The significance of Emotional intelligence capacity building in developing leaders of social change organizations.
A critical incident approach.

Final assignment

Submitted by: **Michaela Bristol-Faulhammer**

At **Master's program
International Cooperation and
Humanitarian Aid**

**PROYECTO KALÚ
Humanitarian Aid Studies Centre
Centro de Estudios en Ayuda Humanitaria
SPAIN**

Supervisor: **Prof. Alberto Martos, Mariliese Turnbull**

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Declaration of Integrity

I hereby confirm,

1. that I have written the final assignment at hand independently, that I have not used any sources or materials other than those stated, nor availed myself of any unauthorized resources, and

2. that I have not submitted this final assignment in any form as an examination paper before, neither in this country, nor abroad.

Vienna, _____   _____

                      Date   Signature

Acknowledgements

All of my life I've been passionate about listening to stories and eager to learn what people aspire to accomplish.

A recollection of those who inspired this aspiration forms a long list. I especially want to express my wholehearted gratitude to my husband Scott for his constant encouragement, his wisdom and advice in this research topic and his respectful attitude towards my curiosity.

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 And last but not least I want to thank Professor Alberto Martos and Mariliese Turnbull. Even though my research was a bit different from the major focus of my study they accepted my proposal and offered valuable support in connecting to social change leaders.

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 Dedication

This work is dedicated to incredible social change leader around the world. I have been privileged to get to know a few of you over the years. Working with you is a life changing experience. My deepest appreciation for your persistence, kindness, creativity and humour and my deepest thank for all the joint efforts. You brought laughter and hope in the face of adversity and helped me to learn seeing the world with different eyes.

Abstract:

The nature of emerging social change organizations is that they are adversity and change facing and adversity and change generating. Adversity in this context is an event that triggers a failure appraisal. This implies an on-going, if not chronic potential for of failure appraisal events. This is the recognition that the social change organization leader is compelled to address a higher degree of emotional and task uncertainty significantly different from a leader entering an established corporate culture.

Consequently the leader needs emotional intelligence and problem solving capacities. The success of leader's problem solving capacity is influenced by the quality of the leaders emotional intelligence. What this conclusion asserts is that unless the emotional intelligence capacity of the social change leaders is developed first the problem solving capacity of a leader will be compromised.

The potential of failure appraisal event plays out differently within the profession of social change leaders. Leaders and consultants from internationally based NGOs and funding agencies have established ways of accessing resources to develop emotional intelligence and problem solving capacity building. Whereas the study will show that social change leaders in the field did not report accessing available institutional resources in the period of critical incidents. What they did report was accessing turning to their social networks to access resources. Given this high importance of self-reliance established professional and supportive networks are a necessity and not a convenience.

These conclusions are built on the critical incident interviews of eight social change organization leaders who experienced one or more failure appraisal events in their first 36 month as a leader. It is described how they naturally developed an Emotion Resilient Path resulting in increased emotional intelligence and facilitated problem solving capacity. Resilience is being defined as successful adaption to adversity (Handbook of adult resilience, p. 4). This development resulted in a new adapted capacity of engagement in their role as social change organization leader.

From these results the author is able to outline emotional intelligence capacity building activities.

Keywords:

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1. Introduction

1.1 Rationale and background of the study

Having experienced critical incidents and "emotional hijacks" during my assignment in Papua New Guinea, I learned to acknowledge the benefit and importance of working with emotional intelligence. As a consequence of this I experienced struggling with flexible planning, a delay in decision making, a certain inability to think strategically, confidently leading a team towards objectives or the ability to refocus attention on the most important objective. Educated in leadership, equipped with high motivation and vast experience in management it took quite an amount of time to regulate reactive functioning from lower brain areas, negative emotions and moods in critical incidents. By deliberately applying soothing strategies, I gradually learned a higher level of self-awareness and self-regulation and to manage my emotions to regain meaningful and efficient leadership responsibility.

In a world where log frames (logical frameworks), result-chains, donor and investors expectations dominate leaders activity and time frame, where beneficiaries and staff´s trust and collaboration directs leaders behavior, mental well-being is crucial. In such cases, being emotionally worn out, feeling physical weakness as a leader jeopardizes achieving objectives and sustainability of the organization. That's where emotional and resilience capacities come into play. Even by having the opportunity and benefit of support mechanism many expats in the field usually have in difficult times, I didn't consider this service as relevant in the midst of this emotional hijack. The major reason was, that this assistance was too far away from me – emotionally and contextually and too sophisticated to acknowledge it as helpful. However, rebounding from adversity and talking to other dedicated and incredible resilient change maker´s, I know now I could have handled it differently if I had invested more time in emotional capacity building.

To add a little contribution in developing a crowd of emotional intelligent and resilient change leaders out there, I dedicate my research to investigate and disseminate the importance of developing emotional resilience path in critical incident leadership. Doing so, I started with exploring what potential failures appraisal events (=events which are considered as having high probability to fail) leaders in social change organizations undergo, what emotional emergencies they experience, what they do to overcome

negative emotions and which emotional intelligent competences they strengthened or developed and what adapted behavior they internalized.

1.2   Examples of resilience programs in the field

Doing a quick informal survey with colleagues in "fragile-states" during their assignments and literature study on emotional capacity building and resilience training, I realized that international experts especially are covered pretty well through institutional programs. But for leaders of small and emerging local NGOs or social entrepreneurs in the field I did not hear of anything like that. Just to mention a few support mechanisms in development and relief work below a brief though incomplete list of resilience programs I have learned from colleagues. The following list is not exhaustive. It offers options that provide assistance in critical incidents:

1. Phone/skype consultation in critical incidents in the field, HORIZONT 3000, Austria
2. Psycho-social counseling, CARE Canada (good practice see People in Aid, 2003, p. 22)
3. Dealing with stress, Centre for Humanitarian Psychology England - (good practice see People In Aid, 2003, p. 23)
4. Resilience building program of the US army (Murphy, 2012, p. 1)
5. Programs in the Academy for international collaboration, GIZ Germany (GIZ GmbH, n.y.a.)

1.3   Research aim

Looking at these programs it seems obvious that a director of a small local institution, a social entrepreneur in a remote area do not have access to such a high professional support program. But just because it´s not available, there is no reason to skip or to not create appropriate support. There are many skilled leaders in small social change organizations having naturally developed emotional resilience path.

With this work, my aim is to collect and disseminate that tacit knowledge and wisdom from wonderful change-makers from different parts of the world. If the outcome is, that at least one leader in a critical incident feels supported and regains confidence and strength in his or her role I consider this paper as successful and allow myself to claim a small contribution to the "We can end poverty 2015" Millennium Developments goals.

1.4 Research Methodology

This research is based on the Critical Incidents Technique (CIT). The CIT, developed by J. C. Flanagan is a well proven research approach that qualitatively relates an event that in a way shaped or changed human thinking or behavior. Used in social science and organizational development it is an interview technique where interviewees are encouraged to talk about events they consider as memorable and having a significant contribution, either positively or negatively to the general aim of their activity.

Flanagan describes it as "a set of procedures or collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles" (Vianden, 2013, p. 327). The critical incident technique outlines procedures for collecting observed incidents having special significance and meeting systematically defined criteria

For my research I define CI as *any situation in the social change organization where the leader has to take action and make a decision which consequently had a positive or negative effect of the objective and result achievement of the institution. The critical incident is related to a failure appraisal event.*

In structured interviews (November-December 2012), firstly I identified situations considered significant for chance and difficult for the leader and had emotional impact on the leader as such. Secondly I investigated what emotional path the leader developed in difficult times. Third I explored new and adapted skills they have developed by going through that emotional path and how this affects leaders future behavior in failure appraisal events.

1.5 Participants

My research target group is composed of eight NGO leaders or social entrepreneurs from developed countries, NIC - Newly Industrialized Countries, LDC - Least Developed Countries and non MEDC - Most Economically Developed Country. Generally the focus was on NIC and LDC, the leader from a development country (Switzerland) was selected because his main area of delivery is in under resourced areas.

The interview partners were selected within my professional network. An invitation email with information on the study was provided to about 100 potential participants; 10

participants expressed their interest and willingness to participate. After expressing their interest, a letter of appreciation and the interview guideline was sent to participants via E-Mail several days in advance, so that they knew what to expect and had the chance to reconsider participation or prepare themselves accordingly and an interview date was scheduled. All participants were informed that their responses would be used strictly for the purpose of my study, and the option of anonymization of their name and organization was stated.

The selection criteria were being in a leading position in an NGO or social enterprise younger than 36 month in age, having access to email and Skype and being willing so disclose critical incidents in their organization. Four of the interview partners had disciplinary functions in their leadership role (1-4 direct reports), four were social entrepreneurs doing their work with the support of volunteers contribution. Three interview partners were female, five male, one of the male leader was accompanied by his wife who holds a management position in the organization. The range and scope of educational background was grade 12 to university degrees in business, management and medicine.

The table below provides a brief overview of participants institutional background.

Name of the organization	Year of foundation	Role of interview partner	Country of origin	Branch
NGO PRO Inc.	2011	Program Coordinator	Papua New Guinea	Consulting
Blue Planet Life	2011	Founder, CEO	Switzerland	environment
Nepal Music Festival	2011	Founder, Project Director	Nepal	music and art
Bive	2011	Founder, Director	Columbia	Health
Ring a Rosy	2012	Director	South Africa	Education
Constitution Cafe	2012	Founder	South Africa	Tourism
	2008	Founder, Director	South Africa	Agriculture
Association of Childless Couples	2012	Founder, Director	Ghana	family care

Table 1: Background of interview participants, source: author's illustration

1.6   Data collection

In personal and Skype interview I investigated real life incidents of leaders in their early stage of development which were considered as potential failure appraisal events. Each interview took 45 - 60 minutes and was audio-recorded. As a safeguard I offered to turn off the tape-recorder if the interview partner wished so. Since interview partner were

invited and stimulated to disclose their very private stories the level of anonymization was agreed beforehand. To honor their efforts it was agreed to mention their institutions in the table below and to acknowledge their names as supporters in the acknowledgements if they wish so. Upon entering the interview I explained the topic, the motivation for the research, aim and procedure and expected length of the interview. As to establish trust and relationship I shared my experience, failures, emotions and difficulties I have had experienced as a leader in social change organizations at the start of the interview. Additionally I explained that the questions were designed primarily to stimulate their narrative processes, not to uncover failures or mistakes.

1.7   Data Analysis

All recorded interviews were transliterated and the following clusters were defined:
1. Failure appraisal event
2. Failure appraisal event
3. Reaction (emotional or behavioral)
4. Reactive feeling/emotion
5. Soothing strategy
6. re-engagement feeling/behavior
7. re-engagement behavior
8. internalized adaptive behavior

Descriptions of the failure appraisal events and leaders reactions are summaries of the mentioned statements.

Initial feelings/emotion and engagement feelings/emotions are based on the expressed or interpreted feelings and emotions defined in Gottman's "Glossary of Emotions" (Gottman & DeClaire, 2001, p.192):
- happy
- sad
- angry
- fearful
- contemptuous
- interested (surprised)

Where interview partner could not label their emotion, related feelings were discussed and classified according to the glossary of emotions.

Soothing strategies were expressed narrative, paraphrased and defined in conjunction with the interview partner and coded corresponding to Gottman's (1) (Gottman & DeClaire, 2001, p.192) and Bristol's (2) (Bristol, 2013, n.p.a.) soothing factors:

Intrapersonal: What individual can do to himself/herself:
- mindful meditation (1)
- stopping negative self-talk (1)
- sensual comforting (1)
- physical activity (e.g. going for a walk) (1)
- temporarily withdrawing from the conflict/stressful event (1)
- being proactive in the face of potential flooding (2)
- intentionally disclosing feelings to a supportive person with a level of awareness (2)

Interpersonal: interaction with others to support our self-soothing:
- appreciation (1)
- shared humor (1)
- receive interest (2)
- empathy, affection (1)
- disclosing a story that triggers here and now emotion (potential flooding) with the pre-condition to intentionally disclosure(not forced), with heightened awareness as telling the story to a supportive (empathic) other (2)
- the ability to stonewall (=temporarily disconnecting from the negative situation) (1)

Clusters for re-engagement behavior are related to Goleman's Emotional Competence Framework (Goleman, 1998a, p. 26-27) and are interpreted according to interview partners statements of their narratively new expressed emotional competences (see Appendix "Competences in the Emotional Intelligence Framework").
- Self-awareness
    - emotional awareness
    - accurate self-assessment
    - self-confidence
- Self-regulation

- o self-control
- o trustworthiness and conscientiousness
- o innovation and adaptability
- Motivation
  - o achievement drive
  - o commitment
  - o initiative and optimism
- Empathy
  - o understanding others
  - o developing others
  - o service orientation
  - o leveraging diversity
  - o political awareness
- Social Skills
  - o influence
  - o communication
  - o conflict management
  - o leadership
  - o change catalyst

The cluster learned adaptive behavior related to (Skodol, 2010, p. 114-116) research characteristics of resilient individuals and are either interview partners expressions or authors interpretations according to the statements.
- self-esteem
- self-confidence
- self-understanding
- positive future orientation
- control of negative behavior and emotion
- hardiness
- ego resilience
- defense mechanism

And interpersonal skills
- sociability
- emotional expressiveness
- interpersonal understanding.

