

**A Roadmap for Telecommuters' Excellence: Applying Emotional Intelligence Skills to
Maximize Telecommuters' Participation and Performance**

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Acknowledgments & Dedication

Thanks to my wife, M. Yvette Figueroa, for her patience, understanding, and support while I worked on this project. I truly appreciate her insights and suggestions throughout the process.

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The researcher dedicates this study to those struggling to find a healthy work-life balance in this ever-changing and competitive work environment.

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ABSTRACT

This research explores the aspects of the Army acquisition workforce that could improve by developing the essential EI skills required to influence people in the telework environment. The problem is an unknown of the EI skills needed to effectively influence personnel and foster collaboration in Army acquisition organizations operating in telework environments. The researcher used descriptive data analysis to identify observable trends within the data that could lead to other research methods. The researcher identified four themes from the literature review to catalog and analyze the data for the analysis. The themes are policies and regulations; teaching EI and its effects on individuals and their organizations; work-life balance; and practicing empathy and its impact on telecommuters. Through the data analysis, the researcher found that leader behavior affects relationships with subordinates, and it's more evident in virtual environments. The researcher also found that self-regulation factors and work environment effectively predict employee productivity. The Army offers and mandates instruction, such as Master Resiliency Training (MRT), to develop and improve self-regulation and EI skills and identifies the self-regulation factors as Self-Awareness, Mental Agility, Connections, and Character Strengths. The work environment pertains to the location, social interactions, equipment, and materials to do one's job. The researcher recommends further studies on resiliency, management styles, and generational gaps in dealing with hybrid workers. Furthermore, the researcher asserts that this research would benefit any public or private organization that allows telecommuting.

Key Words

Emotional Intelligence (EI), Hybrid work, Telework, Telecommuting, Resilience, Master Resiliency Training (MRT)

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A Roadmap for Telecommuters' Excellence: Applying Emotional Intelligence Skills to Maximize Telecommuters' Participation and Performance

CHAPTER 1-INTRODUCTION

This research is part of the academic requirements of the Senior Service College Fellowship (SSCF). The target audience is the Army and Department of Defense (DoD) leaders with decision-making authority to implement policies and programs. The Telework Enhancement Act of 2010 authorizes telework within the federal government (Telework Managers, n.d.) Since its enactment, the federal government steadily increased opportunities to telecommute, but not fully implemented until 2020, when the COVID-19 pandemic "forced hundreds of millions of Americans to stay at home" (Sitaraman, 2020, p. 165). The situation also prompted the majority of the Department of Defense (DoD) to work remotely, prompting Army leaders to question how leaders lead effectively in telework environments (Keilty & Burke, 2022).

This qualitative descriptive case study with narrative synthesis research explores the Emotional Intelligence (EI) skills that, if implemented, could maximize engagement, productivity, and innovation in organizations that allow telecommuting. This research emphasizes studying available publications and analysis of the Army's use of Telework and its impact on its workforce. The researcher anticipates that this research would also benefit public or private organizations by providing a framework of reference to improve their leaders' ability to influence telecommuters' engagement and performance. In addition, the research could serve as a reference for conducting follow-on research and analysis to expand on this researcher's assertions, recommendations, and conclusions.

BACKGROUND

Telework technology advancements have prompted challenges in communications, leadership, accountability, and organizational culture (Keilty & Burke, 2022, p. 101). There are predictions as far back as 2009 stating that teleworking would become a common and sometimes required operating environment (Offstein & Morwick, 2009). The available technology makes it possible to replace and complement one-on-one in-person interactions where, regardless of physical location, the participants may collaborate in real-time in preparing documents and other products. Consequently, professionals increasingly prefer hybrid work environments because it enables them to yield higher productivity and engagement while being personally and professionally fulfilled (Harvard Business Review, 2022). The federal government acknowledges the benefit of Telework and enacted the Telework Enhancement Act act), allowing Telework within the federal workforce and establishing requirements for telework policies and programs (Rosenberg, 2021; Telework Managers, n.d.) The Department of Defense (DoD) has since allowed Telework under specific circumstances and constraints across the different services. Due to the COVID-19 Pandemic, Telework became a familiar work environment for the DoD workforce and an ordinary workplace for many private organizations (Keilty & Burke, 2022, p. 101).

A benefit of telecommuting is that it provides organizations with viable opportunities to capitalize on the distance work environments to their maximum extent (Citrin & DeRosa, 2021, p. 1). The benefits of Telework include expanding the talent pool beyond commuting distances while lowering operating costs and creating an alternate work environment during disasters or health concerns, such as the 2020-2022 COVID-19 Pandemic (Offstein & Morwick, 2009). Telework also comes with the disadvantages of missing out on one-on-one personal interactions

and the issue of isolation that could have psychosocial implications for those working from home (Buomprisco, Ricci, Perri, & De Sio, 2021). Under a telework environment, telecommuters miss out on effectively participating in in-person networking and teambuilding activities, such as engaging in casual talks during breaks that could prompt engagements with other work teams that would naturally occur during one-on-one interactions (Keilty & Burke, 2022). Ergo, telecommuters are limited in building interpersonal relationships, social networks, and leverage within their teams.

In the telework environment, the leaders who once could engage in in-person day-to-day interactions with their teams are limited to conducting business virtually. While virtual environment workers receive instructions on how to use their telework technology, employees still need instructions on developing and applying skills such as leveraging instant messaging to promote inclusion and become effective communicators and influencers in virtual environments. Emotional Intelligence (EI) entails being aware and able to impact and manage the emotions that can influence people (Institute for Health and Human Potential, 2019). According to the Institute for Health and Human Potential (IHHP, 2020), EI skills are "...key differentiator[s] in achieving excellence in employee engagement, product innovation, and customer experiences" (p. 2). Consequently, addressing the organizational EI is essential to identify and develop the necessary skills to manage conflict resolution, counsel and coach employees, and foster a collaborative culture (Institute for Health and Human Potential, 2019).

This study explores the Emotional Intelligence skills needed to lead and influence people in virtual environments. The research also explores the aspects of the Army acquisition workforce's telework environment that could improve by educating the force on the essential EI skills required to influence people in telework environments.

PROBLEM STATEMENT

The problem is an unknown of the Emotional Intelligence skills required to effectively influence personnel and foster collaborative innovation in Army acquisition organizations operating in telework environments. Remote work poses challenges, such as hindering the ability to interpret body language and other cues that would aid in gauging performance and could lead to misinterpretation and confusion (Citrin & DeRosa, 2021, p. 2). Given that Telework is a standard operating practice within the Army, the Army should assess its impact on the leaders' ability to influence and lead their organizations. According to the 2020 IHHP research report, Emotional Intelligence (EI) is essential to maximize employee engagement and foster innovation (IHHP Research Report, 2020). Furthermore, the telework environment brings communication, leadership, and cultural challenges that the Army needs to address and resolve (Keilty & Burke, 2022, p. 101).

A simple ProQuest data search of Scholarly Journals with the keywords "Emotional Intelligence" resulted in 2,443 results. A similar data search for "telework" prompted 2,169 results. Ergo, the researcher understands that there is significant research on Emotional Intelligence (EI) and Telework but suspects there is limited research on how EI and Telework correlate. Thus, the researcher asserts that there is a need to identify the EI skills the Army should develop within its workforce to ensure maximum collaboration and productivity among the telecommuters, their office counterparts, and leaders.

PURPOSE OF THIS STUDY

This qualitative descriptive case study with narrative synthesis aims to identify and describe the Emotional Intelligence (EI) skills associated with Telework that could positively affect the Army acquisition workforce's interactions and collaborative innovation and provide recommendations for developing these skills. The researcher chose the descriptive data analysis method to describe observable trends within the data that could lead to other research methods (Limited, 2022; Yin, 2018). The target audience for this study is those within the Army acquisition workforce with decision-making authority within their organizations to adjudicate training decisions and direct telework policies.

SIGNIFICANCE OF THIS RESEARCH

The researcher understands that the value of research goes beyond individual studies published in academic journals and intends this study as a reference for leaders and managers with the decision-making ability to draft and implement policies and training programs within their organizations (Denyer & Tranfield, 2006). In this research, the researcher thoroughly explores the emotional skills and abilities associated with influencing people and teams in a telework environment and provides recommendations and insights on how to teach and implement the skills within the Army Acquisition workforce and telecommuter environments in general. Additionally, the researcher anticipates that the research would have applications beyond the Army that could benefit other federal and private entities using or considering teleworking options for their workforce.

OVERVIEW OF THE RESEARCH METHODOLOGY

The researcher uses a causal-comparative case study method with narrative synthesis to examine the impact of applying Emotional Intelligence (EI) skills in the telework environment. The researcher chose the case study method to understand why organizations made specific decisions, how they implemented them, and the organizational impact of their choices (Yin, 2018, p. 14). The qualitative case study with narrative synthesis research method could develop processes and methodologies to collect research evidence and apply it in practice (Denyer & Tranfield, 2006). The research synthesis helps determine what knowledge is available through the publication of different research topics and requires applying a systematic approach and judgment in assessing the quality and relevance of the research under consideration (Gough, 2007, p. 1).

The researcher's motivation behind using the causal-comparative case study research method with narrative synthesis is to apply the different types of knowledge found through the research in other constructs toward different intended and unintended effects (Gough, 2007, p. 2). The case study method is advantageous for researching contemporary issues within a context that might not be otherwise evident, such as organizational telework arrangements since the 2020 COVID-19 pandemic (Yin, 2018).

The researcher used narrative synthesis to explore how the literature addresses different aspects of the researcher's inquiry and synthesize it to provide a comprehensive perspective of the research interest (Denyer & Tranfield, 2006). The researcher sought divergent perspectives to minimize bias and ensure a balance report of findings and recommendations. Based on the results, the researcher provides guidance on the applicable competencies and skills desired to

build and maintain a cohesive, effective, efficient, and mission-driven telework environment (IHHP Research Report, 2020).

The researcher explored the available data to identify a correlation between EI and Telework to identify specific skills and abilities that could improve leaders' ability to lead and influence in a telework environment. The researcher examined publicly accessible sources, including Army/DoD publications, memorandums, directives, regulations, the Government and Accounting Office (GAO) reports and publications, peer-reviewed publications, and other sources that would add to the body of the knowledge. Ultimately, an exhausting review of resources served to support the research findings.

RESEARCH QUESTION

The following questions (RQ) narrow the focus of the research:

- RQ 1. What are Emotional Intelligence issues associated with the telework environment?
- RQ 2. What are the unique characteristics of the Army's telework environment?
- RQ 3. What Emotional Intelligence skills should the Army develop in its workforce to influence collaborative innovation in the telework environment?

