Beyond the Leader: Examining the Relationship between Emotional Intelligence and Coaching among Professional Coaches

by

Sheniqua LaFarris Banks

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Approved by

Maria Witte, Chair, Professor of Educational Foundations, Leadership and Technology
Jonathan Taylor, Co-Chair and Associate Professor of Educational Foundations, Leadership, and Technology
James Witte, Professor of Educational Foundations, Leadership and Technology
Lynne Patrick, Clinical Professor of Educational Foundations, Leadership and Technology
David Shannon, Professor of Educational Foundations, Leadership and Technology

Abstract

Goal-focused coaching is being used to assist individuals to set and reach personal and workplace goals (Grant, 2007). Thus, organizational leaders are increasingly investing in developing employee performance and well-being. The purpose of this study was to examine the relationship between Emotional Intelligence (EI) and coaching among professional coaches in the Southeast United States. For this study, EI was examined as a tool to provide a coach with the ability to analyze how effective and confident they are with making informed decisions and working with other people. A professional coach, defined for this study, was a teacher, speaker, trainer, and entrepreneur who use their leadership and coaching abilities to add value to individuals through coaching. The four research questions were answered based on an analysis of self-reported survey data and quantitative methods. Moreover, the instruments that were applied to collect the data for the study were: The Schutte Self-Report Emotional Intelligence Test (SSEIT), and the Goal- Focused Coaching Skills Questionnaire (GFCSQ). Moreover, results of the data analysis revealed working alliance as the most significant coaching skill and outcomes of coaching as the least significant skill. Even so, the results indicated that as EI increases, coaching skills tend to decrease. So, based on these findings, higher emotional intelligence levels, and goal-focused coaching skills may or may not impact a coach's success and ability to add value to an individual or organizations well-being.

Acknowledgments

"I can do all things through Christ who strengthens me" (Philippians 4:13 NKJV). Therefore, I am beyond grateful for the strength, courage, and wisdom I have been blessed to receive through every life opportunity. Foremost I would like to thank my savior Jesus Christ for making me careful, allowing me to lean not on my own understanding and in all my ways acknowledge him to direct my paths (Proverbs 3:5-7 NKJV). With all my heart, I would like to dedicate the writing of my dissertation in memory of my late grandmother, Farris Crapps. Her inability to read, write and become properly educated has been the ultimate motivation for my entire educational journey. She would always encourage me to "get an education" because the knowledge I gain can never be taken away. Furthermore, I know she is very proud of my accomplishment. I am sincerely grateful for my loving and hardworking husband, my mom, dad and brother for your love and support. I want to thank my committee members Dr. Maria Witte, Dr. James Witte, Dr. Lynne Patrick, Dr. David Shannon, Dr. Jonathan Taylor and my university reader Dr. Elisha Wohleb for your authentic interest, collaborative contribution and steady support during my graduate studies at Auburn University. I enthusiastically appreciate your prodigious guidance and mentorship! To my inclusive circle of friends, family, and biggest supporters: Roshun Steele, Teresa Smoot, Pam Holloway, Emetria Clayton, Melanie Gess, Monica Harris, Ashley Williams, Jaleesa Smart, Mitchell Holston and Ole Pete Key Inc. I appreciate your help of keeping me sane and for understanding my perseverance. Lastly, to my Truman Pierce Family, I appreciate you all! May God always bless and keep you!

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List of Abbreviations

EI	Emotional Intelligence
IQ	Intelligence Quotient
SSEIT	Schutte Self-Report Emotional Intelligence Test
GFSCQ	Goal-Focused Coaching Questionnaire
SEL	Social Emotional Learning
NFL	National Football League
SEI	Six Seconds Emotional Intelligence Assessment
ICF	International Coach Federation
ROI	Return of Investment

Chapter 1: Introduction

The emotional intelligence (EI) field is on the steep incline of a new wave of understanding (Bradberry & Greaves, 2009). People can improve their emotional intelligence and make lasting gains that have a profoundly positive impact on their lives (Bradberry & Greaves, 2009). The term emotional intelligence is referred to as the ability to monitor one's own and other emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Mayer & Salovey, 1997). Moreover, Deepak Chopra suggested that emotions are feelings linked to thoughts plus sensations that further transpire in the body. Therefore, "emotions can help you, and they can hurt you, but you have no say in the matter until you understand them" (Bradberry & Greaves, 2009 p.12). "Emotional Intelligence helps people connect and communicate effectively, make decisions, manage stress, pressure, and conflict" (Langley & Francis, 2012 p.3)." Thus, scholars suggested that a confident and emotionally intelligent individual is better able to pick up on emotions both verbally and non-verbally. In other words, these individuals can use their awareness to build stronger personal and professional relationships.

In the fast-changing economy of today, the demand for increasing employees' skills, knowledge, and productivity are high. Furthermore, growth is the only guarantee that tomorrow is going to get better (Maxwell, 2007). An individual must be willing to do whatever it takes to reach their goals. Accordingly, the most widely used method for enhancing individual and organizational performance is coaching (Arthur et al., 2003). Business or executive, educational, sport, and mental health or life coaching (hereafter referred to as coaching), defined in this study, is an individual, collaborative, solution-focused and systematic process that aims to enhance performance (Grant, 2007). While the term coaching may be used to refer to multiple

development organizations, there is some emerging consensus about what creates the essential components of coaching (Bono, Purvanova, Towler, & Peterson, 2009; Smither, 2011). Even so, a professional coach, in this study, was a speaker, teacher, trainer, and entrepreneur who use their skills to add value to individuals. Thus, authentic coaching is the practice of emotional intelligence (Macdermott, 2016). Therefore, emotional intelligence and coaching are inseparable; in that emotionally intelligent people behave in a coaching manner (Macdermott, 2016). This research study identified the essential components of emotional intelligence and coaching while contributing to the limited literature among the two.

Statement of the Problem

Being highly attuned to others' moods and emotions is a fundamental aspect of understanding what other people may be feeling or experiencing, and, in turn, conceptualizing others' needs (Chan & Mallett, 2018). The problem addressed in this study was that there is a lack of research pertaining to emotional intelligence (EI) and coaching. Therefore, there was a need to understand the relationship between emotional intelligence and coaching for professional coaches to contribute successfully and positively to the growth and performance of an individual or organization needs.

Purpose of the Study

The purpose of the quantitative study was to examine the relationship, if any, between emotional intelligence and coaching among professional coaches in the Southeast United States. The study was undertaken to gain a better awareness of prior educational findings and contribute to the scarce research on emotional intelligence and coaching skills that impact the effectiveness of a professional coach.

Research Questions

The following research questions were used to guide the study on emotional intelligence and coaching:

1. What are the emotional intelligence levels of professional coaches in the Southeast United States?
2. What are the coaching skills of professional coaches in the Southeast United States?
3. What is the relationship between emotional intelligence and coaching among professional coaches in the Southeast United States?
4. What is the relationship between demographics (ethnicity, age, gender, highest education level, location/ (state), years of coaching experience) and emotional intelligence among professional coaches in the Southeast United States?

Significance of the Study

Based on the premise of this study, it is significant to acquire a more in-depth understanding of how emotional intelligence may impact coaching. The general goal of the research was to increase knowledge, contribute to existing literature, and examine the relationship, if any, between emotional intelligence and coaching. This study will impact the coaching field by adding value to the need of understanding the influence of emotional intelligence. Goal-focused coaching is being used to assist individuals to set and reach personal and workplace goals (Grant, 2007). So, organizational leaders are increasingly investing in developing employee performance and well-being. Above all, this study will discuss and report several theories, competencies, and research that will contribute to the impact of emotional knowledge and coaching skills among professional coaches in the field.

Limitations

The significant issues resulting in limitations for this study were associated with sampling and instrumentation.

1. Self- report measures- The limitation of self-reports is that they are subject to reporting bias, especially in contexts where people might be motivated to fake good (Rosete & Ciarrochi, 2005).
2. Based on a convenience network, purposive sampling was used. The researcher purposefully sought-after 348 coaches. However, only 100 coaches completed the surveys for a 28.7% return rate of responses. This response rate confirms the difficulty that can occur in researching coaching and emotional intelligence among using a purposive sample.
3. The sample for this study was obtained from professional coaches located only in the Southeast. Therefore, the results were not representative of all professional coaches in the United States.
4. Coaching Skills- the Goal Focused Coaching Questionnaire (GFSCQ) only accounted for coaching facets or skills measured based on the survey. Thus, the coaching literature revealed there is a broad range of general coaching skills and not just those specific to the questionnaire used for the study.
5. The use of the internet to administer surveys was used. This approach had limitations on this study. The researcher was not able to control whether interruptions or environmental disturbances affected answers or whether software incompatibilities altered the look of the survey or specific measures.
6. The GFCQ instrument computed marginal data results resulting in negative and lower to

mid reliabilities. This may have been due to the small number of items on the scale. The researcher could not control the outcome of the data. The outcomes reported significant and negative. Even so they were compared to the original scales of previous studies. Due to response bias the results may have been altered.

Definitions

The following definition of terms were defined to provide, nearly as possible, clear meanings of the terms as used in the study:

***Adult Education*:** A systematic practice, in the education field, that engages the adult learner in activities that focuses on gaining new knowledge, while enhancing skills and attitudes.

***Adult Learner**:* A mature student 19 years of age or older who is eager to learn, enhance skills, and gain new knowledge.

Andragogy: The practice of teaching the adult learner**.**

Backward Stepwise Regression: A quantitative statistical method that is tested in steps. A variable is tested for deletion from the set of descriptive variables based on some pre-specified criterion.

***Cronbach Alpha**:* A measure of internal consistency that determines how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

***Coaching**:* An individual, collaborative, solution-focused, and systematic process which aims to enhance performance, self-directed learning and well-being.

Coachee: An individual who receives training from a coach.

***Cohen's d**:* Effect size for the *t*-test; determines the strength of the differences between the matched scores. The larger the effect size, the greater the differences in the matched pairs.

***Confidence Interval (95% CI)**:* An interval that estimates the range one would expect *B* to lie in 95% of the time given the samples tested comes from the same distribution.

***Correlation Coefficient** (r):* Ranges from -1 to 1; describes the strength of the relationship between the variables.

***Critical Value**:* The minimum value at which an observed correlation coefficient is statistically significant.

***Criterion Coding**:* performed primarily as a way of decreasing associated problems with large numbers of categorical predictors and categories among them which necessitate large numbers of coding variables.

***Degrees of Freedom (DF)**:* Refers to the number of values used to compute a statistic; an *F*-test

has two values for *DF*: the first is determined by the number of groups being compared - 1, and the second is approximately the number of observations in the sample; used with the *F* to determine the *p*-value.

***Dummy-Code**:* Performed in order to add a nominal or ordinal independent variable into the regression model; turns the one variable into a series of dichotomous "yes/no" variables, one for each category; one of the categories are left out of the regression as the reference group that all other categories are compared to.

Emotion: A feeling that leads to thought and a sensation that transpires in the body.

***Emotional Intelligence**:* The ability to monitor one's own and other emotions, to discriminate among them, and to use the information to guide one's thinking and actions.

F Ratio (F): The ratio of explained variance to error variance; used with the two *DF* values to determine the *p*-value.

Mean (M): The average value of a scale variable.

Multiple Linear Regression: the multiple linear regression is used to explain the relationship between one continuous dependent variable from two or more independent variables. It does this by creating a linear combination of all the independent variables to predict the dependent variable. The independent variables can be continuous or categorical (dummy coded as appropriate).

One-Sample t-Test: The one-sample *t*-test is used to assess if the values of a single variable are significantly different from a test value.

***Outlier**:* A data point that is abnormally distant from a set of observations.

Pairwise Comparison: A process of comparing entities in pairs to judge if each entity is preferred, or has a greater amount of some quantitative property, or whether or not the two entities are identical.

Partial Eta Squared (η^2_p): Effect size for the ANOVA and determines the strength of the differences among the groups.

***Pearson (Product-Moment) Correlation**:* A correlation expresses the strength of linkage or co-occurrence between two variables in a single value between -1 and +1. This value that measures the strength of linkage is called the *correlation coefficient*, which is represented typically as the letter r. The correlation coefficient between two continuous-level variables is also called Pearson's r or Pearson product-moment correlation coefficient. A positive r value expresses a positive relationship between the two variables (the larger A becomes, the larger B becomes) while a negative r value indicates a negative relationship (the larger A becomes, the smaller B becomes).

Percentage (%): The percentage of the frequency or count of a nominal or ordinal category.

Professional Coach: A teacher, speaker, trainer, and entrepreneur who adds value to individuals and organizations through coaching.

P-value: The probability of obtaining the observed results if the null hypothesis is true. A result is usually considered statistically significant if the *p*-value is $\leq .05$. The probability of obtaining the observed results if the null hypothesis is true.

***Regression Analysis*:** A powerful statistical method for estimating the relationships between two or more variables.

Relationship Management*:* The ability to use awareness of one's own emotions and the emotions of others.

Repeated Measures ANOVA (Analysis of Variance): The Repeated Measures ANOVA examines differences among repeated measurements on the same subjects.

R-Squared Statistic (R^2): Tells how much variance in the dependent variable is explained by only the predictor variables.

Sample Maximum (Max): The largest numeric value in a given sample.

Sample Minimum (Min): The smallest numeric value in a given sample.

Sample Size (n): The frequency or count of a nominal or ordinal category.

Self- Awareness: The capacity of becoming the object of one's attention.

Self-Management*:* A lifelong task of decision making of one's behavior and day to day experiences.

Semi Partial (R)*:* Partial correlation measures the strength of a relationship between two variables while controlling for the effect of one or more other variables.

Social Awareness*:* The ability to be aware of another person's emotions, needs, and concerns while networking and being of service.

Standardized Beta (β): Ranges from -1 to 1; gives the strength of the relationship between the predictor and dependent variable.

Standard Deviation (SD): The spread of the data around the mean of a scale variable.

***T-Test Statistic* (t):** Used with the *df* to determine the *p*-value. Also, can show the direction of the relationship between the predictor and dependent variable.

Test Value: The value that the data is tested against.

Tukey's range test: Is a single-step multiple comparison procedure and statistical test. It can be used to find means that are significantly different from each other.

Type I Error: Rejection of the null hypothesis when the null hypothesis is true; also referred to as a false-positive result.

Working alliance: the relationship between a helping professional and a client which is comprised of a shared understanding, and agreement of desired outcomes.

***Zero Order* (R):** A correlation coefficient that has no controlled variables.

Organization of the Study

This study is organized into five chapters. The first chapter presented an overview of the study on emotional intelligence (EI) and coaching. Thus, it also stated the problem, purpose, research questions, abbreviations, definitions of key terms, limitations, assumptions and overall significance of the research. The second chapter guided the study with existing empirical research on related past, and current literature of emotional intelligence and coaching. It further examined EI and coaching constructs that impact success. The third chapter defended what and how the research study was guided and an interpretation of data. Additionally, the fourth chapter revealed the findings of the study. Lastly the fifth and final chapter made conclusions, reinforced limitations and recognized future recommendations for further research.

