

Tailoring Coaching for Master's Students by Using Emotional Intelligence and Values Analysis

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Abstract

This paper investigates creating and applying personalised team coaching methods for master's degree students, aiming to enhance academic results, life quality, and intra- and interpersonal connections through emotional intelligence (EQ) predictors and core values. Participants assessed their EQ profiles, which were quantitatively analysed alongside core values identified during team coaching sessions. These values were qualitatively reviewed and linked to the EQ findings. Multiple regression analysis assessed the impact of life events, academic stress, and personal stressors on EQ scales. Results showed personal stressors significantly affected EQ scales related to social interactions, highlighting the importance of social support in stress management. Students reported increased self-awareness, self-regulation, and improved team dynamics from the coaching sessions. Activities like the card game icebreaker and EQ profile discussions helped students better understand personal and team values. Coaching interventions, including mindfulness, empathy, and resilience training, were introduced to enhance critical aspects of EQ. Aligning EQ profiles with core values improved performance, contentment, team unity, and motivation, while misalignments increased stress and reduced efficacy. This study offers a structured approach for personalised coaching strategies, addressing emotional competencies and supporting overall well-being and academic achievement. Future research should expand the participant base, include objective EQ measures, and evaluate the long-term effects of these interventions.

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1. Introduction

1.1. Background

Emotional intelligence (EQ) has garnered significant attention in psychological research due to its profound impact on personal and professional domains. This section explores EQ, covering its definition, predictors, applications, and effects on various aspects of life and work. Emotional intelligence, coined by Mayer and Salovey (1993), refers to the ability to perceive, understand, manage, and regulate emotions. Goleman (2001) expanded on this concept by emphasising its relevance to organisational leadership and performance, indicating that individuals with higher EQ exhibit better mental health, job performance, and leadership skills. O'Boyle et al. (2011) affirmed EQ as a superior predictor of success compared to IQ or technical skills, confirming the idea proposed by Cooper and Sawaf (1998), elucidating the critical role of emotional intelligence in leadership. The Cooper and Sawaf (1998) EQ measurement framework offers actionable strategies for improving leadership efficiency and organisational performance; since focusing on emotion management, trust building, and influence, organisations can leverage EQ to enhance teamwork and overall performance. Pirsoul et al. (2021) examined EQ's impact on career-related outcomes and found significant associations between EQ and career outcomes, including adaptability, decision-making, entrepreneurship, satisfaction, commitment, and turnover intentions. EQ exposure thus positively influences students' career-related outcomes, equipping them with valuable skills for their professional journeys. Several factors contribute to the development of EQ, including cognitive ability, personality traits, and early life experiences (Fiori et al., 2023; Valverde-Janer et al., 2023), identifying individual value systems as pivotal in shaping EQ. Schwartz's Theory of Basic Values (2012) outlines ten broad values (self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence, and universalism) influencing behaviour, with congruence between personal and organisational values, in this instance, values of the Master's student cohort, associated with higher job satisfaction and reduced turnover. Postgraduate education studies highlight the significance of EQ and values in academic and professional success, such as Dinçer and Aksoy (2020), who emphasised the argument of Senge (1990) on the importance of values education in fostering a welfare-oriented mindset among students, while Green et al. (2019) underlined the correlation between students' value orientations and self-efficacy beliefs, advocating for educational environments aligned with personal values. Tailored coaching interventions enhance individuals' EQ by addressing their specific needs (Grant, 2003; Grover & Furnham, 2016). Grounded in adult learning and behavioural change theories, tailored coaching interventions often involve goal setting, feedback, and practice to develop emotional competencies (Grant, 2014; Louis & Diochon, 2014; Smither, 2011). When grounded in cognitive behavioural and positive psychology frameworks, tailored coaching interventions can facilitate effective work-related outcomes (Wang et al., 2022), who found that integrative coaching approaches, combining different frameworks, yielded better

results, including coachees' psychological well-being. When coaching is done individually, it focuses on development and enhancing emotional intelligence (Goleman, 1995). Since it involves one-on-one sessions that delve into personal goals, strengths, and areas for improvement. During individual coaching sessions, coaches provide personalised strategies to help individuals enhance their EQ. Team coaching, on the other hand, targets collective emotional intelligence and group dynamics (Boyatzis & McKee, 2005) and fosters collaboration, communication, and mutual understanding among team members. With team coaching, the goal is to improve the team's emotional intelligence and overall performance. In this study, team coaching interventions were implemented. In conclusion, EQ plays a crucial role in personal and professional development, influencing various aspects of life and work. By understanding the factors influencing EQ, implementing tailored coaching interventions, and integrating EQ into education and organisational practises, individuals and organisations can harness the power of emotional intelligence for improved outcomes and success.

1.2. Problem Statement

The study addresses the challenge of understanding how new living and study environments affect the emotional intelligence (EQ) profiles of master's students. Additionally, it investigates how these EQ profiles influence students' quality of life, relationships, and academic performance and seeks to develop effective team coaching interventions to enhance these outcomes. The study also explores the qualitative relationship between individual values and EQ profiles to comprehensively understand students' emotional and psychological adaptation to their new environment.

1.3. Research objectives

The research objectives of this study are presented as research themes below:

Impact of Environment on EQ: To determine how living and study environment changes affect the EQ profiles of master's students in Industrial Psychology.

EQ Profiles and Outcomes: To assess the impact of students' EQ profiles on their perceptions of quality of life, relationships, and academic performance.

Developing Coaching Interventions: To develop and implement tailored team coaching interventions based on a detailed analysis of EQ profiles informed by scholarly literature and best practices.

Exploring Values and EQ: To explore the qualitative relationship between individual values and EQ profiles, providing insights into how values influence emotional intelligence and related outcomes.

These objectives aim to provide a structured approach to understanding and enhancing students' emotional and academic well-being through tailor-made team coaching interventions and comprehensive analysis of their emotional intelligence and values.