While the answer to the research questions did not provide a definite solution to the Emotional Intelligence (EI) and telework issues, the answers could help leaders heighten their awareness of the telecommuters' circumstances and those interacting with them. In addition, this research might help assess the need for developing and fostering empathy within the workforce, which is a fundamental part of Emotional Intelligence (Davis Biddle Dr., 2015).

OBJECTIVES AND OUTCOMES

This research explores the telework environment's effects on teams' ability to engage in problem-solving and innovation. Specifically, the researcher investigated which cues, not readily available or evident in the telework environment, affect the leader-employee relationship. This research contributes to the knowledge of those seeking to increase the effectiveness of leader-employee communication and offers specific training and policy recommendations that could improve telework environment interactions. In addition, this research is an available reference for those examining theories of social shaping and technology and institutional barriers to innovation within the Department of Defense.

LIMITATIONS

The causal-comparative case study research method with narrative synthesis is limited to existing research and experiments, and the study did not generate new data. The researcher limited the scope to analyzing published data and literature, theses, and dissertations currently available relevant to Emotional Intelligence, leadership, and telework interactions from accessible published bodies of knowledge as of December 2022.

Summary

In summary, this qualitative descriptive case study with narrative synthesis research focuses on exploring the Emotional Intelligence (EI) skills that, if implemented, could maximize engagement, productivity, and innovation in organizations that allow telecommuting. The research is intended for Army and Department of Defense (DoD) leaders with decision-making authority to implement policies and programs in their organizations. The researcher's goal is to assist Army leadership in identifying ways to enhance their leaders' ability to influence their

organizations whenever operating in partial or complete telework environments. In addition, this research could be a reference for conducting follow on quantitative analysis to expand on the researcher's assertions, recommendations, and conclusions. Furthermore, the researcher anticipates that this research would benefit any public or private organization that allows telecommuting.

CHAPTER 2-LITERATURE REVIEW

INTRODUCTION

In chapter one, the researcher demonstrated that Emotional Intelligence (EI) is essential to maximize employee engagement and improve social interaction. In this chapter, the researcher provides synopses of literature that support the research questions: What are the EI issues associated with the telework environment? What are the unique characteristics of the Army's telework environment? What EI skills should the Army develop in its workforce to influence collaborative innovation in the telework environment?

To establish a terminology baseline, the researcher defines EI and remote work and abides by those definitions throughout this research. The researcher defines Emotional Intelligence (EI) as being aware and in control of one's emotions, recognizing others' emotions, and skillfully using these skills in building relationships (Harvard Health Publishing: Harvard Medical School, 2022). The researcher defines remote work (a.k.a Telework or Telecommuting) as an employer-employee arrangement where the employee works away from the office while using communication technologies for interaction with their co-workers (Spretizer, Cameron, & Garrett, p. 165). Furthermore, the researcher uses the Organization Development Network definition for competency as "an underlying characteristic of an employee (that is, motive, trait,

skill, aspects of one's self-image, social role, or a body of knowledge) which results in effective and superior job performance" (Boyatzis, 1982, pp. 20-21).

Remote work poses challenges, such as the limited ability to interpret body language and other cues that could aid in gauging performance and employee well-being, which EI training and skill development could benefit (Citrin & DeRosa, 2021, p. 2). EI entails the understanding and application of personal and social awareness skills to manage emotions that could influence people effectively. Reportedly, EI is a trainable domain that equips the learner with life skills essential for managing conflict resolution, counseling, coaching, and fostering a collaborative culture (Institute for Health and Human Potential, 2019). However, the US culture lacks training and awareness of EI competencies, such as individual and social awareness skills, necessary to deal with conflict resolution and impulse control (Goleman, 2005).

This literature review serves two purposes: it contributes to this research topic by reviewing existing literature and provides leaders with ideas and recommendations they could implement in their organizations (Denyer & Tranfield, 2006). For this literature review, the researcher capitalized on available evidence to interpret and provide subjective synopses of previous studies with insights and recommendations with practical applications to practitioners' operational needs (Denyer & Tranfield, 2006). The researcher expanded the literature review to include divergent views of Telework effectiveness and the value of EI.

This review consists of syntheses and summaries of the studies found in journals, theses, and dissertations. Search terms consisted in using keywords and combinations. For example, a search that uses the words Emotional Intelligence (EI) will search for any document that contains Emotional Intelligence (EI) in the document. Emotional Intelligence AND Telework will search

for any document with both Emotional Intelligence and Telework. The terms the researcher used for his literature review were:

- "Telework"
- "Telework" AND "Emotional Intelligence ei."
- "Fit for Telework"
- "Telework AND Characteristics"
- "Telework AND US Army"
- "Emotional Intelligence ei" AND "Skills" AND "Telework"
- "Emotional Intelligence" AND "US Army"

The researcher used the above terms to search the following databases:

- ProQuest
- ProQuest Dissertations and Theses Global
- DAU eResources
- Harvard Business Review
- EBSCOhost

From the original database search listing 3,949 documents, the researcher found 1,829 documents under telework, 2,028 documents under Emotional Intelligence, and 92 documents unrelated to either research term. After screening with refined searches, the researcher narrowed the search pool to 115 documents relevant to this research. Upon further review and screening, the researcher reduced the list to 17 studies that were more relevant to this research topic.

The researcher used a modified version of the Preferred Reported Items for Systematic Review and Meta-Analyses (PRISMA) as a reporting data collection tool (Creating a PRISMA

flow diagram: PRISMA 2020, 2022; Page, et al., 2021; Moher, Liberati, Tetzlaff, Altman, & PRISMA-Group, Copyright 2009, p. 3). Figure 1 presents the modified PRISMA used for this review.

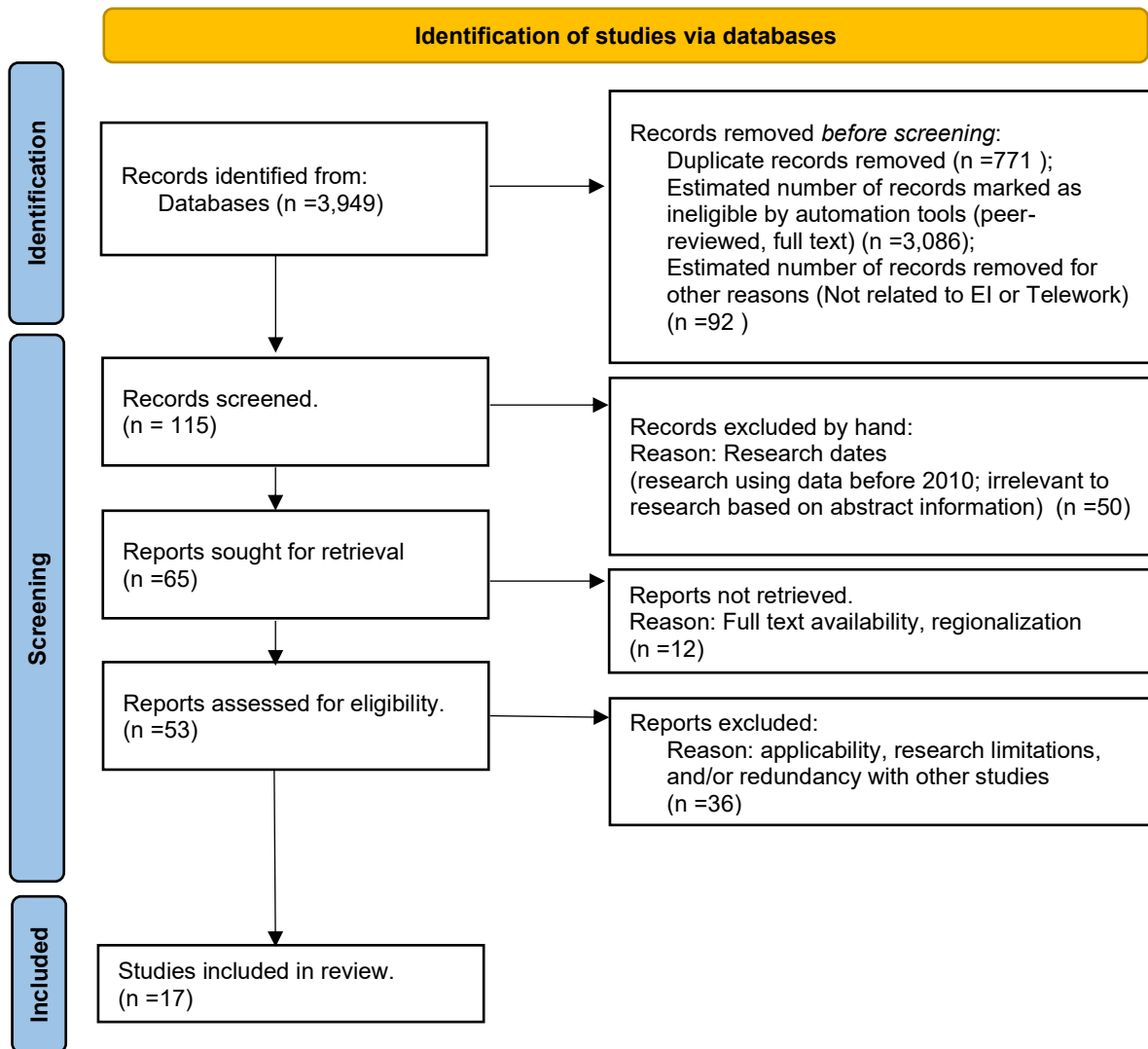


FIGURE 1. MODIFIED PRISMA 2020 FLOW DIAGRAM FOR NEW SYSTEMATIC REVIEWS, WHICH INCLUDED SEARCHES OF DATABASES ONLY.

The preferred reporting items for systematic reviews and meta-analysis (PRISMA) diagram shows the researcher's search strategy. The researcher adapted the above-illustrated PRISMA from "The Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement" by D. Moher, A. Liberati, J. Tetzlaff, D.G. Altman, & The PRISMA Group, 2009, PLoS Med, 6, p. 3, Copyright 2009 by the PRISMA Group. Adapted under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

The researcher organized the selected studies into themes aligned with the research questions. The studies are summarized below.

LITERATURE REVIEW

THEME: ISSUES ASSOCIATED WITH THE TELEWORK ENVIRONMENT

This section explores research question one addressing the Emotional Intelligence (EI) issues associated with the telework environment.

In their research, *The Influence of Teleworking on Performance and Employees' Counterproductive Behaviour*, Nemțeanu, Dabija, & Stanca (2021) explored and documented statistical research on teleworkers to find possible correlations between working in physical isolation and counterproductive behaviors. The study measured the Self-Regulatory and Social Exchange theories in a combined framework to assess the autonomy and decreased personal interaction inherent in the telework environment. The researchers found that isolation, or interaction reduction, had no impact on telecommuter performance but increased the likelihood of counterproductive behaviors. The telecommuters' autonomy increased the employees' ability to organize their time to conduct assigned tasks under optimum conditions. The authors recommend proactive supervisory measures to limit the telecommuters' likelihood of falling into counterproductive behaviors. Some suggested actions were counseling, relaxing deadlines, and offering time from the work schedule for the telecommuters to socialize with their teammates in an unstructured environment. The study was limited to 641 respondents from Romania, limiting the findings' generalization. Another limitation is that the study was limited to telecommuters and did not explore how those working in traditional work environments would measure against changes in work autonomy and increased supervisor-employee interactions.