Chapter 2: Literature Review

The following literature summary exemplifies research from the areas of emotional intelligence (EI) and coaching relevant to this study. Perspectives from this review are inspired by scholars, professional educators, and past to current research on emotional intelligence and coaching. The aim of this study is for empirical research to be highlighted in the field of emotional intelligence that focuses on business, education, mental health, sport, and life. Research is needed on the nature of coaching and specific coaching skills that may reflect a successful coach. This chapter, specifically, will emphasize definitions, competencies, measures and models of emotional intelligence and coaching, why emotional intelligence and coaching are essential, the nature and future of emotional intelligence and coaching, how coaching and emotional intelligence may be predictors of one another and the impact on they both may have on adult learners.

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The Significance of Adult Education

The field of Adult Education and its level of involvement is ever-growing today (Aslanian, 2001). Adult Education is a professional approach to teaching and training adults (Knowles, 1970). Its significance to education is to create change in attitudes while improving skills and enhancing ones' knowledge. Even more so, the field offers a creative process and educational purpose, where adults can learn, acquire new information, develop skills, improve personal success, enrich their knowledge and adapt to change (Knowles, Holton, & Swanson, 2012). Furthermore, learning, in this field, transpires when the adult wants to learn; therefore, Adult Education can take place in a variety of formal and informal settings in and out of the classroom. Scholars in the field are expected to practice andragogy and take responsibility for their learning (Knowles, 1970). Accordingly, the teacher involved encourages and nurtures the learning process. Societal and emotional circumstances are always changing in adult learners (Aslanian, 2001). Therefore, developing strategies for learning and gaining new knowledge is essential both emotionally and socially (Morin, 2011). Above all, Adult Education is not a field for passive learning but a field to explore, acquire new knowledge, take risks, and grow. (Knowles, 1970).

An adult learner is a mature student 19 years of age or older who is eager to learn,

enhance skills, and gain new knowledge (Aslanian, 2001). Thus, he or she may tend to have preferred styles of how they learn, receive, and perceive knowledge. For instance, there are three types of learning styles: visual, auditory, and kinesthetic (Felder & Silverman, 2002). Most individuals learn through a combination of all three; however, everyone is different. So, it is the mission of adult educators to help individuals gain new knowledge and bring forth self-awareness to learning (Morin, 2011). To understand adult learning, educators should understand why, what, and how adults learn. (Knowles, Holton, & Swanson, 2012). Teachers who have unique skill sets to inform, motivate, and facilitate learning while fostering a positive change are most successful at meeting goals (Bryk, Gomez, & LeMahieu, 2015). Thus, having the ability to be aware of others needs and emotions can have an impact on the teaching and learning process (Aslanian, 2001). Adult educators are beginning to recognize the interaction between learning and emotion (Shuck, Albornoz & Winberg, 2007). Understanding the notion that emotion creates purpose and fosters the learning experience (Bryk, Gomez & LeMahieu, 2015). Moreover, emotions can dominate the adult learning process as adults seek for ways of understanding experiences as they are happening. Even so wanting to learn practical information to further connect with others, communicate successfully while overcoming any barriers in life (Shuck, Albornoz & Winberg, 2007).

Research shares a significant relationship within this field of study simply because educators and trainers are continuously searching for the next best approach to teaching and learning (Milner, 2018). Adult educators are business trainers, college and university faculty, authors of self-help books, professional life and sports coaches and individuals with special interests or expertise who may offer sessions through public or educational agencies (Aslanian, 2001). The field of Adult Education is so widely diverse that there are problems with identity

(Knowles, Holton, & Swanson, 2012). Therefore, professionals in the field seek to bring forth awareness in redefining traditional education systems and workforce development (Morin, 2011). With that in mind the need for adult and continuing education is significant and not limited to addressing the following four influences: self-management, lifelong learning, workplace demands, and rapid changes in technology (Jones, Woods & Yves, 2015).

Self-management is by far one of the greatest tools any adult learner can acquire and develop through the adult education process (Morin, 2011). When the student is ready to learn the teacher will appear. According to the research of Alan Tough (1971) who was a major contributor to adult education, believed that the overwhelming majority about 70% of adult learning takes place outside of institutional frameworks. Tough demonstrated that many adults are active, self-directed learners and they want to learn. No one must force them. He showed that adults have a large foundation of knowledge and skill upon which they base further growth and development. Self-directed learning and practicing andragogy are one of the keys to success in Adult Education (Aslanian, 2001).

Malcom Knowles (1998) the father of Adult Education, created the andragogical model that is based on six principles of adult learning. All of which have some rapport to the perceptions about learners' abilities, needs, and desires to take responsibility for their own learning. The six principles are as follow:

1. Learner's need to know:
    A. Why
    B. What
    C. How
2. Self-concept of the learner:

A. Autonomous

B. Self-directing

3. Prior experience of the learner:

A. Resource

B. Mental Models

4. Readiness to Learn:

A. Life Related

B. Developmental task

5. Orientation to Learning:

A. Problem-centered

B. Contextual

6. Motivation to learn:

A. Intrinsic Value

B. Personal Payoff

Life-long learning is another essential influence that supports the significance of Adult Education. Part of being an effective facilitator, or coach involves understanding how adults learn best. Adults are internally motivated and self-directed. Even so they bring life experience and knowledge to learning (Aslanian, 2001). Majority of adults seek to be goal-oriented and practical. Most of all adult learner's desire respect (Aslanian, 2001). To learn and grow, there must always be a demand and quest for new knowledge and the desire to enhance ones' skills and abilities (Bryk, Gomez, & LeMahieu, 2015). Even more so learning from experience is not enough. Adults must learn from an evaluated experience to identify ways to move forward and continue to grow (Jones, Woods & Yves, 2015). Facilitators and coaches must also acknowledge

the needs of the learner regarding planning and assessment. The primary purpose of a need assessment plan is to provide the foundation for a creative, solution-driven, and strategic planning process. The planning process will consider the needs, together with the unique strengths of the learning at hand, as well as the weaknesses and the challenges the adult face, in crafting a strategic position and renewed vision for their learning (Rosete & Ciarrochi, 2005).

Knowles (1998) identifies that there are four basic assumptions about learners:

1. Their self-concept moves from dependency to independency or self-directedness.
2. They accumulate a reservoir of experiences that can be used as a basis on which to build learning.
3. Their readiness to learn becomes increasingly associated with the developmental tasks of social roles.
4. Their time and curricular perspectives change from learning that is removed from direct application to learning that is applied almost immediately, and from subject-centeredness to performance-centeredness.

All in all, adults learn and grow as a part of their ability to self-manage and immediately apply new knowledge and skills (Morin, 2011).

Workplace demands are the third influence on the significance of Adult Education. Managing pressure is one factor within any work environment that is an inevitable part of workforce development. Emotional intelligence drives 87% of all successful change (Druskat, Mount & Sala, 2006). Thus "Emotions are important in adult learning because they can either impede or motivate learning" (Dirkx, 2001, p. 63). Moreover, employees are less likely to experience work-related stress if the demands and pressures of work are harmonized with their knowledge and abilities. If workers are not well trained in decision making, understanding his or

her own emotions, or equipped efficiently while working on completing a task, stress is created, and the industry suffers (Druskat, Mount & Sala, 2006).

Decision-making power increases the level of performance and job satisfaction and reduces financial losses (Jones, Woods & Yves, 2015). Thus, it is through Adult education, and continued training that success is increased and tension is reduced in the workplace. Culture and socialization are other factors that play a role in workplace demands. Culture is the behaviors and beliefs of a particular social, ethnic, or age group whereas socialization, is an ongoing process in which one acquires an identity, a set of values, behaviors, and social skills most fitting to his or her shared surroundings. (Sang & Peterson, 2000). The impact of the two, play hand in hand, to a certain extent on the role's adults assume. Socialization sets the standards and values by which the individual must tolerate passed on from one individual to another and culture impacts ones' way of thinking. It is through cultures that one must learn to do things differently (Sang & Peterson, 2000). Therefore, to provide any assistance to a company, learning environment or workplace setting, Adult Educators must understand the organizational background of the industry and personnel to better lead and serve (Knowles, Holton & Swanson, 2012).

Lastly, with rapid changes in technology, individuals are being challenged to get retrained, updated on innovations, and or change careers. For that reason, it is a non-negotiable idea that Adult educators will continue to fill the training and development gaps (Aslanian, 2001). In 20ll, as indicated by the National Center for Education Statistics, by year 2020, the median age of North America's population will be 40 years, and there will continue to be an increase in the number of adult learners. With that in mind, the field of Adult education is a very projecting field of study, and its value in business and the academia sector carries a tremendous amount of weight. (Aslanian, 2001).

Emotional Intelligence

Emotional intelligence is referred to as the ability to monitor one's own and other emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990). The concept of emotional intelligence (EI) has captured the attention of social scientists and organizational practitioners: executive coaches, human resource specialists, managers, and organizational development consultants around the world (Druskat, Mount & Sala, 2006). Emotional intelligence skills develop over time, change throughout life, are process-oriented, and can be improved through training (Merkowitz & Earnest, 2006). Furthermore, "Emotional intelligence requires effective communication between the rational and emotional centers of the brain" (Bradberry & Greaves, 2009, p. 7). According to Bradberry (2009) one known contributor to emotional intelligence research, the physical pathway for emotional intelligence is processed in the human brain first at the spinal cord. After which the primary senses must travel to the front of the brain before one can reason about an experience. Then the senses travel through the limbic system, the location in the brain where emotions are experienced. Bradberry and Greaves (2009) presents the process of emotional intelligence and the brain (see Figure 1).

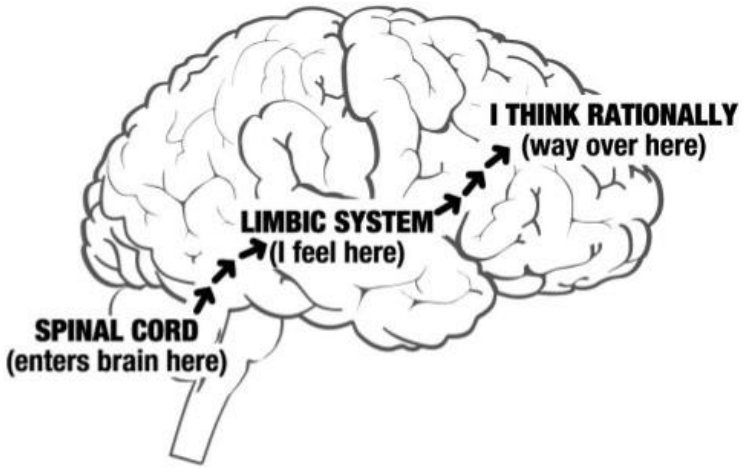

Figure 1. Emotional intelligence and the brain

Emotional intelligence is about being smarter with feelings and thinking before acting (Freedman & Fariselli, 2016). Research shows that it takes about six seconds for the rational brain to connect with the emotional brain (Goleman, 1995). Moreover, the six-second pause rule was created based on the concept of "amygdala hijacking" and how the human brain processes emotions. Amygdala hijacking was coined by psychologist Daniel Goleman based on the work of neuroscientist Joseph LeDoux.

> The amygdala is the trigger point for the fight, flight, or freeze response. When these circuits perceive a threat, they flood the body with stress hormones that do several things to prepare for an emergency. Blood shunts away from the organs to the limbs; that is the fight or flee. However, the response is also cognitive—and, in modern life, this is what matters most, it makes some shifts in how the mind functions (McKeever, 2011, p. 2).

Chopra (2019) defines emotion as a thought linked to a sensation. He suggested that thokught takes place in the mind and a sensation transpires in the body. In other words, emotions are those signals that help individuals survive and thrive. Being emotionally intelligent is being self-aware. Consequently, emotional intelligence takes a conscious effort and skill that is worked upon daily. So, according to previous and current studies, emotional intelligence is considered a skill that changes the world around the person (Brackett, Rivers & Salovey, 2011). Therefore,

emotions can be a thorny issue that rarely generates the same answer (Scherer, 2004). Most notably, individuals who have a good sense of emotional intelligence skills are more effective at what they do, why they do it, and how they do it. Above all, they understand what it means to feel, think, and act effectively. A process developed by Milner (2018) at the Six Seconds Emotional Intelligence Network pertains to feeling, thinking, and acting (See Figure 2).

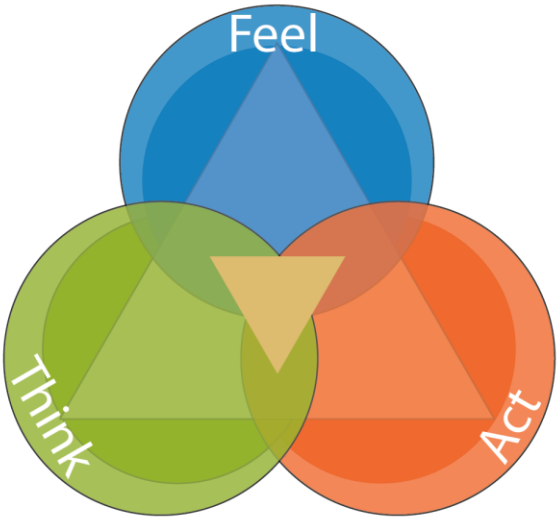

Figure 2: Six seconds feel, think, & act model

The Six Seconds Emotional Intelligence Network is a global nonprofit community of researchers that provide practical and essential pursuits to make emotional intelligence a more meaningful and powerful concept. The Six Seconds feel, think, and act model of emotional intelligence is a three-part model that have competencies attached to it that provide and lead individuals with purpose, intentions, and actions (Freedman, 2010). The model implies: "to feel" is to "know yourself" and to understand what to feel and do clearly. "To think" is to "give yourself" and focus on why to respond a certain way. Moreover, "to act" is to "choose yourself," in other words, one should do what they genuinely intend to do by acting because emotions are all data (Freedman, 2010).

Emotional intelligence matters. "Emotions can help you, and they can hurt you, but you

have no say in the matter until you understand them" (Bradberry & Greaves, 2009 p. 7). Ninety percent of business directors, human resource and sale managers, are top performers that have high emotional intelligence. They also indicated that it is possible to be a top performer without high emotional intelligence levels; however, the chances are sporadic. "Emotional intelligence improves effectiveness, relationships, health, influence decision making, and quality of life" (Freedman & Fariselli, 2016, p. 1)

In the business sector, the value of emotional intelligence is that emotions drive people, and people drive performance (Freedman, 2005). Individuals with high emotional intelligence are better leaders and have healthier personal and professional relationships. Companies are using emotional intelligence in training and organizational improvement plans that tend to reduce the cost associated with turnover, absenteeism, and low performance (Freedman & Stillman, 2004). Emotional intelligence, in the workplace, is often thought of as a soft skill that can be trained and coached in person and digitally (Oesch, 2018). Even so technology is on the rise of connecting geographic distances and enabling organizations to communicate with colleagues near and far (Oesch, 2018). Google, one of the world's well-known technology companies, trains people to become more aware of their emotions as they work to build sustainable relationships (Giang, 2015). Even so, one of the company's task is to educate the mind and explore emotions (Giang, 2015). Moreover, research has provided that a few world-leading businesses, such as the United States Air Force, and L'Oréal, the largest cosmetic industry, are turning to emotional intelligence to increase their business money strategy. The United States Air Force revealed that they are using emotional intelligence in the area of retention to create EI profiles while screening pararescue jumpers to reduce recruiting cost by saving over 190 million dollars (Freedman & Stillman, 2004). High emotionally intelligent sales leaders at L'Oréal have increased their profit

bringing in 2.5 million dollars more in sales (Freedman & Stillman, 2004). Today, emotional intelligence is now one of the top 10 critical job skills required for workers to thrive by 2020 (Schwantes, 2018). Through specialized assessments, training and coaching, emotional intelligence can be learned and enhanced (Landy, 2005). Even so, business professionals who are better equipped at navigating their own emotions and others have a better chance at fostering innovation and building organizations that thrive.

