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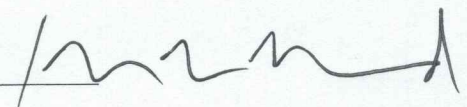
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Executive Summary

Title: The Introduction of Emotional Intelligence into Marine Corps Training

Author: Sergeant Major Michael S. Ryan, United States Marine Corps

Thesis: In order to encourage and strengthen effective leadership, the United States Marine Corps should implement Emotional Intelligence training throughout its ranks.

Discussion: Emotional Intelligence is a leadership ability long neglected by the United States Marine Corps. While psychologists, Fortune 500 executives, and leaders in communities across the United States enjoy the benefits of employing and training management teams with high levels of Emotional Intelligence, the United States Marine Corps has failed to participate in Emotional Intelligence training because of the empathetic aspect of emotional training. In my paper, I explain the Emotional Intelligence theory, as defined by Daniel Goleman. In addition, I discuss civilian implementation of Emotional Intelligence training, the possible ways in which the United States Marine Corps could introduce Emotional Intelligence training to officers and enlisted Marines, and finally, the resistance some Marines may feel towards Emotional Intelligence training.

Conclusion: As long as the Commandant of the Marine Corps, Marine Corps officers, and senior enlisted leaders understand and embrace the concept of Emotional Intelligence training, the Marine Corps can employ Emotional Intelligence training and testing throughout its ranks, thereby strengthening Marine Corps leadership.

Leadership in the United States Marine Corps

In the United States Marine Corps (USMC), developing, coaching, teaching, and mentoring Marines require skilled leadership. The Marine Corps teaches leadership traits, principals, and values, and conducts professional military education (PME) schools to cover leadership, but Marines gain most of their leadership training through experience and emulation. In essence, Marines learn leadership in the course of doing their jobs, often aspiring to be as great as General John A. Lejeune, who led his Marines into seizing more territory, and eliminating and capturing more German soldiers than any other division in the American Expeditionary Forces. Marines want to be as skilled as Sergeant Major John H. Quick who, according to General Lejeune, was an almost perfect staff non-commissioned officer (SNCO), because he never yelled, cursed, or lost control of his temper, but "he exacted and obtained prompt and explicit obedience from all persons subject to his orders."¹ While the Marine Corps' approach to developing leadership has merit, it is not complete, because it does not cover the emotionality and psychology of leadership. These missing factors have made it difficult for the Marine Corps to strengthen its leaders and protect its image.

There is a direct link between emotionality, the degree with which we experience and express emotions, psychology, the science of the behavior and mind, and toxic leadership. The Marine Corps recognizes toxic leadership as "a combination of self-centered attitudes, motivations, and behaviors that have adverse effects on subordinates, the organization, and mission performance."² Toxic leaders unfailingly rely upon dysfunctional tactics and behaviors to bully, mislead, or disproportionately penalize others to achieve their personal goals. Toxic leaders lead with an overblown sense of self-confidence and acute self-centeredness, and they invest little into mission completion, while coercing and intimidating their subordinates to fulfill

operational goals. To their superiors, toxic leaders "appear capable and impressive."³ However, toxic leaders are often only capable of achieving short-term goals, and "prolonged use of negative leadership to influence followers, undermines the followers' will, initiative, and potential, and destroys unit morale."⁴ In these instances, the toxic leader's behavior creates a bad command climate, making it hard, or impossible, for the group to function properly, and this can damage the Marine Corps' image.

In recent years, the improprieties of toxic leaders have placed the Marine Corps under intense scrutiny. The 2011 case of the Marine scout snipers urinating on the corpses of Taliban soldiers, the multiple allegations of hazing, one resulting in a suicide during basic training, and the 2017 high-profile Marines United social media scandal demonstrate toxic leaders with poor emotionality and low psychological control. In addition, in a 2013 survey, given to gunnery sergeants in attendance at Quantico's SNCO academy, 84 percent of those polled had "served with toxic leaders, and 52 percent had served with toxic leaders more than once."⁵ Emotional Intelligence training, with its focus on the emotional and psychological aspects of leadership, can make meaningful contributions to the USMC's effort to address current toxic leaders, while helping to prevent the occurrence of toxic leaders in the future. Therefore, in order to encourage and strengthen effective leadership, the USMC should implement Emotional Intelligence training throughout its ranks.