In their research, *A qualitative Study of Pandemic-Induced Telework: Federal Workers Thrive, Working Parents Struggle*, Mullins, Scutelnicu & Charbonneau (2022) conducted a qualitative study of 1,589 Federal employees who participated in two surveys applied two and ten months into the pandemic. While telework is considered effective in increasing productivity and work-life balance, the researchers found that working parents taking care of their children during work hours experienced significant stress and exhaustion. In comparison, those without school-age children at home reported positive effects on their organizational performance, work productivity, and work-life balance. Thus, the pandemic-induced telework had mixed reports of job satisfaction, social integration, and organizational trust. Furthermore, employees reported that telework was perceived as a non-supported management option early in the pandemic. Even with the documented hardships, the Federal workers that participated in the study envision being able to continue teleworking as their job conditions allow. To minimize the perception that supervisors do not support Telework, the authors recommend educating the supervisors on the benefits and challenges of telework at the individual and organizational levels, particularly on the positive effects of providing flexible work-life guidelines. The researchers suggest further study on how telecommuting work environment affects operations procedures, employee evaluations, agency performance, and operational budgets. The study explores Federal employees who chose to answer the survey without providing socio-economic data other than their Department, limiting generalizations of the findings.

In their study, *Do Paradoxical Virtual Leadership, and Emotional Intelligence have Relationships? In particular, from Technology Dependence, Geographical Dispersion, and Human Capital Tensions*, Ayalew and Zerihum (2022) conducted a qualitative study of 38 published relevant studies exploring virtual leadership and Emotional Intelligence. While

researchers demonstrated the applicability of Emotional Intelligence and virtual work environments, the authors did not examine geographical dispersion, which limited generalization. The researchers recommend further research using integrative leadership styles and Emotional Intelligence instruments to explore the effects of applying Emotional Intelligence skills to virtual leadership models.

In the dissertation, *Emotional Intelligence as a Leadership Strategy before and during the COVID-19 Pandemic: A Phenomenological Study*, Chambers (2022) explored Emotional Intelligence (EI) as a leadership tool for public sector managers. The researcher conducted semi-structured interviews with 15 Pennsylvania state government leaders who teleworked during the pandemic, had previously attended a specific EI course, and self-identified as users of EI as a leadership strategy. The results found that leaders who used EI during the pandemic were successful in guiding their employees through difficult times and continued to satisfy their work requirements. The study also presents managerial challenges, such as interpreting cues in a virtual environment is much more complicated than in-person interactions. The researcher recommends implementing deliberate training and mentoring opportunities focused on increasing EI. The author focused the study on Pennsylvania state employees in leadership positions who teleworked during the Pandemic, limiting the findings' generalization. The researcher recommends future research to explore if using EI as a managerial strategy would yield benefits not achieved through other managerial methods.

In their study, *Remote work and work-life balance: Lessons learned from the COVID-19 Pandemic and suggestions for HRD practitioners*, Shirmohammadi, Wee, & Beigi (2022) analyzed 40 studies on the work-life balance of at-home workers from March 2020 thru August 2021. The researchers found four prevailing themes addressing expectations and realities of

telecommuting: flextime versus work intensity, flexplace versus workspace limitation, telecommuting versus isolation, and at-home work environment versus housework. The researchers found that "technostress" and isolation are the main challenges telecommuters face whenever they depend on information technology to perform their job. The researchers found that telecommuters with children and disabled adults at home reported higher stress levels than those who could exclusively focus on work tasks during their work hours. Before allowing telecommuting, the authors' s recommend work-life balance training (p. 171). The researchers assert that remote work is not for everyone and that human capital practitioners should assist employers in defining the type of remote work conditions suitable for performing work functions before allowing telework. The authors limited their study to those teleworking throughout the pandemic, limiting the generalization of the findings.

THEME: TELEWORK CHARACTERISTICS

This section explores the relationships between Telework and Emotional Intelligence (EI) in support of research question two: What are the unique characteristics of the telework environment?

In their study, *How Cogent Conditions Could Favor or Discourage Agility on the Job: A Pseudo Smart-Working-Satisfaction*, Rainero and Modarelli (2021) present field analysis research with questionnaires to explore the satisfaction of non-traditional work environments (e.g., telecommuting). The authors found that the employees' ability to innovate and create highly depends on how empowered they feel. Empowerment and motivation are proportional to the level of job satisfaction. The authors also found that virtual working arrangements save organizational resources for employers in cleaning and utilities while the employees

telecommute. Furthermore, the virtual environment is environmentally friendly because telecommuters are not using public or private transportation to commute to their work site. The authors also found that "Workhaolism," their coined descriptive term alluding to mingling personal and professional duties, is a challenge among telecommuters that should be monitored and managed. The sample size was limited to 119 participants from Italy, limiting the findings' generalization. Further studies within the US are necessary to determine if the results are consistent with the US demographics.

In his dissertation, *The Moderating Role of Emotional Intelligence on Remote Work-Related Stresses During the COVID-19 Pandemic*, Scherer (2022) conducted a quantitative study of the stress level and its association with Emotional Intelligence of 130 full-time teleworkers who worked on-site before the Pandemic. The author found that remote work conditions during COVID-19 were predictors of job-related stress, anxiety, and work-life balance. Conversely, the author found that EI is a good predictor of worker engagement, satisfaction, and productivity. Reportedly, people with high levels of EI understand emotional processes and can manage conditions to their advantage by constantly assessing the emotional competency that enables them to connect with others at an emotional level (p. 98). The study did not tabulate gender differences, limiting the findings' generalization. Further research is necessary to understand gender-specific levels of job-related stress among the genders. Also, the author recommends further research on the long-term impacts of telework on employees' well-being (p. 102).

In their study, *Empowering Individuals to Integrate Work and Life: Insights for Management Development*, Friedman and Westing (2015) conducted mixed methods research to study the management effectiveness in improving recruiting, retention, and optimizing productivity. The researchers found that the employees report increased satisfaction and performance when

allowed the flexibility to manage the work and life balance on their terms. A critical insight is that empowered employees are more purposeful, disciplined, and productive when allowed to manage their work environment. Another sense is that employees with adequate communication with their employers better understand mutual expectations (p. 310). The authors examined 316 business school students as part of an academic requirement, limiting the generalization of the findings (p. 304).

In their research, *Not all Telework is Valuable*, Miglioretti, Gragnano, Margheritti, & Picco (2021), assess employees' work engagement and work-family balance when high-quality telework is at stake. The researchers found that employee engagement, productivity, and work-family balance were significantly higher among high-quality (self-starters, disciplined, and motivated) employees than average performers who require supervisory follow-up. Regardless of the employee performance level, employee satisfaction is attributed to the employees appreciating their perceived autonomy (p. 12). The downside of telecommuters' autonomy is that, especially with the average and marginal employees, telework interferes with their private life, increasing the potential for work-life conflicts. Thus, telework is only for some, and management ought to assess the quality of their employees' productivity before allowing the option of teleworking. The researcher limited the study to 260 workers from Italian organizations, limiting the generalization of the findings.

In their study, *The COVID-19 crisis and telework: a research survey on experiences, expectations, and hopes*, Moens, Lippens, Phillippe, & Johannes (2022) explore the experiences and perceptions of a variety of life and career aspects of 14,005 (1,895 after stratification) Flemish telecommuters engaged in extended telework during the COVID-19 crisis. The researchers point out that the research community unanimously agrees that the telecommuting

dynamics during COVID-19 systematically differ from teleworking at regular times and that existing research on telework is not readily applicable to teleworking in the COVID-19 context. Within the COVID-19 caveat, the researcher found that the employees reported increased efficiency and low burnout despite being forced to telework due to social distance constraints. The researchers also found that the newly employed want to avoid returning to their offices to do what they can in the telework environment. The telecommuters also reported that extended telework blurs the boundaries between work and life balance and can potentially increase family conflicts (p. 731). Furthermore, telecommuters are reportedly concerned that promotion opportunities are limited because they believe they have weaker interpersonal ties with their supervisors. The research scope was to study the telework habits of people living in the Flemish region of Belgium, thereby limiting the generalization of the findings.

In their research, *Teleworking during the COVID-19 Pandemic: Determining factors of perceived work productivity*, Mihalca, Irimias, & Bredea (2021) study whether factors previously considered essential for telework effectiveness are applicable in the context of the pandemic. The researchers collected data from 482 employees who telecommuted during the Pandemic. The researchers found that self-regulation factors and work environment effectively predict employee productivity. The researchers also found that workload was an effective predictor of productivity. An insightful finding is that organizational support for telecommuting is a negligible employee productivity predictor. The research was limited to studying telework considerations in Romania, thereby limiting the generalization of the findings.

THEME: SKILLS ASSOCIATED WITH THE TELEWORK ENVIRONMENT

This section explores the relationships between telework and Emotional Intelligence in support of research question three: What EI skills should be developed to influence collaborative innovation in the telework environment?

In the study, *Understanding digital Work and its use in organizations from a literature review*, Wibowo, Deng, & Duan (2022) conduct a review of 87 studies published between 2010 and 2020 in major journals available in research databases in an attempt to understand digital work (a.k.a telecommuting) from various perspectives. Their analysis revealed characteristics of telecommuting and emerging issues affecting its implementation. The researchers present a framework to consider in implementing telecommuting at an organizational level. Once contractually agreeing on the roles and duties of the employer and telecommuter, the first step is developing a mobile office with laptops and a mobile phone that allows for wireless connectivity from anywhere the internet is available. Essential for effective telecommuting, employees should have flexible working hours to affect performance positively, reduce absenteeism, and reduce employee turnover. An issue related to flexible hours is work intensification and work-life balance that employees and supervisors should monitor and manage (p. 35). The study was limited to investigating issues with telecommuting without specifying geographical locations or industries, thereby limiting the generalization of the findings.