In education, emotional intelligence truly matters in various levels of institutes; high-schools, colleges, and universities. Most educators operate in their profession with the belief that education should foster the student both socially and emotionally. However, with the shift in society and curriculum, there is a greater focus on test scores and the improvement of technical skills. In this 21st century, there is a challenging dilemma behind the era of standardized testing and accountability (Freedman & Fariselli, 2016) Six Seconds (2019) one of the world's largest research networks and pioneers in the field of EI research, reported that:

> 30% of high school students participate in high-risk behaviors that affect their school performance and the likelihood of life success. Most middle and high school students report that their school did not help them develop social-emotional skills like empathy, decision-making, or conflict resolution. A recent study of over 10,000 college students found that they are increasingly anxious and depressed, and many engage in high-risk behaviors. Besides, a wide college graduation gap exists between affluent students and those of lower socioeconomic status (Freedman, 2016, p. 5).

Social Emotional Learning (SEL), a process for developing social and emotional skills, is a need for all students for life success. As early as 1997 and later in 2013, SEL has been referred to as the "missing piece" in education (Freedman, 2005). Thus, SEL is now being used interchangeably with emotional intelligence to improve the well-being, health, and self- efficacy inside the education field.

On a mental health perspective, emotional intelligence in collaboration with the health care field, is on the rise too. Collaboration involves working across professional boundaries, engaging in joint decision making, and sharing ownership of decision (Herrick, 2013). Moreover, research shows that "effective collaboration requires both technical and emotional expertise" (Herrick, 2013, p. 2). According to the Six Seconds research network, influence is a critical component of collaboration as well. Six Seconds conducted a study on emotional intelligence and influence in healthcare and found that in using their Six Seconds, Emotional Intelligence Assessment (SEI) on 321 healthcare professionals, there was a relationship between influence and emotional intelligence. Thus, they concluded and reported that those with higher emotional intelligence scores had a 37% more advantage on their levels of influence (Herrick, 2013). After all, emotional intelligence is about "being smarter with feelings" (Freedman, 2010, p. 1). It gives individuals the ability to read their instinctive feelings and those around them. According to Maxwell (2012) "Growth is the only guarantee that tomorrow is going to get better p. 12 ". Thus, successful organizations thrive from the inside out. Even so, the asset of any organization is a direct result of the strength of its leaders. Therefore, an organization cannot grow until its leaders have developed within.

Emotional intelligence also predicts the quality of life. One study of 30 retired National Football League (NFL) players shows that the benefits of emotional intelligence go far beyond financial performance (Freedman & Stillman, 2004). Many professional athletes struggle to be successful outside of the competition field. Thus, the study found that athletes with higher emotional intelligence were far more likely to have good health and relationships, avoid drug/alcohol use and violence, do well at work and enjoy a high quality of life. Over 60% in the variation of these "life successes" factors are predicted by emotional intelligence (Freedman &

Stillman, 2004).

History of Emotional Intelligence

Ground-breaking literature exploring the concept of emotional intelligence and its influence began to appear most widely in the 1990s (Freedman & Fariselli, 2016). The examination of emotional intelligence was earnestly defined by Peter Salovey, former provost, and professor at Yale University in the 1990s; now he is currently the president of the University. Many definitions exist and vary from scholar to scholar. Salovey and his colleague John Mayer defined the term emotional intelligence as the ability to monitor one's own and other emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Mayer & Salovey, 1997). There are ongoing discussions and controversy about the origins of emotional intelligence. Moreover, according to the research of Dr. Daniel Goleman, an internationally known psychologist, and science journalist, "John Mayer and Peter Salovey invented the whole field of emotional intelligence when they were chatting about politics while painting a house" (Freedman, 2005, p. 3). Peter Salovey and John Mayer believed that "smart decision- making requires more than the intellect" (Freedman, 2005, p. 1). Their overall interest began when they realized that conventional definitions of intelligence were inadequate because people with "high IQ" frequently made inferior decisions (Freedman & Stillman, 2004). Therefore, because of that conversation, Mayer and Salovey questioned issues regarding politics and people, resulting in the formulation of the concept they called emotional intelligence. Salovey and Mayer then began to research EI, in the lab, and discover that people can be smart with feelings (Freedman & Stillman, 2004). Even so, they are still leading experts in the field of EI.

> Yes, we can control emotions. The trick is doing it in the right way at the right time, and that EI is not a new idea: around 350 BC, Aristotle wrote,' anyone can become angry, that is easy. However, to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy. (Freedman & Everett, 2004, p. 6)

Moreover, Goleman and others became motivated to learn more about why emotional intelligence matters and redefined it. So, Goleman popularized the concept of emotional intelligence in 1995 after his book publication Emotional Intelligence: Why it can Matter More than IQ. Goleman redefined emotional intelligence as an ability which includes self-control, zeal, persistence, and the ability to motivate one-self (Dhani & Sharma, 2016). Researchers and continued scholars, to understand that emotional intelligence is "invaluable for business, essential for education, and transformational for personal life" (Freedman, 2005, p. 2).

Initially, Mayer and Salovey and a few other researchers stood alone in creating preliminary models and measurements of emotional intelligence 20 years ago. Several researchers such as Drs. Daniel Goleman, Travis Bradberry, Nicola Schutte, and Anthony Grant today have expanded upon the powerful concept of emotional intelligence. Furthermore, the Six Seconds research network, one of the largest communities of researchers and scholars devoted to EI, has also developed scientific and transformational tools to support the field of emotional intelligence (Six Second, 2019).

Emotional Intelligence Competencies

A competency is referred to as a set of related but different sets of behaviors or skills organized around a concept (Boyatzis, 2008). Moreover, according to Daniel Goleman, emotional intelligence is divided into four essential components: self-awareness, self-management, social awareness, and relationship management or people skills (Goleman et al., 2002). Each of these components contains a set of emotional competencies or skills. So, listed

below are the four essential components recognized by Goleman (2001) and the competencies contained in each:

1. Self-awareness: understanding ourselves.
    A. Emotional self-awareness: recognizing our emotions and their effects.
    B. Accurate self- assessment: Knowing our strengths and limits.
    C. Self- confidence: a strong sense of our self-worth and capabilities.
2. Self- management: managing ourselves.
    A. Self-control: keeping disruptive emotions and impulses under control.
    B. Trustworthiness: honest and integrity.
    C. Conscientiousness: demonstrating responsibility in managing ourselves.
    D. Adaptability: flexibility with challenges.
    E. Achievement: drive to improve.
    F. Initiative: readiness to act.
3. Social awareness: understanding others.
    A. Empathy: understanding others and taking an active interest in their concerns.
    B. Organizational awareness: empathizing at the organizational level.
    C. Service orientation: recognizing and meeting the customer's needs.
4. Relationship management: working and developing relationships.
    A. Developing others: sensing others' developmental needs and bolstering their abilities.
    B. Inspiring and guiding people: influence wielding interpersonal tactics.
    C. Communication: sending clear and convincing messages.

D. Change catalyst: initiating or managing change.

E. Conflict management: resolving disagreements.

F. Building bonds: nurturing instrumental relationships.

G. Teamwork and collaboration: creating a shared vision.

H. Synergy in teamwork: working with others toward shared goals.

Goleman also asserted that conventional measures such as intelligence quotient (IQ) only account for 20% of a person's success in life (Freedman & Fariselli, 2016). IQ is stable over a lifetime and does not change, yet emotional intelligence can (Keshmiri, 2016). Moreover, Bradberry and Greaves (2009) suggested that successful leaders have well developed EI skills. Even so, it is the most significant predictor of performance in the workplace and the most reliable driver of leadership and personal excellence.

To apply emotional intelligence, real or able to be practiced, researchers at the Six Seconds Network, created a model that categorizes emotional intelligence into a framework within three areas that can be practiced. Freedman (2010) presents the Six Seconds Emotional Intelligence Model as it is focused on: Know Yourself, Choose Yourself, and Give Yourself (see Figure 3).

Figure 3: The six seconds model of emotional intelligence

According to the Six Seconds Model, the three essential pursuits are well described as follow: "know yourself" gives the "what." When an individual can know themselves, it allows them to know and understand their strengths plus their challenges. Even more so knowing what they want, how they want it, and what they may want to change. Knowing thyself increasing self-awareness. "Choose yourself" provides the "how." It shows an individual how to act, how to influence themselves and others, and lastly how to "operationalize" certain concepts. "Give yourself" delivers the "why." When an individual gives of him or herself, they are bright and full of energy, in other words, they are focused enough on why they respond a certain way, why they move in a new direction, and why others should follow or be influenced by their leadership (Freedman, 2010). All in all, the model is also illustrated in a circle format instead of a diagram with a list. The scholars at Six Seconds network uses the model to teach emotional intelligence as an ongoing process that fosters positive momentum and growth.

Furthermore, contributors associated with the Six Seconds model revealed competencies that are specific and associated with the three pursuits of their emotional intelligence model. The competencies fall as subcategories of the three main pursuits: "know yourself," "choose yourself," and "give yourself." The competencies measured through the six seconds emotional intelligence assessment have been proven to be specific, learnable, and measurable (Freedman, 2010). The competencies are defined, described, and listed by (Freedman, 2010) as follow:

1. Know Yourself:

A. Enhance Emotional Literacy: Accurately identifying and interpreting both simple and compound feelings.
B. Recognize Patterns**:** Acknowledging frequently recurring reactions and behaviors.

2. Choose Yourself:

A. Apply Consequential Thinking: Evaluating the costs and benefits of your choices
B. Navigate Emotions**:** Assessing, harnessing, and transforming emotions as a strategic resource.
C. Engage Intrinsic Motivation: Gaining energy from personal values & commitments vs. being driven by external forces.
D. Exercise Optimism: Taking a proactive perspective of hope and possibility.

3. Give Yourself:

A. Increase Empathy**:** Recognizing and appropriately responding to others' emotions.
B. Pursue Noble Goals**:** Connecting your daily choices with your overarching sense of purpose.

Age and Emotional Intelligence

"With age comes wisdom" (Freedman, 2007, p. 2). Research has revealed that EI scores are increasing by generation (Miller, 2019). Boomers are defined by the estimated birth years born 1946-1964, Gen Xers born 1961-1981 and Millennials born 1980-2003 (Miller, 2019). According to the Six Seconds research, the Boomers lead the way with decision making. Gen Xers are second, and Millennials are third. Moreover, the following characteristics represent each generation:

1. **Boomers** – Prioritizing, Critical Thinking, Data Mining (Top Strengths)

   Emotional Insight, Connection, Collaboration (Bottom Strengths)

Key Ideas:

A. Hardworking
B. Motivated by position, perks, & status

C. Define self by work accomplishments
D. Hierarchical
E. Value “face time” at work
F. Willing to sacrifice for the job
G. Relish long work weeks
H. Competitive and Results come from an effort

2. **Gen Xers**- Modeling, Data Mining, Prioritizing (Top Strengths)

Connection, Collaboration, Emotional Insight (Bottom Strengths)

Key Ideas:

A. Flexible
B. Independent
C. Tech Adept
D. Resourceful
E. Disliked being micro-managed
F. Inclusive
G. Striving
H. Goal-Oriented but on their own terms

3. **Millennials**- Commitment, Problem Solving, Modeling (Top Strengths)

Vision, Collaboration, Critical Thinking (Bottom Strengths)

Key Ideas:

A. Comfortable with change
B. Rarely satisfied
C. Little tolerance for entry-level task
D. Need high touch feedback
E. Flexible work hours
F. Seeking learning experience
G. Waves of work & extended breaks

H. Seeking meaning & purpose at work

One study, conducted by Fariselli, Ghini and Freedman, (2008) regarding age and EI, revealed that in a random group of 405 American people, EI increased slightly with age. There was a significant relationship between EI and age. The Six Seconds' Emotional Intelligence (SEI) Assessment was used to determine if age predicted emotional intelligence. Emotional Intelligence was represented as the dependent variable on the left side and age as the independent variable across the bottom. There were younger individuals with high EI and some older individuals with lower EI. The authors of the study found that older people were slightly more likely to be higher in EI (Fariselli, Ghini & Freedman, 2008). The notion that " with age comes wisdom" (Freedman, 2007, p. 2) can be an overstatement. The relationship they found between EI and age was slight. Even so in the current world culture, some social, educational, and business organizations may, at times, discount younger people due to lack of experience (Freeman, 2007). Thus, EI is a critical competence on the rise. The findings suggested that EI is a developing ability, and it is likely enhanced and accumulated by life experiences. Their sample included more females *n*=249 and included males at *n*=155. The primary ages were 31 to 60.

Gender and Emotional Intelligence

To some researchers, it is widely believed that women are associated with better knowledge of emotions (Fischer, Kret & Broekens, 2018; Lausen, & Schacht, 2018; Hyde, 2014). This notion can be considered yet another stereotype and to be explored how emotional intelligence and gender interact and differ. Petrides and Furnham, (2000) studied gender differences in women and men. They described gender as a social process where activities were more masculine than feminine. Even so that there were traits more desirable for one gender but not for the other regarding assertiveness as a typical man characteristic and empathy as a typical

woman characteristic (Siegling, Furnham & Petrides, 2015). Research also proposed that males and females were socialized differently (Duckelt & Raffali, 1989; Sandhu & Mehrota, 1999). Women were encouraged to be cooperative, expressive, and regulated to their relational world, whereas men are led to be openly competitive, dominant, and independent (Petrides & Furnham, 2006). Gallant (2014) examined the misrepresentation of women in leadership positions in higher education settings. The study found that women leaders in higher education were depicted by their soft skills such as communication, ability to nurture, and relationship skills. Gallant (2014) noted that this can be problematic for women in leadership due to their character being judged rather than their skills. Women leaders were seemingly viewed more sternly than men leaders for being aggressive and must perform well on both job skills and soft skills in order to be viewed positively as leaders. Whereas male leaders only need to perform well on job skills to be rated as effective leaders.

Some studies have examined the connection of EI and gender, however, no differences in EI have been found between genders (Aquino, 2003; Bar-On, 1997, Bar-On, Brown, Kirkcaldy & Thome, 2000; Brown & Schutte, 2006). Even so, males and females both can learn, express emotional differences, and increase their emotional intelligence skills accordingly, regardless of stereotypes and social demands ("Women More Intelligent than Men," 2011).