Recently, the Marine Corps determined that Emotional Intelligence testing, done before a Non-Commissioned Officer (NCO) can re-enlist, is a way to remove toxic leaders before they enter a command, and infect the command climate. This testing, according to Col. Rudy Janiczek from the Marine Corps' Manpower Management Division, is important for retaining high quality enlisted Marines, and it is a "key area of focus" for the Commandant of the Marine

Corps.⁶ While this is a good start, the Marine Corps' understanding of Emotional Intelligence is not complete. As the Commandant of the Marine Corps begins to intensify his focus on small unit leaders and discussion-based learning, young officers and NCOs have become an important part of disseminating information. Due to this, developing non-toxic leaders with strong leadership skills has become more important than ever, and Marines need actual Emotional Intelligence training, not just testing. In addition, the Marine Corps should not exempt officers from Emotional Intelligence training or testing. Successful Emotional Intelligence training begins at the top, and the USMC needs to have a firm understanding of what Emotional Intelligence is before they can understand why testing and training, for officers and enlisted, is important for combating toxic leadership and developing skilled leaders throughout the ranks.

What is Emotional Intelligence?

Emotional Intelligence (EI) is a psychological theory that has become an integral part of the modern workforce. EI, the ability to observe, regulate, and evaluate the emotions of groups, individuals, and ultimately, oneself, uses Emotional Quotient (EQ) as a measurement. Similar to Intelligence Quotient (IQ), psychologists rely upon standardized testing to measure EQ. Unlike IQ tests, which determine an individual's capacity to think and reason, EQ tests (For more see APPENDIX 1) determine an individual's capacity to manage emotions, a skill that is critical for both life and career. In fact, having a high EQ is as important, if not more so, than having a high IQ when navigating life and career, because people with high EQs and "average IQs, outperform those with the highest IQs 70% of the time."⁷ Researchers in the field of EI have discovered that employees with high EQs demonstrate an innate ability to work well with others, and they are more effective at supervising or managing subordinates in the changing landscape of today's

workplace. In the USMC, with EI training, current and up-and-coming leaders could learn how to, more effectively, lead the Marines in their care.

Organizations that research IQ, EQ, and job productivity have noticed a strong link between high EQs and better on-the-job performances. For instance, TalentSmart, an organization that provides EQ testing and training for over 75 percent of Fortune 500 companies, tested for EI, "alongside 33 other important workplace skills, and found that emotional intelligence is the strongest predictor of performance, explaining a full 58 percent of success in all types of jobs."⁸ According to TalentSmart, 90 percent of the highest achieving employees also have high EQ scores, and "the link between emotional intelligence and earnings is so direct that every point increase in emotional intelligence adds \$1,300 to an annual salary."⁹ TalentSmart's findings were true for all organizations, across the different levels of employment, and worldwide. Their research indicates that any organization could benefit from learning more about EI. If the USMC implemented EI training, the Marine Corps could benefit from leadership that is more effective throughout the ranks.

The History of Emotional Intelligence

The roots of EI date back to American psychologists, Edward Lee Thorndike. As early as the 1930s, Thorndike asserted the belief that abstract intelligence, social intelligence, and mechanical intelligence all combined to form human intelligence. According to Thorndike, while abstract intelligence is the ability to manipulate words and concepts, and mechanical intelligence is the ability to use machinery or tools, social intelligence is the ability to know oneself and others, and "social intelligence is required for tact and leadership."¹⁰ Thorndike believed that people needed social intelligence in order to coexist, and his concept lay the foundation upon which future psychologists built the theory of EI.

In the 1940s, David Wechsler, a psychologist and the inventor of intelligence tests, expanded Thorndike's concept of social intelligence, suggesting that the "effective components of intelligence may be essential to success in life."¹¹ In the 1950s, humanistic psychologists, including Abraham Maslow, responsible for Maslow's Hierarchy of Needs, expanded Thorndike's concept even further by suggesting that emotional strength is not static. For Maslow, this meant, people learn how to become more emotionally intelligent.¹² This idea of learning or growing in social intelligence became the foundation for EI training.

Years later, in 1987, Keith Beasley used the term, Emotional Quotient, in an article published in *Mensa Magazine*, coining the phrase used to measure EI in individuals. Following this publication, psychologists Peter Salovey and John Mayer published their landmark article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*. In their article, Salovey and Mayer divided EI into a four-branch system of perceiving, reasoning, understanding, and managing emotions. Inspired by the work of Salovey and Mayer, behavioral researcher, psychologist, and journalist, Daniel Goleman, popularized the concept of EI in his 1995 book, *Emotional Intelligence: Why it Can Matter More Than IQ*.

Although many have contributed to the theory of EI, Goleman is at the forefront of the theory, because as a journalist, he was able to make the theory accessible to the mainstream population. In addition, Goleman broadened Mayer and Salovey's four-branch system to incorporate what has become the five essential elements of EI. It is Goleman's five essential elements which guide EI training and EQ testing within civilian organizations.