In his dissertation, *Leader Empathy, Emotional Intelligence Behaviors and Years of Federal Employment: Predictability of Employee Well-Being*, Oates (2021) conducted a quantitative study examining and demonstrating correlations between leaders' empathy, Emotional Intelligence (EI) behaviors, and longevity in the federal service as predictors of

employee well-being. The author found a strong correlation between employee well-being and their leaders' EI behaviors and a weak correlation between their empathy and seniority in the federal service. Thus, improvement and awareness of EI behaviors add value to organizational well-being. A lesson learned was that the author did not provide the opportunity for those surveyed to offer open comments, which limited the ability to identify specific EI behaviors that were more effective in affecting employees' well-being. The study was limited to surveying 48 federal employees working in the US capital regions with at least two years tenure in the federal service ranging from 20 to 62 years of age, limiting the generalization of the findings. Another limitation is that the author admits potential selection bias by using a third-party vendor to administer the survey. Future research should explore a correlation between supervisors' EI and employee well-being in the private sector.

In their study, *Research in Nonprofit Human Resource Management from 2015 to 2018*, Cooper, Phelps, & Rogers (2020) conducted qualitative research of peer-reviewed articles on human resource management to understand how nonprofit organizations' management differs from for-profit ventures. On Emotional Intelligence (EI), the researchers found that it is a learned skill that organizations can teach throughout their workforce to improve on-the-job competency. The authors also found that Emotional Intelligence skills have applications beyond the worksite that could lead to EI-trained employees improving their overall quality of life. A strength of the research was that the authors conducted an exhaustive study of the available literature on nonprofit organizations. The study focused on investigating 67 articles about the nonprofit organization from 2015–2018, limiting the generalization of the findings. Thus, further research is necessary to understand the potential applications of EI competencies to affect telecommuters' performance.

In their study, *The Relationships among Authentic Leadership, Social Exchange Relationships, and Trust in Organizations*, Chen and Sriphon (Mar 2022) studied the social relationships and skills required to build trust during a crisis. The authors used a qualitative cross-sectional design to collect data from 318 managers who work in different types of businesses in Thailand to examine the leaders' behavior during the COVID-19 Pandemic. The authors found that authentic leadership and social relationships positively affect building trust. Expressly, the authors point out that positive social relationships are perhaps the best and most effective method to promote organizational effectiveness. The authors defined leader behavior as ethical conduct and positive relationships with subordinates working in virtual environments. Ergo, using commanding and controlling leadership with telecommuters presents adverse performance outcomes in the long run. The study outlines that telecommuters are generally unsatisfied with what they feel are unwarranted checks and balances and that management has trust issues whenever employees are in the telework environment. The study is limited to observing behaviors in the Asia-Pacific region, limiting the findings' generalization. Further studies within the US are necessary to determine if the results are consistent with US demographics.

In the dissertation, *The significance of trust within the virtual team environment focusing on its effect on overall project success*, Magby (2016) explores virtual team interactions. The author found that ineffective communications and lack of organizational commitment directly correlate to trust and project success. The author recommends implementing organizational assessments to gauge their trust and communication protocols. A limitation of this study is the population selected for the research. The author had a sample size of 119 virtual employees who were

members of the Project Management Institute of Tampa Bay and people contacted via LinkedIn and chose to participate in the study, limiting the generalization of the findings.

In his dissertation, *Emotional Intelligence and Leader Development: Measuring trait Emotional Intelligence scores of mid-career commissioned US Army Officers*, Walters (2018) found no significant EI differences between genders or military specialties. The other important finding was that self-control and the ability to adapt correlates directly with higher EI levels. The author limited the research to a subset of Army commissioned officers, thereby limiting the generalization of the findings.

CONCLUSION

The literature search conducted in support of this research identified four major research themes:

1. Policies and regulations that enable or limit telecommuting effectiveness
2. Teaching Emotional Intelligence and its effects on individuals and their organizations
3. Work-life balance and its impact on telecommuters
4. Practicing empathy and its effects on telecommuters

The literature analyzed for this review revealed a correlation between Emotional Intelligence, productivity, and employee fulfillment. It also revealed that managers' involvement and support of telecommuters is essential for their well-being. The findings support the researcher's premise that Emotional Intelligence (EI) competency development leads to improved collaborative innovation.

Regarding research question one, "What are emotional EI issues associated with the telework environment?" the key findings reveal that isolation has no impact on telecommuter performance

but increases the likelihood of counterproductive behaviors (Nemțeanu, Dabija, & Stanca, 2021). At least one of the sources stated that remote work is not for anyone who is otherwise eligible for telework and uncovered themes of desirable expectations and undesirable realities of telecommuting (Mullins, Scutelnicu, & Charbonneau, 2022; Shirmohammadi, Wee, & Beigi, 2022). A common theme in the literature is the recommendation of management involvement and recurrent assessments of the type and dynamics of their employees' remote work conditions, work area, and employee well-being before allowing Telework (Shirmohammadi, Wee, & Beigi, 2022).

Regarding the second research question, "What are the unique characteristics of the Army's telework environment?" there is a lack of literature about special or unique characteristics of the Army's telework environment. However, the literature points out that remote work conditions are predictors of job-related stress, anxiety, and work-life balance (Scherer, 2022). The literature also indicates that management support is a negligible predictor of employee productivity (Mullins, Scutelnicu, & Charbonneau, 2022). However, multiple sources reveal that EI competency is a reliable predictor of work engagement, employee satisfaction, and productivity (Scherer, 2022; Miglioretti, Gragnano, Margheritti, & Picco, 2021; Mullins, Scutelnicu, & Charbonneau, 2022; Rainero & Modarelli, 2021).

About research question three, "What Emotional Intelligence (EI) skills should the Army develop in its workforce to influence collaborative innovation in the telework environment?" the research identified the development of EI in general rather than specific EI skills to develop. However, the research presents a correlation between employee well-being and their leaders' EI behavior (Oates, 2021). A common theme in the literature is the value of teaching EI for improving personal awareness, self-regulation, and interpersonal skills. The researcher found a

suggested framework that leverages EI skills for implementing and managing organizational telecommuting (Wibowo, Deng, & Duan, 2022).

Weaknesses of the existing literature are potential biases toward telework support and the research parameters that limit the generalization of the results. Also, the literature reflects loose or implied EI terminology. Thus, EI researchers should be independently knowledgeable of EI theory and language before attempting to find EI correlations to extrapolate and catalog their research.

In this paper, the researcher organized the findings from multiple sources to identify the Emotional Intelligence characteristics that could affect leading and fostering innovation in the telework environment. Also, the researcher attempted to gauge the leaders' effectiveness in the telework environment.

CHAPTER 3- METHODOLOGY

INTRODUCTION

In chapter one, the researcher asserted that Emotional Intelligence (EI) is essential to maximize employee engagement and improve social interaction and outlined the research questions. In chapter two, the researcher provided synopses of the literature review relevant to answering the research questions. This chapter addresses the researcher's methodology for applying Emotional Intelligence skills to maximize telecommuters' participation and performance.

RESEARCH QUESTION

This qualitative descriptive case study with narrative synthesis aims to identify and describe the Emotional Intelligence (EI) skills associated with Telework that could positively affect the Army acquisition workforce's interactions and collaborative innovation and provide recommendations for developing these skills. The researcher used a systematic review process to gather and analyze data to answer the research questions outlined herein:

RQ 1. What are Emotional Intelligence issues associated with the telework environment?

RQ 2. What are the unique characteristics of the Army's telework environment?

RQ 3. What Emotional Intelligence skills should the Army develop in its workforce to influence collaborative innovation in the telework environment?

The abundance of literature on the telework environment led the researcher to conclude that answering research question one is plausible with the available literature. However, limited literature addresses the unique characteristics of the Army telework environment. While the

researcher found sources addressing the relevance of learning Emotional Intelligence (EI) skills to influence collaborative innovation in the telework environment, the researcher did not find relevant literature focusing on the Army application of EI to improve telecommuters' effectiveness. Consequently, the researcher chose to analyze various sources to identify specific EI skills an organization should develop within its leaders to effectively equip them to influence collaborative innovation in the telework environment. The researcher then provided the findings and recommendations as best practices relevant to the Army telework environment.

RESEARCH DESIGN

The researcher chose the descriptive data analysis method to describe observable trends within the data that could lead to other research methods because it provides the latitude to do research analysis uninhibited by the constraints of different research methods (Limited, 2022; Yin, 2018; Yin, 2018). Furthermore, the researcher used pattern matching and cross-case synthesis as analysis strategies (Yin, 2018).

To provide a structured approach to this study, the researcher used a modified version of the Critical Appraisal Skills Programme (CASP) as a resource for manipulating, tabulating, and analyzing the data (CASP Qualitative Research Checklists, 2018; Yin, 2018). The modified CASP checklist has seven questions the researcher used to gauge the applicability of the data sources' relevance in answering the research questions. Applying the modified CASP questions to the data sources led to excluding material that did not provide value-added information for answering the research questions. At the end of the CASP evaluation process, the researcher identified 29 items for descriptive data analysis. Consistent with the CASP evaluation process, the researcher scored the CASP questions from zero to two (Critical Appraisal Skills

Programme, 2018; Cassidy, 2019). In this analysis, a score of one signifies that the source conveys relevant information to the researcher despite potential flaws in the methodology used, and a score of two conveys derivative relevance to the researcher despite potential methodology flaws within the source. A zero score means the reference is irrelevant to the research objective (Cassidy, 2019). Appendix B presents the modified CASP used in this study.

For the analysis, the researcher capitalized on available evidence to interpret and provide subjective synopses of data sources on the insights and recommendations with practical applications to practitioners' operational needs (Denyer & Tranfield, 2006). As the researcher did in the literature review process, the researcher expanded the analysis process to include divergent views of Telework effectiveness and the value of EI.

The researcher used keywords and combinations in different data sources to collect the data. For example, a search that uses the words Emotional Intelligence (EI) will search for any document that contains Emotional Intelligence (EI) in the document. Emotional Intelligence AND Telework will search for any document with both Emotional Intelligence and Telework.

The terms the researcher used for the data analysis phase were:

- "Telework"
- "Telework" AND "Best Practices"
- "Telework" AND "Resiliency"
- "Telecommute" AND "Best Practices"
- "Telecommute" AND "Resiliency"
- "Hybrid work"
- "Hybrid work" AND "Best Practices"

- “Hybrid work” AND “Resiliency”
- "Resilience" AND "Emotional Intelligence ei."
- "Work-Live Balance"
- "Work-Live Balance" AND "Hybrid work"
- “Work-Life Balance” AND “Resiliency”
- “Work-Life Balance” AND “Telework”
- “Life- Balance” AND “Telecommute”
- "Telecommute" AND "Job Satisfaction"
- "Telework" AND “Job Satisfaction"
- “Telework” AND “Resiliency”

The researcher used the above terms to search the following databases:

- ProQuest
- ProQuest Dissertations and Theses Global
- Harvard Business Review
- EBSCOhost
- Open-source internet searches

After gathering the data, the researcher examined and scored each source throughout the analysis to determine its viability in supporting the answer or recommendations to the research questions. The researcher organized the citations into four themes aligned with the research questions:

1. Policies and regulations that enable or limit telecommuting effectiveness
2. Work-life balance and its impact on telecommuters
3. Practicing empathy and its effects on telecommuters
4. Teaching Emotional Intelligence and its effects on individuals and their organizations

The researcher based the recommendations and conclusions on data available through December 2022. The findings are summarized and analyzed in chapter 4.