2. Literature Review

2.1. The Role of EQ and Individual Value Systems in Team Coaching

Ciarrochi et al. (2000) and Joseph and Newman (2010) confirmed that Emotional Intelligence (EQ)-related coaching interventions are more effective for individuals with high EQ than those with low EQ. However, effective coaching should focus on emotional intelligence (EQ), which enables individuals to perceive, understand, and regulate emotions as a core competency for the individual and team. While coaches often emphasise the improvement of EQ, it is crucial to customise coaching strategies according to individual needs. As such, coaches should effectively connect with students, understand their emotions, and guide them through individualised coaching strategies (Ciarrochi et al., 2000; Joseph & Newman, 2010;). In this study, in team coaching for master's students, coaches focused on improving team dynamics by enhancing team members' EQ since effective communication, conflict resolution, and collaboration depend on EQ competencies. Understanding value systems is vital in team coaching since individual value systems influence behaviour, decision-making, and interpersonal interactions. During team coaching, coaches help master's students explore their core values, aligning personal values with professional goals to enhance motivation and satisfaction. Coaches additionally foster authenticity and ethical behaviour by guiding students to make decisions congruent with their values (Boehnke & Hanke, 2022). Facilitating team coaching discussions on shared team values helps to align members' values, thereby improving cohesion and performance. Balancing individual aspirations with team goals while acknowledging personal values is essential for contributing to team success. In the team coaching for master's students, coaches focused on EQ competencies, facilitating discussions on shared values, and balancing individual and collective goals since aligning personal values with professional objectives fosters authenticity and ethical decision-making, which further plays a pivotal role in fostering self-awareness, empathy, and alignment with team values (Boehnke & Hanke, 2022; Joseph & Newman, 2010). Since coaches play a crucial role in fostering self-awareness, empathy, and alignment with shared team values, ultimately leading to self-development through self-awareness and self-regulation (Avolio & Luthans, 2006; Avolio et al., 2012), the conclusion can be made that students would greatly benefit from team coaching interventions that integrate EQ and values.

2.2. Potential Benefits of Coaching Master's Students

Academic institutions increasingly integrate coaching into professional development initiatives, and master's students should not be excluded. Team coaching can elevate postgraduate academic performance from below average to above average (Guo et al., 2021). Research in applied behavioural science emphasises the positive impact of coaching as a form of reinforcement, leading to more constructive outcomes than harmful reinforcement methods (Gonsáles, 2023). The collaborative and

less intimidating nature of coaching resonates well with academics (Rathmell et al., 2019). Gonsáles (2023) advocates for coaching as a professional development initiative, sensitising coachees to enhance their skills and proactively adopt improved approaches. A high-trust coach-coachee relationship accelerates learning through reflection and feedback, helping coachees find their voice in professional development and gain critical competencies for effective change management (Ellinger & Ellinger, 2021; Green & Palmer, 2018). Individual and team coaching thus empowers students to explore issues impacting efficiency, review processes, and find suitable solutions to cope with their studies (Burleigh et al., 2023), provided these coaching sessions are built on confidentiality, trust, vulnerability, and non-judgmental support (Love, 2021; Terblanche & Heyns, 2020).

2.3. The Present Study

This study focuses on understanding how the new living and study environments of master's students influence their emotional intelligence profiles, which consequently influence students' academic performance, quality of life, and interpersonal relationships. This study aims to develop team coaching interventions to increase students' emotional intelligence profiles while enhancing their academic performance, quality of life, and interpersonal relationships. Students' adaptation to their new living and study environments is also examined by inspecting the relationship between student's emotional intelligence profiles and individual value systems.

3. Research Methodology

3.1. Mixed-Methods Approach in Team Coaching for Master's Students

Recent studies have highlighted the efficacy of mixed methods in providing a holistic view of coaching outcomes, allowing for the integration of diverse data types to support comprehensive analysis (Fetters, 2020; Harrison, 2018). This study thus employs a mixed-methods approach to enhance team coaching interventions. Quantitative and qualitative research methods were combined to comprehensively understand coaching effectiveness, emotional intelligence (EQ), and individual value systems. Nineteen master's students in Industrial Psychology participated in this study, and their diverse backgrounds and experiences enriched the data collected. Team coaching sessions were held from February to April 2024 to provide initial support for students. There were three teams with five members each and one team with four members.

The primary author, the team coach, facilitated the coaching sessions, while the co-author, the Programme Manager, provided logistical guidance. The team coaching sessions, consisting of five students and the coach, were collaborative and allowed each student to participate individually and as part of the team. The collaborative nature of team coaching resonated well with the students, creating

a safe space for exploration and growth. In the third team coaching session, we administered EQ scales Cooper and Sawaf (1998) developed to assess EQ quantitatively, measuring self-awareness, empathy, and social skills. The EQ scales consist of (a) *Emotional Literacy*: Which measures self-awareness, self-regulation, and recognising emotions in oneself and others; (b) *Emotional Fitness*: which Assesses resilience, stress management, and emotional balance; (c) *Emotional Depth*, Evaluates empathy, motivation, and the ability to form deep connections with others; and (d) *Emotional Alchemy*: The ability to transform emotions and leverage them for problem-solving and innovation. These scales collectively cover various facets of emotional intelligence, providing a comprehensive assessment tool (Cooper & Sawaf, 1998). The EQ scales will again be administered in session eight to allow us to compare pre-and post-coaching EQ scores to identify improvements resulting from the coaching intervention.