The Five Parts of Emotional Intelligence

Self-awareness is the first element in Goleman's system of EI. According to Goleman, being self-aware means understanding how you feel at any given time and realizing how your feelings may influence the moods of others. It also means knowing what you are good at, acknowledging when you need help, and owning up to mistakes. In civilian organizations, "these are all characteristics of an organization that is constantly learning and springboards to innovation and agility—two hallmarks of high performing organizations."¹³ For example, Forbes Magazine ranked the company, Amazon, at #55 on its "Best Corporate Citizens" list for the year of 2017, and it ranked Amazon at #3 on its 2017 "Innovative Companies" list."¹⁴ Jeff Bezos, CEO of Amazon, is largely responsible for these rankings. Bezos has taken criticism from employees and customers, and "handled them with emotionally mature and intelligent responses, striking all the right notes to encourage empathy, communication, self-confidence and more."¹⁵ In the case of Amazon, Bezos' willingness to correct and self-correct has allowed Amazon to achieve its #3 ranking as an innovative company in 2017. In organizations, leaders who have self-awareness can help the organization succeed.

Self-regulation is another element of Goleman's EI system. Self-regulation is the ability to control or redirect one's emotions to avoid or minimize negative consequences. In essence, it is the ability to anticipate the consequences of one's actions and respond accordingly. In civilian organizations, self-regulation among leaders is paramount, because leaders must set the right tone among their employees if they want their employees to follow their example. For instance, Ursula Burns, former CEO of Xerox, helped to bring Xerox back from the brink of bankruptcy by orchestrating the organization's purchase of Affiliated Computer Services. Later, Burns led the split of Xerox into two separate organizations: Xerox Corporation and Conduent

Incorporated. These moves, among others, enabled the company to expand its business beyond printers and copiers to include such things as document technology, office software, supplies for graphic printing, and graphic communications. Burns would not have been as effective, had she not been able to reassure her employees and align them with her vision of the organization's future. Burns states, "Self-regulation is key, because everybody is looking at you, and you can destroy someone by showing your emotions, particularly negative ones."¹⁶ Although Burns stepped down as CEO of the Xerox Corporation in May 2017, the organization continues to thrive and it ranked at "#163 on the 2017 Fortune 500 list."¹⁷

Motivation, the third element of Goleman's EI system, is the ability to use emotional influences to realize goals. It is the ability to inspire oneself and others to participate and persevere when tasks become difficult. In the civilian sector, leaders who excel in EI motivation are adept at aligning organizational needs with positive motivation. For example, Kent Thiry, the CEO of dialysis company, Davita, motivates his employees by referring to them as teammates. Thiry assures his teammates that he cares about their needs, and their needs come first. Thiry implemented programs to improve the health of his employees, such as paid leave to exercise and enjoy the outdoors, and he holds regular meetings to check on their health and well-being. Thiry has turned a company that was heading towards bankruptcy, into a culture-driven success. At Davita, team improvement and mission completion drive the employees towards success, and Thiry's methods have "created nearly 44 percent annual growth in earnings per share in the past decade, the 6th highest of any Fortune 500 company."¹⁸

Yet another element of Goleman's EI system is empathy. Empathy is the ability to sense the emotions of others. Empathy makes it easier to self-regulate so that you do not send out the wrong message. In an organization, communication between managers and subordinates is

mostly top-down and it can be difficult for employees to feel as if there is any type of connection between them and their managers. A show of empathy can help to breach the distance between the two, and it can make communications less tense and more productive. For example, Elon Musk, the CEO of Tesla, emailed his employees personally with a show of empathy when he learned that employee injuries at Tesla were 30 percent higher than industry standards. Musk told his employees that he genuinely cared about their well-being, asking that they report any incidents that occurred in the course of doing their jobs, so that he could attempt the same job and fix the problem. In a later statement, Musk said, his managers lead from the front, because "managers must always put their team's safety above their own."¹⁹

The last part of Goleman's EI system is social skills. Social skills or effective interpersonal communication consists of competencies such as intercultural communication, verbal and nonverbal communication skills, the ability to negotiate, barter, manners, personal hygiene, and many more. An individual with effective social skills can manage relationships, inspire others, and induce desired responses from those with whom they communicate. In civilian organizations, this ability is vitally important. For example, Alan Mulally, the CEO of Ford from 2006 until 2014, changed the organization's years of record losses into eight years of consecutive profits. This put Ford, the only company out of the big three automotive companies (Chrysler, Ford, & GM), in the position to refuse the 2009 automotive bailout. Mulally credits his success to good interpersonal communication skills. When Mulally headed Ford, it was common to see hand-written messages on the cubicles of employees, congratulating them on their performance. According to Mulally, "It's about figuring out a way to get every employee to understand the vision of the company, buy into the plan, and feel supported in their jobs."²⁰ Mulally, Musk, Thiry, Burn, and Bezos' emotionally intelligent leadership abilities provide

examples of how EI can benefit any organization. In a "people business" like the Marine Corps, Marines would find the teaching of social skills—nonverbal communication, negotiations, etc.—beneficial.