1.8   Advantages

One of the most significant advantage was the connection to real situations participants experienced in their context. Since the memories were accurate, first-hand and still very present, participants were talking very descriptive and narrative. As CIT do not force participants to provide experience within a given questionnaire, participants have a wide open range of responses and can freely talk about their own perspective highly connected to their emotional memory. Another major benefit of CIT is, that active listening enables the researcher to ask for content clarification in case anything runs the risk to be miss-interpreted or if she has a hypotheses or assumption to verify in this early stage of data collection. Besides that, the empathic inquiry in itself was an unintended "micro-intervention" with the potential to recalibrate or reframe the negative experience. During the face-to face interview partners stressed that story-telling about their negative events and mindfully disclosure of their feelings was a healing process itself and they expressed high appreciation for creating the opportunity to go through their emotional ups and downs with an empathic listener during the interview.

The emotional space which was created in face to face interviews influenced the results insofar as people were more likely to share intimate stories as opposed to more rational answers in the Skype interviews. Having created a personal relationship in advance increased the trust-relationship and willingness to talk about difficult times and disclose feelings.

1.9   Limitations

Because CIT does not use any quantitative methods, there is a risk for subjectivity of analyses or misclassify or wrongly code to the specific category. Especially when it comes to analyze data, a wider approach then solely reading transcripts is necessary. Clustering their description of feelings the researcher is challenged to not only listen to the words but also consider social cues like tone of voice, body language and facial expression as relevant to group to the specific emotional cluster. This requires more attention than just coding transcripts. However, listening to sound files and reassuring during the interview may alleviate that risk.

Since CIT is based solely qualitative interviews, the researcher might be biased or caught in expectations about replies, especially if she went through similar events than participants. Thus the risk to misinterpret or misclassify is given. The use of active

listening approach repeating, paraphrasing and reflecting during the interview may mitigate that risk.

Third, data collection relies on specific stories and a certain disclosure of difficult times. Participants may not be able or willing telling such a story which could lead to a limited dataset. Gaining trust, establishing a certain level of connectedness requires time and appreciative inquiry and emphatic listening skills from the researcher. Allocating sufficient time during the "onboarding process" and during the interview is crucial to get a rich set of data.

1.10 Structure and dissemination of the research paper

This final assignment presents its formal argument in three chapters.

Chapter One presents the background and purpose of this study, the dissemination strategy and the description of the research methodology.

Chapter two reviews the literature which is specific on leadership in social change organizations and capacity building approaches to support development of leaders. Additionally it provides insight in recent neurobiological research, emotional intelligence and resilience literature. A special interest is to investigate in how far emotional capacity building and resilience influences critical incident leadership in social change organizations and how current capacity building frameworks are covering the needs for that.

Chapter three presents the documentation of the research data and recommendations for emotional capacity building as a factor in critical incident leadership.

1.11 Dissemination strategy

Since it is my aim to share this knowledge with people in the social change field, this paper will be disseminated to the interview partners networks in the areas the interviews eventuated. Furthermore it goes to the HASC network (66 people) and the Facebook "proycto Kalu group" (922 members per Jan 27, 2013). Major findings will be published in the IODA newsletter summer 2013 (International Organizational Development Association, 700 recipients) and on my website: www.partners4.com. Being part of the ACUMEN leadership essential training in spring 2013 and the HUB Vienna the research

will be distributed to a worldwide community of change maker through the ACUMEN leadership essential group (272 members worldwide per January 25, 2013) and the global HUB Facebook group and the global HUBnet (5329 members per January 25, 2013).

2. Literature review

The following chapter presents a review on past literature findings and contemporary theory.

2.1 Leadership

2.1.1 Challenges in social change organizations

We live in a world of tremendous wealth, the number of millionaires worldwide still grows. Globally the number of wealthy households grew by 175,000 in 2012 – largely in China and India (Becerra et al., 2012). On the other hand, according to the MDG´s Goals report "projections indicate that in 2015 more than 600 million people worldwide will still be using unimproved water sources, almost one billion will be living on an income of less than $1.25 per day, mothers will continue to die needlessly in childbirth, and children will suffer and die from preventable diseases. Hunger remains a global challenge, and ensuring that all children are able to complete primary education remains a fundamental, but unfulfilled, target that has an impact on all the other Goals. Lack of safe sanitation is hampering progress in health and nutrition, biodiversity loss continues apace, and greenhouse gas emissions continue to pose a major threat to people and ecosystems" (UN, 2012, p. 3).

It is especially development countries suffering from a great economic disadvantage, but citizens are no longer ready to depend on outside charity. Where governmental and international support is leading to desired changes, visionary and dedicated individuals are ready to take ownership in their development and are ready to initiate and drive change. Two years to the deadline of the MDG´s Governments, the United Nations agencies, the private sector and civil society have succeeded in saving lives and improving conditions for many people living in "under-resourced" areas. As the UN Report states, extreme poverty is falling, between 1990 and 2010, over two billion people gained access to improved drinking water sources, such as piped supplies and protected wells, more than 200 million slum dwellers gained access to either improved water sources, improved sanitation facilities, or durable or less crowded housing, The ratio between the enrolment rate of girls and that of boys grew from 91 in 1999 to 97 in 2010

for all developing regions, the number of under-five deaths worldwide fell from more than 12.0 million in 1990 to 7.6 million in 2010, At the end of 2010, 6.5 million people were receiving antiretroviral therapy for HIV or AIDS in developing regions, world is on track to achieve the target of halting and beginning to reverse the spread of tuberculosis Reported malaria cases fell by more than 50 per cent between 2000 and 2010 in 43 of the 99 countries with ongoing malaria transmission (UN, 2012, p 4-6).

This reports gives hope, but still it's a long way to go to improve life quality of civil society especially in under-resourced areas where hunger remains a major challenge, gender equality and women´s empowerment is an ongoing issue and vulnerable employment has decreased only marginally over twenty years.

Private philanthropists, worldwide foundations, governments, the United Nations and the private sector – they all do their best tackling these tasks but it needs local pioneers leveraging their capacity to get things sustainably changed.

Its local change agents who have it in hands to influence local development and there is a crowd of visionary and dedicated individuals who are willing to step up for their community's needs. "But even by addressing urgent needs, these pioneers in their role as social entrepreneurs or leaders of NGOs are often mishandled, overlooked or ignored by their community or other institutions" (Bornstein & Davis, 2010, Loc 557). Besides that - especially women – often lack of support and understanding from families and male peers for their aspiration and frequently face a loneliness for their vision. Patriarchal or so called "Big Man" cultures don't accept power-shift towards female or young upcoming leaders and power-inequity often hinders devoted individuals to drive change.   Since pioneers don't have proven track records, significant nstitutional support, academic degrees or sufficient financial resources, they are often ignored by other institutions. However, many of them dare to start a social change organization and they prove an incredible capacity – even under most challenging circumstances - to attract attention, receive funding, overcome apathy and opposition, shift behavior and mobilize political and community will.

Operating in such adverse environments leader´s in social change organizations are facing the burden to overcome critical incidents and cope with adversity. This is important insofar as by not rebounding from it as a leader, the survival and continuance of the organization is at risk. Failing as an influencing leader in social change organization does

not mean losing a workplace for employees or dividends for shareholder, it means losing a driving force to reduce poverty, inequality and human dignity.

"The mission of most relief and development leaders is to work with those who are poor, distressed, affected by conflict, vulnerable, displaced, disadvantaged and worried about their future" (People in Aid, 2003, p. 5). Leaders of social change organizations – and I define social entrepreneurs and NGOs in relief and development work as such –face extraordinary challenges within their organization and implementing environment (Morgan, 1997; Austrian Development Agency, 2011; Hailey, 2006).
:
1. The need to balance international donors, local stakeholders and extended family expectations
2. Program implementation in difficult political, social and economical circumstances
3. Starting as pioneers of change they have to embolden others to pursue their ideas and resolutions with a crucial dependency of a shared sense of purpose and ownership of issues at all levels.
4. Movement of trained personnel to better-paid jobs in the private sector (or donor organizations) due to low salaries or lack of career incentives
5. High dependency upon volunteer participation and their influence on policy and action
6. Replacements in the public sector often motivated by party political interests
7. Migration to more prosperous developing or industrialized countries (brain drain)
8. Impact of HIV/AIDS and low medical service for staff
9. Volatility and unpredictability of funding base
10. External and internal fraud
11. Political interference in operational or technical processes
12. Weak or monopolistic external suppliers for various programs or operations
13. Implementing programs in unstable and unsafe environments
14. Higher exposure to natural disasters due to lack of environmental resilience

These challenges mentioned above lead to long working hours and enormous stress which goes along with a feeling of being isolated and unsupported. Leadership in this context "is a complex role that requires a great deal of listening and persuading. It takes a curious combination of sensitivity and bullheadedness, humility and audacity and restlessness and patience to lead a change process in the face of indifference, habit, fear, resource constraints, vested interest and institutional defenses" (Bornstein & Davis, 2010, Loc 478-488).

2.1.2   The importance of influence in social change leadership

Doing a Google search on leadership around 508.000.000 results in 0,25 seconds pop up. Specifying to leadership in social change organization around 114.000.000 results in 0,16 seconds do appear. Reading through some of these entries, it gives the impression that most of the leadership literature focuses on the leader itself, on the importance of capacities, character and authority. I don't deny the significance of these but what is capacity, character and authority worth if played out in isolation, what is the indicator of successful leadership if it´s not the influence it has on others with the results achieved through and in collaboration others? If leadership is according to Caldini in Haslam, Reicher & Platow (2010, Loc 286) "getting things done through others", which I consider especially relevant in social change leadership, I´d like to focus on the importance of influencing others. A definition of leadership which speaks to that scope is stated by Thomas Wren (1995, p. 10f)., "Leadership in its full compass is neither a position or title nor the actions of an identifiable leader. It is instead an interactive process in which leaders and followers engage in mutual goals".

Different to the theory were a heroic leader utilize his/her charisma or character to guide and direct subordinates, contemporary leadership involves winning the hearts and minds of others – or in other words creating a space where power and control is a two-way directive and of reciprocal consideration and shared endeavor between leader and follower.

Hollander was one of the first authors in modern psychology to emphasize the importance of followership. He supports the idea that leadership is inclusive, a two way operation of leadership and followership depending upon Respect, Recognition, Responsiveness and Responsibility, both ways (2009, Loc 522) . Based on that, Haslam, Reicher & Platow (2010, Loc 1032) empathize leadership on the we-ness rather than on her I-ness and on "the importance of context, the role played by followers, the function of power and the dynamics of transformation in leadership". It centers on the process of influence others in a way that lead people to listen to leaders, to get them interested what they have to say and to take on their vision of their leader as their own.

2.1.3   Social change leaders – inclusive leader

Gaining trust as a leader in this environment is not holding a status or a title, it is not achieving authority or having charisma nor is it competent management or skilled decision-making. It is instead inspiring fellows and skeptic, unleashing their potential, harnessing their energies and passion. It is to lead people to listen to leaders, to notice what they say and to present a vision that is an extension and potential of the followers values – or in short to influence that the new vision is a motivating potential of "we".

This new concept of leadership, first conceptualized by John Turner, is what Bornstein & Davis (2010, Loc 343-356) call "social identity model of leadership". They summarize the following four principles of the social identity leadership model:

1. "Leaders must be seen as "one of us" or "in-group" prototype"
2. "Leaders must be seen to "do it for us" or promoting the interests of the in-group
3. Leaders must "craft a sense of us" or shaping the shared understanding of "who we are"
4. "Leaders must "make us matter" or taking on the ideas and values and embed them in reality"

This is a significant shift from the "I-ness" of a leader towards "We-ness" where leadership is inclusive and resides in those who follow. In the inclusive leadership followers identify with the future vision as an extension of their own and motivating potential of their values.