DATA COLLECTION

For data gathering and synthesis, the researcher used the Gough (2007) Stages of Review Model outlined herein:

- Formulate review questions and develop the protocol
- Define studies to be considered (inclusion criteria)
- Search for studies (search strategy)
- Screen studies (check that they meet inclusion criteria)
- Describe studies (systematic map of research)
- Appraise study quality and relevance
- Synthesize findings

(Gough, 2007, p. 5)

To systematically gauge the worthiness and applicability of the available data for this research, the researcher used a modified version of the Critical Appraisal Skills Programme

(CASP) (Critical Appraisal Skills Programme, 2018). The CASP is a systematic approach to gauging the published work's trustworthiness, relevance, and results (Critical Appraisal Skills Programme, 2018).

The researcher used a modified version of the Preferred Reported Items for Systematic Review and Meta-Analyses (PRISMA) as a reporting data collection tool for the systematic research (Creating a PRISMA flow diagram: PRISMA 2020, 2022; Page, et al., 2021; Moher, Liberati, Tetzlaff, Altman, & PRISMA-Group, Copyright 2009, p. 3).

The researcher identified seven policy documents from other sources in addition to the original data analysis record search listing 71 sources. After screening with refined searches, the researcher narrowed the search pool to 79 references relevant to the data analysis. Upon further review and screening, the researcher reduced the list to 29 data sources more relevant to this research topic. Figure 2 illustrates the Modified PRISMA utilized for the analysis phase.

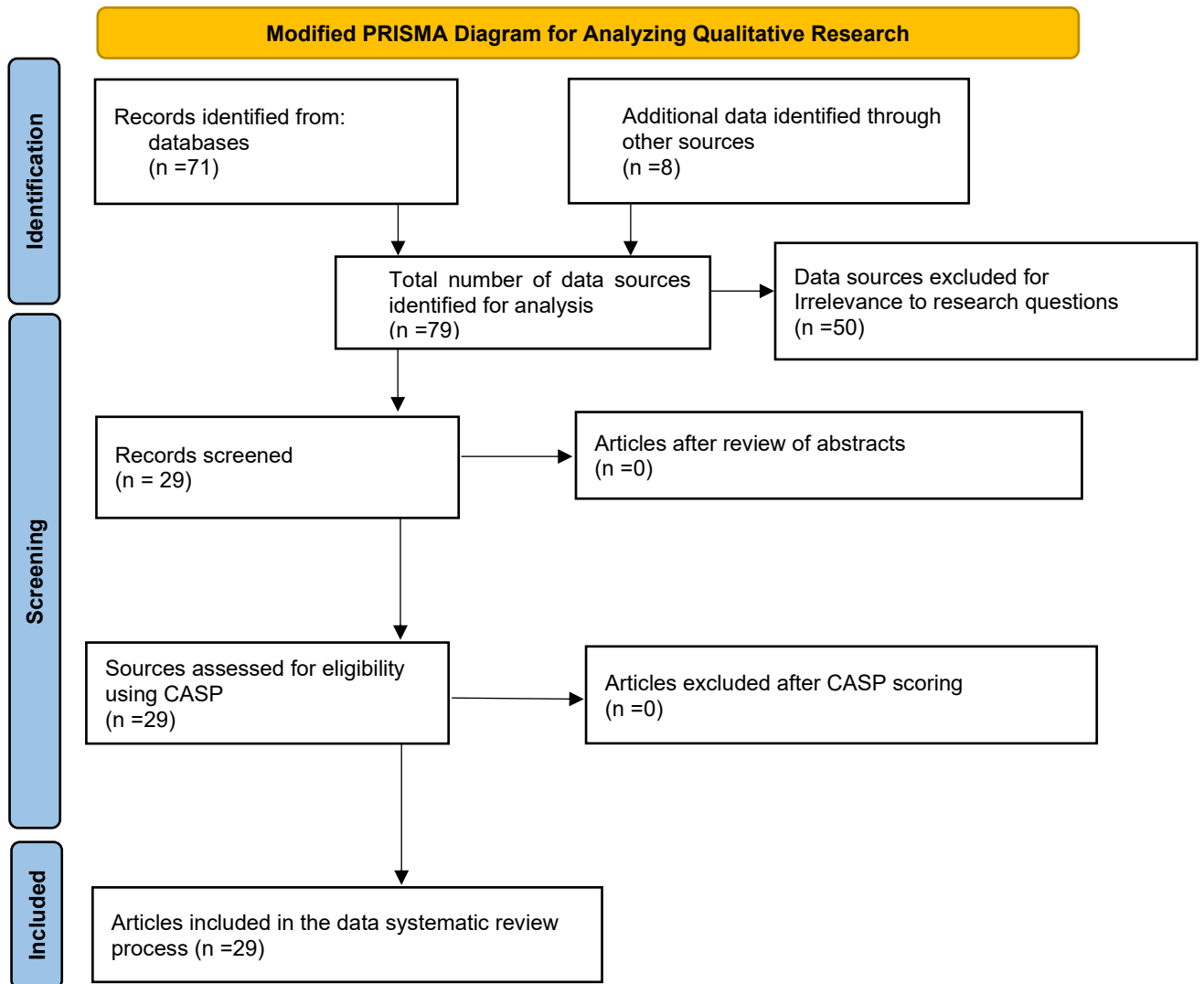


FIGURE 2. MODIFIED PRISMA DIAGRAM FOR ANALYZING QUALITATIVE RESEARCH

The preferred reporting items for systematic reviews and meta-analysis (PRISMA) diagram shows the author's search strategy. The researcher adapted the above-illustrated PRISMA from "The Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement" by D. Moher, A. Liberati, J. Tetzlaff, D.G. Altman, & The PRISMA Group, 2009, PLoS Med, 6, p. 3, Copyright 2009 by the PRISMA Group. Adapted under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

BIAS AND ERROR

The causal-comparative case study research method with narrative synthesis is limited to existing research and experiments, and the study did not generate new data. The researcher limited the scope to analyzing published and unpublished articles, books, theses, and dissertations relevant to Emotional Intelligence, leadership, and telework interactions from accessible bodies of knowledge as of December 2022.

Understanding that a narrative synthesis research method depends on the reviewer's skills and prejudices and that the result could provide biased results, the researcher actively sought divergent viewpoints on the research interest to maintain an unbiased study (Denyer & Tranfield, 2006).

VALIDITY OF THE RESEARCH

The researcher made every effort to develop and apply a systematic research methodology to ensure that others could conduct the same study under similar circumstances and arrive at the same or similar conclusions. For the literature review and data analysis phase, the researcher independently applied the Preferred Reported Items for Systematic Review (PRISMA) to systematically measure and select the appropriate study artifacts (Page, et al., 2021). Also, the researcher used the Critical Appraisal Skills Programme (CASP) method to systematically determine the available data's worthiness and gauge the data collection saturation point (Critical Appraisal Skills Programme, 2018).

RELIABILITY OF THE DATA

The researcher guided the data literature review following the research questions and the data analysis following the themes derived from the literature review. To ensure other researchers would likely arrive at similar conclusions using the same research techniques and parameters, the researcher used the Preferred Reported Items for Systematic Review and Meta-Analyses (PRISMA) as a reporting data collection tool for the systematic research. For the data analysis, the researcher used the Critical Appraisal Skills Programme (CASP) to systematically determine the available data's worthiness and gauge the data collection saturation point.

SUMMARY

The data analysis appropriately answered the research questions and unveiled the Army's Attribute Talent Framework (ATF). Furthermore, the researcher identified a regulation and training program the Army uses to enhance its workforce's Emotional Intelligence (EI) and resiliency skills. The Army uses commercially available telecommuting technology. Therefore, the researcher's findings could be generalizable outside this study's target audience.

Regarding bias, the researcher sought divergent perspectives on the research topic while acknowledging the possibility of embedded bias when assessing programs intended for Soldiers. Examples of such programs are the Army Talent Attribute Framework (ATAF) and the Army Master Resiliency Training (MRT) training program (US Army Talent Management-Annual Report 2021-2022, 2022; MRT Skills Overview, 2014; AR 350-53, 2014).

CHAPTER 4- FINDINGS

INTRODUCTION

In chapter two, the researcher demonstrated a correlation between employee well-being, their leaders' EI behaviors, and potential issues affecting telecommuters' private life. For the analysis phase, the researcher used the four themes from the literature review to catalog and analyze the data. Appendix A outlines the correlation of the data sources to the themes. The analysis themes are:

1. Policies and regulations that enable or limit telecommuting effectiveness.
2. Teaching Emotional Intelligence and its effects on individuals and their organizations
3. Work-life balance and its impact on telecommuters
4. Practicing empathy and its effects on telecommuters

In analyzing the data, the researcher examined and scored each source using a modified Critical Appraisal Skills Programme (CASP) matrix to assess the viability of the source in answering the research questions and providing recommendations (Critical Appraisal Skills Programme, 2018). Appendix B shows the researcher's modified CASP.

COLLECTED DATA**Theme: Policies and regulations that enable or limit telecommuting effectiveness**

1. The *2021 Guide to Telework in Federal Government* emphasizes the criticality of the government to be flexible, resilient, and ready to continue its mission to support and protect its constituents under all circumstances. Considering the COVID-19 Pandemic, the guide acknowledges the importance of having programs enabling telecommuting as a standard operating practice. The document encourages federal agencies to leverage their telework programs and to consider the viability of flexible work schedules as recruiting and retention tools. Acknowledging that telecommuting poses managerial challenges, the guideline has a section providing strategies to maximize the efficacy of telework arrangements. However, the guide is limited to policy suggestions and recommendations to gauge telecommuters' productivity. (2021 Guide to Telework and Remote Work in the Federal Government, 2021).
2. The USG Civilian Personnel Advisory Service Director directive titled *Extension of Maximum Telework Flexibilities* allows DoD components to telework while tending to children or individuals requiring at-home care or supervision. The policy instructs employees to account for time away from regular work-related duties to support those needing care or supervision. However, the policy needs to address the benefits of teleworking compared to the office environment and employees' performance and job satisfaction (Hester, 2022).
3. The Army Training and Doctrine Command (TRADOC) Telework regulation outlines who is eligible to telework and provides reporting, timekeeping, grievances, and employee relations guidelines. The documents delegate telework implementation to the subordinate

organization commanders, outline the difference between situational, recurring, and regular telework arrangements, and set the approving authority at the supervisory level. It also stipulates that direct supervisors are responsible for determining their employees telework eligibility, certifying their telework training compliance, and adjudicating their telework requests. Conversely, employees are held accountable to ensure they have adequate space to telework, maintain a successful performance level, report their time, safeguard their assigned equipment, and protect controlled unclassified information. The regulation clarifies that telework is a discretionary workplace flexibility, not an entitlement or right. It notes that employees might be required to be at the office on scheduled telework days to support mission requirements. The regulation lacks addressing the benefits of hybrid workplaces compared to the office environment nor addresses employees' performance or job satisfaction (TRADOC Regulation 600-18: US Army Training and Doctrine Command Telework Policy, 2021).