Measuring Emotional Intelligence

Emotional intelligence is continuing to evolve through researchers, scholars and companies. The concept of emotional intelligence has been derived by extensive research, both thoughts, and theories. Even so there are two broad yet specific competing models of EI. One model is the ability model. The ability model focuses on an individual's ability to perceive emotions, reason with emotions, understand emotions and manage emotions (Mayer, Caruso &

Salovey, 2016). More specifically having the skill to recognize emotions in faces, understand meanings of emotional words and manage feelings among others (Mayer, Caruso & Salovey, 2016). Another model is known as the mixed model or trait model. The mixed model introduced by Goleman (1995) is more focused on self-awareness, self- regulation, motivation, empathy, and social skills. Accordingly, this model emphasizes personal traits and interpersonal functioning. Thus, less on ability traits.

According to the International Journal of Science, Technology, and Management, emotional intelligence can be measured in one of three ways; the first form of measurement is self-report. The second form is measuring how others may perceive another individual, and the third approach involves an individual's actual performance or ability. For this study, the researcher used a trait-based emotional intelligence test designed by Schutte et al. (1998). The Schutte Self- Report Emotional Intelligence Test (SSEIT) has been widely used in research to measure emotional intelligence and has been used extensively in emotional intelligence studies (Ciarrochi, Chan & Bajgar, 2001; Petrides & Furnham, 2000; Saklofsk et al., 2003 Schutte et al., 2001). The Schutte Self Report Emotional Intelligence Test is also known in some literature as the Assessing Emotions Scale and is based on Salovey and Mayer's (1990) original model of emotional intelligence. The model proposed that EI consists of four scales regarding the appraisal of emotion in the self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems (Schutte, Malouff & Bhullar, 2009). This instrument asks participants to rate themselves using a five-point scale that requires an average of five minutes to complete the scale. The model contains 33 items with four subscales. It consists of ten items that measure the appraisal of emotion in self and others, nine items that measure the expression of emotion, eight items that measure the regulation of emotion

in self and others, and six items that measure the utilization of emotion as subscales. The sum of all items on the SSEIT creates the total scale score, which can range from 33 to 165. According to Schutte et al. (2010) higher overall scores on the SSEIT indicate more significant emotional intelligence characteristics. Based on Schutte et al. (1998), the mean score across most medium to large samples is around 124 with a standard deviation of around 13. Authors of the scale also report that scores below 111 or above 137 are unusually low or high.

Several studies have reported mean and standard deviations on total scale scores separately for men and women (Schutte, Malouff & Bhullar, 2009; Ciarrochi et al., 2001; Pau & Croucher, 2003; Saklofske et al., 2003; Schutte et. al.,1998). Some studies found that women score somewhat higher on the EI measure than men while other studies the difference has not been statistically significant (Saklofsk et al., 2003; Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes & Wendorf, 2001; Wing, Schutte & Byrne, 2006). Moreover, some researchers (Neubauer & Freudenthaler, 2005; Petrides & Furnham, 2001, 2003) have argued that EI can be referred to as trait functioning. A trait approach draws on self or other reports to gather information regarding the display of emotional intelligence characteristics (Schutte, Malouff & Bhullar, 2009). The SSEIT is considered the appropriate scale that measures the trait approach to emotional intelligence. Thus, based on prior findings, the scale has reliability and reasonable evidence of validity. The SSEIT is best used for research purposes and to assist individuals who are motivated to reflect on aspects of their emotional functioning. Past research regarding the overall internal consistency, means, and standard deviations for the SSEIT are shown in Table 1 and Table 2.

Table 1

Internal consistency, Means and Standard Deviations

Author	Sample	Country of Data Collection	Scale Alpha	Mean	SD
Brackett & Mayer, 2003	207 university students	United States	.93	123.42	14.52
Brown & Schutte, 2006	167 university students	Australia	.85	126.51	11.61

Source: Schutte, Malouff, & Bhullar, 2009

Table 2

Means and Standard Deviations for Males and Females

Author	Sample	Male N	Male Mean	Male SD	Female N	Female Mean	Female SD
Ciarrochi et al., 2001	Australian adolescents	73	115.00	* N/A	58	126.72	* N/A
Pau & Croucher, 2003	British dental students	103	115.10	16.37	110	119.82	13.05
Saklofske et al., 2003	Canadian university students	119	121.70	13.83	235	124.25	13.22
Schutte et al., 1998	United States adults	111	124.78	16.52	218	130.94	15.09

Source: Schutte, Malouff, & Bhullar, 2009

The Nature of Coaching

Coaching is defined as a collaborative, systematic process that enhances performance, self-directed learning, and well-being (Grant, 2003). The practice of coaching is a profession that requires leadership, dedication, character, knowledge, skills, appropriate attitudes, patience, as well as an understanding of one's self (Kerr et al., 2006). Goal-focused coaching is increasingly being used to help people set and reach personal and workplace goals (Grant, 2006). Researchers have challenged the actual interaction between a coach and client to enhance the understanding of the working relationship outcomes and performance of coaching (Gessnitzer & Kauffeld, 2015).

Parsloe and Wray (2000) described coaching as helping and supporting people in order to manage individual learning. Coaching can maximize potential, develop skills, improve performance, and enable an individual to become the person he or she wants to be. Furthermore, Grant, Curtayne and Burton (2009) conducted a randomized controlled study and found that coaching increased goal attainment, resilience, workplace well-being, and decreases depression, stress and enhances organizational change (Sonesh et al., 2015). According to the International Coach Federation (ICF) (2009) after working with a coach, 70% of coachees reported an improvement in his or her job performance, 72% in his or her communication skills and 61% in his or her business management (Sonesh et al., 2015). Thus, this research recognized effectiveness when there were an improvement and increase in specific coaching constructs or in a coachee's goal attainment.

In the business sector, managers are expected to be skilled at coaching his or her staff to enhance employee engagement, wellbeing, performance, and to facilitate organizational and personal change (Wood & Nelson, 2017). Research found in an internal review at Google in

2013 that "being a good coach" was what made an effective manager in the industry world (Milner, 2018). The Harvard Business Review conducted a study and after surveying 140 business and consulting coaches, found that coaches were mostly hired to address toxic behaviors in leadership but recently they were hired previously to develop high-potential performers (Coutu et al., 2009). Within this same survey study, the coaches were divided equally between men and women. 66% of the coaches disclosed that coaching was his or her primary source of income and that the median hourly cost of coaching was $500.

It was reported that a coach can make as low as $200 or as high as $3,500 for coaching sessions. Furthermore, 50% of the coaches had background fields of business or consulting, and 20% of the coaches had experience in the field of psychology. The top reasons coaches were engaged in the coaching field were to develop high potential clients and facilitate the transition with an individual or organization. Other reasons included acting as a facilitator and addressing disruptive behaviors (Coutu et al., 2009).

According to a 2017 Financial Times survey that explored what skills employers were looking for in Master of Business graduates, coaching was highlighted as a high demand but also as being one of the most difficult to recruit (Milner, 2018). Even so, researchers argued that coaching could be a challenge to understand, yet leaders used coaching to improve motivation levels, performance, and enhance satisfaction (Milner, 2018). Coaching in the business sector is evolving rapidly. Consequently, extending the notion that as the business environment becomes complex, companies and individuals will increasingly turn to coaches on how to act and achieve workplace and personal goals (Charan, 2009). The role of a coach is to facilitate a coachee's progress through a systematic process (Grant, 2007). A coach has the unique ability to guide and lead. In the process of coaching it has an individual set a goal, develop a plan of action, begin an

action, monitor his or her performance through observation and self-reflection, evaluate his or her performance and, change his or her actions to enhance performance further (Grant, 2007).

An effective coach is considered an effective leader. Steven Covey, suggested to "give a man a fish, and you feed him for a day; teach him how to fish, and you feed him for a lifetime" (Covey, 2004 p. 256). Moreover, Covey's philosophy advocates an inside-out approach to coaching and developing individuals to increase quality based on habits and principle-centered leadership. Understanding the effectiveness of principle-centered leadership is instinctive and self-evident by natural laws of the universe. Accordingly, the overall art of a competent professional coach involves understanding his or her own emotions and coaching skills as they strive to add value and foster a holistic change in others. Hence, coaching is a way of being and an emotionally intelligent style of management (Macdermott, 2016).

Despite the potential advantages of coaching, there is still the lack of conclusive evidence regarding the effectiveness of coaching (Grant, Passmore, Cavanagh & Parker, 2010). Anyone can identify themselves as a coach because the practice of coaching is unregulated (Grant & Cavanagh, 2011). Thus, when compared to commonly accepted criteria for most professional statuses coaching does not display binding ethical standards. In fact, Seligman (2007) discusses that:

> People who call themselves coaches and get paid for coaching have an enormous range of academic qualifications from none at all to bachelor's degrees in almost anything, to master's degrees in counselling, education, social work, or positive psychology, to doctorates in psychology, medicine, and philosophy. Some have taken face-to-face or telecourses in coaching, but many have not. Some are "accredited" by the self-appointed International Coach Federation, but most are not. The right to call oneself a coach is unregulated. And this is why a scientific and a theoretical backbone is essential. (p. 266).

So, as the field of professional coaching is becoming more of a demand its accreditation is becoming more significant to understand and deem valid (Grant & Cavanagh, 2011). Above

all lack of regulation within the coaching field may reflect the decision for an individual or organization to choose a credible and well-trained coach.

Coaching Skills

Key factors and skills associated with coaching are being researched in a wide variety of applications, including life coaching, education, and business coaching (Grant, 2014). Hence, coaching skills are hardly ever measured (Rostron, 2009). Moreover, previous research has primarily focused on survey data (Gessnitzer & Kauffeld, 2015). For this study, the following coaching facets were explored and measured using the Goal Focused Coaching Questionnaire (GFSCQ):

1. Working Alliance
2. Outcomes of Coaching
3. Solution-Focused
4. Goal setting
5. Managing Process and Accountability

The relationship between coach and client is an essential factor for coaching success (Gessnitzer & Kauffeld, 2015). Even so, the relationship between a coach and client are essential to establish authentic trust. A working alliance is defined as the relationship between a helping professional and a client which is comprised of a shared understanding and agreement of desired outcomes (Bordin, 1979). A working alliance was first established in the field of counseling research (Tamim & Grant, 2013).

Moreover, in a study conducted by Haan et al. (2013), 156 coaches were evaluated via an online working alliance questionnaire and found that their working alliance positively correlated with coaching effectiveness (Gessnitzer & Kauffeld, 2015). Further literary reviews of coaching

reported that working alliance was vital to achieving outcomes (Wilkinson, 2016). Researchers continue to engage in research about the coaching process and its future. Therefore, a working alliance has been found extendable to all helping relationships and fields that seek change in the process and development of achieving a goal (Gessnitzer & Kauffeld, 2015).

Outcomes of coaching is another coaching facet. This facet relates to goal setting and actual goal attainment. Moreover, the outcome of coaching is a critical factor in the coaching process as it ensures that the coachee can value his or her experience as a success or not. Coaching has been effective at improving work-based outcomes, increasing productivity, work attitudes and self-regulation (Fischer & Beimers, 2009). Controversy exists in the literature regarding coaching outcomes. Conclusions surrounding outcome evaluations, in terms of client feedback, indicated that most clients do not report their Return of Investment (ROI) to their coaches after a coaching session (Gale et al., 2002).

The third facet of coaching was a solution-focus approach. It is defined as a process aimed to develop insight and to generate solutions (Whitmore, 2004). The limited empirical literature suggests that solution-focused interventions can be useful in a range of populations (Grant, 2007). Corcoran and Pillai (2009) reported that solution-focused coaching methods had been used efficiently in numerous therapy approaches. Circumstances involving child behavior issues (Corcoran, 2005,) marital difficulties (Zimmerman, Prest & Wetzel, 1997) criminal offending (Lindforss & Magnusson, 1997) and orthopedic rehabilitation (Cock-burn, Thomas & Cockburn, 1997).

Goal setting is the fourth facet, considered important related to the coaching process. According to Grant and Cavanagh (2011), "coaching is a goal-driven activity" (p. 4). A goal is defined as an aim or objective that an individual can achieve within a specific time frame

(Mitchell, 2015). Grant (2003) found that coaching enhances goal attainment. Also, goals are vital and act as a standard to which individuals can evaluate his or her performance as he or she makes progress towards his or her desired outcomes (Locke, 1996). Thus, literature suggested that goals were aligned with an individual's values. Even so, goals are set to be valued by the coachee and monitored by the coach to help a coachee remain specific as well as remaining realistic and attainable (Milner, 2018).

Managing process and accountability is the final coaching facet. This facet requires the coach to make sure a coachee completes any action steps that he or she are held accountable. Moreover, if a coachee fails to meet their performance promptly, it may cause disengagement from the coaching process (Kilburg, 2001).

Measuring Goal-Focused Coaching Skills

Coaching skills are rarely measured (Grant & Cavanagh, 2007). Grant and Cavanagh (2007) developed the Goal-Focused Coaching Skills Questionnaire (GFSCQ) which measures specific competencies of coaching skills. The GFSCQ is a self-report measure of goal-focused coaching skills and assesses the five facets of goal-focused coaching: outcomes of coaching, working alliance, solution-focus, goal setting, and managing process accountability. The scale was considered reliable and valid in measure. In previous research findings, it has a reported Cronbach alpha of 0.906 and test-retest reliability of 0.70 (Grant & Cavanagh, 2007). Past researchers have examined coaching skills using factor analysis and correlational relationships. Thus, prior findings do not report a specific score among a general population since there are few comparable studies within the literature for this coaching scale. As this scale was used in a longitudinal study (Grant & Cavanagh, 2007).

Participants rated themselves on the GFSCQ items using a seven-point scale that require

an average of five to ten minutes to complete. The model contains 12 items that measure the coaching facets. It consists of two items that measure the outcomes of coaching, two items that measure working alliance, two items that measure solution-focus, four items that measure goal setting, and two items that measure managing process and accountability. All in all, the GFSCQ is best used for research purposes to assist individuals who are searching to enhance coaching skills in the workplace (Grant, 2007). Even so, more research and data are needed in the coaching field to enable conclusions regarding coaching skills (Grant, 2007). The items on this scale are shown in Table 3.

Table 3

Goal- Focused Coaching Skills Questionnaire (GFCSQ)

Facet	Item
O	1. My coaching is always effective in helping my coaches reach their goals.
O	2. My coachees do not seem to value the time we spend having coaching conversations ®
WA	3. I know how to create an environment in which coaches feel free to present their own ideas
WA	4. I purposefully use language that shows that I understand my coachees feelings
SF	5. By the end of a coaching session my coaches always have greater clarity about the issues they face
G	6. The goals we set when coaching is always stretching but attainable
G	7. The goals we set during coaching are very important to my coaches
G	8. The goals we set during coaching are often somewhat vague ®
G	9. I am very good at helping my coaches develop clear, simple and achievable action plans
SF	10. When coaching, I spend more time analyzing the problem rather than developing solutions ®
MPA	11.I always ask my coaches to report to me on progress towards their goals
MPA	12.When coaching I find it difficult to address any performances shortfalls directly and promptly®

Note: Facet key: O=outcomes of coaching; WA=working alliance; SF= solution focus; G=goal setting; MPA=managing process accountability ® =Reversed scored. Adapted from the Goal- Focused Coaching Skills Questionnaire (Grant, 2007).