The Implementation of Emotional Intelligence in Civilian Organizations

In the civilian sector, organizations link poor judgment, bad decision-making skills, and hasty actions to toxic leaders who are lacking in EI. In response, organizations rely upon EI training for developing leaders who make the most out of the talents of their subordinates. However, there are vast differences between civilian workplaces and military workplaces, and EI training, as it stands for civilians, might not work in the USMC. Before attempting the implementation of EI training within the USMC, it is important to understand how civilian organizations implement the training so that the Marine Corps can adjust civilian EI training, in order to make it more suitable to the Marine Corps' culture and mission.

There are four phases for implementing EI training, beginning with awareness and education. In some organizations, leaders are unfamiliar with EI, and they have a difficult time understanding the benefits of EI training, at first. According to Six Seconds, the Emotional Intelligence Network, in order to get them interested and invested in EI training, most leaders require "a robust, research-backed approach with many case studies and history to prove credibility."²¹ It is also significant to note that, in order to get any kind of EI training initiated; those with the highest level of power must make it clear that the training is valid and essential. This means, in the Marine Corps, the Commandant and other top-level leaders would have to be onboard.

During phase one, organizations may send their top-level managers to seminars to educate them about EI theory. In these seminars, managers can learn the background of the theory, and the seminars can present them with examples and case studies that prove the beneficial aspects of having a high EQ. In addition, managers can receive EQ tests to determine their levels of EI. For example, the Multifactor Emotional Intelligence Scale (MEIS), which tests a person's ability to recognize, understand, and act upon their emotions and the emotions of others, or the Seligman Attributional Style Questionnaire (SASQ), which measures a person's outlook on life, can provide valuable insight for managers. After learning more about EI, and how it can affect job performance, top-level managers will be more likely to support EI training for lower-level managers and supervisors. Once the managers who operate at the higher echelons of the organization are committed, they are more prepared to participate in the next three phases necessary for implementation.

The second phase of EI implementation is the mission. In organizations, the company's mission is its purpose and its range of operations. The mission explains a company's primary tasks, its clients, and the geographical region the company will cover. When deciding to implement EI training, organizations must link their company's mission to its EI training. For example, a consulting firm might link its EI training to attracting more clients or improving workgroup collaborations. EI training has to have a purpose, because in organizations, EI theory is "important, but only if it is actionable."²² It is not enough to participate in EI training to learn. An organization should structure EI training to compliment and, ultimately, help the company to fulfill its mission. For the Marine Corps, this means implementing EI training that will build the leadership necessary to achieve mission accomplishment.

After structuring EI training to suit its mission, the third phase is finding a suitable EI training program. Organizations must take into consideration the size and the scope of the organization and the financial commitment before deciding which program to choose. In addition, organizations must keep in mind that, there are several EI programs from which to choose, but they are not all equal. Many programs are introductory programs, and they do no more than raise awareness. Organizations that take EI training seriously know, to "build value, particularly looking at the cases where learning & development professionals are effectively using EI, the methods and tools need to be substantive."²³ During this phase, the Marine Corps should implement a program designed for a large-scale organization.

Once an organization selects a suitable EI program, the fourth and final phase of implementation begins. During this phase, managers begin the arduous task of building upon their newly acquired EI skills. In essence, EI "has to be woven into the culture. Rather than just being taught in a workshop, leaders need building blocks and tools to apply."²⁴ Managers need to make it clear to their employees that EI is important to the organization. They need to practice EI and reward EI when warranted. Lastly, managers should demonstrate and communicate to their employees how EI helps their organization, themselves, and their employees. The Marine Corps could use these same phases to develop an EI training program that can encourage and strengthen effective leadership.

Ways to Implement Emotional Intelligence Training in the Marine Corps

It can be difficult to persuade the USMC to add more training to the Marine Corps' training schedule, but EI training can align with current Marine training, and with a few minor adjustments, the USMC can use the same four-phase system of implementation for EI training. For example, during the first phase of implementation, similar to phase one in civilian

implementation, the Marine Corps must use a top-down approach. Daniel Goleman states, "One way to make sure that learning does feel important is to make it a top mandate that the top leader is driving personally."²⁵ In the USMC, this means the highest-ranking officers, including the Commandant of the Marine Corps. This may seem impossible, but since the Commandant of the Marine Corps will be conducting an EQ test study, "beginning in June 2018, to determine if it can help the service root out problem leaders,"²⁶ the Commandant and other high-ranking officers are obviously familiar with the importance of EI. Therefore, they may be receptive to the benefits of EI training.

