

Chapter 1

Emotional Literacy and Coaching Presence

Çiçek Topçu

 <https://orcid.org/0000-0002-9273-2529>

Antalya Belek University, Turkey

ABSTRACT

Our study aims to make the connection between the presence of a coach and emotional literacy more visible and to provide an overview of the perspective on this issue. For this purpose, it is emphasized that the coach, as a person who helps the individual to realize what he/she expects and desires from life in line with his/her own values and goals and who acts as a companion by using coaching skills and tools at the points where the individual is in a dilemma and on the issues he/she wants to clarify, is obliged to be a good emotional literate and that this turns into the output of a mutual process. In this way, the presence of the coach, who keeps emotional literacy at the core focus of holding on to the moment and awareness, multiplies its visibility.

INTRODUCTION

In effective communication, the presence of the coach is not single element but a holistic one. The presence of the coach becomes visible through the alingment of the physical, mental and emotional equations shared with the client at that moment; in other words, the intention to achieve a holistic balance between the coach and the client. In effective communication, the coach is aware of the dynamics between the client and the coach. With this awareness, the coach perpetuates the dynamics with

DOI: 10.4018/979-8-3693-7959-2.ch001

alternative starting points such as raising awareness in the client, shaping the client's perception of reality and contributing to the client's maximum emotional skills.

Here, the importance of emotional literacy, in which attitudes and behaviors are thought to directly and indirectly affect the individuals who make up the society, comes to the fore. Being emotionally literate means being able to determine which emotions one's self and others have, and having the ability to understand the power and source of emotions. The liberation of the individual from the emotions created by the past and the future depends on both the coach and the client being emotionally literate. In this sense, the coach, as an adult emotional literate, continuously develops himself/herself and mirrors this development on the client. At the same time, the coach becomes a person who contributes to the development of the client in this direction.

Our study presents a view of the strong link between emotional literacy and coaching. Emotional literacy, which is among the types of literacy and exists as the most fundamental element in interpersonal relationships, is directly related to knowing emotions in a way that improves our personal power, quality of life and the quality of life of the people around us. With this in mind, this section, which aims to offer some ideas on emotional literacy and the presence of a coach, will provide a general framework on the subject. For this purpose, the first part of the study will focus on emotional literacy, the second part on coaching and the presence of a coach, and finally the dual relationship between the two will be described.

BACKGROUND

Reading Emotions or Emotionally Literate

The phenomenon of literacy, which comes into existence through the interaction of basic science fields such as theory, practice, linguistics, sociology, psychology, history, anthropology and communication, is at the center of all fields (Barnfather & Amod, 2012: p.599). The type of literacy that focuses on the emotional state of the individual is emotional literacy (Akçin, 2019, p.25). Claude Stainer makes the most powerful explanation about emotional literacy. Emphasizing that he is aware of the importance of emotions in human life, Stainer states that being able to express it is an element of great power. With this in mind, the most important feature of emotional literacy is to express the power of the individual and to manage this

8 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/emotional-literacy-and-coaching-presence/373751

Related Content

Case Study as a Method of Qualitative Research

Naila Iqbal Khan (2022). *Research Anthology on Innovative Research Methodologies and Utilization Across Multiple Disciplines* (pp. 452-472).

www.irma-international.org/chapter/case-study-as-a-method-of-qualitative-research/290806

Crafting an Effective Research Proposal

Kumari R. Krishna (2025). *Enhancing Research Output in Higher Education: Research Proposals, Profiles, and Publishing* (pp. 291-320).

www.irma-international.org/chapter/crafting-an-effective-research-proposal/365973

Effectively Applying System Analysis and System Thinking in Six Sigma Environments

Brian J. Galli (2019). *International Journal of Strategic Engineering* (pp. 9-21).

www.irma-international.org/article/effectively-applying-system-analysis-and-system-thinking-in-six-sigma-environments/230934

Continuous Improvement, Six Sigma and Risk Management: How They Relate

Brian J. Galli (2020). *International Journal of Strategic Engineering* (pp. 1-23).

www.irma-international.org/article/continuous-improvement-six-sigma-and-risk-management/255139

Exploring the Profile and Behavior of Visitors to Crete

Oumayma Mzoughi, George Baltasand George Baourakis (2021). *International Journal of Strategic Engineering* (pp. 55-67).

www.irma-international.org/article/exploring-the-profile-and-behavior-of-visitors-to-crete/269717