Coaching and Emotional Intelligence

Having the ability to monitor one's own and other emotions, to discriminate among them, and to use the information to guide one's thinking, and actions is emotional intelligence (Mayer & Salovey, 1997). Therefore, to work well with others and contribute effectively to the functioning of an organization, coaches need to be aware of their surroundings, can recognize his or her emotions and identify what it might be like to endure an experience as someone else (Macdermott, 2016). Hence, "Emotional Intelligence helps people connect and communicate effectively, make decisions, manage stress, pressure, and conflict" (Langley & Francis, 2012 p. 3). Even so the process of coaching is that an individual sets a goal, develops a plan of action, begins an action, monitors his or her performance through observation and self-reflection, evaluate his or her performance and, changes his or her actions to enhance performance further (Grant, 2007). Moreover, a coach has the unique ability to guide and lead. All in all, as aligned in this study, coaching is an individual, collaborative, solution-focused and systematic process which aims to enhance performance, self-directed learning and well-being. Furthermore, emotional intelligence is a contributing factor for coaching performance and specific coaching skills are inseparably related to EI (Grant, 2007).

Chapter 3: Methods

Chapter three explains the methods of the study. A quantitative method was used to collect the survey data. This chapter will present the research design and approach, a description of the sample, population, instrumentation, data collection, data analysis, and summary.

Purpose of the Study

The purpose of the quantitative study was to examine the relationship, if any, between emotional intelligence and coaching among professional coaches in the Southeast United States. The study was undertaken to gain a better awareness of prior educational findings and contribute to the scarce research on emotional intelligence and coaching skills that impact the effectiveness of a professional coach.

Research Questions

The following research questions were used to guide the study on emotional intelligence and coaching:

1. What are the emotional intelligence levels of professional coaches in the Southeast United States?
2. What are the coaching skills of professional coaches in the Southeast United States?
3. What is the relationship between emotional intelligence and coaching among professional coaches in the Southeast United States?
4. What is the relationship between demographics (ethnicity, age, gender, highest education level, location/ (state), years of coaching experience) and emotional intelligence among professional coaches in the Southeast United States?

Research Design and Approach

A quantitative research approach is the research design that emphasizes numbers and figures in the collection and analysis of data (Daniel, 2016). According to Bryman (2001) one advantage of a quantitative research approach is the use of statistical data as a tool for saving time and resources. Furthermore, the goal of this research was to examine the relationship between Emotional Intelligence and Coaching. Therefore, the researcher found it most appropriate to use a quantitative approach to examine the relationship among variables for the study.

Sample

The sample in the study were professional coaches located in the Southeast United States. The 12 states included: Alabama, Georgia, Tennessee, Mississippi, Louisiana, Florida, South Carolina, North Carolina, Kentucky, Arkansas, Virginia, and West Virginia. Completed and self-reported data were collected from 100 professional coaches and there were 57 males and 43 females. Moreover, the participants' ages ranged from a minimum of 19 years to a maximum of 74 years of age.

Population

The population of this study applies to professional coaches in the United States. A professional coach for this study is defined as a teacher, speaker, trainer, and entrepreneur who adds value to individuals and organizations through coaching. Thus, life coaches who have experience in education, health, business, and sport represent the overall population and data collected. Life coaching is considered a career that involves having adequate listening skills and the ability to problem solve. Even so there are no legal standards required to become a life coach. However, certification is available through the International Coach Federation (ICF), and other

independent coaching organizations who offer a life coaching certification or credential (Bloom, 2018).

Instrumentation

For this study, the researcher used a trait-based emotional intelligence test designed by Schutte et al. (1998). The Schutte Self- Report Emotional Intelligence Test (SSEIT) has been widely used in research to measure emotional intelligence and has been used extensively in emotional intelligence studies (Ciarrochi, Chan, & Bajgar, 2001; Petrides & Furnham, 2000; Saklofsk et al., 2003 Schutte et al., 2001). The Schutte Self Report Emotional Intelligence Test is also known in some literature as the Assessing Emotions Scale. This instrument asks participants to rate themselves using a five-point scale that requires an average of five minutes to complete the scale. The model contains 33 items. Items on the scale include questions such as "By looking at their facial expressions, I recognize the emotions people are experiencing", and "I can tell how people are feeling by listening to the tone of their voice" (Schutte et al., 1998). The SSEIT consists of ten items that measure the appraisal of emotion in self and others, nine items that measure the expression of emotion, eight items that measure the regulation of emotion in self and others, and six items that measure the utilization of emotion. The sum of all 33 items on the SSEIT creates the total scale score, which can range from 33 to 165. According to Schutte et al. (2010), higher overall scores on the SSEIT indicate more significant emotional intelligence characteristics. Based on Schutte et al. (1998) the mean score across most medium to large samples is around 124 with a standard deviation of around 13. Authors of the scale also report that scores below 111 or above 137 are unusually low or high.

The Goal-Focused Coaching Skills Questionnaire (GFSCQ) is the second instrument used in this study. The GFSCQ is a self-report survey instrument that measure goal-focused

coaching skills and assesses the five facets of goal-focused coaching: outcomes of coaching, working alliance, solution-focus, goal setting, and managing process accountability. The scale was considered reliable and valid in measure. The GFSCQ has a reported Cronbach alpha of 0.906, test-retest reliability of 0.70 and a one-factor scale accounting for 49.78% of the variance (Grant & Cavanagh, 2007). Grant & Cavanagh (2007) have examined coaching skills using factor analysis and correlational relationships. Thus, prior findings do not report a general mean score among a general population and there are few comparable studies within the literature examining coaching skills using this scale. For this research study, participants rated themselves on the GFSCQ items using a seven-point scale (1 = very strongly disagree, 7 = very strongly agree) that required an average of five to ten minutes to complete. The model contains 12 items that measure the coaching facets. It consists of two items that measure the outcomes of coaching, two items that measure working alliance, two items that measure solution-focus, four items that measure goal setting, and two items that measure managing process accountability. All in all, the GFSCQ is best used for research purposes to assist individuals who are searching to enhance coaching skills in the workplace (Grant, 2007).

Both surveys were administered via online software using Qualtrics through an anonymous survey link. Furthermore, participation was voluntary upon receiving access and consenting the survey. Thus, there was no compensation involved. Moreover, a purposive and snowball sampling approach was used to recruit the sample. Purposive sampling is when members of a targeted group are purposively recruited. Whereas snowball sampling is when members of a targeted group are sampled and then asked to help identify other members to sample; hence, this process continues until the researcher has collected enough samples. The permission to collect data was received from Auburn University's Institutional Review Board

(see Appendix A). Lastly, permission was granted from the authors of both survey instruments Drs. Nicola Schutte and Anthony Grant (see Appendix D & E).

Data Collection

An information letter and anonymous survey link were emailed to 348 professional coaches that qualified for the study. However, there were only 100 surveys completed. Thus, this accounts for a 28.7% return rate of surveys collected and completed. Participants who were emailed were asked to share the link with other coaches. Moreover, the researcher received feedback via email from 10% of the participants stating they would extend the research opportunity to others. This data sampling method is called the snowball effect. Snowballing is a common technique used for gathering data, especially in cases where the researcher can ask his or her targeted sample to extend the opportunity to other similar participants to be a part of the study (Ladner, 2010).

Data Analysis

Frank and Althoen (1994) defined descriptive statistics as a numerical index that describes or summarizes some characteristic of frequency or relative frequency distribution. Descriptive statistical analysis was used to obtain a clear understanding of demographics such as gender, race, ethnicity, years of coaching experience, and work location. The data analysis was conducted by using the Statistical Package for Social Sciences software (SPSS, v25). The researcher projected that EI would be positively correlated with scores on the GFCSQ and that there would be a significant positive correlation between emotional intelligence and coaching skills. Statistical analysis and descriptive findings were used to address all four research questions of the study (See Table 4).

Table 4
Research Questions, and Test Statistics

Research Questions	Independent Variable (IV)	Dependent Variable (DV)	Statistical Test Performed	Test Statistics
RQ1.What are the EI levels of professional coaches in Southeast United States?	RQ1. EI		RQ1. One Sample t-test (Two-tailed)	RQ1. A two-tailed t-test examined the overall mean of emotional intelligence.
RQ2.What are the coaching skills of professional coaches in the Southeast United States?	RQ2. Coaching Skill		RQ2. Repeated measure ANOVA Within-Subjects ANOVA	RQ2. An ANOVA with one within-subjects factor was used to determined differences among the five coaching skills: 1. Outcomes of coaching 2. Working alliance 3. Solution-focused 4. Goal Setting 5. Managing process accountability
RQ3.What is the relationship between EI, and coaching among professional coaches in the Southeast United States?	RQ3. Coaching	Emotional Intelligence	RQ3. Pearson correlation matrix & regression	RQ3. A Pearson correlation was performed to test the relationship between EI & Coaching Skills.
RQ4.What is the relationship between demographic and EI among professional coaches?	RQ4. Gender Race Education		RQ4. Linear Regression	RQ4. With many IVs (gender, race, education level) were categorical. State data was discarded as there were too many and some states only had one person representing. Experience, the number of years was criterion coded.

Summary

The methods used in the study were used to determine if any relationship existed between emotional intelligence and coaching. This methods chapter states the purpose of the study, the research questions, and described the choice of methods implemented in this study. It also outlined the population, sample, research design, data collection, and strategies for data analysis. The Auburn University Institutional Review Board granted permission to conduct the study (see Appendix A). Also, permission to use The Schutte Self- Report Emotional Intelligence Test (SSEIT) and The Goal-Focused Coaching Questionnaire (GFSCQ) survey instruments was granted by the authors Drs. Nicola Schutte and Anthony Grant (see Appendix B). Lastly, the examination of the findings from the statistical analyses that were used to answer the research questions will be discussed in chapter four.

Chapter 4: Findings

Chapter four presents the outcomes of this research study. Statistical analysis and descriptive findings were used to address the research questions of this study.

Purpose of the Study

The purpose of the quantitative study was to examine the relationship, if any, between emotional intelligence and coaching among professional coaches in the Southeast United States. The study was undertaken to gain a better awareness of prior educational findings and contribute to the scarce research on emotional intelligence and coaching skills that impact the effectiveness of a professional coach.

Research Questions

The following research questions were used to guide the study on emotional intelligence and coaching:

1. What are the emotional intelligence levels of professional coaches in the Southeast United States?
2. What are the coaching skills of professional coaches in the Southeast United States?
3. What is the relationship between emotional intelligence and coaching among professional coaches in the Southeast United States?
4. What is the relationship between demographics (ethnicity, age, gender, highest education level, location/ (state), years of coaching experience) and emotional intelligence among professional coaches in the Southeast United States?

Sample

The sample in the study were professional coaches located in the Southeast United States. The 12 states included: Alabama, Georgia, Tennessee, Mississippi, Louisiana, Florida, South Carolina, North Carolina, Kentucky, Arkansas, Virginia, and West Virginia. Completed and self-

reported data were collected from 100 professional coaches and there were 57 males and 43 females.

Instrumentation

Using survey instruments with recognized reliability and validity and short completion time were vital advantages of the instrumentation used in the study. Participants were administered two online surveys. One survey, The Schutte Self- Report Emotional Intelligence Test measured Emotional Intelligence. While the second survey, The Goal-Focused Coaching Questionnaire measured specific Coaching Facets. Both surveys were administered via online software using Qualtrics through an anonymous survey link. Reliabilities for the set of scales varied, with a reliability of .79 on the Schutte Self-Report Emotional Intelligence Test and ranging from .25 to .95 on the Goal-Focused Coaching Questionnaire subscales. It is possible that several of the lower reliabilities reported from the coaching subscales may be due to the small number of items on each scale.

Table 5

Cronbach's Alpha Reliability Coefficients for Study Variables

Variable	α	No. of items
Emotional intelligence	.79	33
Appraisal of Emotion	.52	11
Expression of Emotion	.61	9
Regulation of Emotion	.47	6
Utilization of Emotion	.66	6
Outcomes of Coaching	.25	2
Working Alliance	.66	2
Solution Focused	.46	2
Goal Setting	.40	2
Managing Process and Accountability	.95	2

Demographic Descriptive Statistics

For this study, the sample was professional coaches located in the Southeast United States. The 12 states included: Alabama, Georgia, Tennessee, Mississippi, Louisiana, Florida, South Carolina, North Carolina, Kentucky, Arkansas, Virginia, and West Virginia. Completed data were collected from 100 professional coaches and there were 57 males and 43 females. Moreover, the age variable had an average of 48.18 (*SD* = 11.66, Min = 19.00, Max = 74.00). In other words, the average age among professional coaches in the Southeast states was 48 years of age. The youngest age was 19 and 74 years of age being the oldest. Self-reported ethnicity data revealed that 41% of participants were black, 53% were white, and 1% reported as other or Asian ethnicity. Last of all, 23% of Florida coaches and 33% of Alabama coaches were the leading states that accounted for much of the data. The descriptive statistics in the form of frequencies and percentages were calculated for sex, gender, age, work location, education, and years of coaching experience. Descriptive statistics are also presented regarding further demographic variables such as ethnicity, work location, education, and years of coaching experience. See Table 6.

Table 6

Frequency Table for Nominal Variables

Variable	*n*	*%*
SEX		
Male	57	57
Female	43	43
ETHNICITY		
White	53	53
Black or African American	41	41
American Indian or Alaska Native	1	1
Asian	2	2

WORK LOCATION		
AL	33	33
FL	23	23
LA	4	4
GA	15	15
VA	5	5
TN	5	5
AR	2	2
KY	1	1
NC	4	4
SC	3	3
WV	3	3
MS	2	2
EDUCATION		
High school graduate	3	3
Some college but no degree	13	13
Associate degree in college	7	7
Bachelor's degree in college	30	30
Master's degree	33	33
Doctoral degree	13	13
Professional degree	1	1
EXPERIENCE		
0-2 years	27	27
3-5 years	22	22
6-9 years	15	15
10+ years	36	36

Note. Due to rounding errors, percentages may not equal 100%.

Research Questions

The overall purpose of the study was to examine the relationship between emotional intelligence and coaching skills. This section will review the data analysis of four specific questions regarding emotional intelligence and coaching among professional coaches in the Southeast United States.

Research Question One. What are the emotional intelligence levels of professional coaches in the Southeast United States?

