Behavior Based Strategies to Improve Leadership Emotional Intelligence

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Abstract

Effective leadership is continuous learning and expanding of knowledge in a fostering environment that promotes the well-being and collective action of everyone in the company. This capstone research paper has created a new emotional intelligence model and coaching guide that can be used to improve and enhance an employee's performance. The emotional intelligence coaching guide is the result of extended research completed on Daniel Goleman, Ph.D., Paul Ekman, Ph.D., and Robert Plutchik, Ph.D., as well as case studies and an emotional intelligence questionnaire survey completed by 50 participants. The workable model and coaching guide created the what, (emotional intelligence), the why (eight primary emotions, including various secondary, mixed, and opposite emotions), and the how (understanding verbal and non-verbal body language including facial expressions) that a leader can use for coaching and developing an employee's emotional intelligence competencies into behavior based actions. Further recommendations or suggestions are to use the worksheets inside the coaching guide when planning the overall organizational and strategic mission or goal for a company or small business.

Keywords: emotional intelligence, behavior, body language

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<div align="center">**Chapter 1**</div>

Introduction

Effective leadership requires strength of character and a firm commitment to do the right thing, at the right time, for the right reason. This means doing what you say, when you say it. Every response given to another person involves intellect and emotions. To understand the forces that govern behavior one should include with-in the representation the whole psychological situation. Kurt Lewin, Professor of Child Psychology, Iowa Child Welfare Research Station, University of Iowa, "describes the whole situation by roughly distinguishing the person (*P*) and his environment (*E*). Every psychological event depends upon the state of the person and at the same time on the environment, although their relative importance is different in different cases. Thus, we can state our formula $B = f(S)$ for every psychological event as $B = f(PE)$, (Lewin, 2013, p. 12).

In 1990, John D. Mayer an American personality psychologist at University of New Hampshire along with Dr. Peter Salovey an American social psychologist and current President of Yale University defined emotional intelligence as, "the ability to accurately perceive your own and others' emotions: to understand the signals that emotions send about relationships, and to manage your own and others' emotions." According, to Goleman (1998) an American psychologist who helped to promote emotional intelligence, there are five main competencies of emotional intelligence, (self-awareness, self-regulation, self-motivation, social awareness (empathy), and social skills).

Understanding the emotion behind the behavior, the body language and facial expressions that indicate the emotion as well as some concrete competencies to respond to the emotion or emotions may provide leaders and entrepreneurs additional resources to utilize and enhance a leader's or entrepreneur's emotional intelligence.

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Background

Darwin's (1859) created the theory of evolution by natural selection and it is still among the most important scientific theories in all the life sciences. Charles Darwin was the first to recognize the value of emotions. Darwin (1859) noted that the emotional system energizes behavior needed to stay alive. Emotions cannot be stopped; they happen automatically and instantaneously in response to human behaviors and environment.

Mayer and Salovey (1990) did extensive research on emotions and intelligence that resulted in the phrase, "emotional intelligence". Mayer and Salovey defined emotional intelligence as the understanding of oneself as well as the understanding of others. In 1995, Dr. Daniel Goleman, Ph.D., an internationally known psychologist, and author of the New York Times bestseller *Emotional Intelligence*, proposed that there are five main competencies of emotional intelligence: "self-awareness, self-regulation, motivation, empathy, and social skills".

In addition to using Goleman's five main competencies and Mayer and Salovey's coined term, emotional intelligence, an effective leader may benefit from paying full attention to the body language and facial expressions of the individual they are leading to understand the full motivation of that individual.

Dr. Paul Ekman, Professor Emeritus in Psychology at UCSF (2016) is a researcher and author best known for furthering one's understanding of nonverbal behavior, encompassing facial expressions and gestures. In addition to his own distinguished academic career, Ekman has authored more than 100 published articles and holds several honorary doctoral degrees. A pre-eminent psychologist and co-discoverer of micro expressions with Friesen, Haggard and Isaacs, Ekman, was named by the American Psychological Association as the most influential psychologists of the 20th century, and TIME Magazine (2009) hailed him as one of the 100 most

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influential people in the world. Ekman (2003) states, "All information to the brain comes through our senses, and when this information is overwhelmingly stressful or emotional, instinct will take over and the ability to act will be limited to the flight, fight, or freeze response".

Tim Richardson (2014) author of *The Responsible Leader* explains that responsible leaders should have a guiding purpose that enables them to focus their energy and activity. "Leaders with a strong driving purpose—that answers the 'why am I doing this?' question—need appropriate levels of focus to ensure that their dreams and visions do not remain out of reach. The question is: "Where do I need to focus my attention and my energy and therefore what distractions need to be avoided?" (p.47).

One person's emotions could affect the moods and motivations of everyone around them and vice versa. Psychologist Robert Plutchik created the 2D wheel and a conical 3D version in 1980 as a tool for understanding his psycho-evolutionary theory of emotion. Plutchik identified eight primary emotions, joy, trust, fear, surprise, sadness, disgust, anger, and anticipation which he coordinated in pairs of opposites. Intensity of emotion and indicator color increases the closer you get to the center of the wheel and decreases the farther you are from the middle. At the center, terror, for example, becomes fear and then apprehension; ecstasy becomes joy and then serenity. Secondary emotions are displayed as combinations of the primary ones. Plutchik explains, "The intellect (internal stimulus) creates the message, the emotions are the sub-conscious reaction towards external stimulus and situations, thus the final behavior (negative or positive) is the action taken in response to the situation and environment."

Problem Statement

Goleman (2014) states that the missing component in emotional intelligence can be filled with a solid understanding of how emotions and actions affect everyone. "Emotional Intelligence

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is the ability to manage one's own and others' emotions to guide one's behavior and achieve goals"

Salovey & Mayer (2005) To improve emotional intelligence – and decision – making – abilities –

a leader may benefit from understanding and managing their emotions. Knowing oneself and

acting from that truth attracts people to a leader. In 1998, Goleman proposed that there are five

critical competencies of emotional intelligence: self-awareness, self-regulation, self-motivation,

social awareness (empathy), and social skills.

While these competencies are essential, they are merely the beginning. Building a strong

foundation and relationship with employees, customers, and clients require much more than the

status quo; it also involves understanding the motivations of those around you. Although

Goleman, provides the five critical competencies, he never goes into details on how to implement

these competencies, only that, "Emotional Intelligence is based on the notion that the ability of

managers to understand and manage their emotions and those of the people they work with is the

key to better performance" (Goleman, 1998, p.54). To permanently change a behavior in a way

that can stand up under pressure, it may be useful to understand why and what behaviors to look

for as well as how to react to those behaviors to overcome stressful situations as they happen.

Purpose

The purpose of this capstone paper was to develop a Triangulation model that will integrate

the competencies of emotional intelligence, (the what) into behavior – based actions (the why and

the how) that may improve leadership effectiveness. Paul Ekman (2003) defines and describes

how nonverbal behavioral clues using a person's body language, voice, and facial expressions can

be learned to evaluate the true emotions behind an individual's behavior. Plutchik's (2003) wheel

of emotions focuses on the why, the underlying cause of eight emotions: joy, trust, fear, surprise,

sadness, disgust, anger, and anticipation. The more that a leader can understand the behavioral

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response that goes along with each of the five competencies of emotional intelligence, the more prepared and professional the leader's or entrepreneur's reaction.

The desired goal of the triangulation model is to provide an essential resource that can be used by leaders and entrepreneurs to create a positive workplace environment that encourages knowledge transfer through better communication, greater learning, less defensiveness, and a stronger productive overall relationship between leaders (entrepreneurs) and all their employees.

Research Questions

What behavior based actions can be integrated with the five competencies of emotional intelligence to create an action based triangulation model that can be easily referenced by leaders, (entrepreneurs) who want to enhance and develop their employees within a small business.

1) What are the five competencies of emotional intelligence?

2) What role do emotions play in the formation of behavior patterns?

3) How do motives and emotions affect behavior, and how are they affected by the external environment?

4) How can a leader recognize behaviors such as: facial expressions, feelings, and body language to improve emotional intelligence?

5) How can a leader connect the appropriate behaviors with the five competencies of emotional intelligence to create a triangulation model that can be used as an effective resource that may enhance and develop employees within a small business?

Research Methodology

This capstone used a Qualitative Research Method to explore, collect, and interpret data from many relevant (within the last 5 years) theoretical case studies. Mertens (2005) states, "A theoretical case study, builds on existing relationships or data that other researchers have already

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gathered" (p.2). The case studies that have been reviewed are single source and multiple source, the independent variable used is emotional intelligence and the dependent variable used is the outcome from the research. Creswell (2014) defined a qualitative research method as, "An approach for exploring and understanding the meaning of individuals or groups ascribed to a social or human problem" (p.4). A qualitative researcher understands and looks at a problem or theory from many points of view. A qualitative researcher provides a deep and thorough understanding of the problem. A qualitative method uses literature to help narrow the problem for the study, without the limitations of the participant's view in the study (p.48). "Typically, literature is used in all qualitative studies, regardless of type" (Creswell, 2014, p.29).