2.1.4   Social change leaders – resilient leaders

As we have learned in the chapter challenges of social change organization there is plenty reasons that may direct a leader into challenging times and crisis. Managing these difficult times requires a set of leadership qualities which involves the courage for action, the willingness to be decisive even in unpredictable circumstances and to take responsibility for outcomes. It demands the strength to mobilize fellows to cope with challenges to their safety, economic survival, credibility or well-being and adapt to or rebound from adversity. This is what Everly Jr., Strouse & Everly (2010, Loc 376) label "resilient leadership". They define resilient leadership as a "strong, decisive action that encourages and motivates and honesty and honor, which instill confidence while building trust and fidelity".

As we will learn in the later chapters about brain research, high pressure and negative emotions will lead to "emotional hijacking" or to "fight-or-flight" responses. Under such circumstances sober-minded decision making process are almost impossible. Due to human nature, individuals need to find ways to get out of physical pressure as quick as possible and tend to either rush to make an impulsive decision or to become paralyzed.

In order to maintain mental wellbeing and rebound from stressful events the key and the route towards it is management of feeling overloaded, confused, anxious, frustrated, sad or feelings of futility. Since our response to stressful events is highly influenced by our appraisal of the situation solely stress management techniques are not sufficient. It requires the ability to re-write the script or "the ability to attach constructive meaning to the experience and the ability to ultimately incorporate the experience into some constructive, overarching belief system" (ibid, Loc 2244). These are moments, where emotional capacity building is called for.

2.2   Capacity development and relation to neurosciences

2.2.1   Current frameworks of capacity building

Originally designed as technical assistance, capacity building was considered as the process of analyzing what people don't have and know and therefore needed to be done by international resources. Thus people who should be developed started from a disadvantaged position and legitimized the authorities of professional experience. In the 50s, 60s and 70s capacity building was interpreted as providing local organizations with the required capacity to achieve the objectives of donor projects. It was done through assistance in administration matters, donation of vehicles and computers and technical training. In the 80s the focus shifted more towards creating adaptability and accountability within institutions. In the 90s the idea took shape that partnerships between international organizations and local partners should be based on mutual respect, cooperation and justice and there was growing awareness for the incredible challenges local leaders face in implementing their programs.

UNDP defines capacity development as "the process by which individuals, groups, organizations, institutions and societies develop abilities to perform functions, solve problems and set and achieve objectives over time" (UNDP, 2008, p. 4). Contributing to stronger institutions are robust institutional arrangements; visionary, skilled and ethical

leaders; open and equal access to knowledge; and vibrant accountability and voice mechanisms. The UNDP definition of capacity development reflects the viewpoint that capacity resides within individuals, as well as at the level of organizations and within the enabling environment.
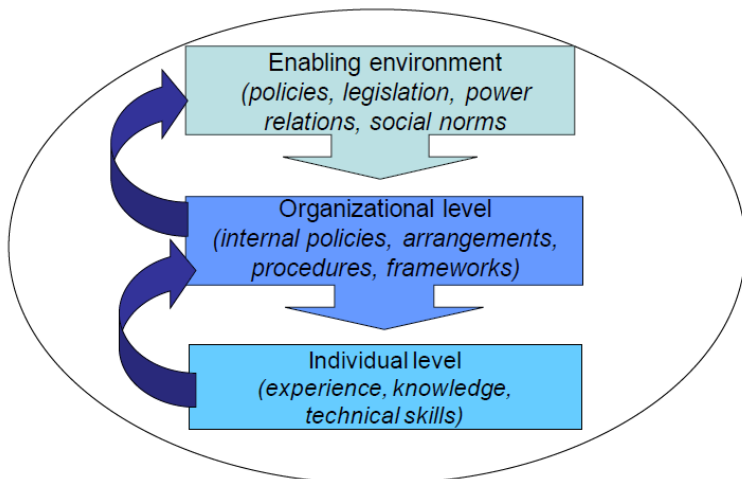

Figure 1: Levels of capacity: a systemic approach, source: UNDP, 2008, p. 6

Over the years UNPD developed a series of efficient and valuable programs and indicators to measure the impact in capacity development, but still, CIDA argues that in order to achieve sustainable development, capacity building efforts supposed to support building 'macro and the softer' capacities, like changes to patterns of societal values and learning, changes in the behavior and functioning (Morgan, 1997, p. 4).

Traditionally capacity development has focused on the 'micro and the harder' issues (e.g. systems improvements, equipment supply, training, organizational structuring) as being easier to measure in the result-chain. Transferring operational and technical know-how and strengthening knowledge for planning and programming, budgeting and financial management as well as monitoring and evaluation will continue to play a major role, but it's hard to apply it in emotionally aroused situations. Competencies and abilities to being decisive in uncertain environments, thinking strategically, staying connected to subordinates and Executives, require stress-specific patterns, were individuals have control over their emotions and behaviors. Consequently capacities to support managing emotional arousal in stressful events is called for.

Therefore what's particularly important in adverse environments is a stronger focus

- on adaptive and emotional intelligent capacities like self awareness and self-regulation to manage reactive functioning and flooding, the ability to find common ground and build rapport and
- resilience as the capacity to emotionally cope with and recover from chronic adversity, propensity to find meaning in difficult circumstances, capacity for positive emotional engagement during difficult times

According to the European Commission in 2009, capacity seeks to strengthen organizations and leaders on four dimensions:

	Functional Dimension	Political Dimension
Internal Dimension	Internal, functional dimension: Strategy, systems, structures, work processes, internal relationships, etc.	Internal, political dimension: Leadership, power distribution, material and nonmaterial incentives, rewards and sanctions, possible vested interests, conflicts.
External Dimension	External, functional dimension: Legal framework, timeliness and adequacy of resources, results-based performance targets, oversight bodies, formal accountability requirements.	External, political dimension: Political governance, possible vested interests, pressure from clients/customers, competitors, media attention.

Table 2: Toolkit for capacity development, source: European Commission, 2009, p. 9

Traditional leadership training approaches focus more and are often restricted to managerial tasks of a leader, like developing technical skills such as budgeting, personal management, problem solving, decision making, work processes optimizing, systems-adapting, authority patterns. But these skills are not sufficient for success. Leadership, when distinguished from management, has a primary and significant part to play that is related to the life, health and sustainability of any organization and well-being of its members. It needs the talent to maintain the capacity of sensitivity and ego resilience, humility and audacity, and restlessness and patience to support the intended change. It requires the ability to influence and mobilize, to stay in contact with followers and to leverage more than the own capacity. In that context where the "emotional contract" with followers can't be generated through financial rewards, incentives or hierarchical power, more than anywhere else the success of the leaders depend on creating relationship in an egalitarian and co-operative manner with the followers (constituency, board members, employees, interested citizens and clients, and possibly those in disagreement with the mission of the organization, colleagues…).

Therefore what's particularly important in maintaining the leader-follower leadership are (Goleman, 1998a, p. 26-27):

- Personal competences of emotional intelligence like motivation with skills in striving to improve or meet a standard of excellence, aligning the goals of a group, readiness to act on opportunities and persistence in pursuing goals
- Social competences of emotional intelligence like empathy with skills in understanding others feelings and perspectives, anticipating, recognizing and meeting customers´ needs, cultivating opportunities through different kinds of people, reading a groups emotional currents and power relationships and social skills in wielding effective tactics for persuasion, listening openly and sending convincing messages, negotiating and resolving disagreements, inspiring and guiding individuals and groups, initiating or managing change, nurturing instrumental relationships, working with others towards shared goals and creating group synergy in pursuing collective goals.

Feeling responsible to tackle social and civil society issues, there is a high awareness and willingness from western funding sources to support and institutionalize capacity building in managerial qualifications, even for smaller and grass-root groups. But assisting emotional and resilience capacity building is limited to expats or leader of international institutions. Since the success of social change programs is measured through business plans, result based management and logical frameworks, donors and stakeholders performance expectations of emerging social change leaders are not significantly lower than of leaders acting on bigger stages. But local change leaders are disadvantaged here, because they don't have the same developing support and besides dealing with a high workload with limited resources they must find their own and individual ways to surmount emotional emergencies. And they do. With an outstanding endurance, strong drive and believe towards their personal mission they master critical incident with amazing capacities. Hence a professional support in emotional capacity building would not only be a fair contribution in the global responsibility but also keeping incredible individuals from struggling that hard and support leader's wellbeing and organizational flourishing.

2.2.2   Capacity building and relation to brain research

According to Gerald Hüther (2013) and other neuroscientists` literature the brain structure is similar to an onion. The first layer in that structure is the brainstem or primitive brain, which is more or less responsible for basic body functions such as breathing, heartbeat,

and blood pressure. Scientists say that this is the "simplest" part of human brains because animals' entire brains, such as reptiles (who appear early on the evolutionary scale) resemble our brain stem. The primitive brain is a set of pre-programmed regulators that keep the body running and reaction in a way that ensures survival. In the primitive brain the capacity of the nervous system is telling the body: bite, spit, approach, flee, chase.

The second layer in our brain is the "limbic system" or often referred as "emotional brain". As mammals evolved this key layer came in and added feelings and emotions to the brains repertoire. Hüther (2013) compares limbic systems capacities with these of a cat and what's sitting in here is learning and memory. As we know from cats they are much smarter in their choices for survival and can adapt to changing demands as opposed to having automatic responses. If e.g. a food leads to sickness it could be avoided next time. For human beings the behavioral reaction repertoire of the limbic system goes from placating, persuading, seeking sympathy, stonewalling, provoking guilt, whining, putting on a façade of bravado, being contemptuous and so on.

With the arrival of the Homo sapiens, the brain took a great growth and a third layer was added, the so called "neocortex". This is the seat of thought, it add to a feeling what we think about it. As human beings proceed in development the mass of neocortex increases, with new capacities of advanced behavior — particularly social behavior — culminating in humans with tool making and, ultimately, language and high-level consciousness. According to Hüther, this is the layer where the neuronal networks generates the most complex, most sophisticated and the most human-specific brain functions such as goal-oriented behavior and motivation, self-concept and self-efficacy, impulse-control, consciousness and the ability to transcend own thoughts and intentions into larger contexts. Also the ability to feel what others feel, and to experience feelings of connectedness, peace and love are generated by these neuronal networks (ibid).

2.2.3   How we become emotional

Hüther's (2013) research shows "When a new stimulus reaches the brain, it will elicit a certain kind of arousal in the associative networks. If this arousal pattern is identical with the pattern of arousal formed by the activation of already established neuronal connections (founded by earlier experiences), the new stimulus will be reorganized as already known and responded as usual." Being exposed to new stimuli, people constantly

screen their environment with their sensory devices (senses: sight, hearing, smell, touch, smell). Incoming signals are directed to the neocortex where it is analyzed and assessed for meaning and appropriate response. If the stimulation triggers an emotion, a signal goes to the amygdala to activate the emotional center. According to the intensity of the stimulus, the amygdala can trigger an emotional response before the cortex have fully understood what is happening.

Every experience which goes along with a certain arousal is connected with a corresponding feeling and memorized as an emotion in the limbic system. According to the memorized emotion individuals develop a behavioral response program (reactive functioning). In this way human beings develop patterns which are - in any future events – triggered by the memorized emotional program. As a consequence "re-programming" can be possible at any time, but this won't work on the intellectual or conceptual level. It requires a necessity to re-appraise an event and to rewrite the script of the corresponding arousal and behavioral response.

Knowing this, individuals don't have much control over what they become emotional about, but they have control to make changes in what triggers emotions and how they respond to it.

According to Ekman (2003) and Damasio (1999) emotions are triggered and happen instantly. They correlate with a physiological expression, like tone of voice, facial expression, non-verbals and are broadcasted – often unconsciously. In that way emotions are the observed behavior.

But it´s not only the actual event itself, which can generate emotions, its more. According to Ekman (2003, p.37) nine Emotional triggers are unintentional or intentional ways we trigger our emotions:
1. Auto-appraising
2. Reflecting on the links to auto-appraising
3. Remembering a past experience
4. Imagining a situation
5. Talking about a past emotional experience
6. Empathizing with another
7. Violation of important values
8. Voluntarily assuming the appearance of emotion
9. Other's (primary care giver) instructing us about what to be emotional about.