Drawing insights from Peter Senge's work (Senge, 1990) and through open-ended coaching questions and reflective journals, the coach and students explored how students perceived their values and how they impacted their team interactions. The open-ended interviews required students to answer the following questions: (a) *Self-Reflection*: What personal goals and values do you bring to your academic and teamwork? How do your values influence your behaviour and decisions within the team?; (b) *Vision and Reality*: How do you align your vision with the team's goals? Can you describe a situation where your values either helped or hindered the team's progress?; (c) *Mental Models*: What assumptions do you hold about teamwork and collaboration? How do these assumptions affect your interactions and contributions within the team?; (d) *Feedback and Adaptation*: How open are you to feedback that challenges your existing mental models? Can you provide an example of how you adapted your behaviour or perspective based on team feedback?; (e) *Shared Vision*: How do you contribute to creating and sustaining a shared vision within your team? What steps do you take to ensure that your values align with the team's shared vision?; (f) *Inspiring Others*: How do you motivate your team members to commit to the shared vision? Can you share when you successfully aligned your values with the team to achieve a common goal?; (g) *Team Learning*: How do you foster an environment of continuous learning and collaboration in your team? What role do your values play in facilitating team learning and collective problem-solving?; (h) *Conflict Resolution*: How do you approach conflicts within the team that arise from differing values or perspectives? Can you describe when conflict resolution led to a deeper understanding and more robust team cohesion?; (i) *Systems Thinking*: How do you perceive the interconnections between individual actions and team outcomes? What strategies do you use to ensure that your actions positively contribute to the team's overall system?; and (j) *Holistic View*: How do your values help you see the bigger picture in team projects? Can you explain how systems thinking has helped your team overcome a challenge?

These questions elicit deep reflections and insights from students about their values and their impact on team dynamics, drawing from the principles outlined in Peter Senge's "The Fifth Discipline" (1990). The qualitative data provided depth and context, allowing us to uncover underlying motivations and belief systems. We then integrated the quantitative and qualitative data to triangulate the results and gain a holistic view of the impact of team coaching by comparing EQ scores with narratives about value shifts.

3.2. Ethics

We have obtained ethical clearance from the institutional Research Ethics Committee (IPPM-2024-865) to use EQ and individual values data gathered during team coaching sessions with master's students. We have invited students to join the study voluntarily and assured them they could withdraw without repercussions. They were asked to sign a consent form and provided an information sheet detailing the research process. We addressed any questions or requests for additional information. To protect confidentiality and anonymity by the Protection of Personal Information Act (Act 4 of 2013), no names or identifying information were disclosed in the reporting of findings. Participants were not subjected to any harm, and we informed them of available support and counselling services to address any negative consequences.

4. Research Findings

The study aimed to develop and implement tailor-made team coaching interventions for master's students. Four objectives framed our research: (1) determining the impact of students' new living and study environment on their emotional intelligence (EQ) profiles; (2) determining the impact of students' EQ profiles on students' perceptions of their quality of life, relationships, and academic performance; (3) developing and implementing suitable team coaching interventions based on a detailed analysis of EQ profiles related to scholarly literature and practitioner excellence; and (4) exploring the relationship between individual values and EQ profiles qualitatively. The first team coaching session focused on getting to know each other. Participants provided and reflected during their second team coaching sessions on a self-assessment of their EQ profiles (quantitative data). In the third session, students identified their values and reflected on the relationship between their EQ profiles and values (qualitative data). This data offered valuable insights into students' challenges in adapting to a new study environment, its impact on their performance, and the role of their values in their academic advancement. The study results will be presented in alignment with the research objectives.

4.1. The Impact of Living and Studying Conditions on Students' EQ Profiles

The first step was to investigate whether changes in students' study and living environment (life events, work pressures, and personal satisfaction) respond to students' EQ profiles, as Cooper and Sawaf (1998) proposed. Multiple regression analysis was used to regress new study and living environments (independent variables) onto EQ scales (dependent variables). The following hypotheses were explored:

(H₀): Scales 1 (Life Events), 2 (Study Pressures and Satisfactions), and 3 (Personal Pressures and Satisfactions) have no impact on Scales 4 to 17, which measure students' EQ.

(H₁): Scales 1 (Life Events), 2 (Study Pressures and Satisfactions), and 3 (Personal Pressures and Satisfactions) have a significant impact on Scales 4 to 17, which measure students' EQ.

In addition, appropriate team coaching interventions substantiated by academic literature and best practices conveyed by coaching experts were identified. The significant results are shown in Table 1.

Table 1: Significant Impact of Living and Studying Conditions on Students' EQ Profiles

Scale	Average ± SD	Life Events Coefficient	p- value	Study Pressures Coefficient	p- value	Personal Pressures Coefficient	p- value	R ²
Scale 10: Interpersonal Connections	2.50 ± 0.51	-0.10	0.64	-0.02	0.92	0.47	0.04*	0.14

The research findings indicate that only Scale 10: Interpersonal Connections demonstrates a significant relationship with Personal Pressures (p-value = 0.04), suggesting a moderate impact on this scale (R²=0.14). The null hypothesis is accepted for the other scales (results not shown), indicating that life events, study pressures, and personal pressures do not significantly affect the other EQ scales.

Understanding the link between interpersonal connections and personal pressures is vital, as various psychological and social frameworks emphasise the importance of social support and relational dynamics in stress management. Interpersonal connections, characterised by the quality and strength of relationships, are crucial in managing personal pressures such as family issues, financial stress, or health concerns (Cohen, 2020). These connections provide a support system that can help mitigate the harmful effects of personal pressures. Social support theory suggests that individuals with strong social networks experience less stress due to their connections' emotional, informational, and instrumental support to buffer the effects of personal pressures, leading to better mental health outcomes (Cohen, 2020). Attachment theory proposes that secure attachments formed in early life

lead to healthier interpersonal relationships in adulthood (Daramus, 2023; Levy et al., 2011). These secure relationships provide a stable base for individuals to effectively navigate personal pressures, offering emotional stability and support (Mikulincer & Shaver, 2019).