The philosophical worldview of this capstone is Pragmatic. Shaver, Collins, & Clark (1996) "explained that a worldview combines beliefs, assumptions, attitudes, values, and ideas to make sense and meaning of the world around us." Creswell (2014) explains that, "pragmatism arises from one's actions, situations, and consequences rather than antecedent conditions" (p.6). A pragmatic researcher looks for the what and how in research. The gap/need has been created based on the results of the research explored. Pragmatism is based on traditional ways of thinking and developing ways to include new ideas to achieve a desired result.

According to Dewey (1921) "Aims should grow out of existing conditions, be tentative and have an end view" (p.38). Problem solving themes, and experiments are all parts of the pragmatic philosophy. This research study for the pragmatic philosophy supports a connection between knowledge and experience. Darwin believed that ideas were nothing until they were tested. The researcher believes that pragmatism best describes her worldview philosophy for developing a behavior based strategy to enhance the effectiveness of an emotional intelligent leader.

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Importance of the Research

Leadership or entrepreneurship encompasses the ability to make sense of the ambiguities and challenges within a small business. Choosing between the many models and frameworks that compete for a leader's or entrepreneur's attention is not an easy task. No culture is static, but modifying a culture is always an adventure into the unknown. Plutchik (1980) explained that emotions are difficult to define but that emotions always consist of feelings, behavior, and the motivation behind a person's final action or reaction to their environment. The major functions of emotions are to relay information to the individual about their interaction with the world.

The overall result of this capstone research project is the development of a strategic triangulation model and coaching guide that integrated the competencies of emotional intelligence into behavior based actions. This was achieved by: Integrating the work of Daniel Goleman and his five competencies of emotional intelligence: "self-awareness, self-regulation, motivation, empathy, and social skills" in conjunction with Paul Ekman and his extensive research on body language, tone, and facial expressions, as well as Robert Plutchik's underlying causes of eight essential emotions: joy, trust, fear, surprise, sadness, disgust, anger, and anticipation.

Chapter 2: Literature Review

If emotional intelligence is fundamental for effective leadership, having an idea of the behaviors emotionally intelligent leaders employ, may benefit organizational leadership, and help to develop a strategic leadership program focused on training and development. The following studies have researched the relationships between emotional intelligence and leadership styles, leadership effectiveness, job satisfaction, culture exposure, and cultural intelligence to find out if there is indeed a connection between emotionally intelligent leaders and overall performance within an organization. Based on the results of this research the consensus is that emotional

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intelligence is essential in leadership and does have a positive effect on a leader's influence and overall employee satisfaction.

Nath (2013) examined the relationship between Emotional Intelligence, and Transformational, Transactional, and Passive Avoidant Leadership. The research sampled 156 managers employed by different software organizations with a minimum of 2 employees that directly reported to them for a total of 312 subordinates. The data measured was emotional intelligence and leadership effectiveness. The measured data concluded that social awareness and relationship management had positive effects on leadership effectiveness (.470 and .337 respectively). The study indicated that a statistically significant relationship existed between Emotional Intelligence and Transformational leaders enhanced employee satisfaction and performance by demonstrating idealized leadership, inspirational motivation, and intellectual stimulation (Nath, 2013).

Today's work place, like many aspects of society has been undergoing change. Indeed, continuous change is one of the few factors that identify today's business environment. The reason behind this change is interrelated advances in knowledge, mobility, technology, and communication. Ealias and George (2012) examined the relationship between job satisfaction and emotional intelligence of employees. The data was taken from 208 respondents of an international electronic firm operating in India using self-administered questionnaires.

The data measured and evaluated was Emotional Intelligence and Job Satisfaction. The results of the research were based on a significance test, which depicted the r value as 0.9666 and can be understood as positive. Hence, it can be concluded that there was a significant relationship between Job Satisfaction and Emotional Intelligence among the employees of the firm.

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The conclusion for the study was that Emotional Intelligence is essential for energizing and directing behavior (Ealias & George, 2012).

The organizational environment is often the consequence of the attitudes, decision - making abilities, communication efforts, emotions, leadership style and actions by the leader. "The leader creates the conditions that directly determine people's ability to work well and perform within the organization" (Peshawaria, 2015). Goleman (1998) states that "Emotional perception and expression are important in emotional intelligence." Many companies are outsourcing their work, thus creating a large international workforce with many different values and beliefs.

Crowne (2013) Widener University, School of Business Administration examined the importance of international experience in organizations and its influence of cultural exposure on emotional intelligence and cultural intelligence. The sample included 485 participants from large universities from the northwest part of the United States. The data measured and evaluated was from The Wong and Law Emotional Intelligence Scale used to assess emotional intelligence. This measure assesses emotional intelligence on four subscales: self-emotional appraisal, others' emotional appraisal, use of emotion, and regulation of emotion. Participants were asked to respond to the statements on a seven-point Likert scale ranging from strongly disagree to strongly agree.

The results of the research indicated that cultural exposure did not influence emotional intelligence even when examining the depth and breadth of exposures. Cultural exposure in various forms did have a significant influence on cultural intelligence. An interesting fact discovered as part of the conclusion revealed that when binary exposure was examined with breadth and depth of exposure, it is moderately significant in the opposite direction and yet the model was still significant (Crowne, K. 2013).

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Emotions are basic human responses. We all experience emotions. Emotions can have a powerful impact on memory. The word "emotion" dates to 1579, when it was adapted from the French word 'emouvoir, which means "to stir up" according to (*The Heritage Dictionary,* 2013*).* Think about the last time you received an emotional response . . . How did it make you feel? Think about the last time you felt "emotional" why and how did it make you feel? Did you try and hide it? Plutchik, Ekman, and Goleman provide three different approaches to reading and interpreting the emotions of ourselves as well as others. Plutchik sets out to visually describe the deeper meaning of emotions using a color wheel, and not just how language is used to represent emotions. Ekman's research explains how emotions are expressed and what facial expressions are universal, and Goleman explains how to respond in an appropriate manner to your own feelings as well as the feeling of others.

Ekman is a psychologist who studies consist of the relationship between emotions, facial expressions, and overall body language. The purpose of Ekman's studies where to see if expressions were universal and felt by people of all different cultures. Although there are some differences in expression between cultures, Ekman believed that there were basic similarities that could be classified. When Ekman began his research in the 1970's, he thought he would learn that different cultures would differ in the way they physically expressed certain emotions. Ekman traveled all over the world, first photographing people in the "developed countries," such as Japan and Brazil, and then people in far-away locations that did not have access to television or radio, such as the jungles of Papua New Guinea. The results of his findings were that tribespeople could interpret facial expressions as well as anyone in more globally-aware countries, which suggests that some facial expressions are universal products of human evolution. The current theory of emotions by American psychologists, Paul Ekman and William V. Friesen, and their associates,

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combines a somatic theory of emotions (the somatic nervous system controls many body muscles, including facial muscles) with an evolutionary theory of emotions (based on the Darwinian theory which states that some ways of expressing emotions are inborn). Ekman concluded that seven basic emotions – anger, disgust, contempt, fear, happiness, sadness, and surprise must be important to the psychological make-up. He noted that facial expressions linked to these seven basic emotions are involuntary – we react automatically to things that trigger these emotional responses- and that this reaction often happens before our conscious mind has time to register the cause of the emotion. Ekman (2003) stated, "Improving your ability to recognize emotions increases your connections with other people" (p.81). The research also concluded that people who learned to spot micro expressions were better liked by their co-workers.

      Plutchik proposed a three-dimensional circular, "circumplex model" in 1980, which described the relationships between eight primary emotions. Plutchik's circular model is set up inside a color wheel. The vertical dimension represents intensity, and the circle represent degrees of similarity among the emotions. The eight primary emotions are: joy, acceptance, fear, submission, sadness, disgust, anger, and anticipation, and Plutchik further theorized that all human emotions can be derived from these eight primary emotions.

      Two independent methods were used to test Plutchik's hypothesis that a circular, "circumplex model" would be valid to represent the structure of interpersonal personality traits. Two hundred twenty-three trait terms were selected from a larger domain of interpersonal traits. Similarity ratings obtained using a modified pair-comparison method empirically located each of these terms on a circle. An independent method, using factor analysis of semantic differential ratings, used a sample of 40 of the 223 trait terms (See Table 1).

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The results produced an essentially identical empirical circular ordering or a circle pattern, and supported the validity of a circle model for interpersonal personality traits. One additional finding of the circle model was that the construction of a parallel test form that included two traits next to one another on the circular ordering are highly similar. There is a high probability that tests formed by selecting adjacent alternate terms are comparable. In addition, they would both provide a good sampling of the domain or total.