As Ekman (2003, p. 216) illustrates, there are ten common characteristics found in emotion:

1. Any emotion has a underlying feeling or sensations we are often aware of and are inwardly directed.
2. Emotional episodes vary in time, from lasting a few seconds to hours.
3. An emotion is triggered if something matters to a person.
4. Emotions are not chosen by us, they happen to us.
5. The appraisal process happens automatic and usually we are not conscious of our appraising.
6. When emotions are triggered people get into a refractory stage, during peoples thinking cannot incorporate information that does not fit, maintain or justify the emotion people are feeling. This can last shorter or longer.
7. People can only reappraise the situation when they are aware that they are emotional. That requires a completion of the initial appraisal.
8. People become emotional not only about matters in their own lives but also what mattered to our ancestors. This reflects our evolutionary history.
9. Our behavior is motivated by the desire experience or not an emotion.
10. Observers become aware of how the emotional person is feeling by clear, rapid and universal signals.

2.2.4 The learning model for emotional intelligence

If the novel arousal pattern is at least a bit similar to the already existing patterns formed by earlier experiences, it may be integrated into these old patterns and will thus become stabilized as an extended, more complex pattern of neuronal activity. This is the way, how children (and adults) learn. If this integration is not impossible, because the novel arousal pattern is too strange and cannot be associated with any already existing pattern, the individual may either neglect the challenge or – if the stimulus or the problem is large enough and does not disappear – activate an emergency reaction. When the emergency reaction is sent to major parts of the brain, it triggers the secretion of fight or flight hormones and emergency dollops, mobilizes centers for movement, speed heart rate, raises blood pressure. In this case the limbic system hijacks the neocortex and cortical memory are shuffled to retrieve any knowledge relevant to the emergency at hand.

Every new knowledge must be learned and stored as new experience in the brain. Hüther (2013) emphasized, that this requires establishing new cerebral patterns and new nerve cell connections which is stored as memories in the limbic system. The more patterns we develop over period of time, the bigger the behavioral variety and the possibility to master different and difficult situation. The readiness of adults to adjust to the new, to try out something different is much greater the more secure they are and the greater the confidence they have to confront the world. Insecurity, fear, pressure produces an excitation and agitation in their brain. Under these circumstances nothing can be learned or lodged in the brain and even worse – in agitation and confusion – already acquired knowledge cannot be recalled or applied and human beings fall back into types old behavioral patterns, which are activated when nothing else works: attack, defense or retreat. In consequence humans react with rage, anger or even resignation to the disappointment we have experienced. No need to mention, how these affects the ability for positive influence of followers as the appropriate leadership model in social change organization and how this is highly depending of leaders social competences and emotional intelligence (ibid).

The author strongly support "UNDPs and European Commissions systemic" approach for capacity development and the importance of technical skills, but these are threshold capacities for successful leadership. Technical skills can only be applied from the neocortex or frontal lobes in a "soothed" state of mind. When adversity triggers emotional arousal, the brains hot buttons are pushed stress hormones are released and emergency mobilization is induced. This mobilization enforces the primitive strategy for survival which goes along with heightening the senses, dulling the mind and doing what's most rehearsed and have the strongest neuronal patterns. When these patterns have been countless repeated they have been well learned and become the dominant neuronal pathways for impulses. In emotional aroused events they undermine the working of the brains executive center sitting in the frontal cortex. Given a choice between different options the one with the stronger network of neurons will be predominant. Given that, a re-writing of patterns is called for and this need a different model of learning, which supports development of procedural knowledge (being able to put these concepts into action) rather than declarative knowledge (knowing a concept and its technical details). It requires a re-programming of habits, thoughts, feeling sitting in the limbic system to manage immobilizing emotions. For that purpose supplementing emotional intelligence and resilience capacity building to keep the transition period as short as possible deems a necessary approach in the capacity building frameworks of the new millennium.

2.3   Emotional Intelligence (EI)

2.3.1   EI – Definition and history of the term

Since the 1960 the term "emotional intelligence" had been used occasionally and had played part within the tradition of social intelligence or personal intelligence researchers. In 1990 Salovey & Mayer (p. 185ff) first introduce the term. In their article "emotional intelligence" they define emotional intelligence "by the specific competencies in encompasses, including the ability to perceive emotions accurately; the ability to access and generate feelings when they facilitate cognition; the ability to understand affect-laden information and make use of emotional knowledge; and the ability to manage or regulate emotions in oneself and others to promote emotional and intellectual growth and well-being" (Mayer & Salovey, 2008, p. 535). What they specifically focus on is the recognition and use of owns and others emotional states to solve problems and regulate behavior.

With the bestselling author Daniel Goleman in 1995 emotional intelligence as a term got popularized and utilized in the business and leadership context. In his article "What makes a leader" (Goleman, 1998b, p. 1) emphasizes the importance of EI: "It´s not that IO and technical skills are irrelevant. They do matter but mainly as threshold capabilities". In analyzing competency models of 188 companies he concluded, that intellect was the driver of outstanding performance, cognitive skills where principally important, but when he calculated the ration of technical skills, IQ and emotional intelligence, it turned out that EO was twice important as the others for all job levels. Goleman proved right: the higher the EI capabilities the higher the leaders´ effectiveness.

2.3.2   The Emotional intelligence Framework

According to Mayer and Salovey (2008, p. 535) the components underlying the Emotional Intelligence framework are   a) Perception, Appraisal and Expression of Emotion, b) Emotional facilitation of Thinking, c) Understanding and Analyzing Emotional Information and d) Regulation of Emotion. Each of it represents a skill set described in the table below:

Perception, Appraisal and Expression of Emotion	Emotional Facilitation of thinking
	- Ability to redirect and prioritize one´s

	thinking based on the feelings associated with objects, events and other people
- Ability to identify emotion in one´s physical and psychological states - Ability to identify emotion in other people and objects - Ability to express emotions accurately and to express needs related to those feelings - Ability to discriminate between accurate and inaccurate, or honest and dishonest, expressions of feelings	- Ability to generate or emulate vivid emotions to facilitate judgements and memories concerning feelings - Ability to capitalize on mood swings to take advantage of multiple points of view; ability to integrate these mood-induced and perspectives - Ability to use emotional states to facilitate problem solving and creativity
Understanding and Analysing Emotional Information - Ability to understand how different emotions are related - Ability to perceive the causes and consequences of feelings - Ability to interpret complex feelings such as emotional blends and contradictory feeling states - Ability to understand and predict likely transitions between emotions.	**Regulation of Emotion** - Ability to be open to feelings, both those that are pleasant and those that are unpleasant - Ability to monitor and reflect on emotions - Ability to engage, prolong or detach from an emotional state depending upon its judged informativeness or utility - Ability to manage emotion in oneself and others

Table 3: The Emotional Intelligence Framework, source: author's illustration based on Mayer & Salovey, 2008, p. 535.

Perception, Appraisal and Expression of Emotion

"The process underlying emotional intelligence are initiated when affect laden information first enters the perceptual system. EI allows for the accurate appraisal and expression of feelings and stable laws may govern them" (Salovey & Mayer, 1990, p. 191). Based on the emotional appraisal various emotions are triggered and are either expressed in language or non-verbal through facial-expression. The authors consider this as relevant emotional intelligence skills because those who are more accurate can more quickly perceive and respond to their own emotions and better express those emotions to others as a fundament for social functioning.

What Bristol emphasizes in that context is the importance of congruence, which is the ability of being self-aware the emotional state an individual is in and able to express feelings. If individuals are broadcasting an emotion and aren't able to reflect or talk upon inquiry to an observer it is most likely mitigating trust. If an individual is incongruent by either being reluctant expressing feelings or expressing feelings which are not congruent

with the observed behavior, the ability to influence will diminish and as a consequence dialog partner will step back (Bristol, 2011).

Perceiving emotions in others and empathic responses supports smoother interpersonal cooperation and enable individuals to respond to their social environments, to choose socially adaptive behaviors in response and to build a supportive network.

Using Emotions to Facilitate Thinking

This skill set goes to the capacity to harness emotions to facilitate cognitive activities such as thinking and problem solving. These is especially relevant when it comes to redirect one´s thinking, process information, creativity and making decisions. Different emotions have different effects in terms of making judgments, decision and processing. When people approach life tasks with emotional intelligence they "first are able to manage and handle emotional swings and to generate and create multiple future plans. Second, positive emotion may alter memory organization so that cognitive material is better integrated and diverse ideas are seen more related. Third, emotions provides interrupts for complex systems, "popping" them out of a given level of processing and focusing them on more pressing needs. Finally, moods may be used to motivate persistence at challenging tasks, Emotional intelligent people may use good moods to increase their confidence in their capabilities and thus persist in the face of obstacles and aversive experience" (Salovey & Mayer, 1990, p. 197).

As research in processing emotions has shown positive emotions "facilitates systematic, careful, cognitive processing, tending to make it both more efficient and more thorough, as well as more flexible and innovative in decision making" (Isen, 2001, p. 75) whereas negative emotion, specifically anger leads to snap judgments based on availability, accessibility, and applicability of information. According to research from Tieden, certainty appraisal is a major dimension in processing. Tiedens and Linton (2001, p. 975) argue that "any emotion associated with feeling certain (regardless of its valance) promotes heuristic processing and any emotion associated any emotion associated with feeling uncertain (regardless of its valance) lead to more systematic processing. Systematic processing is defined by effortful scrutiny and comparison of information, whereas heuristic processing is defined by the use of cues to arrive more easily at a judgment. Processing heuristically means focusing on the subset of available information to be able to use simple inferential rules in judgment or decision making, whereas processing systematically means a higher degree of data collection and a comprehensive and analytic, cognitive processing of judgment-relevant information. The major dimensions in

the certainty appraisal lays in peoples feeling of "being their own doing" (control) the "anticipation of what is happening" (consistency).

The emotions such as anger, happiness and contentment occur with the sense of certainty; emotions of hope, surprise, fear, worry and to some extend sadness are associated with the sense of uncertainty (Tiedens & Linton, 2001, p. 974).

According to Ekman (2003), the emotion anger is related with the thought of being harmed. The function of anger is setting a boundary to protect or control something. As research shows, anger leads to more heuristic spontaneous processing than sadness. What Tiedens (2001) states is, that when people feel angry they are more likely to make hasty judgments based on peculiar characteristics, general knowledge or their personal programs or scripts.

The function of sadness is bit for connection and comfort. Research has shown that sadness results in slower and more deliberate processing. As it is shown, the way out of sadness is more through long and reflective thinking as through spontaneous judgments. In emotion of sadness people take longer to process information and think more reflective (Ekman, 2003).

Understanding and Analyzing Emotional Information
This skill set is related to the ability to "comprehend emotion language and to appreciate complicated relationships between emotions" (Mayer & Salovey, 2008, p. 537). Labeling emotions with words, interpreting and grouping together feeling-words associated with the corresponding emotion is part of this skill set, as well as the ability to recognize transitions and relations of emotions.

Regulation of emotion in self and others
According to Mayer & Salovey (2008, p. 535) regulation of emotion includes the ability to be open to feelings, to monitor and reflect on pleasant and unpleasant emotions, the ability to engage, prolong or detach from emotion or mood and to regulate and alter emotion and moods in oneself and others. This reflective knowledge enables individuals to understand why and how emotions in oneself are triggered and how this relates to the environment. These is a skill set, which in psychotherapy literature is termed "emotional literacy" (Steiner & Perry, 1997, n.p.a.).

2.3.3   Managing emotional emergencies as emotional intelligence skills

Research in the area of developmental neurobiology and psychology in recent years show, that human beings have two minds: a thinking and a feeling mind. In "controllable" situations these minds are well coordinated, but in uncontrollable stress and negatively appraised situations, it´s the emotional mind sitting in the limbic system that takes over and "knocks out" the rational mind. In a state of negative emotion like anger, fear or sadness the sole responses human beings can apply in highly aroused situations are the ones established in the limbic system or even worse with the brainstem reflexes (bite, freeze, run). Under condition of stress - and from the brains point of view every novel arousing situation which has not established an neuronal pattern yet and appraised negatively –emotional pressure leads to the temporary loss of the most sophisticated and the most human-specific brain functions like goal-oriented behavior and motivation, self-concept and self-efficacy, impulse control, consciousness and the ability to transcend own thoughts and intentions into larger contexts. Also the ability to feel what others feel and to experience feelings of connectedness, compassion and love are generated by the neuronal networks located in the frontal cortex. In a context where Leadership is a social process in which everyone is engaged, where investment in the collective capacity is crucial, leaders need the behavioral and emotional qualities to influence, stay connected and achieve in collaboration with others, negative emotion countervail that. Transiting from immobilizing emotions and reactive functioning and moving toward re-engagement, deliberate judgment and decision making as important leadership skills requires basic emotional and social competencies. The emotional competence framework developed by Goleman includes five components of emotional intelligence and social competencies at work (Goleman, 1998a, p. 318):

- Self-awareness: knowing what we are feeling in the moment and using those preferences to guide our decision making; having realistic assessment of our own abilities and well-grounded sense of self-confidence
- Self-regulation: handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress
- Motivation: using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve and to persevere in the face of setbacks and frustration.