A two-tailed one sample *t*-test was conducted to examine the overall mean of emotional intelligence among professional coaches in the Southeast United States as compared to the typical average. The typical average mean score across a general population, using the Schutte Self Report Emotional Intelligence Test (SSEIT) is 124, with a standard deviation of 13 (Schutte, 1998). The sum of all items on the SSEIT creates the total scale score, which can range from 33 to 165. According to Schutte et al. (2010) higher overall scores on the SSEIT indicate more significant emotional intelligence characteristics. Thus, the mean score across most medium to large samples are around 124 and authors of the scale also report that scores below 111 or above 137 are unusually low or high. The results of the two-tailed one sample *t*-test are significant based on an alpha value of 0.05, $t\ (99) = 54.52$, $p < .001$. So, as presented below, in Table 7, the mean score of 250.87 with a standard deviation of 23.27 represents the average among sampled professional coaches from the 12 Southeast States: Alabama, Florida, Louisiana, Georgia, Virginia, Tennessee, Arkansas, Kentucky, North Carolina, South Carolina, West Virginia, and Mississippi. Furthermore, this finding suggests emotional intelligence was greater among professional coaches in the Southeast than the general population. The results are presented in Table 7.

Table 7

Two-Tailed One Sample t-Test for the Difference between Emotional Intelligence and 124

Variable	*M*	*SD*	μ	*t*	*p*	*d*
Emotional Intelligence	250.87	23.27	124	54.52	< .001	5.45

Note. Degrees of Freedom for the *t*-statistic = 99. *d* represents Cohen's *d.*

Research Question Two. What are the coaching skills of professional coaches in the Southeast United States?

A repeated measure analysis of variance (ANOVA) with a one within-subjects factor was conducted to determine whether significant differences existed among the coaching skills of professional coaches in the Southeast United States. As indicated by the Goal Focused Coaching Questionnaire (GFSCQ), there are five specific coaching skills that were measured including: outcomes of coaching, working alliance, solution focused, goal setting, and managing process and accountability. Based on the quantitative analysis, the results were examined using an alpha of 0.05. The *p*-values for the within-subjects factor were reported significant and provided a good confidence level based on actual tendencies of the sample, where F (4, 392) = 112.42, $p <$ .001. In addition, the partial eta-squared ($\eta_p 2$) = 0.53 indicated a strong effect size and that there are large differences from factor to factor regarding the coaching skills in the sample. The researcher also conducted a post-hoc analysis that represents every possible difference between the coaching skills. The mean contrasts applied Tukey comparisons based on an alpha of 0.05. Tukey is a statistical method used in research to test differences among sample mean scores for significance (Salkind, 2010). The analysis indicated that working alliance was the highest coaching skill and outcomes of coaching as the lowest skill. Table 8 presents the ANOVA results. The means of the coaching skills scores of within-subject variables for the repeated measures ANOVA are presented in Table 9.

Table 8

Repeated Measures ANOVA Results

Source	*df*	*SS*	*MS*	*F*	*p*	η_p^2
Within-Subjects						
Within Factor	4	199.68	49.92	112.42	< .001	0.53
Residuals	392	174.07	0.44			

Table 9

Means Table for Within-Subject Variables

	1	2	3	4	5
1. Working Alliance	5.64				
2. Goal Setting	4.89				
3.Solution Focused	4.48				
4.Managing Process and Accountability	4.14				
5.Outcomes	3.81				

Note. **p* < .05, ***p* < .01, ****p* < .001, Means displayed highest to lowest.

Research Question Three. What is the relationship between emotional intelligence, and coaching among professional coaches in the Southeast United States?

Two analyses, a Pearson Correlation matrix and a regression analysis, were conducted to examine research question three. First, the Pearson correlation analysis was conducted among

emotional intelligence and the coaching skills: outcomes of coaching, working alliance, solution focused, goal setting, and managing process and accountability. Thus, Cohen's d standard was used to evaluate the strength of the relationships, where coefficients between .10 and .29 represent a small effect size, coefficients between .30 and .49 represent a moderate effect size, and coefficients above .50 indicate a large effect size (Cohen, 1988). The results of the analysis were examined based on an alpha value of 0.05.

Each coaching skill was assessed for an individual correlation with emotional intelligence and reports as follow. A significant negative correlation was observed, but not expected, between emotional intelligence and *working alliance* (r_p = -0.27, p = .006). Thus, the correlation coefficient between emotional intelligence and *working alliance* was -0.27, indicating a small effect size. Moreover, this correlation indicates that as emotional intelligence increases, *working alliance* tends to decrease. Next, a significant negative correlation was observed between emotional intelligence and *goal setting* (r_p = -0.26, p = .008). The correlation coefficient between emotional intelligence and *goal setting* was -0.26, indicating a small effect size. This correlation indicates that as emotional intelligence increases, *goal setting* tends to decrease. Finally, a significant negative correlation was observed between emotional intelligence and *managing process and accountability* (r_p = -0.23, p = .022). The correlation coefficient between emotional intelligence and *managing process and accountability* was -0.23, indicating a small effect size. This correlation indicates that as emotional intelligence increases, *managing process and accountability* tends to decrease. Above all working alliance, goal setting and managing process and accountability were the best correlates reported that may influence emotional intelligence. The outcomes of coaching and solution focused coaching skills did not contribute to predicting emotional intelligence because they were not significant. Table 10 presents the results of the

correlations.

A linear regression analysis was then conducted to assess whether the coaching variables that appeared significant within the Pearson correlation remained significant. After conducting a backward elimination regression to eliminate the least predictive coaching variables that were among the five coaching skills, working alliance and managing process and accountability were the two coaching variables that were chosen. The first step of the analysis included all five coaching variables, and was significant (F (5, 93) = 2.69, p = .026), as was the second (F (4, 94) = 3.39, p = .012), which had solution focused removed, and the third (F (3, 95) = 4.45, p = .006), which had goal setting removed. However, these regressions were found to be less efficient than the final model, as no significant predictive ability was gained by including solution focused, goal setting, or outcomes of coaching. The model chose the two variables to predict emotional intelligence because they were the most significant variables, as can be seen in the Pearson correlation analysis. Moreover, the results of the linear regression model report significant, F (2, 96) = 5.58, p = .005, R^2 = 0.10, indicating that approximately 10% of the variance in emotional intelligence is explainable by working alliance and managing process and accountability. Therefore, the researcher concluded that the other 90% of the variance in emotional intelligence can be further researched as there may be other factors that may determine a coaches' emotional intelligence.

Working alliance significantly predicted Emotional intelligence, B = -.22, t (96) = -2.34, p = .021 more so than managing process and accountability, which was not significant after controlling for the effect of working alliance. This indicates that on average, a one-point increase of working alliance will decrease the value of emotional intelligence by 3.07 points. Results also indicated that none of the other coaching variables were significantly predictive of emotional

intelligence after controlling for working alliance, as these variables were rejected from the model based on their lack of influence. All in all, working alliance was the main coaching variable that predicted emotional intelligence in professional coaches located in the Southeast United States. Table 10 summarizes the results of the correlations and regression findings.

Table 10

Regression Findings – Backward Regression of Emotional Intelligence on Coaching Variables

Factor	R^2	S.E Estimate	Zero order *r*	Semi-partial *r*	Beta
Full Model	.13*				
Outcomes		1.98	-.08	-.14	-.13
Working Alliance		1.82	-.27	-.16	-.22
Solution Focused		2.13	-.15	.00	.00
Goal Setting		3.11	-.26	-.06	-.07
Managing Process and Accountability		2.01	-.23	-.16	-.16
Restricted Model	.10**				
Working Alliance		1.31	-.27	-.23	-.23*
Managing Process and Accountability		1.92	-.23	-.18	-.18

*$p < .05$. **$p < .01$, ***$p < .001$

Research Question Four. What is the relationship between demographics (ethnicity, age, gender, highest education level, location, years of coaching experience) and emotional intelligence among professional coaches in the Southeast United States?

A linear regression analysis was conducted to assess whether the demographics of the sample shared any type of relationship with emotional intelligence. The researcher criterion coded the years of coaching experience to test its significance without overcomplicating the model, since it would require excessive dummy coded variables. Because some participants selected multiple ethnicities, these variables required dummy coding. The researcher included scale variables or variables that could be treated like scale variables without criterion coding.

After conducting the regression backward stepwise, all the demographics were omitted except years of coaching experience. The results of the first step, which included ethnicity, age, gender, highest education level, years of coaching experience, were not significant ($F(8,91) = 0.90$, $p = .524$). Subsequent steps, which were lengthy due to the number of variables in the model, are presented in Table 11, and show that thought the model improved with subsequent steps, the model never reached a significant *p* value.

Table 11

Results of Stepwise Regression for Demographics and Emotional Intelligence

	df				
Step	Numerator	Denominator	*F*	*p*	Excluded this step
1	8	91	0.90	.524	None
2	7	92	1.01	.432	American Indian or Alaska Native
3	6	93	1.14	.345	Education
4	5	94	1.29	.274	Gender
5	4	95	1.42	.233	White
6	3	96	1.40	.247	Asian
7	2	97	1.68	.192	Age
8	1	98	2.37	.127	Black

Thus, the results of the linear regression model were not significant even at the final stage with only years of coaching remaining, $F(1,98) = 2.37$, $p = .127$, $R^2 = 0.02$, indicating that none of the demographic variables, including the years of coaching experience criterion coded did not explain a significant proportion of variation in EI. Above all, demographics (age, gender, education, work location, ethnicity, and years of coaching experience) do not seem to correlate with EI and these specific background traits do not predict EI within the sample. This finding suggests that there are other factors non reported that may predict emotional intelligence levels of professional coaches in the Southeast United States. Table 12 summarizes the results of the regression model.

Table 12

Regression Findings – Backward Regression of Emotional Intelligence on Demographics

Factor	R^2	S.E Estimate	Zero order *r*	Semi-partial *r*	Beta
Full Model	.07				
Gender		5.06	.09	.05	.05
Ethnicity: White		12.33	.09	-.08	-.20
Ethnicity: Black		12.26	-.11	-.13	-.33
Ethnicity: American Indian or Alaska Native		24.60	.03	.04	.05
Ethnicity: Asian		20.80	-.09	-.15	-.19
Education		1.92	-.01	.06	.06
Experience (criterion coded)		0.70	.15	.13	.13
Age		0.22	-.09	-.13	-.14
Restricted Model	.02				
Experience (criterion coded)		0.65	.15	.15	.15

*$p < .05$. **$p < .01$, ***$p < .001$

Chapter 5: Discussion, Implications and Recommendations

Chapter one presented an overview of emotional intelligence and coaching. It also stated the problem, the purpose, research questions, limitations, and overall significance of the research. Chapter two provided the background history of emotional intelligence (EI), why does EI matter and what competencies make up emotional intelligence. Coaching skills and the importance of coaching was also highlighted. Chapter three overviewed how the research study was conducted identifying the population, sample and methods. Additionally, Chapter four revealed the results of the study and an analysis of the data. Lastly, chapter five will provide the discussion, implications, and recommendations for further research regarding the study.

Purpose of the Study

The purpose of the quantitative study was to examine the relationship, if any, between emotional intelligence and coaching among professional coaches in the Southeast United States. The study was undertaken to gain a better awareness of prior educational findings and contribute to the scarce research on emotional intelligence and coaching skills that impact the effectiveness of a professional coach.

Research Questions

The following research questions were used to guide the study on emotional intelligence and coaching:

1. What are the emotional intelligence levels of professional coaches in the Southeast United States?
2. What are the coaching skills of professional coaches in the Southeast United States?
3. What is the relationship between emotional intelligence and coaching among professional coaches in the Southeast United States?

4. What is the relationship between demographics (ethnicity, age, gender, highest education level, location/ (state), years of coaching experience) and emotional intelligence among professional coaches in the Southeast United States?

Discussion

In the present study, the researcher reported results of research on coaching and emotional intelligence to understand the impact that emotional intelligence may have on the coaching process. The researcher examined the relationship and found significant negative results between emotional intelligence and coaching skills. There were no significant findings among a coach's demographic information and emotional intelligence. More research on emotional intelligence and coaching interventions are recommended for future contributions to the existing literature.

The sample for this study was 100 professional coaches from the Southeast United States. The Southeast states were Alabama, Florida, Louisiana, Georgia, Virginia, Tennessee, Arkansas, Kentucky, North Carolina, South Carolina, West Virginia, and Mississippi. A professional coach was defined in the study as a speaker, teacher, trainer, and entrepreneur who use their skills to add value to individuals. Two surveys, along with a demographic survey, were used to collect the data. The instruments were the Schutte Self- Report Emotional Intelligence Test (SSEIT) and the Goal Focused Coaching Questionnaire (GFSCQ). The SSEIT was used to measure the coach's emotional intelligence level, and the GFSCQ was used to measure the coaching skills or facets of the coaches. Moreover, data was analyzed using the online software Statistical Package for the Social Sciences. Based on the data presented in Chapter four, the following discussions are presented for each research question:

Findings Related to Question One

Research Question one: What are the emotional intelligence levels of professional coaches in the Southeast United States?

The initial assumptions made by the researcher for question one was that the emotional intelligence levels of the coaches in the study would report significant positive results. The results revealed that professional coaches, from the 12 Southeast States: Alabama, Florida, Louisiana, Georgia, Virginia, Tennessee, Arkansas, Kentucky, North Carolina, South Carolina, West Virginia, and Mississippi have an overall mean score of 250.87 with a standard deviation of 23.27. Furthermore, this finding suggests that emotional intelligence was produced by a distribution with a mean score that is greater than the general mean population of 124 and a standard deviation of 13. Thus, the professional coaches in the Southeast United States have a significantly higher emotional intelligence level than the general population. This conclusion emphasizes that the emotional intelligence level of professional coaches in the Southeast is highly regarded among the coaching population for this study. Therefore, based on literature, an individual who possesses a high emotional intelligence knows how to respond to failures, inspire followers, and maintain self-control in critical circumstances (Jager, 2018). Indicating that a coach with high emotional intelligence can impact a coachees success and foster growth (Jager, 2018). The overall results of the findings are presented in Table 7 in chapter four.

Findings Related to Question Two

Research Question two: What are the coaching skills of professional coaches in the Southeast United States?

The researcher reported the coaching skills using descriptive statistics. The assumption was for the five coaching skills to differ and report the value of each skill without error. The

following coaching skills were measured and reported: outcomes of coaching, working alliance, solution focused, goal setting, and managing process accountability. The analysis revealed that there are substantial differences from factor to factor regarding the coaching skills in the sample. Furthermore, the main effect for the within-subjects factor was significant at $F(4, 392) = 112.42$, $p < .001$, providing evidence that there were significant differences between the coaching skills. The researcher also conducted a post-hoc analysis that represents every possible difference among the coaching skills. Above all, the analysis presents well-represented results with the working alliance as the highest coaching skill with a mean of 5.64 and outcomes of coaching as the lowest skill with a mean of 3.81. This conclusion highlights that a coach's working relationship with a coachee is highly regarded over the other coaching facets. Therefore, the relationship between a coach and coachee is an essential factor for coaching success (Gessnitzer & Kauffeld, 2015). Even so, the working relationship between a coach and coachee are essential to establishing authentic trust and fostering growth (Grant, 2007). One other noticeable difference in the results of this study is the outcomes of coaching skill reported as the lowest coaching facet. As compared to an existing study (Grant & Cavanagh, 2007) the results of this study differed in that outcomes of coaching had a significant negative impact in the coaching process as it leaves further assumptions that a coachee, in a certain circumstance, may or may not value his or her experience as a success or not. Coaching has been effective at improving work-based outcomes, increasing productivity, work attitudes and self-regulation (Fischer & Beimers, 2009). Conclusions surrounding outcome evaluations, in terms of coachee feedback, indicated that many coachees do not report their Return of Investment (ROI) to their coaches after a coaching session then could lead to controversy in existing and future literature regarding outcomes of coaching (Gale et al., 2002). Thus, lack of feedback could impact a coach's success.