Several coaching interventions can be implemented to address the impact of personal pressures on interpersonal connections within a team. EQ training enhances communication, empathy, and conflict resolution, crucial for maintaining solid interpersonal connections under personal pressures (Cherniss et al., 2020). The team coach should also foster an environment of trust and psychological safety where team members feel comfortable sharing their pressures without fear of judgment. This can be achieved through regular team meetings focused on open communication and mutual support (Edmondson, 2019). Developing peer support systems within the team to provide a structured way for members to support each other is recommended. This can include peer mentoring, regular check-ins, and support groups to collectively share and manage personal pressures (Karlsen et al., 2020). Additionally, regular team-building activities are advisable to strengthen interpersonal connections and promote a sense of community. Activities that encourage collaboration and communication can help reduce the impact of personal pressures on individual team members (Salas et al., 2018). These interventions and supporting literature provide a comprehensive framework for understanding and addressing the relationship between interpersonal connections and personal pressures in a team context.

4.2. Impact of Students' EQ Profiles on Progress

The second step was to investigate whether students' EQ profiles (17 EQ scales broadly measuring Emotional Literacy, Emotional Competencies, Values and Beliefs) respond to their progress (quality of life, relationships, optimal performance). The following hypotheses were explored: (H₀): Scales 14 to 17 (Intuition, Trust Radius, Personal Power, Integrity) do not significantly impact Scales 18 to 21 (General Health; Quality of Life; Relationship Quotient; Optimal Performance). (H₁): Scales 14 to 17 significantly impact Scales 18 to 21. Multiple regression analysis was used to regress progress (independent variables) onto EQ scales (dependent variables). The results are shown in Table 2, including the model fit statistics.

Table 2: Impact of Students' EQ Profiles on Their Progress

Scale	R ²	F-statistic	p-value	Teams Coaching Interventions
Scale 18: General Health	0.00	0.00	1.00	Implement resilience coaching focusing on stress management techniques and self-care routines (Connor & Pokora, 2017; Hawkins, 2021).

Scale 19: Quality of Life	0.44	2.34	0.11	Promote flexible scheduling and mindfulness team coaching interventions to manage stress and improve quality of life (Connor & Pokora, 2017; Passmore, 2015). Implement work-life balance initiatives and stress management team coaching (Connor & Pokora, 2017).
Scale 20: Relationships	0.19	0.68	0.62	Develop interpersonal skills through collaborative projects and social activities. Encourage peer mentoring and group discussions to strengthen relationships. Passmore (2015), Stout-Rostron (2018). Enhance interpersonal skills through team-building exercises (Passmore, 2015).
Scale 21: Optimal Performance	0.26	1.18	0.36	Enhance personal power and integrity through team leadership coaching training, role-playing scenarios, and ethical decision-making case studies Hawkins (2021), Stout-Rostron (2018). Foster personal power and integrity through team development interventions (Stout-Rostron, 2018).

The multiple regression analysis reveals that Scales 14 to 17 (Intuition, Trust Radius, Personal Power, Integrity) do not significantly impact the measures of progress (Scales 18 to 21) among master's students. Based on the p-values, we accepted H_0 for all scales. While these EQ aspects are essential, their direct influence on general health, quality of life, relationships, and optimal performance was not statistically significant in this study. This indicates the need to explore research to consider other factors potentially influencing these outcomes.

Targeted coaching interventions can foster a supportive environment for well-being and professional development. A study conducted by Halimi et al. (2021) investigates the impact of emotional intelligence on academic performance among students at a private university in Kuwait. The findings reveal a significant connection between emotional intelligence components and academic achievement. However, it is important to note that not all aspects of emotional intelligence directly correlate with grade point average. This supports the idea that specific facets of emotional intelligence might not significantly impact certain academic outcomes, similar to the results found in our analysis. Research by MacCann et al. (2020) explores how different models of emotional intelligence predict academic performance and found that while emotional intelligence can explain a portion of the variance in academic performance, not all components are equally predictive. This aligns with our finding that specific emotional intelligence scales (14-17) do not significantly impact progress measures (18-21). A study during the COVID-19 pandemic (Yilmas & Hamarta, 2021) examined how EQ affects learning motivation among college students, indicating that while emotional intelligence positively predicts learning motivation, the direct impact on academic performance may vary. This suggests that other factors might mediate the relationship between emotional intelligence and

academic success, reflecting our findings. Research by Tesfaye and Berhanie (2019) focused on students' emotional intelligence in Southern Ethiopia and found that while EQ impacts academic success, various factors can be complex and mediated. This complexity is consistent with our findings that specific emotional intelligence components did not significantly impact progress measures. In conclusion, while emotional intelligence is essential, its impact can vary across different measures of academic progress.

4.3. Team Coaching Interventions Informed by Students' EQ Profiles

The third step was to develop and implement suitable team coaching interventions based on a detailed analysis of EQ profiles related to scholarly literature and practitioner excellence. For this purpose, students self-evaluated their EQ profiles in their second team coaching sessions. The averages of all EQ scales, presented in Table 3, are accompanied by appropriate team coaching interventions to address the scores obtained by the students.

Table 3: Team Coaching Interventions Informed by Students' EQ Profiles

EQ Scale	Brief Description	Average (AVG), Standard Deviation (SD), Min, Max	Team Coaching Interventions
Emotional Self-awareness	Ability to recognise and understand one's own emotions	AVG=1.94 (Vulnerable) SD=0.66 Min=1 Max=3	Recognising and understanding their own emotions is a challenge for the students. Enhancing this skill is essential for self-regulation and effective emotional management. Mindfulness training enhances emotional self-awareness by encouraging individuals to observe their emotional responses non-judgmentally (Donald et al., 2020; Hawkins, 2021).
Emotional Expression	Ability to express one's emotions effectively	AVG=2.44 (Vulnerable) SD=0.73 Min=1 Max=4	Students struggle to articulate and manage their emotional experiences, leading to potential misunderstandings and emotional suppression. Exploring emotional expression helps individuals articulate and manage their emotional experiences (Travers et al., 2015; Hawkins, 2021).
Emotional Awareness of Others	Awareness of others' emotions and empathy	AVG=3.72 (Optimal) SD=0.85 Min=1 Max=4	The students demonstrate high empathy and understanding of others' emotions. This is crucial for professionals in industrial psychology, as it enhances their ability to connect with and support others effectively. We have also explored empathy training through role-playing exercises to strengthen understanding and responding to others' emotions (Hawkins, 2021; Karakus & Kocabiyik, 2021).
Intentionality	Purposeful and goal-directed behaviour	AVG=3.11 (Proficient) SD=0.84 Min=2 Max=4	The students show purposeful and goal-directed behaviour. This trait supports their ability to set and achieve objectives, which is vital in academic and professional settings. Team coaching