- Empathy: sensing what people are feeling, being able to take their perspective and cultivating rapport and attunement with a broad diversity of people
- Social skills: handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes for cooperation and teamwork.

These competences include a set of competences which are referred to emotional intelligence and involves the emotional centers (see Appendix "The five components of emotional intelligence at work).

By applying these competences individuals mitigate the risk of getting emotionally hijacked or what Gottman call `getting flooded´.

2.3.4   Flooding and the consequences for interaction

Starting "The Gottman Institute" 40 years ago John Gottman started his breakthrough research with thousands of couples. Together with his wife Julie Gottman he is particularly interested in relationship studies. In several books including What Makes Love Last or The Seven Principles for Making Marriage Work he shares insights from research and clinical practice to strengthen marriages, families and relationships. In thousands of hours video-taping and analyzing couples in their interaction a major finding is the power of "flooding" and the consequences for interactions. Measuring heart rates during couples interaction he states that at rest women´s heart rates are about 82 beats per minute, men´s about 72. In a situation where the limbic system, particularly the amygdala is activated the heart beats go up at about 10 beats per minute above a person´s resting rate and a state what Gottman (2011, p. 128) calls "diffuse physiological arousal" (DPA) begins. When the heart rate speeds up to beyond 100 per minute the "intrinsic pacemaker" rhythm of the heart, the body is pumping adrenaline and other hormones that keep the distress high for some time and this is the "flooding" state. "Flooding is when one emotion or set of emotions becomes so averse and so prominent that it takes over the emotional and perceptual world of the person (refractory state)" (Bristol, 2008). This leads to a perceptual narrowing and focused attention. As neuroscience research show the brain can't hold this tension very long and tries to find mechanism to calm down. In this stage any strategy from the brains point of view is a good one. So, what the brain does at first to manage the tension is trying to sooth with the patterns from the limbic structure, e.g. being contemptuous, becoming defensive, criticism etc. If this doesn't help

at all, the fight-and-flight routines from the brainstem become more important as coping strategies. One mechanism to de-escalate negativity Gottman (2011, p. 123) discovered is what he calls "stonewalling", defined as the listener's withdrawal from interaction. This means that individuals don't give the speaker the usual listener-tracking signals, (like eye-contact, head nods or brief) or move the face. Which in consequence increases speakers heart rate and drives both communication partners into negative spirals. At this point the emotions become so intense (emotional hijacking) that the perceptions are impaired (tunnel-view) and a person is unable to have access to important social processes like sense of humor, creativity, problem-solving, empathy, non-defensive listening. The ability to make unbiased decisions, hear, think and speak with clarity dissolves during such an emotional alarm reaction.

2.3.5   Conceptual frameworks for managing emotional alarm

Conceptually there is various terms used to regulate emotional alarm mechanism. In resilience research the term coping is frequently mentioned, in emotional intelligence research self-regulation and in relationship research it's the term soothing.

Coping as a concept used by Skodol (2010, p. 117) refers "coping as specific thoughts and behaviors that a person uses to manage the internal and external demands of situations appraised as stressful, in order to be protected from psychological harm". Whenever a person experiences damage, anticipates harm or a challenge he/she does a primary appraisal of the situations. Secondly he/she appraises to which the stressful situation might need to be changed or accepted. According to these appraisals the person uses two major styles of coping which can co-occur and interact: Problem-focused or emotion-focused. Problem-focused coping is a pro-active approach to resolve the threatening problem or diminish its impact. Emotion-focused coping is the approach to reduce the negative emotion related to the threat by changing the way the threat is interpreted.

Daniel Goleman subsumes self-regulation as an important factor to regain control and to manage one´s internal states, impulses and resources recovering from distress and being conscientious to pursue goals (Goleman, 1998a, p. 318).

Gottman (2011, n.p.a.) describes soothing as lowering the heart rate on the intrapersonal or interpersonal level. Different to Goleman and Skodol, Gottman adds physiological indicators to describe the situation necessary for return to full cognitive ability.

2.3.6 Soothing and resilience as a major dimension in self-regulation

Any sensed weakening or losing the connection in a relationships, an endangered goal achievement, risky or unsafe surrounding systems puts a person at emotional risk. This appraised risk leads to anxiety and as a consequence to what Bob Duggan and Jim Moyer (2009, Loc 1561-1597) in the book Resilient leadership call automatic functioning and reactive behaviors. When anxiety worsens, people usually experience these situations as critical incident with the risk of getting emotionally flooded. In this stage our feeling response frequently overrides the thinking response with the result of switching towards automatic functioning. Moyer and Duggan (ibid) indicate a few of typical expressions of automatic functioning or reactive behaviors:

- Either/Or thinking: all or nothing logic, polarization of positions
- Victim Mentality: flight from responsibility and ability to contribute, blaming others for victimization
- Deadly serious: no lightness, no humor
- Impulsive/Thoughtless: refusal to invest in deliberate consideration
- Invasive Behaviors: disregarding of rules and processes, acting outside of owns mandate
- Focus on crisis: ignoring the positive sides of a situation and focusing on most troubled issues
- Narrow Vision: blind to the bigger context and other views
- Hijacked thinking: anxiety driven reactivity
- Limited repertoire: limiting and simplifying the range of available options
- Easily stampeded: influenced and mindlessly following the crowd
- Rebellion/Submission: denial to comply with reasonable proposals
- Dominating/Scapegoating: claiming a superior position in relationships
- Physical Symptoms: psychosomatic signals.

This list can easily be heard as list of individual character flaws, whereas we discover from Gottman this behaviors are explained by physiological flooding.

In order to overcome adversity and emotional hijacks, managing emotions by lowering the heart rate is the way out of. By doing so a person regains control over emotions, arousal and impulses to re-evaluate information, determine a good course of action, coordinate actions and solve. Lowering the heart rate is what Gottman calls "soothing" during times of negative emotions and distress. According to research from Gottman & DeClaire (2001, p.192) and Bristol (2013), self-soothing strategies on the Intrapersonal level are:

- mindful meditation
- stopping negative self-talk
- sensual comforting
- physical activity (e.g. going for a walk)
- temporarily withdrawing from the conflict.

If the intrapersonal level does not work, soothing on the intrapersonal level could help. Gottman calls this co-regulation where the less aroused partner temporary provides his/her frontal cortex capacities for the sake of both communication partners. This would be

- appreciation
- shared humor
- receive interest, empathy, affection
- disclosing a story that triggers here and now emotion (potential flooding) with the pre-condition to intentionally disclosure(not forced), with heightened awareness as telling the story to a supportive (empathic) other
- the ability to stonewall (=temporarily disconnecting from the negative situation, 20 minutes break)

The benefit of soothing strategies is significant, because by doing so the brains goes back to a certain calmness and regains access to the higher brain levels with the capabilities of self-awareness, self-regulation, empathy and social skills. Indication for successful self-soothing is e.g. being relieved, calm, present, relaxed, peaceful, balanced, comfortable. The opposite would be being caught in the cycle of criticism, contempt, defensiveness and stonewalling, distressing thoughts and emotional flooding, which itself leads to disintegration of high brain levels capacities.

2.3.7 Resilience and learned adaptive behaviors of resilient individuals

According to John W. Reich et al. (2010, p. 4) resilience is "an outcome of successful adaption of adversity". Often used in the context of communities coping with

environmental disasters, resilience also refers to personal recovery from harm as well as to the capacity to move forward in episodes of negative emotions, pain and stress. Resilient individuals show the capacity to preserve well-being and sustain toward the goals they have set themselves, they preserve valuable engagements in life´s tasks at work and in social relations.

Skodol's research (2010, p. 114ff) on "Western" Cultures and societies characterizes resilient individuals, having a sense of self and a set of interpersonal skills. A sense of self according to Skodol is demonstrated by self-esteem, self-confidence, self-understanding, positive future orientation, control of negative behavior and emotion, hardiness, ego resilience and defense mechanism. Besides that, resilient individuals retain interpersonal skills such as sociability, emotional expressiveness and interpersonal understanding. **Self-esteem** is described as a "sense of self-worth, self-respect and self-acceptance linked to an expectation of success if life". Trust in one´s capacity to deal with challenges and difficult situations effectively is defined as **self-confidence**. "Self-confident individuals' belief that events in their lives are most influenced by large degree by their won behaviors and not a result of "bad luck" or another person's action". **Self-understanding** is the awareness of one´s motivation, emotion and strengths and weaknesses. People with **positive future orientation** "show determination and persistence in the pursuit of personal goals, while maintaining a sense of balance in their lives and the ability to sustain efforts over time. They are flexible in their ability to adapt to challenges, limitations and changing life circumstances and can accept setbacks with equanimity". Individual with **control of negative behavior and emotion** show the ability to manage and deal with their impulses and are not prone to spontaneous und impulsive acts. They are able to reflect upon the potential consequences of their actions. **Hardiness** "is a construct that comprises control (tendency to feel and act as if one is influential rather than helplessness), commitment (tendency to be involved and find purpose and meaning in life´s activities) and challenge (a belief that change is normal in life and that the anticipation of change is an opportunity for growth rather than a threat to security)". **Ego resilience** is the ability to adapt and adjust to novel situations. "Some of the traits that fall within that rubric include social poise and presence, curiosity, competence, insight and humor". **Defense mechanism** are characterized by *affiliation* (which involves handling emotional conflicts or stressors by asking others for help or support), *altruism* (as such "dedication to the needs of others"), *anticipation* (as "the experience of emotions in advance of future events and considering realistic alternative responses"), **humor**, **self-assertion** (expression of feelings and thoughts openly and without coercion and

manipulation), *self-observation* (as the capacity to reflect of one thoughts, feelings, motivation, and behavior and respond in an appropriate manner) and *Sublimation* ("the channeling of potentially maladaptive feelings or impulses into socially acceptable behavior").

Interpersonal Skills "promote the development and maintenance of relationships that assist in coping with stressful life experiences". Skodol (2010, p. 114-116) clusters these in *sociability* ("tendency to be gracious, cordial, affable and genial"), *emotional expressiveness* ("conveying warmth and other feelings openly and trusting other people with their most intimate feelings") and *interpersonal understanding* ("empathy, tendency to being unselfish and altruistic, having genuine interest in the welfare of others").

3. Empirical results

My study is entitled "The significance of Emotional Intelligence capacity building in developing leaders of social change organizations." My aim was to examine failure appraisal events and the transition from reactive behavior and initial emotion towards engagement emotion and behavior. In order to do so, I firstly investigated situations considered critical for social change leader and had behavioral and emotional impact on them. Secondly I investigated what the leader did to manage this emotional process and what she/he did to overcome emotional arousal. Thirdly I explored the emotional and behavioral consequence of soothing and how leader apply the new behaviors in future crisis situations.

In November/December 2012 I conducted 8 interviews. Four Interview partners were leader of NGO´s, four social entrepreneurs. At time of interviewing none of the organizations was older than 36 month. Four of the interview partners had disciplinary functions in their leadership-role (1-4 direct reports), four were social entrepreneurs doing their work with the support of volunteers contribution. Three interview partners were female, five male.

Geographical area and sector
- Three leaders from South Africa, sector: kids education, gastronomy, agriculture
- One leader from Switzerland: environmental education
- One leader from Nepal: Event management/Cultural conservation
- One leader from Papua New Guinea: institutional development

- One leader from Accra: awareness building for childless families
- One leader from Columba: healthcare

3.1 Interview findings

Successful adaption to adversity is a process. This process is described in the emotional resilient path. The path starts with the failure appraisal event related to a difficult event. If these events were appraised negatively they were remarked as critical incidents. Critical incidents were considered as novel experienced situations where interview partners were caught by surprise, had significant impact to the continuation of the organization and they had not established a behavioral pattern for problem solving yet. The failure appraisal event triggers a reaction stage (thoughts, behaviors) which was correlating to the underlying feeling and emotion. All interview partners reported emotional pressure related to the critical incident which in consequence - according to the intensity of emotional arousal - led to the temporary loss of their most sophisticated brain functions like goal-orientation, motivation, self-concept and self-efficacy, impulse control, creativity. Between reaction and re-engagement a leader went through a transition stage were he/she needed to address negative immobilizing emotions through soothing. The successful transition stage moved to a new emotional stage that allowed re-mobilization and re-engagement. Re-engagement emotion helped to regain a good control over arousal and impulses as well as the ability to re-evaluate information, determine a new course of action, coordinate actions and solve problems differently.