Once invested, similar to civilian organizations, higher-ranking officers would attend EI seminars held on Marine Corps bases. At the seminars, the officers can have their EI tested, receive their EQ scores, and receive additional background information and current statistics pertaining to EI theory and its effectiveness within organizations. The Marine Corps can now focus on phase two, aligning EI training with the organization's mission.

If EI training is to be effective, organizations must attach the training to its mission. Like civilian organizations, the USMC has a purpose or range of operations, in essence, a mission, and EI training has to support that mission. In the Marine Corps, developing quality leadership is a key component to mission accomplishment. The USMC requires leaders who can make the most out of the talents of their subordinates while ensuring troop welfare, leaders who lead by observing, regulating, and evaluating the emotions of groups, individuals, and themselves. The goal of EI training is to produce leaders who can compel quality performances from their subordinates by using self-awareness, self-regulation, motivation, empathy, and social skills, therefore, the Marine Corps' mission aligns with EI training.

Once the USMC has established that EI training can support mission accomplishment, the next step, phase three, is to find a program that is suitable for the organization. In the civilian sector, it is easy to find a company that provides seminars, computer software, coaches, and other training techniques. In the military, these types of training techniques may not be as useful, and the USMC would have to make adjustments. Instead of using a program that trains everyone at once, the Marine Corps could use a program with an introductory approach, followed by make-up training for those Marines currently in the fleet, and finally, refreshment training added to required annual training and unit training when applicable.

As part of the program, instructors should receive their EI certifications first, so that they could teach EI in entry-level schools and career courses for officers and enlisted. Once the instructors are certified, officers could receive EI training in their entry-level schools, enlisted could receive the training during recruit training, and those who are currently serving would receive EI training in all formal training schools. Both officers and enlisted Marines would receive EI training during the course of their careers, in all professional education schools, to include the cornerstone course required for new sergeants major and commanders.

Equal Opportunity Advisors would attend a comprehensive program that will teach them about EI theory and how to teach the theory to Marines, and they will receive a certification. Anyone who misses the training because they do not fall into one of the three previous categories would receive their primary EI training during their annual training, which will be led by a unit's Equal Opportunity Advisor, trained and certified to teach EI training. All of this would start as soon as the resources became available, with full compliance within two years.

Finally, phase four in the implementation process, keeping EI in the forefront for Marine leadership, could be accomplished in several different ways. First, refresher courses could

become a staple when the fleet conducts its annual and fiscal year training. At that time, officers and enlisted personnel receive similar training as a refresher of what they received when they entered the Marine Corps, and EI could become a part of that training. Since the USMC has recently implemented several new ideas to Marine Corps training, this may be an optimal time to, first re-introduce, and refresh the concept.

In addition, a Marine Administrative Message (MARADMIN), effective 1 May 2017, the Commandant of the Marine Corps directs "commanders to conduct annual training using discussions led by small unit leaders to the greatest extent possible."²⁷ This message will allow young officers and small unit leaders, noncommissioned officers (NCOs), to use a discussion-based learning technique to meet annual training requirements. In the fleet, this technique will take the place of most computer-based training. Leaders will now teach classes such as hazing, the harmful effects of tobacco use, social media conduct, and a host of other required annual classes through leader discussion.

According to the Commandant of the Marine Corps, "the Programs of Instruction at The Basic School (TBS) and Enlisted Professional Military Education (EPME) will be modified to include coursework on how to lead a small-group discussion, and reinforce to our officers and NCO's their responsibility to teach/lead annual training to their respective units/organizations."²⁸ TBS and EPME provide prime opportunities to first, introduce EI training, and later, refresh the information, doing this will demonstrate the Marine Corps' ability to take on new educational challenges. In this manner, Officers could learn more about EI theory and techniques in TBS and later share the information they gain to, positively, influence future subordinates during EI refresher training.

Another way in which to refresh EI training is through Unit Marine Awareness Prevention and Integrated Training (UMAPIT). UMAPIT is training that addresses behavioral health issues, such as substance abuse, suicide, making Marines more resilient, family advocacy, and combat and operational stress before they become unmanageable. UMAPIT is a 90-minute class that every rank must receive, every year, as part of the Marine Corps' annual training. The class is a prevention-training program, taught by SNCOs, trained to facilitate discussions on behavioral health topics. Since the class requires an instructor trained to facilitate discussions on behavioral health topics, this is probably one of the best ways to introduce or reinforce EI theory and training. In this case, the annual training could commence as usual, but prior to the training, the instructor would have to learn about EI theory and the effects of low EI versus high EI in the workplace. The Marine Corps could accomplish this by sending the instructor to the same kind of course that Equal Opportunity Advisors attend.