EQ Scale	Brief Description	Average (AVG), Standard Deviation (SD), Min, Max	Team Coaching Interventions
			reinforces setting SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) to improve intentionality (Hawkins, 2021; Locke & Latham, 2019).
Creativity	Ability to generate novel and useful ideas	AVG=2.67 (Vulnerable) SD=1.00 Min=1 Max=4	There is a need to enhance creative thinking, which is vital for problem-solving and innovation. Team coaching included brainstorming and encouraging divergent thinking to foster creativity (Hawkins, 2021; Runco & Acar, 2019).
Resilience	Ability to bounce back from adversity	AVG=2.78 (Vulnerable) SD=0.72 Min=2 Max=4	The ability to bounce back from adversity needs to be improved. Developing resilience is crucial for coping with the demands and pressures of both academic and professional life. Team coaching focuses on resilience through cognitive-behavioural techniques to support coping strategies (Hawkins, 2021; Robertson et al., 2015).
Interpersonal Connections	Quality and depth of relationships with others	AVG=2.06 (Vulnerable) SD=0.83 Min=1 Max=3	The quality and depth of relationships with others could be more robust. Strong interpersonal connections are critical for collaboration and support in personal and professional contexts. Coaching involves building social skills through group activities that can enhance interpersonal connections (Hawkins, 2021; Holt-Lunstad et al., 2017).
Constructive Discontent	Ability to express dissatisfaction in a positive and constructive manner	AVG=2.28 (Vulnerable) SD=0.78 Min=1 Max=3	Students have difficulty expressing discontent constructively, potentially leading to unresolved conflicts. Conflict resolution training can help individuals express discontent constructively (de Wit et al., 2019; Hawkins, 2021).
Compassion	Empathy and concern for others' well-being	AVG=2.17 (Vulnerable) SD=0.53 Min=1 Max=4	Students find it challenging to deepen empathy and concern for others, which are crucial for supportive interactions. Coaching interventions focus on reflecting and debating sympathy, empathy and compassion to increase empathy and concern for others (Hawkins, 2021; Kirby et al., 2017).
Outlook	General perspective on life, optimism vs. pessimism	AVG=2.50 (Vulnerable) Min=2 Max=3	Students show a tendency towards pessimism, which affects motivation and overall well-being. A tendency towards pessimism can affect motivation and overall well-being. Coaching interventions focused on cognitive reframing techniques to help individuals adopt a more optimistic outlook (Hawkins, 2021; Malouff & Schutte, 2017).
Intuition	Ability to understand something instinctively without the need for conscious reasoning	AVG=2.72 (Vulnerable) SD=0.67 Min=1 Max=3	Students often ignore their intuitive abilities to aid in quicker and often more effective decision-making. Coaching interventions focused on developing by encouraging mindfulness and reflective practices (Hawkins, 2021; Sinclair & Ashkanasy, 2019).
Trust Radius	Degree of trust extended to others	AVG=2.44 (Vulnerable)	A limited trust radius can hinder collaboration and relationship-building among students.

EQ Scale	Brief Description	Average (AVG), Standard Deviation (SD), Min, Max	Team Coaching Interventions
		SD=0.85 Min=1 Max=3	Coaching involves trust-building activities and exercises to expand students' trust radius (Hawkins, 2021; Schoorman et al., 2016).
Personal Power	Sense of control and influence over one's own life	AVG=1.42 (Cautionary) SD=0.51 Min=1 Max=2	Students feel a low sense of personal empowerment, which can affect their ability to make decisions confidently and take proactive steps in their personal and professional lives. Empowerment coaching helps individuals develop a stronger sense of personal power through activities that boost self-efficacy and autonomy (Donnelly & Kuss, 2016; Hawkins, 2021).
Integrity	Adherence to moral and ethical principles	AVG=3.11 (Proficient) SD=0.83 Min=2 Max=4	Adherence to moral and ethical principles is strong among the students. This is a fundamental quality for those pursuing careers in psychology, where ethical considerations are paramount. Coaching reinforces ethical decision-making (Hawkins, 2021; Kaptein, 2017).

Note: Vulnerable = 1; Cautionary = 2; Proficient = 3; Optimal = 4

The teams of master students excel in empathy, intentionality, and integrity but need to improve in areas like personal power, emotional self-awareness, and interpersonal connections. Tailored coaching interventions have been implemented, focusing on enhancing self-awareness, self-regulation, and self-development to boost the students' emotional intelligence, which is crucial for their future success at work. These interventions align with findings from Jones (2016), Theeboom et al. (2014, 2018), Potgieter and Coetsee (2013), and Hawkins (2021), which collectively underscore the benefits of workplace coaching, the predictive value of emotional intelligence for employability, and the importance of developing collective transformational leadership along with emotional and interpersonal skills for career development and team dynamics. Overall, the EQ profile analysis enables tailor-made coaching, an effective intervention for masters students. The significant correlations between EQ scales in Table 4 are of further interest.