Interview questions were guided by an interview guideline following nine questions about critical incident and emotional consequences, affective behavior and applied capacities. Four statistical questions were asked to get an overview of role, age of the institution, branch and country of origin. Outcome of these interviews are six general statements in the following areas:

1. Failure appraisal event
2. Reaction (emotional or behavioral)
3. Reactive feeling/emotion
4. Soothing strategy
5. re-engagement feeling/behavior
6. re-engagement behavior
7. internalized adaptive behavior

The summarized general statement of the failure appraisal event, leaders reaction, underlying emotion, adapted behavior and internalized adapted behavior are narratively stated below. To be able to relate to the interpretation the narrative statements and the related cluster are indicated below.

Table 11 provides an overview of all six areas.

3.2   Analysis of data

Leader 1

The failure appraisal event by this leader was the high dependency upon volunteer participation and his necessity to influence towards a mission and shared ownership.

This leader didn't express initial feelings and emotions. Sadness and fear are "the authors" interpretation out of his tone of voice and facial expression when listening to the narrative of the critical incident.

The leaders reaction was to invest plenty time and efforts to influence, mobilize and convince people for his mission.

The ability to regain or keep a soothed mind was sustained through receiving interest and humor and being experimental and pro-active.

The engagement feeling/emotion was joy when seeing positive effects and interest when trying to find different approaches how to do that.

New capacities in re-engagement stage are in the emotional intelligence competence cluster motivation and social skills, especially achievement drive, initiative and commitment, leadership and influence.

The learned and internalized adaptive behavior is a stronger sense of self, especially self-efficacy, hardiness, positive future orientation and stronger interpersonal skills in interpersonal understanding.

Interpretation	Original statement Leader 1

self-efficacy	"Trust is an impact of your deeds without expecting return or reward"
hardiness	"Having a personal aspiration to something and knowing how you can convince people this is a benefit for people for our country"
positive future orientation	"…in the risk of failure the capacity to adapt to the given situation…."
ego-resilience	"I as a leader should be available and responsible when there is difficulties or it gets off track"
interpersonal understanding	"…if you share your aspiration with a true heart, people do more that you have expected, that's how we take ownership of the project"

Table 3: statements leader 1, source: author's illustration

Leader 2

The failure appraisal event by this leader was to frame and define his leadership role in a way which was according to leaders talent and aspiration and the realization of his own limitations. The risk was not acting authentic and by not showing authenticity he failed to stipulate investors interest with the consequence of not getting the program funded.

Expressed initial feelings like carrying a burden and being discouraged relate to the emotion sadness.

The leaders reaction was to turned away from his responsibility, the inability to make decisions and to attract investors as major funding source.

The ability to regain or keep a soothed mind was sustained through retreating to nature whenever he felt fearful, connecting to natural elements and practicing Buddhism to reconnect to the foundation of life and his purpose. Beside that he pro-actively organized contact with business angels which supported him through receiving interest and empathy.

The engagement feeling/emotion was feeling good, engaged and hope which relates to the emotion happiness and interest.

New capacities in re-engagement stage are a higher level of self-awareness, especially emotional awareness, accurate self-assessment and self-regulation, especially self-control.

The learned and internalized adaptive behavior is a stronger sense of self, especially self-understanding, defense mechanism, especially affiliation and self-observation.

Interpretation	Original statement Leader 2
self-understanding	"…it is being authenticity and being humble in the way not to expect too much anymore about myself. With being authentic I feel I am more and stronger connected to my environment"
Defense Mechanism - Affiliation	".… I won't hesitate to ask for help right away and to be honest and transparent with the situation I am in"
Defense Mechanism – Self-observation	"…by learning being authentic I don't care anymore about what the other are thinking and whether or not they like it. When I start to struggle with my English I am not authentic- that's my indicator. And when I realize that I just stop and postpone the talk. It's the feeling when I am authentic I feel relaxed, present not distracted and not tense"

Table 4: statements leader 2, source: author's illustration

Leader 3

The failure appraisal event by this leader was the need to balance donors, boards and staff expectation and due to budget shortfalls the volatility of financial sustainability. Since the team was used to report to an international manager for many years, high efforts were necessary to justify local leadership which led to difficulties in program implementation.

Expressed initial feelings were carrying a huge bag. Through tone of voice and additional discussion – especially about the financial constraints - the authors interpretation is being discouraged which is related to the emotion sadness.

The leaders reaction was a high time investment in internal trouble shooting and a high need to position herself as accepted leader.

The ability to regain or keep a soothed mind was being proactive with her team and board. Turning towards supporting people supported her to receive interest, empathy and affection.

The engagement feeling/emotion was eager, engaged relates to the emotion happiness and interest.

New capacities in re-engagement stage are stronger competences in empathy, especially understanding others, political awareness and social skills, especially communication and change catalyst.

The learned and internalized adaptive behavior is a stronger sense of self, especially self-understanding, Defense Mechanism, especially Affiliation and ego-resilience.

Interpretation	Original statement Leader 3
self-understanding	"… next time I would have like to have a team retreat with an external facilitator to help me and us discover each other's weaknesses and strengths and what works and what does not in order to find a common ground and appreciate each other"
Defense Mechanism – Affiliation	"……I am demonstrating that I care and telling my employees ….that 'I'm here for you' . By actually doing it makes all the difference"
Ego-resilience	"...telling my subordinates from the very beginning that management cannot work alone… we need their expertise to guide us in our joint work"

Table 5: statements leader 3, source: author's illustration

Leader 4

The failure appraisal event by this leader was the risk of stigmatization of being a member of a marginalized group and the risk of losing trust and support of family. The risk was not to mobilize a critical mass and by not doing so being able to start the program and attract donors.

Expressed initial feelings were disappointment, being discouraged, frustrated. Since this leader was a member of a stigmatized group authors interpretation is the fear of being offended by going public. The related initial emotions are sadness and disgust.

The leaders reaction was an uncertainty about the future of the NGO and being anxious of exposing himself and losing reputation.

The ability to regain or keep a soothed mind was seeking advice and emotional support of intimate persons and exposing himself with his stigma which supported to receive interest and empathy. By organizing community events and getting positive feedback he was able to get out of the negative spiral and was able to change his inner dialogues.

The engagement feeling/emotion was receiving appreciation and feeling good which relates to the emotion happiness.

New capacities in re-engagement stage are stronger capacities in self-awareness, especially in accurate self-assessment, self-confidence, in Motivation, especially in initiative and optimism, in Empathy, especially in understanding others.

The learned and internalized adaptive behavior is a stronger control over negative behavior and emotions, defense mechanism, especially affiliation and positive future orientation.

Interpretation	Original statement Leader 4
Control over negative behavior and emotions	"I learned to be patient, tolerant….I accept now that people need to go through emotional moments and this need time to overcome and I can't push them ".
Defense Mechanism – Affiliation	"I try as much as possible to approach third persons and ask for advice from counselors and supporters earlier and having trust in people"
Positive future orientation	"…..I am now convinced that this is the right thing to do. Going public and my confession had supported me to carry me through in future time"

Table 6: statements leader 4, source: author's illustration

Leader 5

The failure appraisal event by this leader was the high workload which arose from the need to balance family-needs, self-expectations and professional stakeholder expectations for achievement. Hand in hand with that were difficulties around traditional role as an African woman and the importance to get sufficient support and trust to get the business started.

Expressed initial feelings were disappointment, being depressed, discouraged and frustrated. These feelings relate to sadness and anger.

The leaders reaction was a high time and energy investment in justifying, persuading and convincing her family to support her and to manage her own well-being and investors expectations.   Feeling of guilt was triggered by not fulfilling the traditional role as an African mother and the need to abandon her daughter for work.

The ability to regain or keep a soothed mind were consciously taking a time out to play with her daughter to get a distance to her flooding. Since she is a spiritual person in a spiritual environment praying was considered as soothing. Same was talking about her feelings and struggles to a supportive partner and peers and experiencing empathic inquiry.

Through disclosing she received social support and got a different view on her situation. Praying and disclosing enabled a recalibration of purpose and a reconnection to moral compass. Temporarily withdrawing and playing with her daughter enabled her to calm down her arousal and regain positive emotions.

The engagement feeling/emotion was feeling stimulated and feeling good which relates to the emotion interest.

New capacities in re-engagement stage are stronger capacities in self-awareness, especially in self-confidence and accurate self-assessment. Further capacities were strengthened in self-regulation, especially in self-control.

The learned and internalized adaptive behavior is a deeper self-understanding, stronger control over negative behavior and emotions, defense mechanism, especially affiliation and ego resilience.

Interpretation	Original statement Leader 5
self-understanding	"I smile more and I am more calm, not so angry anymore"
control over negative behavior	"Instead of getting angry I start listening to people, even they say something against my business"
defense mechanism -	"The other thing I do is to talk to peers, to get support"

affiliation	
ego-resilience	" …knowing there is this power out there looking after you. It's the acceptance what I can influence and what I can't"

Table 7: statements leader 5, source: author's illustration

Leader 6

The failure appraisal event by this leader was the exit of an important partner to a better paid job in the early stage of implementation which required high and quick efforts in gaining the technical knowledge in education. Other events were difficulties around a traditional woman's role and the related decision to risk financial security by resigning from a paid job towards becoming a social entrepreneur.

Expressed initial feelings were feeling like failure, belittled, miserable and offended. These feelings relate to sadness and anger.

The leaders reaction was losing trust in collaboration which caused insecurity and fear to sustain this organization. Beside that a high efforts in balancing investment in paid job and NGO work led to time pressure and justification of decision to take on that role led to high internal and external tension.
.
The ability to regain or keep a soothed mind were talking to emphatic family members which was considered helpful because by disclosing the story she/he were able to show the emotion and got a better insight into her/his current difficulties. With disclosing her/his stories he/she experienced emphatic inquiry and received physical comforting from his spouse . Since this leader was a spiritual person she felt supported by prayers in mindful meditation. Taking on responsibility to gain missing knowledge was a stated as a proactive approach.

The engagement feeling/emotion was feeling reassured, comforted feeling good and grateful which relates to the emotion happiness.

New capacities in re-engagement stage are stronger capacities in self-awareness, especially in self-confidence and accurate self-assessment. Further capacities were strengthened in self-regulation, especially in self-control. Thirdly stronger capacities are shown in Motivation, especially in achievement-drive and commitment.

The learned and internalized adaptive behavior is a positive future orientation, hardiness and ego-resilience.

Interpretation	Original statement Leader 6
Positive future orientation	"Even if you do good there is other people who fight against. And that is was I have learned, to push them aside. And keep consistency in my NGO
Hardiness	"I think the most important thing I have learned about myself that I can face any challenge, because I am better prepared for it now and I now know that there are going to be more challenging and always fighting"
Ego-resilience	"I changed because now I feel more confident in the decision I make and seldom second guess myself. It gives me the confidence to fail because I know the support system is going to be there…. It would not feel much as a failure. I would consider it as "I have tried it but it didn't work". Not a failure for me as a person but as something that didn't work"

Table 8: statements leader 6, source: author's illustration

Leader 7

The failure appraisal event by this leader was the founding partners switch to a better paid job in the early stage of foundation which led to loss of confidence and brain drain in founding period. Beside that high efforts and energy were required to justify the decision against traditional career path and family and friends expectations.

Expressed initial feelings were disappointment, frustration and being judged . These feelings relate to anger, sadness and contempt.

The leaders reaction was a lack of confidence and motivation to move on and fulfill his purpose in life. He experienced lack of productivity and energy, concentration and focus. He was very concerned by losing a business partner and with her an important skill to implement the program.

The ability to regain or keep a soothed mind were consciously doing personal reflection by writing an annual plan with the aim to look at it from an emotionally distant point of view and to reflect on private and business objectives and aims and on purpose of

existence. Secondly he disclosed feelings and his struggles to intimate persons and asked advise for advice and feedback.

The engagement feeling/emotion was feeling reconnected, empowered, engaged and stimulated which relates to the emotion interest.

New capacities in re-engagement stage are stronger capacities in self awareness, specifically in accurate self-assessment, in self-regulation, specifically in self-control and in motivation, specifically in achievement-drive and commitment.

The learned and internalized adaptive behavior is emotional expressiveness, ego-resilience and hardiness.