Plutchik's Psycho-evolutionary Theory of Emotions explain how and why emotions are experienced. This knowledge can help a leader to understand their emotions and behaviors and can be used as a tool to improve emotional intelligence. Plutchik's wheel of emotions explains why we behave as we do, and suggest that our emotions are not merely feeling states, but the result of a patterned sequence of events. Plutchik's wheel of emotions show several relationships among our different emotions.

In 1995, Daniel Goleman's book, *Emotional Intelligence*, suggested that some of the reasons that people have problems relating with others is from a lack of emotional intelligence. Rising rates of aggression and depression in US schools led Daniel Goleman to compile research. "While covering brain and behavior research for the New York Times, he became aware of how little correlation existed between intelligence tests and what it took to be successful in life" (p.19). Goleman stated, "That IQ only accounted for about four to ten per cent of the variance"(p.19). However, the ability to handle one's emotions, such as, self-awareness, self-discipline, persistence, empathy, and being able to get along with others did appear to matter a great deal. Goleman continued his research which was published in his book, *Working with Emotional Intelligence.*

The results from Goleman's study in the business world concluded that managers who don't feel responsible for others, can't handle stress, are unaware of their own emotions, lack the

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ability to understand others, or erupt into anger are easily viewed as likely to derail due to problems

dealing with other people. From Goleman's studies, he created The Five Essential Competencies

of Emotional Intelligence broken up into two sections:

Relating to ourselves: Self-Awareness, Self-Regulation, and Self-Motivation.

Relating to others: Empathy and Social Skills.

As a leader, understanding and empathizing with employee emotions may enhance a

leader's skills of influence. Most people want to feel that their needs and wants are understood

before working with or collaborating with someone. Having strong intuition and understanding of

others' emotions can help to resolve any conflicts that may arise between ourselves and others.

Being a strong mediator can help to negotiate more deals, minimize workplace conflict, and

improve damage control with frustrated customers. Understanding the behavior behind an emotion

and the follow up steps may enhance one's emotional intelligence in the work place.

When determining the value of an emotionally intelligent leader, it is not meant to claim

that the work place's success rises or falls on one person, but requires strong communication and

teamwork for the work place to stay competitive. The results from the Literature Reviews,

concluded that emotional intelligence not only sets leaders apart, but also can be linked to solid

implementation and employee approval.

Chapter 3: Methodology

The research methods used for this capstone: case studies, scholarly journals, articles,

books, and survey questions taken from Daniel Goleman's five emotional competencies

questionnaire re-created in Survey Monkey and posted on Face – Book and Twitter. The Emotional

Intelligence questionnaire evaluated an individual's strength and weakness in each of the following

competencies "self-awareness, self-regulation, motivation, empathy, and social skills.

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The Emotional Intelligence questionnaire was a Ranking Survey, and consisted of answers that ranged from one (least likely) to five (most likely). The ethical considerations that were taken are as follows: All data from the respondents was confidential. The data was only used for research purpose. The participation in the data collection was completely voluntary. The research topic was explained clearly to each respondent. The findings from each individual survey was only available to the participants and used for the purpose of this research paper. All possible measures were taken to assure the confidentiality of the participant's responses.

The case studies and scholarly articles reviewed for this research paper consisted of single source and multiple source, the independent variable was emotional intelligence and the dependent variables were the outcomes from the research. The information and conclusions taken from these research methods were used to explore the actions needed to create a model that will enhance the behaviors desired for an emotionally intelligent leader.

Chapter 4: Data Analysis and Results

Emotions are the primary source of human energy, aspiration, and drive activating our inner most feelings and purpose in life, and transforming them from things we think about, to values we live. The key factor is the way that we interpret our circumstances, based on our prior experiences and belief system, to either respond reactively like a stimulus-response machine with an emotion that is outside of our control and may be inappropriate and self-defeating, or to respond proactively with self-determined responsibility – and freedom of choice.

The Philosopher Aristotle (2009) perfectly summed up emotional intelligence when he said, "Anyone can become angry – that is easy. But to be angry with the right person to the right degree, at the right time, for the right purpose, and in the right way – that is not easy" (p. 37).

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"Emotional Intelligence is the ability to acquire and retain knowledge" Goleman (1998) reported that there were far more similarities than differences between women and men. On the average, men appeared more self-confident, optimistic, adapted easier, and handled stress better (p.7). The questionnaire consisted of thirty behavior questions, that were scored and then categorized into the five competences of emotional intelligence. The five competences of emotional intelligence are as follows: "self-awareness, self-regulation, motivation, empathy, and social skills. (See Table 1). The results from the emotional intelligence questionnaire/survey that was created in Survey Monkey and put on Face-Book and Twitter was completed by 50 respondents (24 men and 26 women) between the ages of 18-60 (See Table 2).

The outcome of the Emotional Intelligence questionnaire/survey that was given on Face-Book and Twitter were very similar to prior research completed by Daniel Goleman. Men and women scored essentially the same on emotional intelligence in the following five categories: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills (See Table 3.). A result that was not anticipated was that men and women between the ages of 25-35 who scored favorably on Self-Awareness, scored less favorably on Empathy (See Table 4). The results seem to match the outcome of other Emotional Intelligence surveys given in the past by psychologist such as Goleman revealed the (All About Me) behavior within today's millennial generation (born between 1981–1997). Recognizing that today's millennial generation may not be aware of their lack of empathy may help today's leader better prepare and implement training programs that teach critical thinking and awareness of one's environment.

The two main themes of emotional intelligence are: understanding yourself (goal, motivations, behavioral responses) and understanding others. The Emotional Intelligence survey showed that men scored higher in empathy and women scored higher in coaching others (See Table

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5). However, the competency empathy needed the most improvement when men and women were combined (See Table 6). Being aware of other's emotions is key when working with people. Emotions control one's thinking, behavior, and actions. Thorough processing that includes identifying, analyzing, and questioning outcomes in a systematic manner may result in a better understanding of circumstances.

The only person who can change the way a person feels. . . is themselves. A new relationship, a new job, or a new house can only momentarily distract a person's emotions, but no other person, no material possession, no activity can remove, release, or change how a person feels. Emotional Intelligence is the ability to reason and solve problems, based on the emotions that are experienced. In other words, an emotionally intelligent person is aware of emotions in themselves and others, and uses reason to identify, understand, and deal with the emotions effectively.

Chapter 5: Conclusions

Emotions are human beings warning systems of what is happening around them. Emotions can be a person's most reliable indicator of how things are going on in their lives. Emotions help keep a person on the right track by making sure that more than just intellectual thought, perception, reason, or memory leads them. When human effort fails to produce the desired change, then it is time to hand this over to the God of your belief. Listen to the gentle whispers of your soul (intuition). The researcher created a new triangulation model by incorporating the work of Plutchik, Ekman, and Goleman. The name of the new Triangulation models is P. E. G. for Plutchik, Ekman, and Goleman (See *Figure* 3).

What are the five competencies of emotional intelligence?

A key to successful development of Emotional Intelligence is building a strong set of foundational competencies. Goleman established five competencies of emotional intelligence:

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Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills in his book, *Emotional Intelligence.* Results from Goleman's research concluded that the most important competency is Self- Awareness and the results from the emotional intelligence survey given on face-book and twitter have concluded that the competency that needs the most improvement was empathy and the competency that displayed the greatest strength was self-awareness.

Self-Awareness is not about "how" a person is feeling; it is about "what" the person is feeling. It is quite typical to go through the day and never pay any attention to the emotions that arise because of various situations. So, the first step is to become more aware of personal surroundings (people, things, situations, etc.) that could trigger emotions (either positive or negative). As a person starts to identify triggers, it's important to note that all people have built in primal "fight or flight" reactions when a situation seems to be uncomfortable. As uncomfortable situations occur, create a list, and keep adding to the list. Look over the list daily to determine those situations that caused the strongest negative and the strongest positive emotions.

How can a leader recognize behaviors such as: facial expressions, feelings, and body language to improve emotional intelligence?

Face reading is an art. If a person is good at reading facial expressions, even a slight change that lasts for a fraction of second will not go unnoticed. When trying to read a facial expression, it is important to understand how to recognize the different types of facial expressions. Paul Ekman identified seven universal facial expressions. The seven universal facial expressions are: Anger, Sadness, Happiness, Contempt, Sadness, Fear, and Surprise. The easiest way to recognize a person's facial expression is to look at the different reactions in a person's eyes. Only then can a person differentiate between slightly similar expressions like surprise and shock. If a leader pays

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attention to the facial expressions of those around them, they will have a better understanding of how to communicate in the work place (See *Figure* 2).

How do motives and emotions affect behavior, and how are they affected by the external environment?