The Marine Leader Development (MLD) program, which replaced the structured approach to mentoring, is another opportunity to refresh EI training. Marine Corps Order 1500.61 states, "Effective leaders take a holistic approach to developing subordinates. Leaders model behaviors consistent with our core values and serve as teachers and coaches. They instruct, encourage, and demonstrate a vested interest in the success of those they lead."²⁹ The order closely aligns with EI theory, because it requires small unit leaders and senior leaders alike to provide engaged leadership to their subordinates. Six functional areas provide a framework to focus training and coaching/counseling sessions. The six functional areas, commonly known by Marines as the six Fs, consist of Fidelity, Fighter, Fitness, Family, Finances, and Future. The Marine Corps requires Marine Corps units to implement the six Fs through both unit training and

individual training. Because the order aligns so closely with EI theory, adding refreshment EI training can only enhance the program.

Lastly, the Marine Corps Martial Arts Program (MCMAP) is also a great way to refresh EI training for Marines. MCMAP is a type of martial arts training for Marines. The purpose of this program is to combine existing and new hand-to-hand and close quarters combat (CQC) techniques with morale and team-building functions and instruction in what the Marine Corps calls the *Warrior Ethos*. The program primarily instills the discipline and confidence in Marines necessary for individual success on the battlefield. Before an instructor trains Marines about strikes, punches, and kicks, they first teach the Marine the meaning of escalation of force. The MCMAP program is required training in every unit and is a continuous part of a Marine's career, and it is a good place to include EI training, since EI training and martial arts should always be combined. In fact, most martial arts studios teach that, violence without managing one's emotions is simply violence, and in order to master martial arts, one must master their emotions. Martial arts, inside and outside of the Marine Corps, promotes physical and mental benefits, and "of the many mental benefits this skill imparts is the ability to develop and maintain self-discipline in life itself."³⁰ The USMC could easily add refresher EI training—self-regulation, self-awareness, motivation, empathy, and social skills—to martial arts training.

In essence, the Marine Corps should follow the same steps a civilian organization would, with a few exceptions. First, the Commandant must create a sense of urgency, high-level leaders must show support for implementing EI training, and the USMC must use a training program that utilizes the talents of the organization's own people and enables training to occur in cycles. Once this occurs, training can begin throughout the ranks. Unfortunately, there will likely be Marines who fail to see the value of EI training.

Resistance to Emotional Intelligence Training in the Marine Corps

The hierarchical structure and the institutional traits, standards, values, and principles of the USMC may make implementing EI training appear unnecessary, but, toxic leaders feel "institutional traits, principles, and values come second to their personal leadership."³¹ When this occurs, EI training could provide the necessary education to change these toxic leadership habits, allowing those leaders to enjoy a heightened sense of awareness. This heightened sense of awareness could provide insight and teach toxic Marine leaders how to use leadership behavior that is more suitable for their Marines.

A resistance to bridge the communication gap between officers and enlisted personnel also makes the inclusion of EI training difficult, because a hierarchal separation between officers and enlisted Marines is a set part of Marine Corps culture. This can be problematic, since EI is dependent upon a person's ability to empathize, motivate, and maintain social skills with subordinates and bosses. While it could be argued that a clear separation between officers and enlisted must be observed if officers wish to successfully lead their Marines, EI training does not automatically blur the separation. Instead, high EI can enhance an officer's leadership abilities, and it can enhance a Marine's ability to follow orders. Officers trained in EI are more likely to be self-aware and to have the capacity to self-regulate and empathize, and they are more likely to have social and motivational skills. Enlisted Marines trained in EI are more likely to understand how they feel in different situations, to regulate their reactions to orders or stimuli, empathize with their commander, and to motivate themselves and their fellow Marines. These skills and behaviors can help officers and enlisted Marines build trust and understanding. It can help them to better detect stress in themselves and their subordinates, and to counsel and mentor more effectively. Having an enhanced understanding of those who serve under them can allow

officers to "capitalize on each Marine's greatest strengths to create synergies for tackling and solving real-time problems."³² When Marine Corps officers do not communicate well, verbally and non-verbally, with their subordinates, they can negatively affect their subordinates, harming the command climate.

In an interview with Head Quarters Marine Corps (HQMC) Equal Opportunity Advisor, (EOA), Master Sergeant, Michael Leon-Guerrero, discussed some of the problems he has encountered when officers failed to communicate well with subordinates. Leon-Guerrero noted that often times the nonverbal cues themselves were unnerving and negative, causing subordinates to fear and mistrust the officer. One colonel that Leon-Guerrero met revealed in having a last name that evoked fear in his subordinates. His verbal and nonverbal communication was harsh and left no room for empathy or discussion. According to Leon-Guerrero, the colonel was relieved of command due to a loss of trust and confidence, and "Just by meeting him, I could tell why. He looked cold. He looked by the book."³³ In this case, the colonel's poor verbal and nonverbal communication skills resulted in miscommunication and his toxic leadership infected his Marines.