Interpretation	Original statement Leader 7
Emotional expressiveness	".… I learned to share with them those insights from your plans and to disclose some personal feelings".
Ego-resilience	"…That's a lesson: even if you are working on your purpose, you cannot do in alone, you need people to get it done"
hardiness	"… I learned to think more in a pro-active way and do learn how to adapt versus thinking of negative ways"

Table 9: statements leader 7, source: author's illustration

Leader 8

The failure appraisal event by this leader was the experience of fraud and political interference in operational or technical processes. Leaders and member of the NGO felt life threatened. Another event was the loss of financial and supporting resources due to political circumstances and the inability to continue implementation of the program.

Expressed initial feelings were being traumatized, frustrated, disappointed, outraged and demoralized. These feelings relate to anger, sadness.

The leaders reaction was a facing high investment in regaining resources and motivation to continue operation and managing the feeling of loss of visibility and reputation. There was stuck in fear, because he and his colleagues felt life threatened and traumatized.

The ability to regain or keep a soothed mind were talking time out and doing nothing, re-starting physical activities, working with farmers, taking on a paid job during peak of financial crisis, investing in exploring other areas where he could start implementing his program.

Through pro-activity this leader was able to decrease arousal and recovered from stress with the impact of regaining positive emotions and optimism. Experiencing positive outputs of negative situations helped to integrate active coping and facing fears capacities, such as planning and problem solving and utilizing fear

The engagement feeling/emotion was proud, empowered, engaged, appreciated and anticipatory which relates to the emotion happiness and interest.

New capacities in re-engagement stage are stronger capacities in self-regulation, specifically in self-control, in motivation, specifically in achievement-drive and initiative and optimism.

The learned and internalized adaptive behavior is emotional expressiveness, hardiness and defense mechanism, specifically anticipation.

Interpretation	Original statement Leader 8
Positive future orientation	"And I learned to prepare my psychological for difficult times, I am more pro-active and I gained belief we can do this project anywhere even if the government stop us again."
hardiness	"And I learned creativity and the acceptance we are part of something bigger"
Defense Mechanism – Anticipation	"… I have learned to anticipate that corruption can happen anytime and this is always emotional. And I have faith that we can start again"

Table 10: statements leader 8, source: author's illustration

3.3   Summary of data

The analyzed data are clustered in failure appraisal event expressed by interview partner and condensed by researcher. Emotional or behavioral reaction of the leader was either expressed or paraphrased by the researcher. Feelings were either expressed or

researchers interpretations based on narrative statements e.g. used metaphors. The referring emotion was either expressed as such and attributed to Gottman's cluster or if interpreted trough broadcasting tone of voice, facial expression or body posture clustered according to Gottman's Glossary of emotions (Gottman, 2004, p.46-47).

Soothing strategies were expressed narrative, paraphrased, defined in conjunction with the interview partner and coded corresponding to Gottman's and Bristol's soothing factors. Re-engagement feelings and emotions were either expressed as such or interpretations through broadcasting ton of voice, facial expression or body posture and clustered according to Gottman's Glossary of emotions.

Re-engagement behavior is researchers interpretation of the narratively expressed new competences and coded according to Goleman's emotional competence framework. Learned adaptive behavior researcher's interpretation of the narratives and coded according to Skodol's characteristics of resilient individuals.

failure appraisal event	reaction (emotional or behavioral)	reactive feeling/emotion E=expressed, I=interpreted	soothing strategy	re-engagement feeling/emotion E=expressed I=Interpreted	re-engagement behavior	internalized adaptive behavior
• having a lack of supporters and lack of convinced sponsors to implement the program • not getting the resources and a coalition of people to get the project started • risk of losing hope of those people already involved	• high time investment to mobilize, influence an convince people	Feelings: unease (I), unhappy (I) Emotion: sadness (I), fearful (I)	• receive interest, empathy and affection • being proactive • humor	Feelings: faith (E) hope (E) Emotion: happy (E) interest (I)	• achievement drive • commitment • initiative and optimism • influence • leadership	• self-efficacy • hardiness • positive future orientation • ego-resilience • interpersonal understanding
• having to find my role in my own concept • having to take on a role which was not according to own skills, talents and aspiration • experiencing a lack of knowledge in tasks I had to do as a CEO	• turning away from the responsibilities • high investment in maintaining self-confidence • inability to make decisions • inability to attract investors	Feelings: carrying a burden (E) discouraged (E) Emotion: sadness (I)	• mindful meditation • physical activity • temporarily withdrawing from the conflict/stressful event • receive interest, empathy and affection	Feelings: feeling good (E) hope (E) engaged (E) Emotion: happy (E) interest (I)	• emotional awareness • accurate self-assessment • self-control	• self-understanding • defense mechanism • self-observation

• balancing family and professional expectations • having a constant time pressure in private and professional life • getting families understanding and acceptance for my aspiration and time-investment for my work	• high efforts and energy investment in convincing family to support • feeling guilty about deserting my daughter • managing own-well being as opposed to do tasks as a leader of a business	Feelings: disappointment (E) depressed (E) discouraged (E) frustrated (E) Emotion: sadness (E) anger (E)	• temporarily withdrawing from the stressful event • mindful meditation • intentionally disclosing feelings to a supportive person with a level of awareness • receiving interest, empathy and affection	Feelings: stimulated (I) looking forward to (E) Emotion: interest (I)	• self-confidence • accurate self-assessment • self-control	•self-understanding • control over negative behavior • defense mechanism • ego-resilience
• loosing an important partner with important knowledge in the founding period • having to run the risk of financial insecurity • getting mocked for my passion	• losing trust in professional relationships • constant need to balancing investment in paid job and NGO work causing time pressure and motivational tension • exhaustion for constant justification of mission	Feelings: feeling like failure (E) belittled (E) miserable (E) offended (E) Emotion: anger (E) sadness (I)	• intentionally disclosing feelings to a supportive person with a level of awareness • mindful mediation • being proactive • receiving interest, empathy and affection	Feelings: reassured (E) comforted (E) feeling good (E) grateful (I) Emotion: happy (I)	• self-confidence • accurate self-assessment • self-control • achievement drive • commitment	• positive future orientation • hardiness • ego resilience
• transition from international managed NGO to local leadership • budget shortfalls • new management structure	• high time investment in internal troubleshooting and communication needs • high time investment adapting to financial contains • high efforts to get mandate for leading authority	Feelings: carrying a huge bag (E) depressed (I) Emotion: sadness (I)	• being proactive • receive interest, empathy and affection	Feelings: eager (E) engaged (E) Emotion: interest (I)	•understanding others • political awareness •communication • change catalyst	• self-understanding • defense mechanism • ego resilience
• going public with a stigma in society and encouraging people to disclose and talk about their childlessness• realizing that family does not support due to fear of stigma	• anxiety of exposing him/herself and losing face and reputation • high efforts to balance relationships	Feelings: disappointment (E) discouraged (I) frustrated (E) offended (I) Emotion: sadness (I) disgust (I)	• intentionally disclosing feelings to a supportive person • being pro-active • receive interest and empathy • stopping negative self-talk	Feelings: Appreciative (E) Feeling good (I) Emotion: Happy (I)	• accurate self-assessment • self-confidence • initiative and optimism • understanding others	• control over negative behavior and emotions • defense mechanism • affiliation • positive future orientation

• being questions for committing to my aspiration and passion • loosing an important partner in the founding period • disappointing families expectations	• lack of confidence and motivation for personal mission • lack of productivity, energy, concentration and focus • loosing trust in professional relationships	Feelings: disappointed (E) frustrated (E) judgmental (I) Emotion: anger (E) sadness (I) contemptuous (I)	• temporarily withdrawing from the stressful event • being pro-active • intentionally disclosing feelings to a supportive person with a level of awareness	Feelings: reconnected (E) empowered (E) engaged (E) stimulated (I) Emotion: interested (E)	• accurate self-assessment • self-control • achievement-drive • commitment	• emotional expressiveness • ego-resilience • hardiness
• experiencing corruption, sabotage and plagiarism • damage of gardens as major pillar of the program • not being able to deliver to members any more	• lack of resources, confidence, motivation and energy to implement program and high efforts to adapt • distrust in support systems • losing trust in to achieve impact • feeling personally security threatened	Feelings: traumatized (E) frustrated (E) disappointed (E) outraged (E) demoralized (E) Emotion: anger (E) sadness (I)	• physical activity • temporarily withdrawing from the stressful event • being proactive	Feelings: proud (E) empowered (E) engaged (E) appreciative (I) anticipatory (E) Emotion: happy (I) interested (E)	• self-control • achievement-drive • initiative and optimism	• positive future orientation • hardiness • defense mechanism

Table 11: summary of leader's statements, source: author's illustration

4. Conclusion

In the abstract specific characteristics of social change leadership and the correlation to emotional intelligence and problem solving behavior and capacities were presented. Background of this research was to explore the emotional resilience path of social change organization leaders. The plan was to examine failure appraisal events and the transition from reactive behavior and emotion towards re-engagement emotion and behavior. Exploring the emotional resilient path was the initial intend of my research but the nature of critical incident approach led to a new and additional discovery. This was around how social change organization leader access support resources.

1. Social change organizations and uncertainty
   The research population appraised the failure event as critical incident because by not overcoming it the organization were unable to continue existing. All leader

reported both **emotional and task uncertainty**. Seven out of eight reported resource instability impaired task implementation. This category includes lack of finance, human resources, assets, technical skills.

Eight out of eight reported the failure appraisal event around emotional uncertainty. This category include uncertainty of their leadership role and identity and the lack of social support. Three leaders (two female, one male) reported being criticized for taking on a leadership role not appropriate to their expected group affinity (family or professional membership). Eight out of eight leaders reported their inability to influence others in their leadership identity, e.g. acceptance of authority and aspiration, volunteer participation. Tolerating emotional and task uncertainty refer to a required Emotional Intelligence competence set in Self-Regulation, Empathy and Motivation.

When faced with a potential failure event, being able to influence is considered a necessary condition to re-engage problem solving capacity. That **ability to being influential** took place at three levels: group level, interpersonal level and intrapersonal level.

On the group level failure appraisal plays out as the fear of being rejected or diminished in status (= the ability to influence people). Examples: someone is disclosing a social stigma and there is uncertainty the group is accepting his/her difference in a way that allows them to continue to be influential. Someone is shifting in his/her career path and is changing his leadership identity.

On the interpersonal level failure appraisal is played out living up to others expectations. Example: someone is expecting a business partner to do something and the partner doesn't live up to the expectation. In that way he/she faces the inability to influence the partner in a way congruent with his/her expectations.

On the Intrapersonal failure is played out as living up to his/her own expectations. Example: He/she has an expectation in himself/herself and now I can't do it and he/she can't influence himself/herself congruent with his/her expectations.

One out of eight leader reported their critical incident related to all three levels, tree leader reported their critical incident related to two levels, four leader reported

their critical incident related to one level. Out of these reports, three out of eight leader reported their critical incident around interpersonal level, six out of eight leader reported their critical incident around interpersonal level and four out of eight leader reported their critical incident around group level.

Being able to influence refer to a required Emotional Intelligence competence set in Self-awareness and Social Skills.

2. Emotional resilient path

Critical incidents were considered as novel experienced situations where interview partners were caught by surprise and they had not established a behavioral pattern yet. These events were appraised negatively and remarked as critical incidents. The expressed feelings during that time relate to anger and sadness.

Eight out of eight leader report sadness as a initial emotion. Few report more than one negative emotion, three out of eight report anger and sadness. Anger was usually triggered by the feeling of being harmed, e.g. "they sent bulldozer and all our gardens were bulldozed overnight" or "my corporate colleagues constantly mocked me for doing social work". Sadness was usually triggered by the loss of connection – either to his/her own values or relationships, e.g. "we were enthusiastically and jointly starting that project and then she decided to quit and take on a paid job" or "I realized by being forced to do the finance work I don't live up to my talents any more".

All interview partners reported emotional pressure related to the critical incident which in consequence - according to the intensity of emotional arousal - led to the temporary loss of their neocortex capacities. Depending on the arousal degree they either turned away from the critical situation, reported inability to perform and make decisions, lacked motivation or reported an increase of efforts and time investment which wasn't expressed as a positive or initial successful experience but more an anxiety driven reactivity.

To be able to move from reactive to re-engaged emotions and behavior all leaders reported utilizing soothing strategies. Although there are some general observations in the small research population how soothing strategies were applied differently in heuristic and systematic processing, gender-specific and anger-sadness specific related soothing strategy questions remain and may point to further research.