Emotional Intelligence affects output or behavior. Understanding the emotions of ourselves helps one to better understand how to respond to others. The good news is that the level of emotional intelligence can continue to grow, develop, and change as it is largely a learned area of expertise. Goleman calls this growth, "maturity."

What role do emotions play in the formation of behavior patterns?

Robert Plutchik's wheel of emotions revealed that our emotions cluster into 8 main groups characterized by the following 8 emotions. Joy, Love, Peace, Fear, Sadness, Hate, Anger, and Curiosity. These 8 groups form 4 pairs of opposites. Love and Hate, Joy and Sadness, Anger and Peace, and Exploration and Fear (See *Figure* 1). Each of these emotions were rated in terms of their positive-ness and desirability. The emotion-circle furnishes us with a map as to where the positive emotions lie in relation to the other darker emotions. The emotion circle can be used to understand the underlying causes of emotions, thus explaining the formation of behavior patterns. For example, if we would consider happiness as being in a positive emotional state, then this simple map may serve as a guide to and definition of happiness. Happiness resides in love, peace, joy, and exploration. The intriguing result is that the spectrum of our emotions seems to correspond to the spectrum of light. This sounds extra-ordinary, yet it is a picture that begins to emerge. Obviously, emotions are mental/spiritual whereas light is physical. Could the emotions be a kind of spiritual spectrum – defining spiritual light? Emotions certainly act as an inner light in guiding us as to whether our decisions are good or bad.

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There are 2 main axes or dimensions representing positive and negative emotions.

X-axis –	representing approach-avoidance, inclusion-exclusion, warmth-cold

Y-axis –	representing empowerment-helplessness
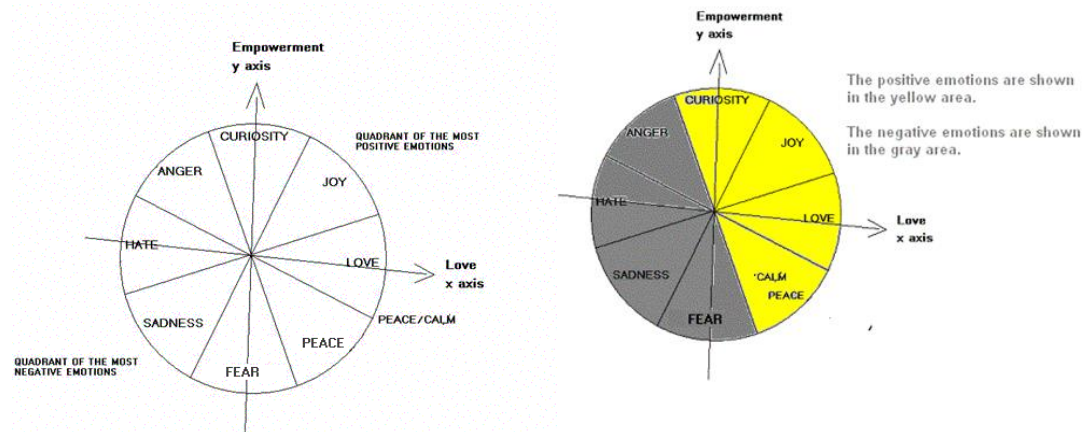
As I was pondering on the circle of emotions it occurred to me that certain emotions match with certain colors – Love (warmth, bright yellow, orange), Anger (blood, hot red), Sadness (cold, empty, dark blue), and Calm (Peace, restful, warm green, yellow). I was very surprised to discover that the colors on the wheel follow the same color order as the RAINBOW– that is, in the order of the spectrum of LIGHT. Furthermore, just as anger and calm are opposites on the emotion circle, it turns out that their colors - red and green - are exact opposites on the color circle used by artists. Similarly, just as joy and sadness are opposites, so it happens that their colors – orange and blue – are also exact opposites.

In addition to understanding the opposites of an emotion, it is equally important to understand the intensity level of emotions. There are various degrees of intensity in emotions, some are mild, some are moderate, and some are intense. For example, the emotion anger can be felt in a mild form as disgust or dismay. At a moderate level the emotion anger can be felt as offended or exasperated, and the emotion anger can be felt at an intense level as hate or rage. One

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of the most consistent emotion that always underpins anger is fear. In conclusion . . . Emotions

control a person's beliefs, behaviors, and actions. The intensity of an emotion is the direct result

of a person's perception or interpretation of what was seen, heard, or felt.

How can a leader connect the appropriate behaviors with the five competencies of emotional

intelligence to create a triangulation model that can be used as an effective resource that may

enhance and develop employees within a small business?

Understanding emotions may require emotional knowledge. This knowledge helps to

understand people better. If a leader stays aware of their emotions, they can control their emotions.

Self-Regulation and the awareness of other's emotions can be used to solve problems and

contribute to a positive work environment. The conclusion of integrating the work of Daniel

Goleman and his five competencies of emotional intelligence: "self-awareness, self-regulation,

motivation, empathy, and social skills" in conjunction with Paul Ekman and his extensive

research on body language, tone, and facial expressions, as well as Robert Plutchik's underlying

causes of eight essential emotions: joy, trust, fear, surprise, sadness, disgust, anger, and

anticipation have resulted in the creation of a new triangulation model call: Plutchik, Ekman, and

Goleman's, (P.E.G.) model of emotions (See *Figure* 3).

The results established have been used to create a coaching model that will provide an

essential resource that can be used by leaders and entrepreneurs to create a positive workplace

environment and encourage knowledge transfer through better communication, greater learning,

less defensiveness, and a stronger productive overall relationship. The P.E.G. coaching guide

provides leaders (entrepreneurs) with a tool to enhance emotional intelligence and promotes

positive behaviors that will enhance the performance of all employees.

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Chapter 6 - Recommendations to the Organization

My recommendation and contribution to Organizational and Strategic Leadership is a coaching guide named (P.E.G.) that integrates the five competencies of emotional intelligence: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills, (the what) into behavior – based actions (the why and the how) that may improve leadership effectiveness and build understanding between employees in the workplace. The Coaching guide provides worksheets that leaders can use as a tool to empower their employees. The first step is to complete the Emotional Intelligence Survey (See Appendix A, Questionnaire). Once the survey/questionnaire is completed and a competency is selected to work on, the leader and the employee can work together using the planning documents in the coaching guide. The sections in the coaching guide coincide with each competency listed in the Emotional Intelligence survey/questionnaire and provides leaders and their employees with worksheets that the employee can use to create their own plan to enhance their career and contribute to the team goal.

Understanding the reactions to one's emotions are not the responsibility of anyone but oneself. Accepting that responsibility and understanding of how to take charge of one's own emotional life is an important step toward reaching a higher level of emotional maturity. It is also a major step toward a deeper understanding of the emotional lives of others. In knowing one's self, a person will have a better understanding of others, and in coming to know others through self-awareness, a person is able to put themselves in another person's shoes, thus resulting in the elevation of one's self empathy. Recognizing situations as hot buttons through a better understanding of facial expressions and emotional intelligence may give a leader another great tool that could stop a negative reaction and allow a leader more power over managing their own

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emotions. By developing emotional intelligence and reactions to other's behaviors a leader will be more effective when handling highly – stressful situations.

Chapter 7: Reflections on Leadership

According to Neumann University's Vision Statement, "*Neumann RISES on the values of Reverence, Integrity, Service, Excellence, and Stewardship and lives the actions these values inspire.*" During my journey of the last eighteen months at Neumann University, I have come to value the term – Servant Leadership. Robert Greenleaf said, "The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant." I believe that the strength of words will depend upon the understanding of the words that are being spoken. Words can be the melody to a song and the beat that spears your heart and mind.

The classes that are included in my reflections on leadership are as follows: OSL 500: The Challenges of Leadership, OSL 530: Strategic Planning of Systems Thinking and OSL 540: Social & Ethical Responsibility of Leadership. I chose these classes because, I believe they provide a complete and concurrent view of The Organizational and Strategic Leadership

program. Leadership is not competition, rather it is being open to new ideas and asking who, what, when, why, where, and how? Leadership is continuous learning and expanding of knowledge in a fostering environment that promotes the well-being and collective action of everyone involved.

Developing Leadership Competencies

To create a culture and environment that will act as the foundation for a learning organization, a leader must begin with "a shift of mind - from seeing ourselves as separate from the world to connected to the world" (Senge, 2006, pp.13-14); seeing ourselves as integral components in the workplace, rather than as separate and unimportant cogs in a wheel. Finally, one of the biggest challenges that must be overcome in every organization is that every leader must

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identify and allow everyone within an organization a voice to reason defensively and promote the

empowerment of everyone to share in the organization's vision.

"Where there is no vision, people parish" (Solomon Proverbs 29:18). Learning from others

is important, and no matter how much experience a leader may have, there is always room to grow.

When I reflect on the professionalism in leadership. I believe it can be defined as the demonstration

of highly sophisticated skills and strategies in the following core competencies: I call them . . .