4. The Joint Program Executive Office for Armaments and Ammunition (JPEO A&A) issued a *Return-to-Work Policy* in Feb 2022. The policy outlined a systematic approach to phase out the COVID-19 maximum telework environment for Core civilians and military personnel assigned to the JPEO (Boruff BG, 2022). The policy orders supervisors to be at the office a minimum of four days per pay period and two days for non-supervisory personnel. Regardless of supervisory duties, military personnel must be at the office a minimum of four days per pay period. The policy states that employees might have to come into the office more often depending on the mission and that the policy is subject to change. The policy outlines how to apply for policy exceptions for the deputy JPEO adjudication. The policy

lacks references on the benefits of hybrid workplaces compared to the office environment, employees' performance, or job satisfaction.

5. The Joint Program Executive Office for Armaments and Ammunition (JPEO A&A) issued a *Return to Workplace Policy Update* in May 2022 to inform the military and Core civilian employees of the policy changes since the original February 2022 publication. Under the updated policy, military personnel and supervisors must be at the office a minimum of seven days per pay period, while the non-supervisors must be at the office five days per pay period. Like the original policy, the updated version states that personnel might be required to come into the office on scheduled telework days as needed. The revised policy ratifies that the deputy JPEO is the adjudication authority to grant policy exceptions. Like the original policy, the updated version lacks references on the benefits of hybrid workplaces compared to the office environment, employees' performance, or job satisfaction (Boruff BG, Joint Program Executive Office Armaments and Ammunition (JPEO A&A) Return to Policy Update, 2022).
6. On 31 October 2022, the Joint Program Executive Office for Armaments and Ammunition (JPEO A&A) issued a revised policy update establishing the minimum number of days core employees and military must report to the workplace. In the policy, the supervisors and military personnel must be at the office a minimum of six days per pay period, and the non-supervisory civilians are required to be in the office a minimum of six days per period. The policy update also stipulates that the Telework Schedule must be pre-approved and that the exceptions and reasonable accommodations requests must be in writing through the Chain of Command for the deputy JPEO adjudication. Like the original policy and its two previous

updates, the 31 October 2022 lacks references on the benefits of hybrid workplaces compared to the office environment, employees' performance, or job satisfaction (Reim BG, 2022).

7. The Army Futures Command (AFC) issued a Telework and Remote Work Policy in Nov 2022. The policy defines the difference between remote work as a permanent work arrangement and telework as a hybrid arrangement. While making it clear that hybrid work is not an entitlement, the policy acknowledges that an adequately managed telework program “can enhance efficiency, further mission accomplishment, and improve the quality of life of AFC employees” (p. 1). For this policy, the command uses a centralized planning and decentralized execution model in providing processes and procedures to manage the telework and remote program in the AFC’s subordinate commands and directorates. Commanders or directors at the grade of Colonels or GS-15 equivalents are the approval authorities for telework agreements within their areas of control, while the AFC commanding general retains delegation authority.

The policy outlines the criteria for employee telework suitability and instructs supervisors to consider employee well-being, commuting considerations, and the need for social interaction in assessing and approving telework requests. Also, the policy alludes to organizational requirements where teleworkers might be required to be present at the worksite (pp. 10-11).

8. In, *The Future of Work-Living the Experiment*, the author describes the Development command (DEVCOM) forced experiment of allowing the entire workforce to work remotely during the COVID-19 pandemic (Summey, 2022). In 2021, as the pandemic subsided, the command purposely allowed people maximum telework flexibility and unveiled a "tailor[ed] approach for each specific location and team, and the requirements for the work itself" (p.

53). The flexibilities already existed in Federal and Army guidance but were not employed to the maximum extent. According to the DEVCOM's deputy to the commanding general, since the implementation of the future work pilot, "the command has seen innovation, collaboration, and new thought as a result of these changes" (p. 56). The command is still working on addressing challenges such as "developing the skills to effectively lead remote and hybrid teams" and addressing the advancement opportunities concerns of those working remotely (p. 57). However, DEVCOM is hopeful that the future of work experiments will also positively impact addressing the command challenge to recruit and retain the right workers to support the command's mission. Figure 2 provides a contrast of DEVCOM's past and projected future workforce environment (p. 56):

	Past/Current	Objective
Why	Remains Constant	
What	Remains Constant	
Where	Work primarily at official duty location	Work where you are most productive
How	<ul style="list-style-type: none"> * Local, operating within the constraints of organizational boundaries. * Linear, requirements-driven processes. * Local management of networks and device data. 	<ul style="list-style-type: none"> * Agile, cross-competency, and cross-organization teams rapidly formed to deliver integrated solutions. * Iterative, Soldier-centered design. * Enterprise solution enabling broad collaboration.
Who	<ul style="list-style-type: none"> * The best talent to "come" to us. * Reactively filling organizational vacancies. * Permanent positions, "career" development. * Limited, local view of diversity, equity, and inclusion (DE&I). 	<ul style="list-style-type: none"> * The best talent, anywhere. * Proactively building competency-based talent. * Movement built into the system. * Fully inclusive opportunities with few boundaries.
When	<ul style="list-style-type: none"> * Locally defined "core hours." * Largely synchronous operations. 	<ul style="list-style-type: none"> * Work when you are most productive. * Asynchronous operations emphasize output.

TABLE 1. DEVCOM'S PAST AND PROJECTED FUTURE WORKFOCE ENVIRONMENT

9. In August 2012, the US Army Research, Development, and Engineering Command (ARDEC), now renamed Combat Capabilities Development Command-Armaments Center (CCDC-AC), published a telework policy based on DoD Instruction 1035.01 (ARDEC Telework Policy, 2012). The policy applies to the command's civilian and military, including those matrixed to other organizations. Under the policy, those in Wage Grade positions and those working in intelligence positions requiring handling classified material are ineligible to telework. The document clarifies that telework is not an entitlement, provides specific training instructions, and outlines the difference between situational, recurring, and regular telework arrangements. Those wishing to enjoy the benefits of telework must meet prescribed performance standards and demonstrate "willingness and ability to carry out tasks independently with little direct supervisory contact" (p. 3.4). The policy sets approving authority at the supervisory level and provides instructions for equipment requirements, timekeeping, medical, adverse, or inclement weather, and continuity of operations. The policy outlines the need for employees to document a communications plan with the first-line supervisor, including the telework location and alternate points of contact. Reportedly the policy has been adjusted through the COVID-19 pandemic, and the command is updating the policy. The policy lacks references on the benefits of hybrid workplaces compared to the office environment, employees' performance, or job satisfaction.
10. In July 2022, the Combat Capabilities Development Command-Armaments Center (CCDC-AC) published an addendum to the 2012 ARDEC's telework policy (CCDC-AC Telework Addendum-Adding Secondary Telework Location, 2020). In the supplement, the command

recognizes a secondary telework location as an extension of the command's telework policy, defining the secondary telework location as a second-family home or rental dwelling. However, the policy outlines that the secondary telework location must be within reasonable commuting distance to return to the office environment as required. The policy lacks references on the benefits of hybrid workplaces compared to the office environment, employees' performance, or job satisfaction.

Analysis of Policies and regulations that enable or limit telecommuting effectiveness.

The Federal Government acknowledges that Telecommuting is an enabler in fulfilling its responsibilities and an attractive recruiting and retention tool. From a policy perspective, the government provides maximum latitude to its agencies to modify internal policies and procedures depending on the agencies' specific requirements. The flexibilities are broad and allow for creative arrangements that address the employees' specific personal situations. Army commanders can modify their internal policies at the Army level per their organizational needs.

At least a major Army command is using a centralized planning and decentralized execution model in outlining processes and procedures to use in managing the telework and remote program in its subordinate commands and directorates. The major command is setting a trend of resiliency in action when instructing supervisors to consider employee well-being, commuting considerations, and the need for social interaction in assessing and approving telework requests. One of its subordinate commands has taken advantage of the allowed flexibilities and is experimenting with a pilot program that enables employees to choose when to telecommute. The subordinate command reports success with its flexible telecommuting work model and reports

improvement with innovation, collaboration, and idea generation. The command is hopeful that the future of work initiative will also positively affect recruiting and retention challenges.

Theme: Teaching Emotional Intelligence and its effects on individuals and their organizations

1. In the November 2022 Newsletter, the Army Civilian Career Management Activity (ACCMA) Supervisor Talent Management (STM) Office announced their strategic priority to build world-class supervisors by creating a system and processes to select, grow and sustain supervisors at all levels (ACCMA STM News: Supervisor Talent Management, 2022). The initiative includes the development of a policy for Supervisor Certification Program Requirements in which supervisors undergo training, certification, and cyclical re-certifications in several disciplines, including Emotional Intelligence, employee relations, coaching, and conflict management. Also, the ACCMA STM office has established a community of practice to increase the supervisors' capacity to share knowledge and best practices in a collaborative environment.
2. The APA Dictionary of Psychology defines resilience and recognizes it as a learned skill. One becomes resilient by mastering the Emotional Intelligence (EI) fundamentals of being aware and able to impact and manage the emotions that can influence people (Institute for Health and Human Potential, 2019). The APA definition of resilience is:

The process and outcome of successfully adapting to challenging life experiences, primarily through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. A number of factors contribute to how well people adapt to adversities, predominant among them (a) the ways in which individuals view and engage with the world, (b) the availability and quality of social resources, and (c) specific coping strategies. Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced. Also called psychological resilience

(APA Dictionary of Psychology, n.d.)

