

M.T.S

Coaching Skills

SCALING - AN EQ MODEL
ENABLING PUPIL'S TO SEARCH
THEIR EMOTIONS
(B E I N G)



S - E - A - R - C - H
M O D E L

Scaling - S E A R C H Model

Scale

Explore

Analyse

Respond

Conclude

How

Scaling is an extremely effective self-evaluation technique that can help your learners to develop their own awareness of how their emotional responses and thought processes impact on their driving and increase their emotional intelligence (EQ).

Scaling is a very powerful method of eliciting feedback from your clients, enabling them to search their thoughts and feelings comprehensively so that they understand their influence and develop strategies to cope in a post-test environment.

Scaling can enable pupils to SEARCH for the answers to their inner-motivations if you follow this feedback model....

Lee Jowett

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S - Scale (0-10 etc)

Question : On a scale of 0-10 where 0 is (no emotion) and 10 is (Total emotion) where were you/are you currently

This gives the learner the opportunity to reflect on their emotion. You should not pass judgement to their mark, either low or high, nor should you attempt to fix the 'issue' for the pupil. If you are talking retrospectively then put the pupil back to the exact moment with your question. How....did you feel as you entered the junction etc. Fill in the with the exact same language that the pupil uses. Language is essential and changing the emotion being evaluated by simply applying your own descriptor could have a massive impact.

The next step explores the emotion further....

Case Study Scale

Miss A had gone into a major junction on a dual carriageway and correctly held back for oncoming traffic. Then attempted to set off into the path of a HGV. Once pulled up she confessed that when she entered the junction she started to 'Panic'

'Can you scale the panic on a Scale of 0-10 where 0 is no panic and 10 is complete panic

Her response....When I first entered I was about a 5 but when I went to go it was a 10.



E-EXPLORE THE EMOTION

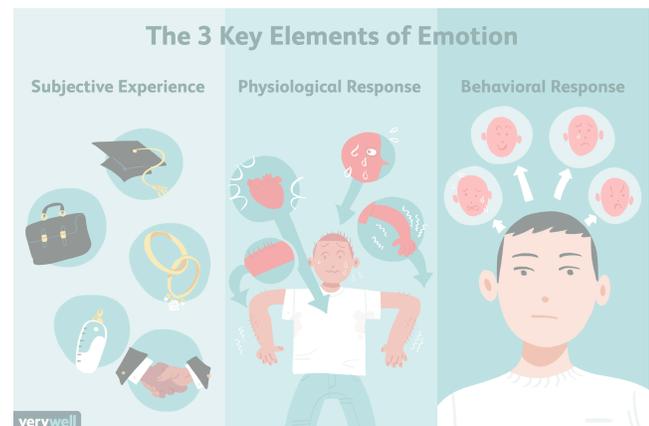
Question : Explain how that felt, what did it look like, how did it affect you?

This step is about your pupil gathering evidence which will help them to be more aware of the changes. How to recognise the emotion and understand its impact.

If your pupils are aware of how an emotion feels, when it starts, as it increases, the impact it has on their body language, physiological responses and ability to process then it can begin to close the gap between emotional response and rational thought. The quicker they become aware the less time they spend at risk and the less the feeling can manifest.

Case Study Explore

Miss A had scaled the panic at a 5 on the approach and said that it grew in the junction to a 10. She stated that she could recognise the panic on the approach to the junction as she started to tense up and her thoughts turned to the fact that it was busy. In the junction she could recognise the growth as she began to go cold and was not able to focus.



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A - ANALYSE THE IMPACT

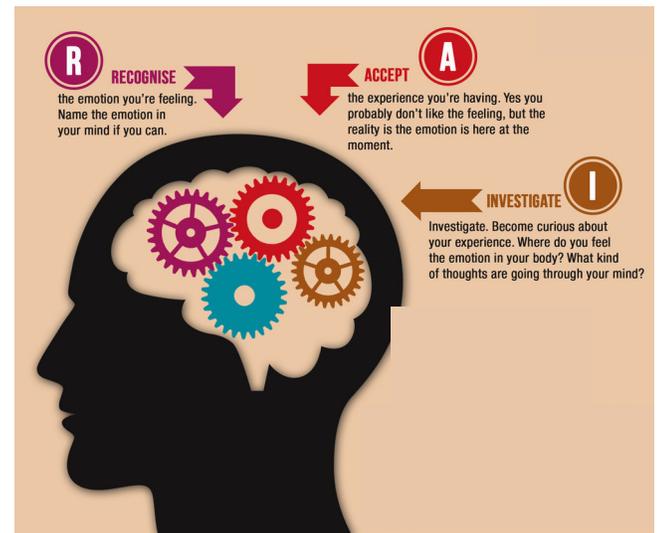
Question : What is different when you feel this way.
What difference did it make to what you did.

This step looks to help the pupil to make comparisons between their behaviour in their normal emotional state and the difference under an extreme emotive motivator.

Analysing the impact that the emotion had can help them to understand how they need to respond conciously and to be aware of the potential risks of reacting emotionally rather than rationally.