Table 4: Significant Correlations between EQ Scales and Team Coaching Interventions

EQ Scale	Significant Correlations (* $p < 0.05$)	Team Coaching Intervention
Scale 4: Emotional Self-awareness	Scale 5: 0.50* Scale 17: 0.50*	Mindfulness training and self-reflection exercises to enhance self-awareness and integrity (Hawkins, 2021).
Scale 5: Emotional Expression	Scale 4: 0.50* Scale 8: 0.70* Scale 9: 0.49*	Communication workshops focus on expressive techniques and creative expression (Connor & Pokora, 2017).

	Scale 12: 0.59* Scale 17: 0.53*	
Scale 6: Emotional Awareness of Others	Scale 12: 0.48* Scale 14: 0.75*	Empathy and social skills training to improve emotional understanding and intuitive abilities (Stout-Rostron, 2018).
Scale 7: Intentionality	Scale 9: 0.73*	Goal-setting sessions and strategic planning workshops enhance intentional behaviour and resilience (Hawkins, 2021).
Scale 8: Creativity	Scale 5: 0.70* Scale 11: 0.69*	Innovation and creative problem-solving workshops to foster creative thinking and constructive discontent (Connor & Pokora, 2017).
Scale 9: Resilience	Scale 5: 0.49* Scale 7: 0.73*	Stress management and resilience-building exercises, including cognitive-behavioural techniques (Passmore, 2015).
Scale 11: Constructive Discontent	Scale 8: 0.69* Scale 17: 0.48*	Conflict resolution and negotiation skills training to effectively handle and utilise constructive discontent (Hawkins, 2021).
Scale 12: Compassion	Scale 5: 0.59* Scale 6: 0.48* Scale 15: 0.47*	Training in compassionate leadership and empathy-building activities to improve compassion and trust radius (Stout-Rostron, 2018).
Scale 14: Intuition	Scale 6: 0.75*	Intuition development workshops and decision-making skills training to enhance emotional awareness of others and intuitive skills (Connor & Pokora, 2017).
Scale 15: Trust Radius	Scale 12: 0.47*	Trust-building exercises and transparent communication strategies to expand the trust radius within the team (Connor & Pokora, 2017; Hawkins, 2021).
Scale 17: Integrity	Scale 4: 0.50* Scale 5: 0.53* Scale 11: 0.48*	Ethical leadership training and integrity-building exercises enhance self-awareness, emotional expression, and constructive discontent (Stout-Rostron, 2018).

The correlations within the EQ scales demonstrate substantial interconnections among emotional intelligence components. Notably, Emotional Self-awareness (Scale 4) exhibits a moderate correlation with both Emotional Expression (Scale 5) and Integrity (Scale 17), underscoring the significance of self-awareness in effectively expressing emotions and upholding integrity. Furthermore, Emotional Expression (Scale 5) displays strong correlations with Creativity (Scale 8) and Compassion (Scale 12), implying that proficient expression of emotions is associated with enhanced creativity and compassion. Additionally, Emotional Expression (Scale 5) correlates with Resilience (Scale 9) and Integrity (Scale 17). Emotional Awareness of Others (Scale 6) exhibits a strong correlation with Intuition (Scale 14) and a moderate correlation with Compassion (Scale 12), emphasising the importance of emotional awareness in comprehending others and making intuitive decisions. Intentionality (Scale 7) strongly correlates with Resilience (Scale 9), indicating a connection between intentional actions and increased resilience. Creativity (Scale 8) strongly correlates with Constructive Discontent (Scale 11), suggesting that creative individuals can effectively channel dissatisfaction into constructive avenues. Compassion (Scale 12) is moderately associated with both Trust Radius (Scale

15) and Emotional Awareness of Others (Scale 6), indicating that compassion contributes to fostering trust and awareness of others' emotions. The analysis uncovers several significant correlations among Scales 4 to 17, signifying robust relationships between specific measures of emotional intelligence. The correlations reveal the interconnection of different facets of emotional intelligence. For example, emotional self-awareness is strongly linked to emotional expression and integrity, emphasising the importance of understanding one's emotions for effective emotional communication and ethical conduct. Likewise, emotional expression is associated with creativity, resilience, compassion, and integrity, indicating that the capacity to express emotions is fundamental to several positive psychological traits and behaviours. These results imply that tailored team coaching interventions can address and enhance these interconnected areas, ultimately improving the overall emotional intelligence of master's students in industrial psychology.

4.4. Values

Values represent fundamental beliefs that govern attitudes and actions, moulding behaviour and social interaction, impacting priorities, relationships, and codes of conduct, and offering a perspective on life's significance (Dolan, 2021; Schwarts, 2012). The team's values were identified during team coaching sessions, as suggested by Senge (1990). These values reflect the beliefs and principles of students that guide their actions and interactions and represent fundamental aspects of the team's ethos (Senge, 1990). The following fundamental values were revealed, accompanied by participants' explanations of what the values meant to them: (a) *Religion*: Embraces spirituality with love and strives for excellence; (b) *Inner Harmony*: Achieves inner peace and personal growth and inspires others; (c) *Wisdom*: Applies wisdom in relationships and seeks adventurous experiences; (d) *Quality Relationships*: Builds quality relationships with honesty and ethical behaviour; (e) *Family*: Values family and personal development with respect; (f) *Health*: Prioritises health, relationships, and accountability; (g) *Spirituality*: Fosters spirituality and love and prioritises health; (h) *Trust*: Values trust, independence, and personal growth; (i) *Personal Development*: Focuses on personal growth, wealth, and work-life balance; (j) *Achievement*: Achieves success with love, honesty, independence, and passion; (k) *Learning*: Embraces learning, builds relationships, and makes sense of things; (l) *Growth*: Values growth and diversity and earns respect; (m) *Integrity*: Maintains integrity, builds relationships, and balances work-life; (n) *Helping Others*: Builds trust and loyalty and helps others. Next, the implications of emotional intelligence (EQ) scale results being consistent or inconsistent with a team's values will be considered. When EQ scale results contrast with values, it can lead to increased stress, reduced effectiveness, lower morale, and the need for development (Görgens-Ekermans & Herbert, 2013; Matthews et al., 2012). On the other hand, when EQ scale results align with values, it can lead to enhanced performance, higher satisfaction, strengthened team cohesion, and increased motivation (Cherniss, 2010; O'Boyle et al., 2011). We will also outline steps for addressing

misalignment through coaching, including identifying gaps, setting specific goals, implementing targeted interventions, monitoring progress, and leveraging strengths. Overall, aligning EQ scales with team values is crucial for fostering a harmonious, effective, and motivated team, and misalignments highlight areas for growth and development. At the same time, alignments indicate strengths that can be leveraged. The alignment and discrepancies in the relationship between EQ Profiles and Value Systems, accompanied by appropriate team coaching intervention, are presented in Table 5