Travagline's – ABC's and 123's of Professionalism:

Appearance	1. Classic
Behavior	2. Consistent
Communication	3. Clear

The Organizational Context for Leadership

"Systems thinking details how multiple components of a system interact in complex ways

to produce a combined effect that is not intuitively obvious" (Huges, R. L., & Beatty, K. C., 2014,

p.97). Leadership encompasses the ability to make sense of the ambiguities and challenges within

an organization and turn two of the most basic tensions: differentiation and integration into a

structural framework that takes into account several things such as: an organization's size, how

long it has been in existence, and then incorporate the appropriate choices and actions that are

complimentary to the social architecture which includes the roles and relationships between

everyone inside and outside of a particular demographic location central to the organization.

Choosing between the many components and frameworks that may compete for a leader's attention

is not an easy task. No organizational culture is static, but modifying a culture is always an

adventure into the unknown. As the saying goes . . . "No Guts, No Glory."

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Hughes & Beatty (2014) explain that strategic planning is how a plan will be implemented. Systems thinking is the learning that takes place within the organization. Systems thinking looks for patterns over time, looks at the big picture, looks for complex interactions, hypothesizes key casual relationships, and validates an understanding of any underlying causes that may be related to a situation within an organization. Strategic thinking sets the direction for the organization's future. Strategic acting involves translating thinking into action consistent with the strategic direction of the organization. Strategic influence creates commitment and

forges relationships inside and outside of the organization (p.48). One person can make or break a corporation, but strong leaders (sometimes from within, but often from the top) can have a significant impact on the corporate culture. "So he fed them according to the integrity of his heart; and guided them by the skillfulness of his hands" (Psalms 78:72, The New King James Version).

The Societal Context for Leadership

Leadership is knowing your own abilities while developing the abilities of others. The supreme step to becoming an effective leader starts with personal core values. The tone of every organization is created from top/down leadership, so leaders are charged with the responsibility of setting the direction of the culture. In fact, neither can be successful independent of the other. It is the leader's responsibility to clarify and/or model either ethical or unethical behavior within the organization.

Ultimately, the leader's actions and attitude relay the acceptable tone for the entire corporation. My five core values are: Courage, Creativity, Personal Development, Consistency, and Recognition.

Courage: "Have the courage to say yes or no. Have the courage to face the truth. Do the right thing because it is right" (Stone, 1930). Ethical behavior is doing the right thing, just because it is the

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right thing to do. Ethical behavior is not always legal behavior, and legal behavior is not always ethical.

Creativity: As a leader, it is important to encourage employees to use their creativity and share ideas. It is not always the higher incentives that motivates employees. Employees that are encouraged to share ideas and use their creativity are more likely to stay within the organization.

 Personal Development: Get a mentor or a coach. A leader must always be aware and anticipate the expectations of their supporters/surroundings. Successful leadership must involve the bedrock consistency and visible participation of top leaders.

Consistency: It is through consistency that employees have a clear understanding of what is expected and acceptable in the organizational culture.

Recognition: Our society loves problem solvers. When one problem is solved, a leader will quickly move on to the next. Soon the leader will feel empty. Solving problem after problem, the process seems to be mundane, and soon the leader will feel like he/she are not making any difference at all.

Robert Alan Black PH.D. describes a very colorful image of a truly effective leader using the following analogy of a box of crayons. Black, (1995) says, "It is important to see people as crayons with multiple talents and potentials. Understanding the importance of each color (talent and potential) in the box, opens up the door to endless potential" (p.101). Effective leaders, understand this and always include time to acknowledge accomplishments and encourage new ideas. It only takes a minute to hand write a short note saying, "Thank you for your time and continuous support" Everyone appreciates being appreciated. "Nevertheless, they shall be his servants; that they may know my service, and the service of the kingdoms of the countries" (2 Chronicles 12:8, The New King James Version).

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Conclusion

Ethical leaders use facts and moral reasoning to determine if a decision is right or wrong for the entire organization. Johnson (2009), explains that making wise and ethical decisions involve many of the same steps as making other important decisions such as: "listen effectively, gather information, analyze, and formulate arguments" (p.47). The great perception of our spiritual tradition is that we co-create the world, that we are all in this together, and that we live in and through an esoteric relationship of spirit and matter, a mysteries relationship of what is inside us and what is perceived to be out in society (outer world).

The reality is that we create our world, in part, by the shadow we reflect in or on it – for better or worse. Johnson (2009) explains that the behaviors that are displayed across several religions or belief systems are . . . demonstrating respect for other's values, treating others fairly, expression of caring and concern, listening responsively, appreciating the contributions of others, and engaging in reflective practice (pp.121-122). Emotions and motivations play an integral part on how we reflect ourselves to the world. Understanding how we make and follow through on our decisions is the first step in making better choices. After asking who, what, where, when, why, and how? The next step is to understand the underlying motivations or emotions that are involved in achieving the goal.

Emotions (both positive and negative) will have a corresponding effect on moral motivation. Happiness and joy are positive and pessimism and complacency are negative. The shadow that plaques leadership self-reflection leads credence towards extroversion, which means a tendency to ignore what is going on inside themselves. Competency and effectiveness have taken precedence over internal awareness. Other shadows of self-reflection include the understanding of who we are is not defined by what we do, the misconception that we must be liked by everyone

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else to fit in, and to understand that everything that must be done is not the responsibility of one person, but the responsibility of everyone. Jesus said, "To love your neighbor as yourself, that is greater than any sacrifice" (Mark 12:33, The New King James Version).

Spirituality is not entirely about values and ethics, nor is it about reassurances to do it right or live the good life. Spiritual foundations are essentially about what is real. The spiritual traditions are an attempt to create the illusion of the external world and to name the underlying spiritual truth (belief) - - what it is, how it came to be, and how does it affect us? Whether we realize it or not, all our words, actions, and attitudes determine our decisions throughout life. The intensity of our feelings can encourage us to act and react impulsively as if we had no choice. We may not have the power to do everything we want to do in life, but we still have the power to decide what to do with what we have. Good decisions are ethical and effective.

If we must lie to get what we want and we get it, the decision might well be called effective, but it is also unethical. A decision is effective if it accomplishes something we want to happen (goal). A choice that produces unintended and undesirable results is ineffective. There are two critical aspects to making an ethically sound decision: knowing what to do and doing it. The first thing to consider when making a sound decision is discernment.

It is not obvious to everyone, for example, that it is just as dishonest to deliberately deceive someone with half-truths and omissions as to tell an outright lie. It is also not always clear how to respond most effectively. Discernment requires knowledge and judgement. Good decisions also require discipline. This often takes will-power or moral courage. Good decisions require the willingness to do the right thing even when it is inconvenient, scary, difficult, or costly. "Commit thy works unto the LORD, and thy thoughts shall be established" (Proverbs 16:3, The New King James Version).

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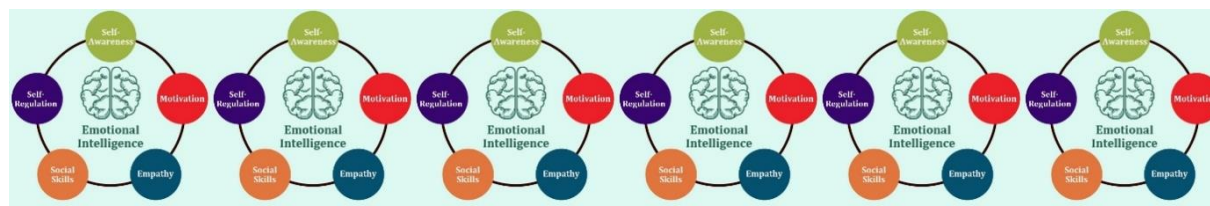Stone, C., W. (1930). BrainyQuote.com. Retrieved September 26, 2015, from BrainyQuote.com:

        https://www.brainyquote.com/quotes/quotes/w/wclements155733.html

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APPENDIX A: **QUESTIONNAIRE**

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Daniel Goleman's Five Emotional Competencies Questionnaire

In the space provided next to each of the following statements, please check or circle the number

which best describes your agreement with the item, using the scale immediately below.