According to Goleman, leaders often lack the ability to communicate well with their subordinates due to their inability to self-regulate or act in their own long-term best interests, within the confines of their personal values.³⁴ Self-regulation allows a leader to anticipate their own emotions so that they can make adjustments before communicating with their subordinates. When Marines can self-regulate, they can successfully use an authoritative leadership style without being out of step with those under their charge. In the example, the colonel's poor EI skills communicated dislike and mistrust to his subordinates, damaging the command climate to an extent that the Marine Corps deemed it unrepairable if he were to remain at the command.

Beyond mere communication, officers and enlisted leaders can fail to form the social bonds necessary for group cohesion, and they cause dissonance among their Marines. This can deter the implementation of EI training. For example, Officers, who are responsible for matters "there unto belonging," meaning they are responsible for everything that falls under their scope for concern, may fail to socially bond with enlisted Marines who are only responsible for matters "there unto pertaining," or areas limited to those pertaining to the Marine. In turn, enlisted Marines can fail to form a social discord with officers whom they see as not involved in the day-to-day drudgery of mission completion. When this occurs, toxic leaders fail to understand how this breach can be detrimental to the mission and negatively affect those under their command. In essence leaders who fail to harmonize also lack empathy, and "they also transmit emotional tones that resound more often in a negative register."³⁵

When social dissonance exists between officers and enlisted Marines in a command, the lack of mutual understanding can result in Marines losing site of their one commonality, being Marines, and the command climate becomes fertile ground for toxic leadership. Leon-Guerrero discussed the effects of toxic leaders with an inflated sense of self. In this example, "A captain and a chief warrant officer, in one unit, were both relieved from duty, because of the way they acted. They thought that they were above water, and they thought their words did not matter."³⁶

In reality, all Marines play an integral part. According to Col Todd S. Desgrosseilliers, "The NCO provides the steel structure, the training, and the discipline that form the Marine Corps' backbone. The SNCOs advise, lead, and mentor the officers while they develop the NCOs. The officers teach, coach, and mentor the team to develop understanding of what we will accomplish with it."³⁷ In the example, Marines were threatened, they felt unsafe, and they were unable to

perform their jobs to the best of their ability. All of this came out in the command climate survey that showed that the toxic leader's lack of EI compromised the mission.

Another challenge to initiating EI training within the Marine Corps is the Corps' core culture of violence and aggression. Headquarters Marine Corps states, the USMC is "responsible for providing power projection from the sea, utilizing the mobility of the U.S. Navy to, rapidly, deliver combined-arms task forces to global crises."³⁸ This means, Marines often find themselves in violent situations, when a violent and/or aggressive response becomes a necessary part of their jobs, and the idea of what they perceive as a "touchy feely" concept becomes difficult for some Marines to imagine. In a violent and aggressive culture, they think that there is no room for empathy. This, in fact, makes EI training even more important, because it is essential for anyone who experiences and/or participates in violence and aggression, particularly in the course of performing his or her job, to learn how to manage the stress involved with dealing with these types of situations. The Marine Corps' culture of violence and aggression is the perfect reason to implement EI training, because EI training helps Marines learn how to manage the emotions that lead to violence and aggression.

Psychologists believe that perpetrators of violence and aggression come from environments where their unruly behavior helps them to get their needs met. Violence and aggression are learned behaviors, and without appropriate education, some turn to such behavior when they do not know how else to communicate their needs.³⁹ When Marines lack the skills needed to manage their emotions and differentiate between necessary violence or aggression and inappropriate violence or aggression, toxic leadership, domestic abuse and other violent situations can occur. EI is an effective tool for Marines to use when faced with situations where violence and aggression are not appropriate.

In addition, EI could also prevent some Marines from developing posttraumatic stress disorder (PTSD). The National Center for PTSD describes PTSD as "a mental health problem that some people develop after experiencing or witnessing a life-threatening event, like combat, a natural disaster, a car accident, or sexual assault."⁴⁰ Treatment for the disorder consists of psychotherapy and medications, and although many patients completely rid themselves of the disorder, others only lessen their symptoms over time. Unfortunately, military members who experience combat and stress are more prone to develop PTSD, and while stress can make PTSD more likely, "social support can make it less likely."⁴¹ It is important to note; however, not everyone who experiences PTSD will become violent, but for those who do, EI training may help. More importantly, EI training can result in the social support that makes PTSD less likely while lifting some of the associated stigma from PTSD sufferers and their families, making EI training potentially helpful for leadership, PTSD treatment, avoidance, and empathy for the afflicted.