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Table 5: Alignment and Discrepancies in EQ Profiles and Value System

EQ Scale	Scale Description	Corresponding Values	Alignment and Interventions
Emotional Self-awareness	Recognising and understanding one's emotions	Inner Harmony, Spirituality	Not Aligned: Low emotional awareness can lead to stress and poor self-control. Interventions: Mindfulness practices to enhance self-awareness and emotional regulation (Donald et al., 2020; Hawkins, 2021; Singh et al., 2020).
Emotional Expression	Effectively expressing one's emotions	Quality Relationships, Love	Not Aligned: Difficulty in expression can impair relationships, leading to misunderstandings. Interventions: Workshops on managing emotional experiences (Travers et al., 2015; Hawkins, 2021).
Emotional Awareness of Others	Awareness of others' emotions and empathy	Compassion, Helping Others	Aligned: High empathy supports compassion and helping others—interventions: Role-playing exercises to enhance empathy (Hawkins, 2021; Karakus & Kocabiyik, 2021).
Intentionality	Purposeful and goal-directed behaviour	Personal Development, Achievement	Aligned: Proficient intentionality supports growth and achievement. Interventions: SMART goals setting (Hawkins, 2021; Locke

EQ Scale	Scale Description	Corresponding Values	Alignment and Interventions
			& Latham, 2019).
Creativity	Generating novel and valuable ideas	Growth, Entrepreneurial Spirit	Not Aligned: Low creativity conflicts with growth values. Interventions: Brainstorming sessions to foster creative thinking (Hawkins, 2021; Runco & Acar, 2019).
Resilience	Bouncing back from adversity	Health, Inner Harmony	Not Aligned: Low resilience affects health and well-being. Interventions: Cognitive-behavioural techniques to develop coping strategies (Hawkins, 2021; Robertson et al., 2015).
Interpersonal Connections	Quality and depth of relationships	Quality Relationships, Family	Not Aligned: Weak connections conflict with the value of relationships. Interventions: Group activities to enhance interpersonal connections (Hawkins, 2021; Holt-Lunstad et al., 2017).
Constructive Discontent	Expressing dissatisfaction positively	Integrity, Trust	Not Aligned: Difficulty expressing discontent can undermine integrity and trust—interventions: Conflict resolution training (de Wit et al., 2019; Hawkins, 2021).
Compassion	Empathy and concern for others' well-being	Compassion, Helping Others	Not Aligned: Low compassion reduces supportive interactions. Interventions: Training on empathy and compassion (Hawkins, 2021; Kirby et al., 2017).
Outlook	Perspective on life, optimism vs. pessimism	Positive Perspective	Not Aligned: Pessimism conflicts with a positive outlook. Interventions: Cognitive reframing techniques to adopt a more optimistic outlook (Hawkins, 2021; Malouff & Schutte, 2017).
Intuition	Instinctive understanding without conscious reasoning	Trust, Entrepreneurial Spirit	Not Aligned: Low reliance on intuition conflicts with trust and innovation. Interventions: Practices to develop intuition and decision-making (Hawkins, 2021; Sinclair & Ashkanasy, 2019).
Trust Radius	Degree of trust extended to others	Trust, Quality Relationships	Not Aligned: Limited trust hinders quality relationships and collaboration—interventions: Trust-building exercises (Hawkins, 2021; Schoorman et al., 2016).
Personal Power	Sense of control and influence over one's own life	Independence, Personal Development	Not Aligned: Low empowerment conflicts with independence and growth. Interventions: Activities to boost self-efficacy and autonomy (Donnelly & Kuss, 2016; Hawkins, 2021).
Integrity	Adherence to moral and ethical principles	Integrity	Aligned: Strong integrity aligns with moral character values—interventions: Ethical decision-making training (Hawkins, 2021; Kaptein, 2017).

Students with higher EQ tended to exhibit more adaptive value systems, leading to better team collaboration and problem-solving. Conversely, students with lower EQ faced challenges aligning their values with team goals. The mixed-methods approach informed tailored coaching interventions.

Considering that EQ-related coaching interventions are more effective for individuals with high EQ than those with low EQ, we adapted the training interventions to match the EQ levels of the students. For students with high EQ, we focused on enhancing their leadership skills and emotional self-regulation. We addressed value conflicts and provided effective communication and resolution strategies for those with lower EQ. Integrating quantitative and qualitative methods in team coaching research provides a robust foundation for evidence-based practice. By understanding emotional intelligence and individual value systems, we can empower Master's students to thrive in their academic and professional endeavours. In conclusion, these results provide a comprehensive view of how the team's EQ scales align with their values and suggest targeted team coaching interventions to address areas of misalignment. By focusing on these interventions, the team can enhance their emotional competencies, better align their skills with guiding principles, and improve overall performance and cohesion.