3. The Army Regulation (AR) 350-53, Comprehensive Soldier and Family Fitness, outlines the policies and procedures for developing, managing, and conducting Army resilience training and enhancing the performance of soldiers, families, and Department of the Army civilians. Resiliency is Emotional Intelligence in practice. Specifically, the regulation defines resilience as "... the mental, physical, emotional, and behavioral ability to face and cope with adversity, adapt to change, recover, learn, and grow from setbacks" (AR 350-53, 2014, p. 6). The purpose of resiliency instruction is to develop the full potential of individuals to expand the mental skills needed to pursue personal strength and professional excellence. The regulation directs senior commanders on Army installations to require their subordinate units to engage in the resilience program and to encourage the training for Army families. It also instructs the Senior commander to coordinate the utilization of available resiliency instructors in training plans and strategies. The regulation requires predominantly civilian employee organizations to have one resiliency instructor for each 250 assigned personnel. The Master Resiliency Trainers, or MRTs, serve as the commander's "resilience and performance enhancement training subject matter expert and advisor" (AR 350-53, 2014, p. 8).
4. Moore (2019) explains the Army resiliency program's six competencies and 14 skills. The MRT competencies are Self-Awareness, Self-Regulation, Mental Agility, Connections, and Character Strengths. The author differentiates between mental toughness training and resiliency training explaining that mental toughness is a personality trait, whereas resiliency is a process. The Army resiliency program is a "proactive approach to building personal resilience and readiness" (Moore, 2019). Reportedly, the mental toughness required to cope with adversity is achievable by developing an optimistic outlook, setting, and achieving

tangible goals, inspiring a desire to accomplish, applying compassion and empathy, and focusing on things one can control rather than what one cannot. The official MRT Skills Overview is readily available on the Army Fit website for those with an Army Common Access Card who have completed the MRT Training (Master Resiliency Training Skills, n.d.; MRT Skills Overview, 2014). The MRT Skills and an explanation are in Appendix C.

5. The *US Army Talent Management-Annual Report 2021-2022* (2022) presents and explains the Army Talent Attribute Framework (ATAF) as an enabler in communicating, measuring, and documenting the Army's essential talent management requirements. The ATAF consists of seven talent domains, 43 talents, and 195 knowledge, skills, and behaviors (KSVs). The talent domains are cognitive, disposition, expertise and personal competence, leadership and management, communications, and interpersonal. Developing the ATAF ensures that talent management is “developed and tailored to the requirements facing our Leaders, Soldiers, and DA civilians” (p. 9). One of the Talent management initiatives is the Command Assessment Program (CAP) which has evolved from assessing 750 Brigade command candidates in FY 20 to 1,154 Battalion, Brigade, military, and civilian Product and Project Managers and Division Chaplains, candidates.
6. In *HBR's 10 Must Reads on Career Resilience* (2021), Boyatzis, McKee, and Goleman describe the signals of struggling with personal meaning and how to respond to those signals. The authors note that people expect their leaders to keep their passion alive and to support employees through difficult times. The authors point out that people often confuse achieving daily goals with performing satisfactory work and that managers owe the employees feedback on how well they are doing their jobs. Something to watch and regulate is where work takes precedence over other aspects of the employee's life, making them miserable and

more susceptible to stress-related illnesses. The authors suggest applying resilience techniques such as reconnecting with the past, defining life principles, and envisioning a life 10 or 15 years into the future. The authors recommend that employers work with employees to enable them to reflect on their future personal and professional life. Resilience programs equip managers and employees to identify and respond to situations where employees struggle with different aspects of their personal and professional lives.

Analysis of Teaching Emotional Intelligence and its effects on individuals and their organizations

Employees expect their leaders to keep their passion alive and support them through difficult times. In the work environment, employees often confuse achieving daily goals with performing satisfactory work and that managers owe the employees feedback on how well they are doing their jobs. Something to watch and regulate are instances where work takes precedence over other aspects of the employee's life, making them miserable and more susceptible to stress-related illnesses. The Army has a strategic priority to build world-class supervisors to select, grow, and retain supervisors at all levels of government. The supervisory training and certification programs include training in Emotional Intelligence, employee relations, coaching, and conflict management.

The Army Talent Attribute Framework (ATAF) is an enabler in communicating, measuring, and documenting the Army's essential talent management requirements. The comprehensive Soldier and Family Fitness regulation, AR 350-53, provide authorities, guidance, and a platform to train resiliency and Emotional Intelligence at all levels of the Army. The resiliency, MRT, instruction offers instruction on the required Emotional Intelligence skills and

abilities to cope with adversity and is readily available to any Army organization. As a certified MRT instructor, the researcher compared the attributes of ATAF, MRT, and Emotional Intelligence Skills. The comparison demonstrates a correlation between the ATAF's 195 Knowledge, Skills, and behaviors, the Army Master Resiliency Training (MRT) competencies, and applied Emotional Intelligence Skills, as presented in Appendix D.

Theme: Work-life balance and its impact on telecommuters

1. Research on work-life balance (WLB) and its effect on telecommuters are not new.

Morganson, Major, Oborn, Verive, & Heelan published one of the first studies examining telework. The authors examined how job location affects work-life balance concerning job satisfaction and inclusion (2010). The authors used web-based survey data provided to 578 employees working at various locations and found that office and home-based workers reported similar WLB and job satisfaction. However, office-based workers reported higher levels of workplace inclusion, which is something that organizational leaders can affect. The authors concluded that allowing employees to choose their job location leads to positive outcomes. The research design constricts for manipulation or random assignment, limiting the generalization of the data.

2. Cookson (2016) examined the role of work-life balance programs in job satisfaction. In a qualitative case study research, the author reports that "16.5% of an organization's pre-tax income is lost due to employee withdrawal behavior" and notes that "autonomy and flexibility contributed to employee job satisfaction" (p. 3). The study's implication is for employers to understand that job satisfaction and the employees' work-life balance are linked. Ergo, programs like hybrid work arrangements, if properly managed, are viable methods to assist employees in reaching and maintaining the work-life balance. The surveys

were conducted within the population of a college campus in the Midwest United States, limiting the generalization of the findings.

3. Hassa (2022) describes remote work as an arrangement in which the employee works in an alternate location. Hybrid work is a flexible approach in which the employee is allowed a mix of remote and at-office work. In the remote work environment, the employee saves on commuting costs, and the employer benefits from hiring and retaining talent from any geographical location. In the hybrid work model, the employees split their time between remote and on-site work locations. The hybrid model is effectively the work arrangement described in the Telecommuter Work Act of 2010 and the one the United States uses in describing remote work within the government. Table 2 depicts the differences between remote work and hybrid work, as presented in the article:

Remote work	Hybrid work
Remote work is an approach where employees work from a location away from their office.	Hybrid work is a flexible approach that allows a mix of remote work and works in an office.
Companies that follow a remote work policy do not have to maintain office space.	Companies that follow a hybrid work policy must maintain office space.
It does not allow employees to interact with their colleagues face-to-face	Allows employees to get together with their colleagues and collaborate with them via face-to-face interactions
May offer a more flexible schedule than hybrid work	Less flexible schedule than remote work
Companies that follow a remote work policy can recruit employees from all around the world	Companies that follow a hybrid work policy must stick to specific geographical restrictions.

TABLE 2. REMOTE WORK VERSUS HYBRID WORK COMPARISON

4. Rosalski G. & Selyukh A. (2022) reported on a Gallup poll studying the emerging phenomenon of quiet quitting and how about half of the workforce effectively embraces a philosophy of doing the bare minimum at their jobs. "Quiet quitting" refers to employees deliberately and secretly choosing to ignore tasks not explicitly stated in their job description (Dictionary.com, 2022). The trend is particularly predominant among those under the age of 35. Reportedly poor management is why the employees are quiet quitting. Quiet quitting proponents claim it is a way to safeguard one's mental health, prioritize work and family, and ultimately avoid burnout. Those opposed claim that quiet quitting is a step towards stopping in life. Gallup recommended improving their communications with their underlings and noted a best business practice of having at least one meaningful 15-20 minutes conversation per week with each team member.

Analysis of Work-life balance and its impact on telecommuters

Evidence shows that allowing employees to choose their job location leads to positive outcomes (Morganson, Major, Oborn, Verive, & Heelan, 2010). Individuals seek ways to maintain a sense of balance in their lives, and a well-managed telecommuting program benefits both the organization and the employee. Besides increased job satisfaction, telecommuters save on commuting costs while the employer benefits by saving on utilities and reduced infrastructure requirements. The employer also benefits by having a creative way to hire and retain talent from any geographical location.

If adequately managed, programs like hybrid work arrangements are viable methods to assist employees in reaching and maintaining the work-life balance. Hybrid work is a flexible approach in which the employee is allowed a mix of remote and at-office work. However,

managers must ensure that telecommuters feel included in the organization, like the at-office employees.

Management practices that foster inclusivity and work-life balance prevent employees from assuming a quiet-quitting attitude and doing the bare minimum at their jobs, regardless of work location. The hybrid model is effectively the work arrangement intended in the Telecommuter Work Act of 2010 and the one the United States uses in describing remote work within the government.

Theme: Practicing empathy and its impact on telecommuters

1. Beck's (2022) dissertation on the *Leadership competencies in Emotional Intelligence and Leader-Follower relationships* found a positive but weak correlation between Leader Competencies in Emotional Intelligence. The author found that "high levels of leader-follower interactions do not always infer a positive and collaborative relationship" (p. 168). The author also found that "resilience is a critical skill in social relationships and emotional learning" (p. 169). Ergo, it's not about the frequency of the interactions but about interpersonal skills applied to the relationships. The researcher highlights the importance for all involved in the relationship to understand and apply the knowledge, skills, and abilities required to facilitate quality communications. The small sample size of 109 participants from two different schools limited the generalizations of the findings.
2. Gary Vaynerchuk (2021) asserts that the Emotional Intelligence of its leaders limits the growth potential of most businesses and identifies the behavioral ingredients for business success and interpersonal relationships. The author identifies the Emotional Intelligence traits

as gratitude, self-awareness, accountability, optimism, empathy, kindness, tenacity, curiosity, patience, conviction, humility, ambition, and candor.

Vaynerchuk explains that we all have behavior that puts our life philosophy into perspective. For example, being kind without being candid, like giving positive reinforcement without critical feedback, is problematic and creates a sense of organizational entitlement (p. xvi). The author argues that “when you actually understand how unimportant business is in the grand scheme of your life, it allows you to enjoy it and potentially get better at it” (p. xviii). That sense of self-awareness and behavioral self-improvement is achievable through learning and practicing resilience skills.

3. Jones & Lamberti-Henquet (2021) defined inspirational leadership as “an ability to be a positive influence on those around the leader, motivating others towards success” (p. 8). The authors provided a framework of the applied effects of Emotional Intelligence in describing how one can become an inspirational leader using seven attributes essential to practice inspirational leadership. The attributes are commitment to values, investment in personal development, radiating authenticity, skillful communication, encouraging unity, approachability, inclusion, and embracing vulnerability.
4. In *Remote Workplace Culture: How to Bring Energy and Focus to Remote Teams*, O'Meara, S., & Cooper, G. (2022) assert that assessing workplace culture goes beyond determining productivity. Employers must pay attention to the employees' well-being and happiness. The authors point out that remote culture requires buy-in from both the employer and employee without judging one another's situations. In writing about the new normal of remote work, the authors point out that employers must change their office-centric culture to a remote one that provides opportunities and challenges for executives and employees alike. For example,

extroverts who effortlessly add value to their company with their ability to build relationships do not fare as well in a remote environment.