Based on the findings the overall highlight is that working alliance and outcomes of coaching may be vested in building the reputation of a coach while determining the success of both the coach and the coachee.

Findings Related to Question Three

Research Question three: What is the relationship between emotional intelligence, and coaching among professional coaches in the Southeast United States?

The analysis conducted between emotional intelligence and coaching skills examined the correlations based on an alpha value of 0.05. Each coaching skill was compared with emotional intelligence and reported significant negative correlations. The researcher made assumptions for positive correlations. The correlation coefficient between emotional intelligence and a working alliance was -0.27, indicating a small effect size. Moreover, this correlation indicates that as emotional intelligence increases, working alliance tends to decrease. Furthermore, a significant negative correlation was observed between emotional intelligence and goal setting. The correlation coefficient between emotional intelligence and goal setting was -0.26, indicating a small effect size. Likewise, this correlation indicates that as emotional intelligence increases, goal setting tends to decrease. A significant negative correlation was observed between emotional intelligence and managing process accountability. The correlation coefficient between emotional intelligence and managing process accountability was -0.23, indicating a small effect size. So, the correlation also indicates that as emotional intelligence increases, managing process accountability tends to decrease. Although the results among working alliance, goal setting and managing process accountability reported a significant negative correlation they were the best predictors analyzed that might influence emotional intelligence. Outcomes of coaching and solution-focused coaching skills did not contribute to predicting emotional intelligence because

they were the least significant. Overall the researcher did not expect the above-mentioned results after observing the data findings. Research shows that coaching skills are inseparably related to emotional intelligence (David, 2005; Grant, 2007). Each coaching skill reported among emotional intelligence in this study was a negative significant relationship. The researcher assumed that higher emotional intelligence levels would increase the working alliance however the results revealed the opposite. Moreover, to purposefully be successful as a coach, an individual must be able to regulate his or her own thoughts, feelings and actions before making an impact on a coachee or adult learner (David, 2005). Chapter four presents the overall results of each relationship between emotional intelligence and coaching.

Findings Related to Question Four

Research Question four: What is the relationship between demographics (ethnicity, age, gender, highest education level, location, and years of coaching experience) and emotional intelligence among professional coaches in the Southeast United States?

After conducting the regression, all the demographics were omitted except years of coaching experience. Therefore, the researcher criterion coded the years of coaching experience to test its significance further. Moreover, the results of the linear regression model were not significant, $F(1, 98) = 2.37$, $p = .127$, $R2 = 0.02$, indicating that the years of coaching experience criterion coded did not explain a significant proportion of variation in emotional intelligence. Even so, the overall model did not report any significances among the other individual demographics. The demographics (age, gender, education, work location, ethnicity, and years of coaching experience) does not correlate with emotional intelligence, and these specific background traits do not predict emotional intelligence within the sample. The data for emotional intelligence scores among each state were discarded from the study as there were too many and

some states having only one coach representing while other states had none. Removing the individual state data reduced the number of categorical variables that were tested among emotional intelligence and demographics. Overall these finding suggests that there may be additional factors other than age, gender, education, ethnicity, work location, and years of coaching experience, not reported in this study, that may predict emotional intelligence levels of professional coaches in the Southeast United States. Chapter four summarizes the results of the regression model.

Implications

Preceding research suggests that emotional intelligence is a contributing factor for coaching performance and that specific coaching skills are inseparably related to EI (Grant, 2007). Moreover, "Emotional intelligence helps people connect and communicate effectively, make decisions, manage stress, pressure, and conflict" (Langley & Francis, 2012, p. 3). The results of this study imply that despite the potential advantages of coaching, there is still the lack of conclusive evidence regarding the effectiveness of coaching (Grant, Passmore, Cavanagh, & Parker, 2010). Anyone can identify themselves as a coach because the practice of coaching is unregulated (Grant & Cavanagh, 2011). Thus, the relationship between a coach and coachee are highly regarded, and coaching skills are deemed important (Grant, Passmore, Cavanagh & Parker, 2010).

The researcher suggests the following implications:

- Teachers, speakers, and trainers, who consider themselves as a coach could benefit from this study by understanding and valuing the notion that **e**motional intelligence matters. The value that emotions drive people and people drive performance (Freedman, 2005).

- Most notably, individuals who have a good sense of emotional intelligence skills are more effective at what they do, why they do it, and how they do it. So, another implication for coaches is to unfreeze learning and coach from experience by building activities into a working relationship to best help a coachee or adult learner identify themselves more objectively and free from fixed ideas.
- Experiential techniques is another implication that could enhance the relationship and learning experience of an adult learner and coachee. Group discussions, simulation exercises, role-playing, case methods, field projects, work conferences, and community development are suggestions that can be implied to enhance the coaching process.

Recommendations for Future Research

It was expected that there would be a significant positive difference between demographics on emotional Intelligence as well as a significant positive difference between emotional intelligence and coaching skills. However, the results concluded a significant negative difference among coaching skills and no significance at all regarding demographics and emotional intelligence. So, for the study, the researcher suggests the following recommendations:

- Multisource feedback: ask other people (coachees or clients) what they think of his or her coach. So, instead of using only quantitative self-report methods, the researcher suggests using observer ratings and assessments that may be useful to bring about more new information to report about the coaches of the study. Even so, use a qualitative design approach to include opportunities for written responses, interviews, and further interventions. Thus, this may provide insight

into other factors impacting emotional intelligence and coaching.

- The researcher suggests conducting additional research using professional coaches from other geographic locations. For this study, the population/sample was limited to the Southeast United States. Perhaps recording data internationally or among other locations in the United States will expand and allow the future researcher to explore emotional intelligence and coaching research within a broader range of locations.
- Face to face longitudinal methods is recommended to examine the coaches coaching skills and emotional intelligence. This type of method could survey and evaluate the coach's effectiveness face value through behavioral observations.
- The researcher suggests evaluating the snowballing data method. Snowballing was used to recruit participants for the study. However, this method may have caused response bias in the study.

Conclusion

This study has provided evidence indicating that professional coaches with higher emotional intelligence levels tend to have lower coaching skills in the Southeast United States. Thus, these findings do not represent the general population or align with what the researcher initially assumed. Moreover, the research can be transferrable to explore other coaches from other locations as well as any additional coaching skill that may exist. The researcher of this study made the following initial assumptions:

- The overall mean for emotional intelligence among coaches would report significantly high.
- The coaching skills would differ, and the values of each skill would report

significant and positive without error.

- A positive significant relationship would exist between emotional intelligence and coaching skills.
- A positive significant relationship would exist between emotional intelligence and coaching experience. The remaining demographics such as gender, education level, and race were not assumed to have any correlation.

Although the assumptions mentioned above, and outcomes did not align with what the researcher expected there were still conclusions supported. The main conclusions of these findings are that, while short, survey methods and the use of survey data are convenient in quantitative research. Longitudinal interventions are suggested between a coach and coachee in order to receive a deeper understanding of emotional intelligence and the coaching relationship. Individuals with high emotional intelligence are better leaders and have healthier personal and professional relationships. As a result, "Emotions can help you, and they can hurt you, but you have no say in the matter until you understand them" (Bradberry & Greaves, 2009 p. 7).

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Appendix A
Auburn University IRB Approval (Page 1of 6)

Auburn University Human Research Protection Program

EXEMPTION REVIEW APPLICATION

For information or help completing this form, contact: **The OFFICE OF RESEARCH COMPLIANCE,**
Location: 115 Ramsay Hall **Phone:** 334-844-5966 **Email:** IRBAdmin@auburn.edu

Submit completed application and supporting material as one attachment to irbsubmit@auburn.edu.

1. PROJECT IDENTIFICATION **Date** 03/14/2019

a. Project Title Beyond the Leader: Examining the Relationship between Emotional Intelligence and Coaching among professional coaches.

b. Principal Investigator Sheniqua L. Banks Degree(s) BA, MS

Rank/Title Graduate Student Department/School EFLT/EDUCATION

Phone Number 256-307-4024 AU Email slq0018@tigermail.auburn.edu

Faculty Principal Investigator (required if PI is a student) Maria M. Witte

Title Associate Dean Department/School Graduate School

Phone Number 334-844-0299 AU Email wittemm@auburn.edu

Dept Head Sherida Downer Department/School EFLT/EDUCATION

Phone Number 334-844-3060 AU Email downesh@auburn.edu

c. Project Personnel (other than PI) - Identify all individuals who will be involved with the conduct of the research and include their role on the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting). Attach a table if needed for additional personnel.

Personnel Name _____ Degree(s) _____
Rank/Title _____ Department/School _____
Role _____
AU affiliated? ☐ YES ☐ NO If no, name of home institution _____
Plan for IRB approval for non-AU affiliated personnel? _____

Personnel Name _____ Degree(s) _____
Rank/Title _____ Department/School _____
Role _____
AU affiliated? ☐ YES ☐ NO If no, name of home institution _____
Plan for IRB approval for non-AU affiliated personnel? _____

Personnel Name _____ Degree(s) _____
Rank/Title _____ Department/School _____
Role _____
AU affiliated? ☐ YES ☐ NO If no, name of home institution _____
Plan for IRB approval for non-AU affiliated personnel? _____

d. Training - Have all Key Personnel completed CITI human subjects training (including elective modules related to this research) within the last 3 years? ■ YES ☐ NO

e. Funding Source- Is this project funded by the investigator(s)? ☐ YES ■ NO
Is this project funded by AU? ☐ YES ■ NO If YES, identify source _____
Is this project funded by an external sponsor? ☐ YES ■ NO If YES, provide the name of the sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.
Name _____ Type _____ Grant # _____

f. List other IRBs associated with this research and submit a copy of their approval and/or protocol.

The Auburn University Institutional Review Board has approved this Document for use from 03/22/2019 to -------- Protocol # 18-085 EX 1903

Appendix A
Auburn University IRB Approval (Page 2 of 6)

2. Mark the category or categories below that describe the proposed research:

☐ 1. Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)

■ 2. Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions). **Mark the applicable sub-category below (i, ii, or iii).** 104(d)(2)

■ (i) Recorded information cannot readily identify the participant (directly or indirectly/linked); **OR**

- surveys and interviews: no children;
- educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.

☐ (ii) Any disclosures of responses outside would not reasonably place participant at risk; **OR**

☐ (iii) Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***

☐ 3. Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses (including data entry or audiovisual recording) from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions) **Mark the applicable sub-category below (I, ii, or iii).** 104(d)(3)(i)

☐ (A) Recorded information cannot readily identify the subject (directly or indirectly/linked); **OR**

☐ (B) Any disclosure of responses outside of the research would not reasonably place subject at risk; **OR**

☐ (C) Information is recorded with identifiers and cannot have deception unless participant prospectively agrees. **Requires limited review by the IRB.***

☐ 4. Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimen that have been or will be collected for some other 'primary' or 'initial' activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (I, ii, iii, or iv).** 104(d)(4)

☐ (i) Biospecimens or information and must be publically available;

☐ (ii) Information recorded so subject cannot readily be identified, directly or indirectly/linked; investigator does not contact subjects and will not re-identify the subjects; **OR**

☐ (iii) Collection and analysis involving investigators use of identifiable health information when use is regulated by HIPAA "health care operations" or "research or "public health activities and purposes" (does not include biospecimens (only PHI and requires federal guidance on how to apply); **OR**

☐ (iv) Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.

☐ 5. Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs;(iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs. (must be posted on a federal web site). 104(d)(5) (must be posted on a federal web site)

☐ 6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

New exemption categories 7 and 8: Both categories 7 and 8 require Broad Consent. (Broad consent is a new type of informed consent provided under the Revised Common Rule pertaining to storage, maintenance, and secondary research with identifiable private information or identifiable biospecimens. Secondary research refers to research use of materials that are collected for either research studies distinct from the current secondary research proposal, or for materials that are collected for non-research purposes, such as materials that are left over from routine clinical diagnosis or treatments. Broad consent does not apply to research that collects information or biospecimens from individuals through direct interaction or intervention specifically for the purpose of the research.) **The Auburn University IRB has determined that as currently interpreted, Broad Consent is not feasible at Auburn and these 2 categories WILL NOT BE IMPLEMENTED at this time.**

***Limited IRB review* – the IRB Chairs or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.**

****Category 3 – Benign Behavioral Interventions (BBI)* must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.**

3. PROJECT SUMMARY

a. Does the study target any special populations? (Mark all applicable)

Minors (under 19)	☐ YES ■ NO
Pregnant women, fetuses, or any products of conception	☐ YES ■ NO
Prisoners or wards (unless incidental, not allowed for Exempt research)	☐ YES ■ NO
Temporarily or permanently impaired	☐ YES ■ NO

b. Does the research pose more than minimal risk to participants? ☐ YES ■ NO

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. 42 CFR 46.102(i)

c. Does the study involve any of the following?

Procedures subject to FDA regulations (drugs, devices, etc.)	☐ YES ■ NO
Use of school records of identifiable students or information from instructors about specific students.	☐ YES ■ NO
Protected health or medical information when there is a direct or Indirect link which could identify the participant.	☐ YES ■ NO
Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use.	☐ YES ■ NO
Deception of participants	☐ YES ■ NO

Appendix A
Auburn University IRB Approval (Page 4 of 6)

4. Briefly describe the proposed research, including purpose, participant population, recruitment process, consent process, research procedures and methodology.

The purpose of the study is to examine the relationship between emotional intelligence and coaching among professional coaches. In this study, a professional coach is defined as a teacher, speaker, trainer, and entrepreneur who uses their leadership and coaching abilities to add value to individuals through coaching. The study will seek to gain a better understanding of prior educational findings and contribute to the research on what makes an effective coach. Prior research supports that emotional intelligence helps people connect and communicate effectively,make decisions,manage stress, pressure and conflict (Langley,2012). Thus it is through coaching being used to help people set and reach personal and workplace goals (Grant,2006).Data will be collected through an electronic survey using Qualtrics. The requests to participate in the study will be sent via email addresses to professional coaches in the Southeast United States. The researcher will access email addresses and professional coaches from prior personal networkings as a coach. Sampling methods will include: purposive sampling (coaches are sought after via researchers past and current personal networkings), and snowball sampling (coaches are sampled and then the researcher will ask to help identify other coaches to participate).These methods will aid in receiving additional access and referrals to coaches' email addresses. The researcher has received direct permission via email to utilize two survey instruments in order to collect data: The Schutte Self Report Emotional Intelligence Test (SSEIT) and The Goal Focused Coaching Questionnaire (GFCQ) per the developers/authors Drs. Schutte and Grant of the surveys.(Permission letters/emails are attached with this form). Data will be analyzed using the Statistical Package for the Social Sciences (SPSS).