4.5 Team Evaluations of the Various Team Coaching Sessions

The evaluations of the first three sessions by the four teams provided valuable feedback on each team coaching session's effectiveness and areas for improvement. Overall, sessions were rated positively using a Likert scale (1 - Strongly Disagree to 5 - Strongly Agree) to evaluate the value of the first three sessions. Session One: Building Foundations received an average rating of 4.25 (SD = 0.5). The ice-breaker card game was highly effective in helping members understand each other's value systems and set a positive tone. One participant remarked, "The card game was a perfect ice-breaker, tapping into every member's thinking and setting the tone for future sessions." Session Two: Development Exploration was rated 4.5 (SD = 0.5). Participants found mapping value systems and learning styles enhanced self-awareness and team awareness. One student noted, "Discovering what we value most was enlightening and helped us approach our studies differently." Session Three: Emotional Intelligence scored the highest, with an average rating of 4.75 (SD = 0.5). Discussions on EQ profiles and practical improvement strategies led to proactive changes in behaviour, particularly self-awareness, self-regulation, and self-development. A participant commented, "Exploring the subjective meanings behind the selected pictures was such an eye-opening experience!" Incorporating meaningful icebreakers, extending session durations, focusing on personal value systems, and discussing EQ profiles are crucial. Adding a counselling-based approach and designating time for open discussions on current struggles will further enhance the sessions' value. Understanding others' perceptions and balancing feedback will foster a constructive learning environment.

5. Managerial Implications

The research findings from the study offer valuable insights for effectively implementing team coaching interventions and enhancing the emotional intelligence (EQ) of master's students. These

insights can help managers, team leaders, and educators create a supportive and high-performing environment. **Address Personal Challenges:** Living and studying conditions significantly impact EQ profiles. Managers should recognise and address the personal challenges that team members face. Providing access to mental health resources and promoting work-life balance can help mitigate the adverse effects of personal pressures on interpersonal relationships. **Build Strong Interpersonal Connections:** Building solid interpersonal connections within teams through structured peer support systems, regular team-building activities, and open communication can enhance stress management and overall well-being. Tailoring interventions to specific aspects of EQ that directly influence performance outcomes is essential. For example, resilience coaching and stress management techniques can improve health and quality of life, while leadership development programs can enhance personal power and integrity. **Regular Assessment and Adjustment:** Regularly evaluating and adjusting coaching strategies based on feedback and progress ensures interventions stay adequate and relevant. **Enhance Self-awareness and Emotional Communication:** Managers should consider implementing mindfulness training and emotional expression workshops to enhance self-awareness and emotional communication among team members, leading to improved self-regulation, reduced misunderstandings, and more effective teamwork. **Foster Empathy and Supportive Team Environment:** Empathy training and compassionate leadership foster a supportive team environment by enhancing emotional awareness and effective response to others' emotions. **Address Misalignment between EQ and Values:** "When EQ scale results do not align with team values, it is crucial to identify gaps and implement targeted interventions to address these discrepancies. For example, resilience training and cognitive-behavioural techniques can enhance personal resilience and align with values promoting health and inner harmony. By addressing these managerial implications, organisations can create a supportive environment that cultivates emotional intelligence, aligns team values with individual behaviours, and ultimately enhances team cohesion, performance, and satisfaction."

6. Conclusions, Limitations and Future Research

6.1. Conclusions

The research focused on developing tailored team coaching strategies for master's students in Industrial Psychology, examining the impact of their new environment on their emotional intelligence (EQ) profiles. The results highlighted the influence of personal pressures on interpersonal connections and the importance of social support in stress management. While specific EQ scales did not directly affect academic progress, targeted coaching interventions fostered a supportive professional development environment.

Effective team coaching strategies introduced were based on enhancing specific EQ skills like self-awareness, emotional expression, empathy, creativity, resilience, and social connections. These strategies, grounded in scholarly research and best practices, aimed to boost students' emotional skills, aiding their academic achievement and well-being. This study underscores the critical role of emotional intelligence and values alignment in enhancing the academic and personal development of master's students.

The tailored team coaching interventions, supported by quantitative and qualitative data, have shown significant potential in improving students' EQ profiles, aligning them with their core values, and fostering a supportive and high-performing team environment. Future research should continue to build on these findings by exploring broader and more diverse samples, integrating objective EQ measures, and assessing the long-term impacts of these coaching interventions. Doing so, we can develop more effective strategies to support students' emotional and academic success in diverse educational settings.

6.2. Limitations

The study offers valuable insights but has several limitations that must be acknowledged. Firstly, the sample size was small and homogeneous, limited to master's students in a specific academic discipline, which restricts the generalisability of the findings. Secondly, relying on self-assessment for EQ profiles may introduce bias, as participants may not accurately reflect their emotional competencies. Future research could incorporate more objective measures of EQ. Additionally, the study focused on the immediate effects of team coaching interventions, and longitudinal studies are needed to assess the sustained impact of these interventions over time. Lastly, the study examined a specific set of EQ components, and further research could explore other aspects of emotional intelligence and their interplay with various personal and environmental factors.

6.3. Future Research

Future research should address the identified limitations and further explore the relationship between emotional intelligence, personal values, and academic performance. Potential avenues for future research include expanding sample size and diversity to encompass more extensive and more varied samples across academic disciplines and institutions, enhancing the generalisability of findings. Incorporating objective measures of EQ, such as behavioural assessments or peer evaluations, can provide a more accurate representation of participants' emotional competencies. Longitudinal studies assessing the long-term effects of team coaching interventions on EQ and academic outcomes would offer valuable insights into the sustainability of these interventions. Additionally, investigating other EQ components like emotional regulation, adaptability, and social awareness can provide a more

comprehensive understanding of emotional intelligence and its impact on student success. Evaluating the efficacy of online or hybrid team coaching interventions, given the increasing use of digital tools and platforms, could further illuminate their impact on EQ development. In conclusion, while this study provides vital insights into the relationship between students' living and studying conditions, their EQ profiles, and the effectiveness of team coaching interventions, further research is needed to build on these findings and address the limitations. Doing so, we can develop more effective strategies to enhance emotional intelligence and academic success in diverse educational settings.

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