Male _____   Female____

Age: 18-24   25-35   36-46   47-57   58-68   69 +

1 = Disagree Very Much   2 = Disagree Moderately   3 = Disagree Slightly

4 = Agree Slightly   5 = Agree Moderately   6 = Agrees Very Much

1.	I use both negative and positive emotions as a source of wisdom about how to navigate my life.	1	2	3	4	5	6
2.	Negative feelings help me to address what I need to change in my life.	1	2	3	4	5	6
3.	I am calm under pressure.	1	2	3	4	5	6
4.	I can monitor my feelings from moment to moment	1	2	3	4	5	6
5.	When challenged, I am good at getting calm and focused to flow with life's demands.	1	2	3	4	5	6
6.	When challenged, I can summon a wide range of positive emotions such as fun, joy, fighting spirt, and humor.	1	2	3	4	5	6
7.	I oversee how I feel.	1	2	3	4	5	6
8.	After something has upset me, I find it easy to regain my composure.	1	2	3	4	5	6
9.	I am effective at listening to other people's problems.	1	2	3	4	5	6
10.	I do not recycle and dwell on negative emotions.	1	2	3	4	5	6
11.	I am sensitive to the emotional needs of others.	1	2	3	4	5	6
12.	I have a calming influence on other people.	1	2	3	4	5	6
13.	I can motivate myself to try and try again in the face of setbacks.	1	2	3	4	5	6
14.	I try to be creative with life's challenges.	1	2	3	4	5	6
15.	I respond appropriately to other people's moods, motivations, and desires.	1	2	3	4	5	6
16.	I can easily enter a "zone" state, or a state characterized by calmness, alertness, and focus.	1	2	3	4	5	6

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17.	When the time is right, I face my negative feelings and work through what the issue is.	1	2	3	4	5	6
18.	I can soothe myself after an upsetting event.	1	2	3	4	5	6
19.	Knowing my true feelings is crucial to my well-being.	1	2	3	4	5	6
20.	I am good at understanding the emotions of other people, even when the emotions are not directly expressed.	1	2	3	4	5	6
21.	I am adept at readings people's feelings by their facial expressions.	1	2	3	4	5	6
22.	I can easily set negative feelings aside when called upon to perform.	1	2	3	4	5	6
23.	I am aware of subtle social signals that indicate what others need.	1	2	3	4	5	6
24.	People view me as an effective coach for others' emotions.	1	2	3	4	5	6
25.	People who are aware of their true feelings are better pilots of their lives.	1	2	3	4	5	6
26.	I am often able to improve the moods of others.	1	2	3	4	5	6
27.	I am a good person to come to for advice about handling relationships.	1	2	3	4	5	6
28.	I am strongly attuned to others' feelings.	1	2	3	4	5	6
29.	I help others use their motivations to achieve their personal goals.	1	2	3	4	5	6
30.	I can easily shake off negative feelings.	1	2	3	4	5	6

For each Emotional Competency add your item numbers for your score

Emotional Competency	Item Numbers	Your Score
Emotional Awareness	Items: 1+2+4+17+19+25	
Managing One's Emotions	Items: 3+7+8+10+18+30	
Self-Motivation	Items: 5+6+13+14+16+22	
Empathy	Items: 9+11+20+21+23+28	
Coaching Others' Emotions	Items: 12+15+24+26+27+29	

Emotional Competency	Define Strength	Needs Some Development	Needs Substantial Development
Emotional Awareness	31 or above	26-30	25 or below
Managing One's Emotions	32 or above	27-31	26 or below
Self-Motivation	31 or above	27-31	26 or below
Empathy	31 or above	27-30	25 or below
Coaching Others' Emotions	30 or above	25-29	24 or below

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APPENDIX B: TABLES AND FIGURES

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Table 1.

Robert Plutchik's Angular Placements for Emotions.

Angular Placements for a Population of Emotion Terms

Emotion	Angular placement (degrees)	Emotion	Angular placement (degrees)	Emotion	Angular placement (degrees)
Accepting	0.0	Rejected	136.0	Impatient	230.3
Agreeable	5.0	Bored	136.0	Grouchy	230.0
Serene	12.3	Disappointed	136.7	Defiant	230.7
Cheerful	25.7	Vacillating	137.3	Aggressive	232.0
Receptive	32.3	Discouraged	138.0	Sarcastic	235.3
Calm	37.0	Puzzled	138.3	Rebellious	237.0
Patient	39.7	Uncertain	139.3	Exasperated	239.7
Obliging	43.3	Bewildered	140.3	Disobedient	242.7
Affectionate	52.3	Confused	141.3	Demanding	244.0
Obedient	57.7	Perplexed	142.3	Possessive	247.7
Timid	65.0	Ambivalent	144.7	Greedy	249.0
Scared	66.7	Surprised	146.7	Wondering	249.7
Panicky	67.7	Astonished	148.0	Impulsive	255.0
Afraid	70.3	Amazed	152.0	Anticipatory	257.0
Shy	72.0	Awed	156.7	Boastful	257.3
Submissive	73.0	Envious	160.3	Expectant	257.3
Bashful	74.7	Disgusted	161.3	Daring	260.1
Embarrassed	75.3	Unsympathetic	165.6	Curious	261.0
Terrified	75.7	Unreceptive	170.0	Reckless	261.0
Pensive	76.7	Indignant	175.0	Proud	262.0
Cautious	77.7	Disagreeable	176.4	Inquisitive	267.7
Anxious	78.3	Resentful	176.7	Planful	269.7
Helpless	80.0	Revolted	181.3	Adventurous	270.7
Apprehensive	83.3	Displeased	181.5	Ecstatic	286.0
Self-conscious	83.3	Suspicious	182.7	Sociable	296.7
Ashamed	83.3	Dissatisfied	183.0	Hopeful	298.0
Humiliated	84.0	Contrary	184.3	Gleeful	307.0
Forlorn	85.0	Jealous	184.7	Elated	311.0
Nervous	86.0	Intolerant	185.0	Eager	311.0
Lonely	88.3	Distrustful	185.0	Enthusiastic	313.7
Apathetic	90.0	Vengeful	186.0	Interested	315.7
Meek	91.0	Bitter	186.0	Delighted	318.6
Guilty	102.3	Unfriendly	188.0	Amused	321.0
Sad	108.5	Stubborn	190.4	Attentive	322.4
Sorrowful	112.7	Uncooperative	191.7	Joyful	323.4
Empty	120.3	Contemptuous	192.0	Happy	323.7
Remorseful	123.3	Loathful	193.0	Self-controlled	326.3
Hopeless	124.7	Critical	193.7	Satisfied	326.7
Depressed	125.3	Annoyed	200.6	Pleased	328.0
Worried	126.0	Irritated	202.3	Generous	328.0
Disinterested	127.3	Angry	212.0	Ready	329.3
Grief-stricken	127.3	Antagonistic	220.0	Sympathetic	331.3
Unhappy	129.0	Furious	221.3	Content	338.3
Gloomy	132.7	Hostile	222.0	Cooperative	340.7
Despairing	133.0	Outraged	225.3	Trusting	345.3
Watchful	133.3	Scornful	227.0	Tolerant	350.7
Hesitant	134.0	Unaffectionate	227.3		
Indecisive	134.0	Quarrelsome	229.7		

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Table 2.

Daniels Goleman's Five Competencies of Emotional Intelligence

	Definition	Hallmarks
Self-Awareness	the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	self-confidence realistic self-assessment self-deprecating sense of humor
Self-Regulation	the ability to control or redirect disruptive impulses and moods the propensity to susupend judgment—to think before acting	trustworthiness and integrity comfort with ambiguity openness to change
Motivation	a passion to work for reasons that go beyond money or status a propensity to pursue goals with energy and persistence	strong drive to achieve optimism, even in the face of failure organizational commitment
Empathy	the ability to understand the emotional makeup of other people skill in treating people according to their emotional reactions	expertise in building and retaining talent cross-cultural sensitivity service to clients and customers
Social Skill	proficiency in managing relationships and building networks an ability to find common ground and build rapport	effectiveness in leading change persuasiveness expertise in building and leading teams

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Table 3.

Emotional Intelligence Survey: Age and Gender

Emotional Intelligence Survey: Age and Gender
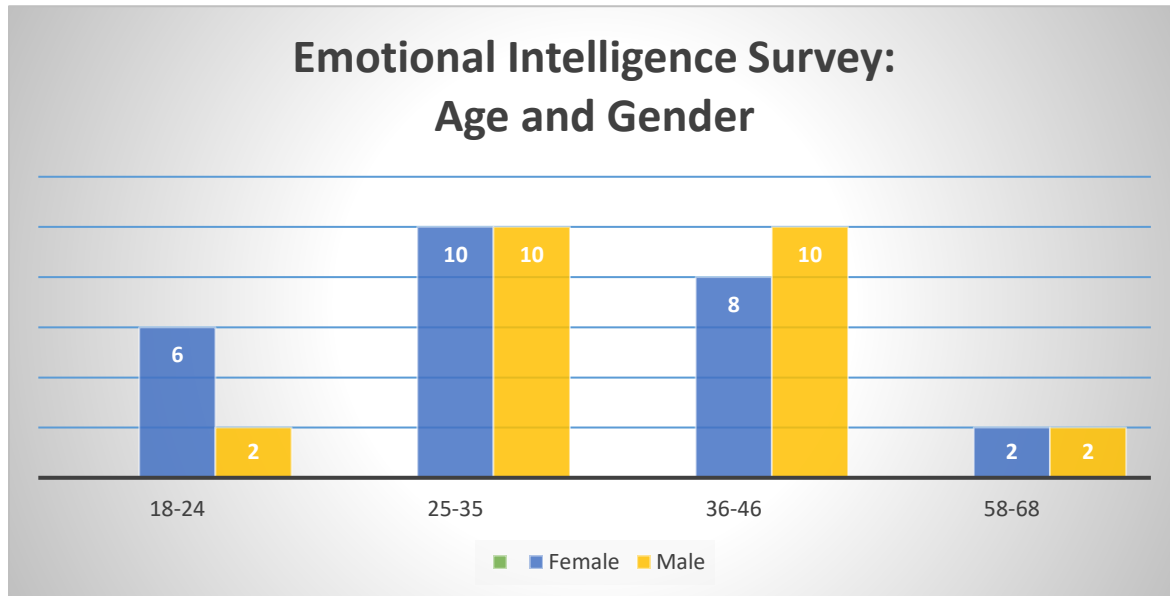
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Table 4.