Another point of contention between EI training and the Marine Corps' is the corps commitment to routine and order. Marines thrive on routine and order. Daniel Goleman stated in his book, *Primal Leadership*, "Professionals in organizations rely on the established order to carry out their jobs with minimal resistance and stress."⁴² For Marine Corps leaders, implementing EI training is an unnecessary change of routine for something that they do not have the need for or the time to implement. However, leaders who resist the implementation of EI training should realize that the benefits of EI training far outweigh any stress or resistance to change they may experience. Hay McBer, a consulting firm, sampled 3,871 executives from a worldwide database and found that EI is the distinguishing factor between strong and weak performers and between superior and substandard leaders. In the Hay McBer study, "Executives

who lacked EI were rarely rated as outstanding in their annual performance reviews, and their divisions underperformed by an average of almost 20 percent."⁴³ This same type of increased productivity can happen within the Marine Corps, because the development of quality leadership is essential. For Marines, superior leadership is necessary to build a stronger force, to enhance readiness, and to increase the retention of future quality leaders, and all of these things can help the Marine Corps win wars. EI training can help to improve current leaders, create quality future leaders, and it can help to eliminate the toxic leaders who interrupt the routine, creating toxic command climates and poor performances, endangering the Marine Corps' readiness.

The last problem facing the implementation of EI training in the USMC is a resistance to changing the image of the Marine Corps. In the Marine Corps, every Marine is a rifleman, meaning every Marine must be able to fire a rifle and kill the enemy when deemed necessary. Marines are famous for their military bearing, coarse language, violence, and aggression. When writing about military members, "military and civilian writers generally seem to agree that the military mind is disciplined, rigid, logical, scientific; it is not flexible, tolerant, intuitive, emotional."⁴⁴ While maintaining their military bearing requires Marines to appear stoic and unemotional, this does not necessarily mean that Marines do not possess emotions, and as emotional beings, Marines must know how to manage their emotions.

In addition, some Marines find the actual term, Emotional Intelligence, distasteful and not conducive to the Marine Corps image of being fit and ready to fight. They do not like the idea of teaching or learning about what has become termed the "soft side of leadership." However, to fix this problem, all the Marine Corps needs to do is simply rebrand the product to make it more palatable for Marines. For example, instead of EI training, the USMC could call the training

Leadership Intelligence or LI, or they could make the term even more specific for Marines by calling it Devil Dog Intelligence or DDI.

Finally, although Marine Corps leaders mainly use an authoritative leadership style, some leaders are persuasive, democratic, etc. EI training can increase the effectiveness of Marine Corps leaders, regardless of their leadership style, and it can increase receptiveness in their subordinates. In this manner, the Marine Corps can remain disciplined, rigid, logical, and scientific, and instead of endangering the Marine Corps' image, EI training can enhance it by optimizing the performances of officers and enlisted Marines.

Conclusion

EI, the ability to observe, regulate, and evaluate the emotions of groups, individuals, and ultimately, oneself is a relatively new concept, but psychologists realize that EI traits are vitally important for successful leaders. In civilian businesses, EQ, the measurement for EI, has become an indicator of a successful manager. Organizations such as Ford, Xerox, and several other Fortune 500 companies attribute much of their success to leaders who routinely demonstrate high EQs. Unfortunately, Marine Corps leaders often misunderstand EI, and as a result, there are many obstacles in the way of implementing EI into Marine Corps training and culture. Marine Corps leaders resist EI training, because they have the mistaken mindset that, EI training requires emotional connections that compromise their authority. In addition, leaders fear that EI can blur the lines between those who lead and those who follow orders, making them less effective leaders. Finally, Marine Corps officers and enlisted alike question whether EI goes against the very image of the Marine Corps.

In essence, the USMC is resistant to EI training, because implementing EI training would require that the institution change the mindset and the thought process of Marine Corps leaders,

and the task is daunting. In order to invoke such a change, the USMC would have to invest in a comprehensive EI training program that would, not only train its leadership in building EI, but would also help Marine leaders to understand the benefits of EI training. For successful implementation, the USMC must get its upper-level officers to commit fully to the training by getting the Commandant of the Marine Corps to advocate and support EI training. Once the Commandant begins to advocate for and support EI training, and upper-level officers begin to commit fully to the implementation of EI training, the Corps can begin EI training for everyone, and eventually, eradicate toxic leadership while reaping the rewards of stronger leaders and higher performances among Marines.

APPENDIX 1

Emotional Intelligence Tests

Taking an Emotional Intelligence test is a good place to start when evaluating personal EQ. While some may argue that the tester can guide a psychological test to improve their score, this is not the case with EQ tests. EQ tests contain scenario situations, with no socially obvious answer. Instead, the test answer database fills according to the popularity of the answer. This means, whatever answer is the popular answer in the database at that time, is the most correct answer, and this provides a built in failsafe to protect the integrity of the test.

The following sites provide sample EQ tests for self-testing:

<https://www.arealme.com/eq/en/>

<https://testyourself.psychtests.com/testid/3979>

End Notes

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