Eight out of eight leaders utilized two or more soothing strategies. Six out of eight leader reported being pro-active as a soothing strategy whereas four out of eight reported a temporarily withdrawal from the stressful event as a soothing strategy. Four out of eight reported intentionally disclosing feelings to a supportive person as a pro-active strategy. Six out of eight reported learning to engage interest. In the withdrawing strategy three out of eight reported mindful meditation and two out of eight reported physical activity.

These strategies supported leader to re-engage and they reported re-engagement emotion and a better control over arousal and impulses as well as the ability to re-evaluate information, determine a good course of action, coordinate actions and solve problems differently. Eight out of eight reported positive re-engagement emotion after at the beginning of re-engagement stage. Five out of eight reported joy as a re-engagement emotion, four out of eight interest.

When leaders activated positive emotions they were able to mobilize new or regained behaviors. Eight out of eight leader mobilized more than three new or regained behaviors. Five out of eight mobilized the capacity to do accurate self-assessments, four out of eight leaders mobilized capacity in self-confidence, four out of eight improved their self-control competences. Four leader out of eight mobilized their competences in achievement-drive, equally three out of eight leader mobilized competences in commitment and initiative and optimism.

These results show the highest emotional intelligence development in the emotional intelligence components Self-Awareness, Motivation and Self-regulation.

Having tested new behavior morphed to new learned adaptive behavior in the emotional resilience path. Eight out of eight adapted more than three new internalized behaviors and reported a different handling of future critical incidents. Five out of eight internalized behavioral capacity in defense mechanism. Equally four out of eight gained adapted behavior hardiness, positive future orientation and ego-resilience.

3. The nature of critical incident support

The research population when faced with a potential failure event didn't report an awareness of potential institutionalized emotional intelligence capacity building resources or attempts to access such resources. If such resources were available – which was not the focus of the study – their failure to call on them is a major concern in the institution support strategy. What leader did to transit to a re-engagement state, was turning to established support networks. Assuming that social change leaders will get to that place in adverse environments, it's important to have pre-established intimate networks because these are the general supporters in appraised failure events.

5. Recommendations for future Emotional Intelligence capacity building activities

From an external perspective the author wants to highlight that if the leader is in a negative emotional state (emotionally hijacked), behavioral capacity is weakened. Critical incidents are high vulnerable times, consuming leaders resources and impairing task performance. Supporting shortening the transition period through Emotional Intelligence capacity building activities may be a high impact intervention in critical incident leadership.

Possible implications for the design of Emotional Intelligence capacity development

1. Establish structured one on one and peer support
    a. A leader feels more confident, when he/she has the opportunity to get access to peers/support persons. Supporting exchanges and exposure visits where leaders can create confiding peer networks when "the sea is calm" helps to ask for advice and support when times get rough.
    b. Leaders of social change organization may not have access to sophisticated capacity building programs. The broader the knowledge of possible difficulties and the behavioral repertoire to navigate through difficult times, the less stressful an event is appraised. Enabling exchange with peers to talk about crisis and their responds widens leader's repertoire to manage emotions and handle change.
    c. Leaders of small and emerging institutions in humanitarian and social sector barely have access to professional support. Provide in-the-field leadership coaching to sustain emotional resilience in difficult times.

2. Support strengthening leaders identity and confidence
   a. Leaders in early development stages run the risk of withdrawing from their mission. Assist leaders in developing and pursuing their personal Mission, life goals and reflecting their Values supports overcoming backlashes.
   b. Leaders lacking positive feedback are getting anxious about their performance – especially in early stages of relationships, Donor feedback on reports tend to neglect the incredible efforts and hardships social change leaders face and Boards are stressed by non-achievements. Establish a culture of expressing appreciation, grateful thinking and optimism.

3. Adapt leadership trainings
   a. Learning new content requires a curious, calm and open mind. Create space for reflection in leadership trainings rather than stuffing participants with leadership theories and management input.
   b. Leaders timeframe is tight and emotional capacity building is not happening over night. Provide online resource material to study in advance and in their own time. Emphasize writing learning journals, critical incidents experiences, gratitude journals etc. where leader can get online feedback from Coach or Mentor on their development and see their process in emotional development.

4. Create awareness and resources for the importance of emotional intelligent leadership
   a. Building resilience is crucial in leadership development. Advocate and provide time and financial resources for "leaders resilience and emotional skills training"
   b. A leader´s resilience process is supported by accepting emotions as part of the role. Building awareness on the importance of emotional capacity building and well-being helps to acknowledge crisis, difficulties and failures as part of the leader´s role and responsibility.
   c. Leaders are lacking the possibility to talk about their feelings and emotional struggles. They get a lot of advice as opposed to empathic listening and are often pushed towards alien goals. Advocate and provide ample time for personal and resilience development in early states of NGO/social

enterprise setups and create counseling and space for empathic talks with professionals as part of building resilience capacities.

d. Create awareness for boosting happiness as an individual through intentional activities, e.g. developing and pursuing life goals, writing or sharing letters of gratitude (journal about the accomplishments), practicing acts of kindness, writing and talking about happiest life events.

List of Abbreviations

EI	Emotional Intelligence
NGO	Non-governmental organization
GIZ	Deutsche Gesellschaft für internationale Zusammenarbeit GmbH
CIT	Critical Incidents Technique
CI	Critical Incident
NIC	Newly Industrialized Countries
LDC	Least Developed Countries
MEDC	Most Economically Developed Country
HASC	Humanitarian Aid Studies Centre
IODA	International Organizational Development Association
CIDA	Canadian International Development Agency
MDG	Millennium Development Goals
DPA	diffuse physiological arousal

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Appendix

Interview Guideline

1. Think of an incident you experienced were the potential success (goal achievement) of your NGO were at risk or failing.

2. Describe the circumstances and nature of this incident?

3. Why do you consider this incident to be significant?

4. What aspects of this incident were most difficult for you to address?

5. Describe the behavioral outcome of this incident?

6. What was especially difficult for you in your role as a leader in addressing this incident?

7. How did you feel in this challenging time?

8. How did you intentionally mange your feelings during this difficult time?

9. What resources supported you during this time?

- What would did you do well, that you're pleased with yourself for achieving, during this incident?

- What would you do differently?

 -What did you learn from this?

- In what other incidents have you applied this learning and how?

Could you pls. answer statistical Questions before the interview via email:

10. How old is your NGO?

11. What is your job title and since when are you in that position?

12. Educational background?

13. Country of residence and operation?

Emotions Feelings Table

The table below maps different feeling words to 7 Basic Emotions (Gottman, 2001, 192).

Mapping Feelings to 7 Basic Emotions

Happy	Sad	Angry	Fearful	Contempt-uous	Dis-gusted	Interested (Surprise)
Pleasantly Surprised	Down in the dumps	Displeased	Timid	Offended	Dislike	Looking forward to
Pleased	Unhappy	Dissatisfied	Nervous	Appalled	Hate	Fascinated

Contented	Sorry for	Envious	Uncomfort-able	Indignant	Loathe	Engrossed
Satisfied	Regretful	Jealous	Scared	Judgmental	Repelled by	Engaged
Cheerful	Depressed	Resentful	Afraid	Disdaining	Repulsed by	Involved
Glad	Dis-couraged	Offended	Disturbed	Disrespecting	Aversion to	Attentive
Appre-ciative	Dis-appointed	Frustrated	Uneasy	Despising	Revulsion	Eager
Grateful	Dismayed	Annoyed	Concerned	Bitter	Sickened	Excited
Feeling good	Heart-broken	Irritated	Apprehen-sive		Aghast	Anticipatory
Gratified	Blue	Mad	Anxious			Stimulated
Proud	Heartsick	Fuming	Worried			In awe
Jovial	Miserable	Irate	Dread			Entertained
Delighted	Dis-heartened	Heated	Petrified			Amused
Loving	Despairing	Cross	Terrified			
Liking	Grieving	Crabby	Horrified			
Attached to		Bitchy				
Affec-tionate toward		Exas-perated				
Adoring		Furious				
Blissful		Incensed				
Joyful		Livid				
Ecstatic		Enraged				
Elated		Outraged				
Euphoric						
Jubilant						

Competences in the Emotional Intelligence Framework
(Goleman, 1998)

Emotional intelligence Component	Related competences
Self-awareness	
Emotional Awareness	- Knowing the emotion individuals are feeling and why - Realizing the links between their feelings and what they think, do and say - Recognizing how individuals feelings affect their performance - Having a guiding awareness of owns values and goals
Accurate self-assessment	- Being aware of own strengths and weaknesses - Being reflective, learning from experience - Being open to candid feedback, new perspectives, continuous learning and self-development
Self-confidence	- Presenting oneself with self-assurance; having presence - Being able to voice views that are unpopular and go out on a limb for what is right - Being decisive, able to make sound decisions despite uncertainties and pressures
Self -regulation	
Self-control	- Managing impulsive feelings and distressing emotions well - Staying composed, positive and unflappable even in trying moments - Thinking clearly and staying focused under pressure
Trustworthiness and Conscientiousness	- Acting ethically and above reproach - Building trust through their reliability and authenticity - Admitting owns mistakes and confront unethical actions in others - Taking tough, principled stands even if they are unpopular - Meeting commitments and keeping promises - Holding themselves accountable for meeting their objectives - Being organized and careful in owns work

Innovation and adaptability	- Seeking out fresh ideas from a wide variety of sources - Entertaining original solutions to problems - Generating new ideas - Taking fresh perspectives and risk in their thinking - Smoothly handle multiple demands, shifting priorities and rapid change - Adapting their responses and tactics to fit fluid circumstances - Being flexible in how one sees events
Motivation	
Achievement-drive	- Being result-oriented with a high drive to meet ones objectives and standards - Setting challenging goals and taking calculated risks - Pursuing information to reduce uncertainty and finding ways to do better - Learning how to improve own performance
Commitment	- Making sacrifices to meet a larger organizational goal - Finding sense of purpose in the larger mission - Using the group's core values in making decisions and clarifying choices - Actively seeking out opportunities to fulfill the group's mission
Initiative and optimism	- Being ready to seize opportunities - Pursuing goals beyond what's required or expected - Cutting through red tape and bending the rules when necessary to get the job done - Mobilizing others through unusual efforts - Persisting in seeking goals despite obstacles and setbacks - Operating from hope of success rather than fear of failure - Seeing setbacks as due to manageable circumstance rather than a personal flaw
Empathy	
Understanding others	- Being attentive to emotional cues and

	listen well
	- Showing sensitivity and understanding others perspectives
	- Helping out based on understanding other people´s needs and feelings
Developing others	- Acknowledging and rewarding peoples strengths and accomplishments
	- Offering useful feedback and identify people's needs for further growth
	- Mentoring, giving timely coaching and offering assignments that challenge and foster a person's skills
Service orientation	- Understanding customers' needs and match them to service or products
	- Seeking ways to increase customers satisfaction and loyalty
	- Gladly offering appropriate assistance, acting as a trusted advisor
	- Grasping a customer's perspective, acting as a trusted advisor
Leveraging diversity	- Respecting and relating well to people from varied backgrounds
	- Understanding diverse worldviews and being sensitive to group differences
	- Seeing diversity as opportunity, creating an environment where diverse people can thrive
	- Challenging bias and intolerance
Political awareness	- Accurately reading key power relationships
	- Detecting crucial social networks
	- Understanding the forces that shape views and actions
	- Accurately reading organizational and external realities
Social skills	
influence	- Being skilled at winning people over
	- Fine-tuning presentations to appeal to the listener
	- Using complex strategies like indirect influence to build consensus and support
	- Orchestrating dramatic events to effectively make a point
communication	- Being effective in give-and-take, registering emotional cues in attuning ones message
	- Dealing with difficult issues straightforwardly

	-	Listing well, seeking mutual understanding and welcoming sharing of information fully
	-	Fostering open communication and stay receptive to bad news as well as good
Conflict management	-	Handling difficult people and tense situations with diplomacy and tact
	-	Spotting potential conflicts, bringing disagreements into the open and helping de-escalating
	-	Encouraging debate and open discussion
	-	Orchestrating win-win solutions
leadership	-	Articulating and arousing enthusiasm for a shared vision and mission
	-	Stepping forward to lead as needed, regardless of position
	-	Guiding the performance of others while holding them accountable
	-	Leading by example
Change catalyst	-	Recognizing the need for change and remove barriers
	-	Challenge the status quo to acknowledge the need for change
	-	Champion the change and enlist others in its pursuit
	-	Modeling the change expected of others