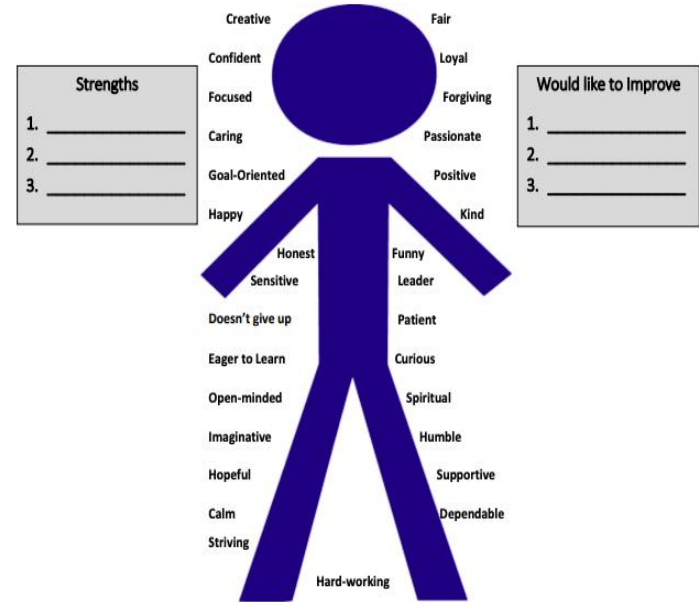
## 5 Pillars of EI by Goleman

- **self-awareness:** ability be aware of my own emotions as they are happening
- **self-control:** manage the emotions and understand if it is appropriate to express them
- **self-motivation:** persistence of pursuing my goals and plan for them, no matter what the circumstances
- **empathy:** ability to experience what the other person is feeling
- **social skills:** being able to navigate my social landscape

# Self Awareness and Self Control

Be comfortable with their own thoughts and emotions and understand how they impact on others

To recognize and work on your emotions, without allowing them to take control.



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## Awareness Map

- **Choose one** feeling which you usually struggle with.
- Complete the Awareness Map: write down something you usually **say**, something you usually **think** and something you usually **do** when feeling those emotions.
- Recall a situation in which you felt like that. Take 5 minutes to individually reflect on how appropriate your feeling was to the situation and how you could have better controlled and handled it.



# Self Control

To recognize and work on your emotions, without allowing them to take control.

## Self Control Activity

### Name the Emotion

- I'm feeling...  
examples: Angry, Sad, Stressed
- I felt like....  
(describe in few words)

### Identify the cause

- I was....  
(where)
- I remember noticing...

### Identify the behaviour

- When I felt \_\_\_\_\_,  
I \_\_\_\_\_  
(behaviour, action)
- What I wish I had done was \_\_\_\_\_

### Challenge the emotion

- Was my \_\_\_\_\_ (feeling) appropriate to the situation?
- Is this situation a distress that I can control?
- If it is out of my control, is this a distress I have to accept and tolerate?



# Self Motivation

*SMART GOALS!*

**S** pecific

**M** easurable

**A** chievable

**R** elevant

**T** ime-bounded



# Self Motivation

How to write a smart goal?

Example: “I will improve the relationship with my colleague”

*Is it a SMART goal?*

- It's not specific enough
- It's not saying when we will attain that
- It's not saying how many classrooms
- It's not saying how we're going to do it

**IT'S A POORLY WRITTEN GOAL**

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## My SMART Goal for a Supportive Classroom

- Rewrite the goal “I will learn how to teach my students what empathy is and how to develop it” in a smarter version.

**S** pecific

**M** easurable

**A** chievable

**R** elevant

**T** ime-bounded



## Example

“Using non-formal education methods and groups activities we will increase empathy awareness of 3 classroom of 10th and 11th grade during five workshops in May and June 2022. At the end of the time frame we will evaluate the results with a written questionnaire”



## Your smart goal

- Now try to write a **smart goal** for yourself ! What do you want to achieve with your students?  
How? By when? How are you going to measure it?

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## Social Skills: understanding social relationships

It is important for youngsters to understand the difference between relationships: close friends, acquaintances, online “friends”, in order to distinguish between people they can really trust or not.

It prevents them from being too easily open with people they don't actually know, or having a confused idea of what a **FRIEND** is.

# What empathy is –

... and how it is different from  
Sympathy

[https://www.youtube.com/watch?v=1Evwg\\_u369Jw&feature=youtu.be](https://www.youtube.com/watch?v=1Evwg_u369Jw&feature=youtu.be)





 SEE  
THEIR WORLD

 APPRECIATE THEM  
AS HUMAN BEINGS

~~JUDGEMENT~~

4 ELEMENTS  
OF EMPATHY

    
UNDERSTAND  
FEELINGS

 COMMUNICATE  
UNDERSTANDING

CC Michael Sahota 2012

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## EMPATHY BINGO – Recognizing and avoiding empathy busters

ADVISING  
ONE-UPPING  
CONSOLING  
STORY-TELLING

SYMPATHIZING  
INTERROGATING  
EXPLAINING  
FIXING IT

**EMPATHIZING**





## Fixing it

- A I'm worried about having enough money to pay my bills this month.
- B I'll loan you the money.



# One Upping

- A Look at my scar from the cycling accident.
- B That's nothing, you should see the one I have on my knee



# Storytelling

- A I got caught in traffic for 2 hours in 100 weather and no air conditioning.
- B That reminds me of the time our flight was delayed, but we were already in the cabin and were not given the chance to wait outside and it was so hot in there...



## Consoling

- A I feel so sad that my son was court ordered to a rehab center.
- B It's not your fault, you are a good parent. You did the best you could.



# Sympathizing

- A I just got the lab report back and it was what I most feared.
- B Cheer up, let's go eat.



# Advising

- A It's scary for me to get up and speak in front of people.
- B I think you should join a public speaking training.





# Interrogating

- A I've been trying to get this weight off and just feel frustrated.
- B When did you first start having this problem?



# Explaining

- A I'm really upset. You promised to be here at 11 and it is now after midnight.
- B The reason I'm late is because an accident occurred in the highway and we got caught in traffic.

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# Empathy

- A I have so much to do today.
- B I understand you are feeling overwhelmed.

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## Further reference

- Goleman, Daniel. (1995). *Emotional Intelligence*.
- Goleman, Daniel. (2000). *Working with* *Emotional Intelligence*.