Overall results of strengths and weakness from Emotional Intelligence Survey

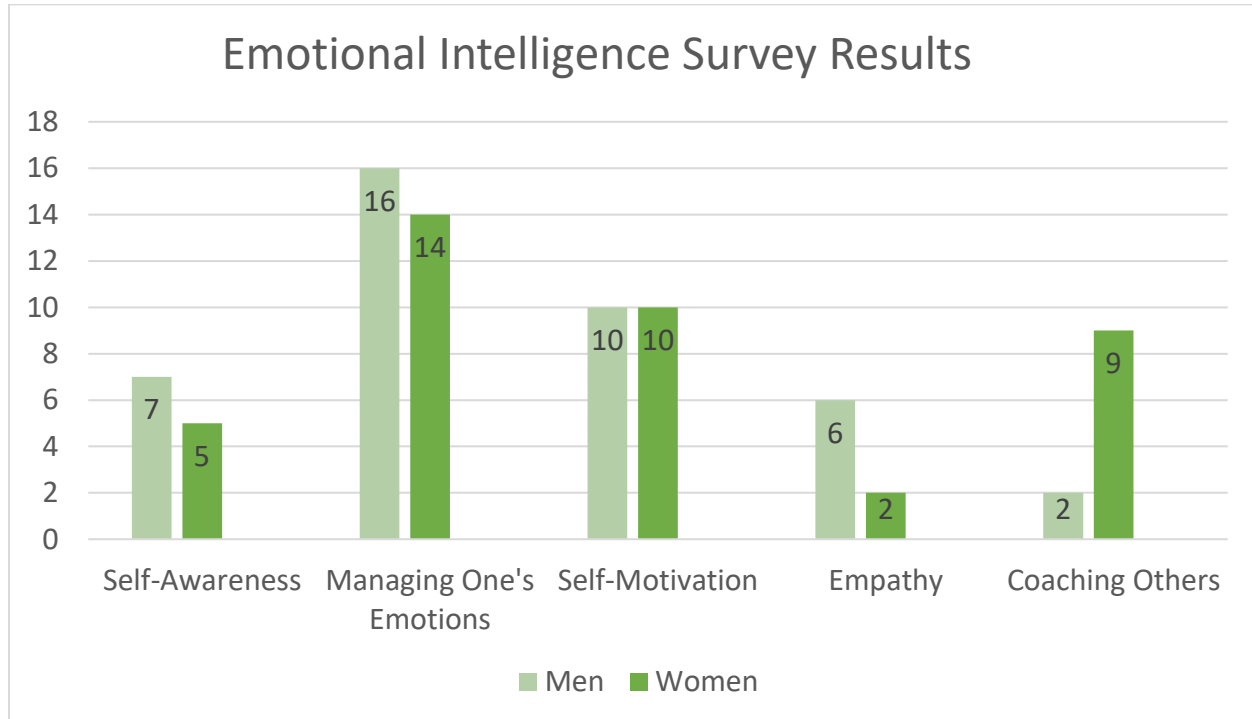| Emotional Intelligence Survey	Emotional Awareness	Managing One's Awareness	Self-Motivation	Empathy	Coaching Others' Emotions
Strength	12	30	20	8	11
Needs Improvement	13	14	20	28	29
Needs Substantial Improvement	25	6	10	14	10
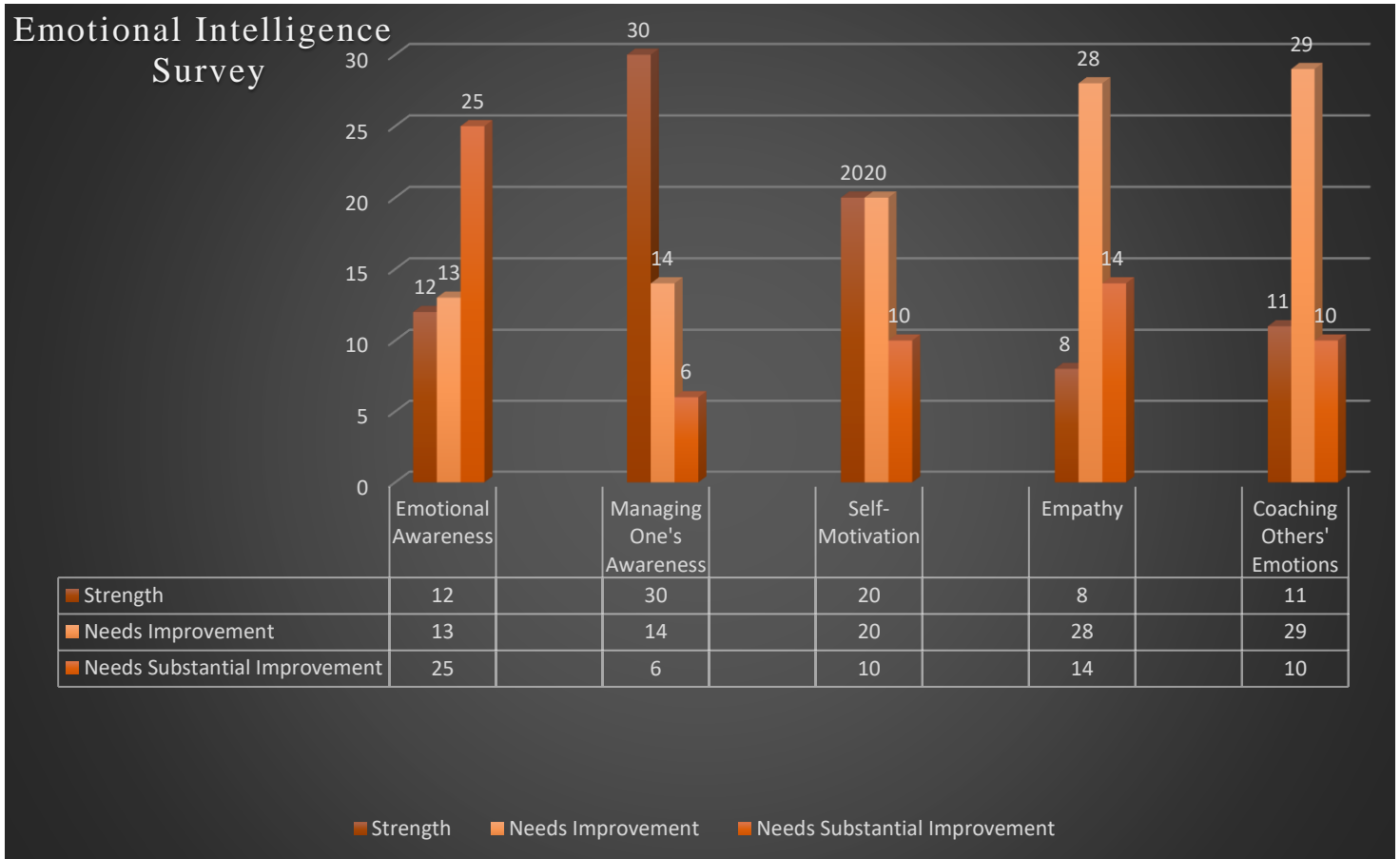
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Table 5.

Overall Individual Competency scores for men and women.

Emotional Competency	Item Numbers	Men	Women	Total Strength	Men	Women	Total Needs Some Develop	Men	Women	Total Needs Substantial Develop
Emotional Awareness	Items: 1+2+4+17+19+25	7	5	12	8	5	13	12	13	25
Managing One's Emotions	Items: 3+7+8+10+18+30	16	14	30	7	7	14	2	4	6
Self-Motivation	Items: 5+6+13+14+16+22	10	10	20	10	10	20	5	5	10
Empathy	Items: 9+11+20+21+23+28	6	2	8	16	12	28	4	10	14
Coaching Others' Emotions	Items: 12+15+24+26+27+29	2	9	11	17	12	29	6	4	10

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Table 6.

