COACHING & EMOTIONAL INTELLIGENCE
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MY BOOKS

https://peacheypublications.com/
BOOKS ON CREATIVITY
AWARDS

- ELTons Winner 2016: Innovation in teacher resources
- ELTons Winner 2012: Excellence in Course Innovation
- ELTons Finalist 2018: Innovation in Teacher Resources
- ELTons nominated 2010: UK Award for Innovation
FULL DISCLOSURE

- I’m not a coach
- Based on reading and exploration - Not experience
- I haven’t worked everything out yet
FULL DISCLOSURE

• I’m not a coach
• Based on reading and exploration - Not experience
• I haven’t worked everything out yet
FULL DISCLOSURE

• Some basic insights and reflections
• Some ‘tools’ / methods that you can try out
HOW IS COACHING DIFFERENT FROM??

• Training
• Mentoring
• Consultancy
COACHING IS

• non-directive

• about asking

• helping raise awareness of goals and values

• helping people find their own path
WHY COACHING?

• Can focus on the needs of an individual
• Can affect genuine and long lasting change
• Can empower the individual to take responsibility for their own development
• Can enhance self-esteem and self-respect
WHEN COACHING?

• Do you want to change the way you do things?

• Are you willing to take responsibility for where you are and what you want to achieve?

• Are you ready for challenge and to try something new?

• Are you willing to take action to be a better version of yourself?
WHAT DO WE NEED TO BECOME COACHES?

• Self-esteem
• High regard for others
• Self awareness
• Awareness of others
EMOTIONAL INTELLIGENCE

the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

"emotional intelligence is the key to both personal and professional success"
THINKING BRAIN VS EMOTIONAL BRAIN
CONSCIOUS VS SUBCONSCIOUS

- Conscious = 100 neuronal stimulations per second
- Subconscious = 6 billion nerve cells firing in anyone second
DEVELOPING EMPATHY
Empathy Mapping

Empathy Map Canvas

1. WHO are we empathizing with?
   - Who is the source of the information?
   - What is their role in the situation?
   - What is their role in the situation?

2. GOAL
   - What do they need to do differently?
   - What problem do they need to get done?
   - What decisions do they need to make?
   - How will we know they were successful?

3. What do they SEE?
   - What do they see in the real world?
   - What do they see in their immediate environment?
   - What are they watching and reading?

4. What do they SAY?
   - What have we heard them say?
   - What can we bring to their saying?

5. What do they DO?
   - What do they do today?
   - What behavior have we observed?
   - What can we imagine them doing?

6. What do they HEAR?
   - What are they hearing others say?
   - What are they hearing from themselves?
   - What are they hearing secondhand?

7. What do they THINK and FEEL?
   - What are their needs, frustrations, and successes?
   - What are their hopes, needs, hopes, and dreams?
USING THE EMPATHY MAP

• Think of your subject
• Work around the map in a clockwise direction
• Finish with the thoughts inside the person’s head.
“Most people do not listen with the intent to understand; they listen with the intent to reply.”

—THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE (1989) BY STEPHEN R. COVEY.
LEVELS OF LISTENING

- HEARING WORDS
- THINKING ABOUT ME
- SOLVING A PROBLEM
- HEARING HOW PEOPLE FEEL
- ACTIVE LISTENING

Becoming a better listener
LISTENING EXERCISE

• Listen to someone for 3 minutes without interrupting.

• Try to give your full attention.

• After you finish, think about what they said and how they were feeling about what they were telling you.

• Think about how they expressed what they were feeling through their body language.

• Think of questions you could ask to get more information about what they were telling you.
SHOWING YOU ARE LISTENING

“There is no reason to learn how to show you're paying attention if you are in fact paying attention.”

- Celeste Headlee

- Body language
- Facial expression
- Eye contact
ACTIVE LISTENING

OPEN QUESTIONS
THINK ABOUT THE QUESTIONS YOU ASK

- Do you already know the answer?
- Are you limiting the range of answers?
- Are you closing down the answer?
- Does your question include a judgement?
OPEN VS CLOSED QUESTIONS

• How?
• What?
• Why?
• Describe
• Tell me about
THINK OF A GOAL
Imagine you wake up one morning and you have achieved your goals - describe that.
• How would you advise someone else to achieve that goal?
WHY AND THE FIVE WHY'S
ACCUSATION

WHY?
THE FIVE WHYS

SAKICHI TOYODA
USING THE FIVE WHYS

• Based on observable behaviour.
• Encourages digging down into the deeper causes.
• Reflection - Teachers can ask themselves.
Observable behaviour - Some students misunderstood the activity.
PRACTICE ACTIVITY

- Observable behaviour - Some students misunderstood the activity.
  - Why? - They didn’t understand the instructions.
  - Why? - Because they were too complicated.
  - Why? - Because I didn’t break them down into shorter statements.
  - Why? - Because I hadn’t planned the instructions in advance.
  - Why?
PUSH VS PULL

HOW DO WE MOTIVATE CHANGE?
PUSH

- Assertion
- Persuasion
- Exchange
- Rules & standards
- Force
PUSH

• External motivation
• Immediate change
• Short term impact
PULL

• Environmental
• Personal magnetism
• Bridging
• Joint problem solving
• Visioning
PULL

- Internal motivation
- Can be slower to bring about change
- Longer lasting impact
WAYS OF COMMUNICATING

CONCISE
TECHNICAL ACCURACY
DATA / FACT BASED
DIRECT & TO THE POINT
ALIGNED TO OBJECTIVES

VISUALS
CONCEPTUAL FRAMEWORKS
METAPHORS
LONGTERM OBJECTIVES
OVERVIEW

DETAILED
STEP BY STEP
FOLLOWING ESTABLISHED
PROCEDURE
ACTION PLANS

EMPATHY
NARRATIVE
CONSIDERING PEOPLE /
FEELINGS
INFORMAL
PERSONAL

https://www.herrmannsolutions.com/what-is-whole-brain-thinking-2/
SMART PLANS

SETTING GOALS
SMART PLAN - GOALS

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

SMART PLANS

• Specific - Improve my understanding of coaching and coaching techniques

• Measurable - Deliver 1 webinar

• Achievable - Yes - With some help from the British Council

• Relevant - In developing my ability to share information I improve my ability to understand the information

• Time bound - By the end of June 218