Research questions are as follows:
1. What are the emotional intelligence levels of professional coaches in Southeast United States?
2. What are the coaching skills of professional coaches in the Southeast United States?
3. What is the relationship between emotional intelligence, and coaching among professional coaches in the Southeast United States?
4. What is the relationship between demographics (ethnicity, age, gender, highest education level, location/(state), years of coaching experience) and emotional intelligence among professional coaches in the Southeast United States?

5. Describe how participants/data/specimens will be selected. If applicable, include gender, race, and ethnicity of the participant population.

The population will be adult coaching professionals. All participants will be 19 years of age or older. Participants will not be pre-screened, based on gender, race, and ethnicity prior to participation in the study. Therefore gender, race, and ethnicity is not applicable at this time. However demographics such as: ethnicity, age, gender, highest education level, location/(state), years of coaching experience will be collected, as apart of the data collection process, in the survey link from Qualtrics.

A professional coach for this study is defined as teacher, speaker, trainer, and entrepreneur who adds value to individuals through coaching. Coaching defined, for this study, is an individual, collaborative, solution- focused and systematic process which aims to enhance performance, self-directed learning and well-being (Grant, 2003).

Appendix A
Auburn University IRB Approval (Page 5 of 6)

6. Does the research involve deception? ☐ YES ■ NO If YES, please provide the rationale for deception and describe the debriefing process.

7. Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life.

N/A

8. Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage.

Data will be collected through an electronic survey using Qualtrics. The requests for participants to participate in the study will be sent via email addresses to professional coaches. The collection process will also include purposive sampling(coaches are sought after via the researchers past and current personal networkings), and snowball sampling (coaches are sampled and then the researcher will ask to help identify other coaches to participate).This collection process/sampling procedure will aid in receiving additional access and referrals to coaches' email addresses. Any data obtained in connection with this study will remain anonymous. All information collected in this study is strictly confidential. The data collected will be grouped with data from other participants on a secure cloud-based software platform; Qualtrics.

9. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).

Survey link from Qualtrics is an anonymous link. Participants will remain anonymous and will not be publicly identified. No personal information will be collected from participants. Demographics such as ethnicity, age, gender, highest education level, location/(state), years of coaching experience will be collected in the survey link, prior to participants completing the actual survey,from Qualtrics. (Actual survey that will be administered is attached to this form).

The anonymous Qualtrics survey link is as follow:

https://auburn.qualtrics.com/jfe/form/SV_cBGcCOjaTJGtue1

Appendix A
Auburn University IRB Approval (Page 6 of 6)

10. Will the research involve interacting (communication or direct involvement) with participants? ■ YES ☐ NO **If YES, describe the consent process and information to be presented to subjects. This includes identifying that the activities involve research; that participation is voluntary; describing the procedures to be performed; and the PI name and contact information.**

An Information Letter will be used as a waiver of consent. (Information Letter attached)

An email will be used to brief the participant on the purpose of the Qualtrics Survey Link and Information Letter. (Verbiage to email is attached)

The survey will be delivered in a survey form via Qualtrics. The survey is comprised of the Information Letter, demographics and surveys. After reading the email and information letter, the participants will be asked to continue to the surveys. By doing so, they will have agreed to participate in the study. No personal identifying information will be collected.

11. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the IRB review of the proposed research. If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, IRB approvals from other institutions, etc.

Information Letter is attached.
Email to be sent to participants is attached.
Survey instruments are attached.
Permission to utilize survey Instruments are attached.
CITI Trainings are attached.

Principal Investigator's Signature Shenigua Banks **Date** 03/14/2019

If PI is a student,
Faculty Principal Investigator's Signature Maria M. Witte **Date** March 20, 2019

Department Head's Signature Sherida Downer Digitally signed by Sherida Downer Date: 2019.03.21 09:45:15 -05'00' **Date**

AU Exemption Form
Version 1.21.2019

Page 6 of 6

Appendix B
Recruiment Letter to Participants

"Beyond the Leader: Examining the Relationship between Emotional Intelligence and Coaching among professional coaches"

*Email to Participants

Dear Participant,

You are invited to participate in a research study to investigate the relationship, if any, between emotional intelligence and coaching. This study is being conducted by Sheniqua Banks, a doctoral candidate and graduate research assistant, under the direction of Dr. Maria Witte, Chair and Associate Dean at Auburn University Graduate School. You are invited to participate because you are a professional coach in the Southeast United States and are at least 19 years of age or older. You will be presented with information relevant to emotional intelligence and coaching and further asked to complete a survey. The survey is available online.

Please take a few minutes to complete this survey by using the link below. If you have any questions about the content of the survey, how the results will be used, or any technical difficulty please contact me, Sheniqua Banks at slg0018@tigermail.auburn.edu or the Office of Institutional Research at irbadmin@auburn.edu or 334-844-5966.

Prompt completion of the survey will be greatly appreciated.

Sincerely,

Sheniqua Banks
Doctoral Candidate and Graduate Research Assistant; Auburn University, Department of Education

Follow this link to the Survey:
https://auburn.qualtrics.com/jfe/form/SV_cBGcCOjaTJGtue1

Or copy and paste the URL below into your internet browser:
https://auburn.qualtrics.com/jfe/form/SV_cBGcCOjaTJGtue1

Appendix C
Information Letter to Participants
(Page 1)

INFORMATION LETTER
for a Research Study entitled
"Beyond the Leader: Examining the Relationship between Emotional Intelligence and Coaching among professional coaches"

You are invited to participate in a research study to investigate the relationship, if any, between emotional intelligence and coaching. This study is being conducted by Sheniqua Banks, a doctoral candidate and graduate research assistant, under the direction of Dr. Maria Witte, Chair and Associate Dean at Auburn University Graduate School. You are invited to participate because you are a professional coach in the Southeast United States and are at least 19 years of age or older. You will be presented with information relevant to emotional intelligence and coaching and further asked to complete a survey. The survey is available online.

What will be involved if you participate? Your participation is completely voluntary. If you decide to participate in this research study, you will be asked to complete an online survey using Qualtrics. Qualtrics is a cloud-based platform operated for distributing web-based surveys. This platform is secure and confidential. Your total time commitment will be approximately 5-10 minutes.

Are there any risks or discomforts? There are no foreseeable risks associated with this study.

Are there any benefits to yourself or others? If you participate in this study, you may/may not personally benefit. However, others may benefit in the future from the data collected in this study.

Will you receive compensation for participating? There is no compensation for completing this survey.

Are there any costs? There are no costs to participants.

Appendix C
Information Letter to Participants
(Page 2)

If you change your mind about participating, you can withdraw at any time by closing your browser window. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Once you've submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University and the Department of Educational Foundations, Leadership, and Technology.

Any data obtained in connection with this study will remain anonymous. All information collected in this study is strictly confidential. The data you provide will be grouped with data from other participants on a secure software platform. Information obtained through your participation will be used to fulfill an education requirement.

If you have questions about this study, please contact Sheniqua Banks at slg0018@tigermail.auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

_____
Investigator Date 03/14/2019

Sheniqua Banks
Print Name

The Auburn University Institutional Review Board has approved this document for use from _____ to _____. Protocol #_____

Follow the link to take the survey:

https://auburn.qualtrics.com/jfe/form/SV_cBGcCOjaTJGtue1

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Appendix D Permission to Use the SSEIT
(Page 1)

Re: Permission to Utilize the SSEIT instrument in research

Sheniqua Banks

Mon 10/15/2018 8:28 PM

To Nicola Schutte <nschutte@une.edu.au>;

You are most welcome.

I sincerely appreciate your permission. Even more so, the attached manuscript chapter regarding scoring, reliability, and validity.

Very respectfully,
Sheniqua Banks

Mrs. Sheniqua Banks, M.ED.
Doctoral Candidate; Adult Education
Program Coordinator, GRA
Truman Pierce Institute
1463 Haley Center
Auburn University

"Leaders must be close enough to relate to others, but far enough ahead to motivate them."
~John C. Maxwell~

From: Nicola Schutte <nschutte@une.edu.au>
Sent: Monday, October 15, 2018 7:01:58 PM
To: Sheniqua Banks
Subject: RE: Permission to Utilize the SSEIT instrument in research

Thank you for your message.

You are welcome to use the Assessing Emotions (SSEIT) scale. Please find attached the manuscript version of a published chapter that contains the scale and background information, including regarding scoring, reliability and validity.

Kind regards, Nicola Schutte

From: Sheniqua Banks <slg0018@tigermail.auburn.edu>
Sent: Tuesday, 16 October 2018 2:00 AM

Appendix D Permission to Use the SSEIT
(Page 2)

To: Nicola Schutte <nschutte@une.edu.au>
Subject: Permission to Utilize the SSEIT instrument in research

Dr. Schutte,

I hope this finds you well. I am very interested in utilizing the SSEIT instrument in my research related to emotional intelligence and coaching. I was hopeful that I might have your permission to use the instrument for research purposes only. Please let me know if I need to complete any information to be able to utilize the instrument in research.

Thank you in advance,
Sheniqua Banks

Mrs. Sheniqua Banks, M.ED.
Doctoral Candidate; Adult Education
Graduate Research Assistant
Truman Pierce Institute
1463 Haley Center
Auburn University

"Leaders must be close enough to relate to others, but far enough ahead to motivate them."
~John C. Maxwell~

Appendix E
Permission to Use the GFSCQ
(Page 1)

Re: Permission to Utilize the GCSQ Instrument for research

Sheniqua Banks

Tue 10/16/2018 3:44 PM

Sent Items

To: Anthony Grant <anthony.grant@sydney.edu.au>;

Dr. Grant,

Thank you so much. I sincerely appreciate your permission. Even more so, the attached papers in reference to the GFSCQ.

Very respectfully,
Sheniqua Banks

Mrs. Sheniqua Banks, M.ED.
Doctoral Candidate; Adult Education
Program Coordinator, GRA
Truman Pierce Institute
1463 Haley Center
Auburn University
334-844-4488

"Leaders must be close enough to relate to others, but far enough ahead to motivate them."
~John C. Maxwell~

From: Anthony Grant <anthony.grant@sydney.edu.au>
Sent: Tuesday, October 16, 2018 8:12:42 AM
To: Sheniqua Banks
Subject: RE: Permission to Utilize the GCSQ Instrument for research

Dear Sheniqua
Please do feel free to use the GFSCQ.
I'm attaching it and some other papers that might be of interest.
All the best with your research.
Tony Grant

PROFESSOR ANTHONY M GRANT *PhD C.Psychol. MAPS*
Director: Coaching Psychology Unit | School of Psychology
THE UNIVERSITY OF SYDNEY

Room 424, First Floor Brennan Building (A18)
The University of Sydney | NSW | 2006 | Australia
T +61 2 9351 6792 | **M** 0413 747 493

Appendix E
Permission to Use the GFSCQ
(Page 2)

E anthony.grant@sydney.edu.au | W www.psych.usyd.edu.au/coach
CRICOS 000268

WINNER
2016 Workplace
Excellence Awards
PRESENTED BY: APS | College of Organisational Psychologists

From: Sheniqua Banks <slg0018@tigermail.auburn.edu>
Sent: Tuesday, 16 October 2018 4:37 AM
To: Anthony Grant <anthony.grant@sydney.edu.au>
Subject: Permission to Utilize the GCSQ Instrument for research

Dr. Grant,

I hope this finds you well. I am very interested in utilizing the GCSQ instrument in my research related to emotional intelligence and coaching. I was hopeful that I might have your permission to use the instrument for research purposes only. Please let me know if I need to complete any information to be able to utilize the instrument in research.

Thank you in advance,
Sheniqua Banks

Mrs. Sheniqua Banks, M.ED.
Doctoral Candidate; Adult Education
Graduate Research Assistant
Truman Pierce Institute
1463 Haley Center
Auburn University

"Leaders must be close enough to relate to others, but far enough ahead to motivate them."
~John C. Maxwell~

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

I know when to speak about my personal problems to others

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

When I am faced with obstacles, I remember times I faced similar obstacles and overcame them

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I expect that I will do well on most things I try

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

Other people find it easy to confide in me

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I find it hard to understand the non-verbal messages of other people*

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Some of the major events of my life have led me to re-evaluate what is important and not important

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

When my mood changes, I see new possibilities

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Emotions are one of the things that make my life worth living

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I am aware of my emotions as I experience them

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

I expect good things to happen

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I like to share my emotions with others

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

When I experience a positive emotion, I know how to make it last

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

I arrange events others enjoy

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I seek out activities that make me happy

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I am aware of the non-verbal messages I send to others

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

I present myself in a way that makes a good impression on others

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

When I am in a positive mood, solving problems is easy for me

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

By looking at their facial expressions, I recognize the emotions people are experiencing

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

I know why my emotions change

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

When I am in a positive mood, I am able to come up with new ideas

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I have control over my emotions

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

I easily recognize my emotions as I experience them

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I motivate myself by imagining a good outcome to tasks I take on

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I compliment others when they have done something well

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

I am aware of the non-verbal messages other people send

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

When I feel a change in emotions, I tend to come up with new ideas

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

When I am faced with a challenge, I give up because I believe I will fail*

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I know what other people are feeling just by looking at them

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I help other people feel better when they are down

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix F
(Schutte Self-Report Emotional Test (SSEIT)

I use good moods to help myself keep trying in the face of obstacles

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

I can tell how people are feeling by listening to the tone of their voice

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

It is difficult for me to understand why people feel the way they do*

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

Appendix G
Goal-Focused Coaching Questionnaire (GFSCQ)

My coaching is always effective in helping my coachees reach their goals

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

My coachees do not seem to value the time we spend having coaching conversations

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

Appendix G
Goal-Focused Coaching Questionnaire (GFSCQ)

I purposefully use language that shows that I understand my coachee's feelings

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

I know how to create an environment in which coachees feel free to present their own ideas

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

Appendix G
Goal-Focused Coaching Questionnaire (GFSCQ)

By the end of a coaching session my coachees always have greater clarity about the issues they face

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

The goals we set when coaching are always stretching but attainable

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

Appendix G
Goal-Focused Coaching Questionnaire (GFSCQ)

The goals we set during coaching are very important to my coachees

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

The goals we set during coaching are often somewhat vague

- 1=very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

Appendix G
Goal-Focused Coaching Questionnaire (GFSCQ)

I am very good at helping my coachees develop clear, simple and achievable action plans

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

When coaching, I spend more time analysing the problem rather than developing solutions

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

Appendix G
Goal-Focused Coaching Questionnaire (GFSCQ)

I always ask my coachees to report to me on progress towards their goals

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= agree
- 6= strongly agree
- 7= very strongly agree

When coaching I find it difficult to address any performance shortfalls directly and promptly

- 1= very strongly disagree
- 2= strongly disagree
- 3= disagree
- 4= neither agree nor disagree
- 5= strongly agree
- 6= strongly agree
- 7= very strongly agree