Case Study Analyse

Miss A noted that when she panics...She takes RISKS that she wouldn't usually take. She considered her responses outside of the car in day to day life and accepted that this is part of her make up. She accepted the increased risks when driving and that the potential consequences can be life-threatening



R- RESPOND TO THE EMOTION

Question : What would be different if you were lower on the scale? How can you respond?

This step is about the learner visualising the same scenario under a more normal emotional state. So that they can clearly picture how they would behave differently. In this way they can break the emotion by changing the behaviour as soon as they recognise the state.

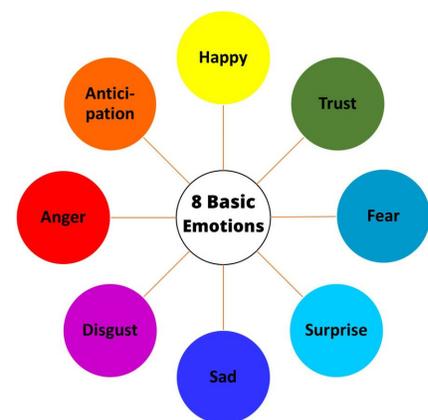
By considering a response they can form coping strategies that will help them to modify their behaviour.

Case Study Respond

Miss A decided that she would like to focus on some smaller junctions where she would be 'fine'. So that she could consider what is different about the way she behaves when she feels fine which in turn she felt would help her to respond to 'panic' better in future.

She recognised times in life where she modifies her behaviour in certain settings even when she panics.

Understanding her behaviour consciously when feeling fine helped her to plan her behaviour in future when she panics.



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C-CONCLUDE

Question : What will work for you? What doesn't work for you?

This step is about piecing together the evidence and experience to decide what the individual needs to do. Everybody has different ways of controlling their emotions and their own experiences of modifying their behaviour when circumstances dictate. Everybody will fit differently along the scale and while to some a slight change in their emotions can have a huge impact, others can display typically normal behaviour under a high level of emotion, often because they have learned to do so in life on a regular basis.

Case Study Conclude

Miss A concluded that in order to manage her emotions better, first of all she needed to recognise when they were changing. Her first clue would be her body language. The next would be her thoughts and losing focus, if very high levels of panic she would feel cold. She decided that her first step was to change her behaviour, to consciously take time and not rush or risk anything. In the event of extreme panic her strategy would be to pick the safest and easiest option in that situation

Conclusion

“ Unless you learn what makes you tick and how your personal style features affect you in every situation, you have no chance of controlling your behavior, let alone preventing your emotions control you. But when you know yourself , your core features, your strengths and weaknesses, your boundaries, your breaking points, you can develop strategies to prevent going over the edge.....”

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H - HOW WILL YOU DO THIS

Question : How will you adapt in the moment?

The final stage is about forming the coping strategies to enable the pupil to adapt in the moment and encouraging them to take responsibility. Through self-awareness developed by working through the model, we become hightened around our awareness of our emotional responses.

As a result it becomes easier to choose the behaviours that we want to exhibit, to control our behaviours rather than having them control us.

Pre-planning strategies to cope and being aware of the triggers, the changes in self and the impact on thoughts, focus and behaviour can enable an individual to stay in control, rather than lose control. Our emotional responses are 5 times quicker than our rational thoughts.

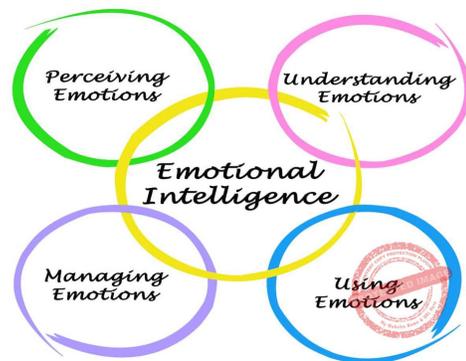
Using this scaling model can close the gap by enabling your pupils to SEARCH themselves for awareness and answers.

Case Study How

Miss A decided that through the experience and reflection on her response to the 'panic' together with her experience in quieter junctions that she must feel the same way in each situation.

Returning to the busy junction with a focus on feeling 'fine' on approach, Miss A relaxed her body language and focussed her thoughts on gaps.

She recognised the benefits of taking control rather than being controlled. The potential consequences were unthinkable as she would mainly be in the car with her daughter day to day.



Lee Jowett

EQ Scaling Model

S

Scale. (0-10 etc)
Insert pupil's emotion

Question

On a scale of 0-10 where 0 is (no emotion) and 10 is (Total emotion) where were you/are you currently

E

Explore the emotion

Question

Explain how that felt, what did it look like, how did it affect you?

A

Analyse the impact

Question

What is different when you feel this way. What difference did it make to what you did.

R

Respond to the emotion

Question

What would be different if you were lower on the scale? How can you respond?

C

Conclude

Question

What will work for you? What doesn't work for you?

H

How will you do this?

Question

How will you adapt in the moment?