Competency strengths and weakness between men and women.

Emotional Intelligence Survey Results

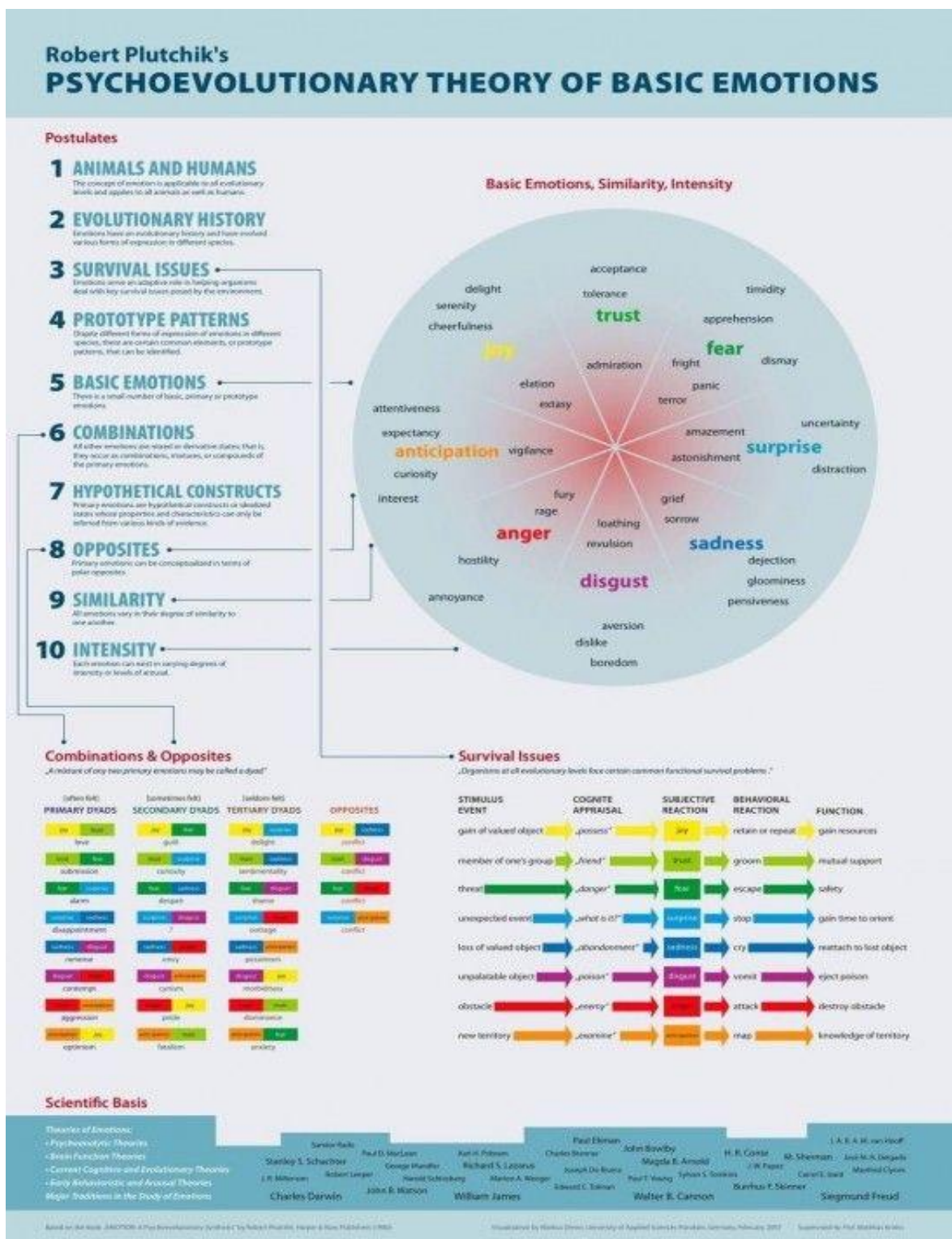| Competency	Men	Women
Self-Awareness	7	5
Managing One's Emotions	16	14
Self-Motivation	10	10
Empathy	6	2
Coaching Others	2	9

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Figure1. Robert Plutchik's Psycho – Evolutionary Theory of Basic Emotions

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Figure 2. Paul Ekman's Facial Expressions: The following images are the most commonly

observed expressions.

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Plutchik, Ekman, Goleman Pyramid

Joy
Happiness and Gratitude.

Self-Regulation
Ability to control effects of emotion

Self - Motivation
Willingness and desire to do a good job.

Self-Awareness
Understand how to recognize your own motivations and their effect on your emotions.

Pyramid (top to bottom):
- Fear Less
- Social Awareness
- Joy
- Self - Motivation
- Social Skills
- Self-Awareness
- Self-Regulation

Social Skills
Open and honest communication without judgement.

Social Awareness
Understand the emotional needs and motivations of those around you.

Fear
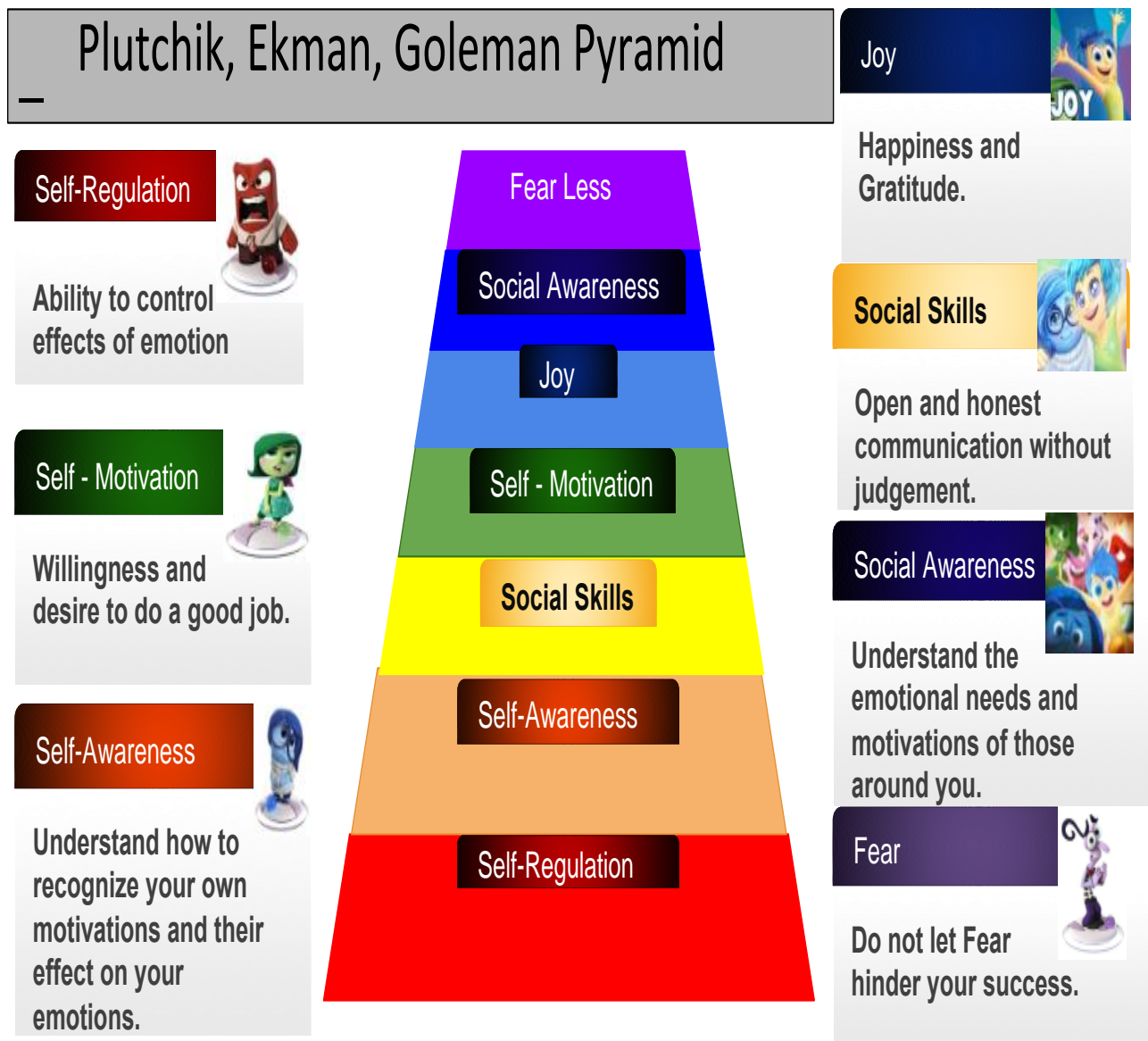Do not let Fear hinder your success.

Figure 3: P. E. G. Pyramid: Triangulation model of Plutchik, Ekman, and Goleman.