In contrast, introverts who might experience anxiety in an office report more freedom and greater acknowledgment of their productivity in a remote work environment. Thus, the challenge is for management to find ways to support their workforce in various working situations. The authors acknowledge that telework brings forth the benefit of spending more time with family and loved ones and enjoying more significant control over their work lives. Ultimately remote work integration into the corporate culture maximizes employee flexibility and ability to bring their whole selves into work. Thus, employers should develop new productivity metrics that respect the nuances of remote work while still meeting productivity goals.

5. Kerfoot (2010) explains that the critical challenge of virtual leadership is applying different leadership modalities to deal with direct supervision and interaction limitations properly. The author argues that leaders ought to learn how to effectively overcome space and cultural barriers to influence their teams successfully and presents a case for implementing skills to create high-performing groups, such as providing full attention during engagements and eliminating possible distractions. Kerfoot recommends using social media platforms as an effective way to substitute daily informal in-person interactions. Reportedly, social media engagement serves as a form of respite from the loneliness of telecommuting. Another recommendation is proper preparation for virtual meetings, including outlining expectations, providing read-ahead material, and ensuring maximum participation. The limitation of this article is that while the author used authoritative resources relevant to this

study, the piece is not reporting actual research. Thus, there is no viable way to ascertain if the recommendations are biased.

Analysis of Practicing empathy and its impact on telecommuters

Applying Emotional Intelligence (EI) skills, such as empathy and resilience, is particularly effective in addressing situations such as remote work environments, where the telecommuter is affected by the psychological consequences of restricted interpersonal communications, such as stress, fear, isolation, and boredom. Technological advances in virtual communication enable telecommuters with video capabilities making the leader-employee interaction as close to an in-person interaction as possible. However, both the leader and the employee must recognize signs of troubling interpersonal situations. Fortunately, EI Knowledge and application equip both the leader and the employee to manage their relationships better.

We all have behavior that affects our perspectives. Applying self-awareness and self-regulation in assessing the relative importance of daily events and learning to deal with those events from the proper mindset is achievable through learning and practicing resilience skills. For example, empathic behavior that makes others feel important and appreciated strengthens the employer-employee relationship. Empathy enables one to connect with others at an emotional level. Furthermore, those who practice empathy are committed to values, invest in personal development, radiate authenticity, are skillful communicators, encourage unity, are approachable and inclusive, and embrace vulnerability. Empathy is one of the 14 skills that can be learned and practiced through Army MRT training.

SUMMARY

Through the data analysis, the researcher found that self-regulation factors and work environment effectively predict employee productivity and that the Army offers instruction, such as MRT, to improve Emotional Intelligence (EI) skills. The researcher also found that leader behavior affects relationships with subordinates, and it's more evident in virtual environments.

Allowing employees to choose their job location leads to positive outcomes (Morganson, Major, Oborn, Verive, & Heelan, 2010). Individuals seek ways to maintain a sense of balance in their lives, and a well-managed telecommuting program benefits both the organization and the employee. Besides increased job satisfaction, telecommuters save on commuting costs while the employer benefits by saving on utilities and reduced infrastructure requirements. Employers also benefit by having a creative way to hire and retain talent from any geographical location.

Hybrid work is a flexible approach in which the employee is allowed a mix of remote and at-office work. If adequately managed with applied empathy, hybrid work arrangements are viable methods to assist employees in reaching and maintaining the work-life balance. However, managers must be proactive in ensuring that telecommuters feel included in the organization to prevent the quiet-quitting attitude of doing the bare minimum at their jobs, regardless of work location. The hybrid model is effectively the work arrangement intended in the Telecommuter Work Act of 2010 and the one the United States uses in describing remote work within the government.

The Federal Government acknowledges that Telecommuting is an enabler in fulfilling its responsibilities and an attractive recruiting and retention tool. From a policy perspective, the government provides maximum latitude to its agencies to modify internal policies and

procedures depending on the agencies' specific requirements. At least one Army major command is using a centralized planning and decentralized execution model in outlining processes and procedures to use in managing the telework and remote program in its subordinate commands and directorates.

The major Army command is setting a resiliency in action trend when instructing supervisors to consider employee well-being, commuting considerations, and the need for social interaction in assessing and approving telework and remote work requests. One of its subordinate commands has taken advantage of the allowed flexibilities and is experimenting with a pilot program that enables employees to choose when to telecommute. The subordinate command reports success with its flexible telecommuting work model and reports improvement with innovation, collaboration, and idea generation. The subordinate command is hopeful that the future of work initiative will also positively affect recruiting and retention challenges.

Everyone has behaviors that affect their perspectives. Understanding the relative importance of daily events and learning to deal with those events from the proper mindset is achievable through learning and practicing resilience skills. For example, empathic behavior strengthens the employer-employee relationship. Empathy is one of the 14 skills that can be learned and learned and improved through resilience training.

Applying Emotional Intelligence skills, such as empathy and resiliency, is particularly effective in addressing situations such as remote work environments, where the telecommuter is affected by the psychological consequences of restricted interpersonal communications, such as stress, fear, isolation, and boredom. Fortunately, technological advances in virtual communication enable telecommuters with video capabilities, making the leader-employee

interaction as close to an in-person interaction as possible. However, both the leader and the employee must recognize signs of troubling interpersonal situations. Knowledge and application of Emotional Intelligence equip both the leader and the employee to manage their relationships better.

The Army has a Talent Attribute Framework (ATAF) and a Master Resiliency program, MRT, aimed at developing and improving Emotional Intelligence, employee relations, coaching, and conflict management skills. The ATAF is composed of (7) Talent Domains, (43) subcategories of associated Talents, and (195) measurable Knowledge, Skills, and Behaviors (KSBs) (US Army Talent Management-Annual Report 2021-2022, 2022). The researcher, a certified MRT instructor, compared the ATF, MRT, and Emotional Intelligence Skills attributes. Appendix D presents the comparisons between the three frameworks. Through the comparison, the researcher found a direct correlation between the ATAF's 195 Knowledge, Skills, and behaviors, the Army Master Resiliency Training (MRT) competencies, and applied Emotional Intelligence Skills,

CHAPTER 5- INTERPRETATION

INTRODUCTION

In this qualitative descriptive case study with narrative synthesis, the researcher identified an unknown of the Emotional Intelligence (EI) skills required to effectively influence personnel and foster collaborative innovation in Army acquisition organizations operating in telework environments. To address the research problem, the researcher identified the following research questions:

- RQ 1. What are Emotional Intelligence issues associated with the telework environment?
- RQ 2. What are the unique characteristics of the Army's telework environment?
- RQ 3. What Emotional Intelligence skills should the Army develop in its workforce to influence collaborative innovation in the telework environment?

Through the literature review process, the researcher demonstrated a correlation between employee well-being, their leaders' EI behaviors, and potential issues affecting telecommuters' private life. Through the analysis phase, the researcher identified four themes from the literature review to catalog and analyze the data in answering the research questions. The themes were:

1. Policies and regulations that enable or limit telecommuting effectiveness.
2. Teaching Emotional Intelligence and its effects on individuals and their organizations
3. Work-life balance and its impact on telecommuters
4. Practicing empathy and its effects on telecommuters

This chapter addresses the answer to the research questions in the context of the analysis themes. The researcher provides recommendations for further research and for employers to improve their relationships with telecommuting employees. While the answer to the research questions did not give a definite solution to the EI and telework issues, the researcher's answers could help leaders heighten their awareness of the telecommuters' circumstances and those interacting with them.

CONCLUSIONS

The literature and data analysis review revealed a correlation between Emotional Intelligence (EI), productivity, and employee fulfillment. It also revealed that managers' involvement is essential for the employees' well-being. The findings support the researcher's premise that EI development leads to improved collaborative innovation.

Regarding research question one, "What are the EI issues associated with the telework environment?" While the researcher identified literature addressing EI competencies as performance optimizers, the researcher did not find literature identifying specific EI skills linked to optimum telework performance.

However, the researcher found empirical evidence supporting that remote work is not for anyone otherwise eligible for telework (Mullins, Scutelnicu, & Charbonneau, 2022; Shirmohammadi, Wee, & Beigi, 2022). While working in isolation is not a performance issue for telecommuters, remote work conditions increase the likelihood of engaging in counterproductive behaviors (Nemțeanu, Dabija, & Stanca, 2021). Thus, those who need constant and direct supervision due to focusing and self-regulation issues should not telecommute. The common themes in the literature are recommendations for management

involvement and recurrent assessments of the dynamics associated with their employees' remote work conditions and well-being before allowing Telework for a specified amount of time (Shirmohammadi, Wee, & Beigi, 2022; Rainey GEN, 2022).

Regarding research question two, "What are the unique characteristics of the Army's telework environment?" the researcher did not find information regarding special or unique characteristics of the Army's telework environment. However, the literature revealed that working in remote settings is linked to higher job-related stress, anxiety, and work-life balance issues than working in an office setting (Scherer, 2022). Also, the researcher found that those with high EI competencies are more engaged at work, satisfied with their work-life balance, and more productive than those with underdeveloped EI skills. (Scherer, 2022; Miglioretti, Gragnano, Margheritti, & Picco, 2021; Mullins, Scutelnicu, & Charbonneau, 2022; Rainero & Modarelli, 2021).

On research question three, "What EI skills should the Army develop in its workforce to influence collaborative innovation in the telework environment?" the researcher found that comprehensive EI development, rather than specific EI skills, is beneficial for telecommuters and their supervisors. The literature also emphasized that teaching applied EI or resiliency training improves personal awareness, self-regulation, and interpersonal skills.

The researcher found that self-regulation factors and work environment are effective predictors of employee productivity and that the Army offers Master Resiliency Training (MRT) to develop and improve EI, employee relations, coaching, and conflict management skills (AR 350-53, 2014). The research revealed that leader behavior affects relationships with subordinates, especially in virtual environments. Specifically, self-awareness, self-regulation,

understanding the behavior and reactions of others, and learning to deal with daily events from the proper mindset are achievable through learning and practicing resilience skills (MRT Skills Overview, 2014). For example, empathy, one of the 14 skills that can be learned and improved through resiliency training, strengthens the employer-employee relationship.

Evidence shows that allowing employees to choose their job location leads to positive outcomes (Morganson, Major, Oborn, Verive, & Heelan, 2010). Ergo, a well-managed telecommuting program benefits themselves and the organizations beyond positively affecting job satisfaction and well-being. For example, while telecommuters save on commuting costs, employers save on utilities, reducing infrastructure requirements and having creative ways to hire and retain talent from any geographical location.

The hybrid model is effectively the work arrangement intended in the Telecommuter Work Act of 2010 and the one the United States uses in describing telework within the government. Ergo, law, and policy at the highest levels of government are not an issue for organizations to institute creative and viable telecommuting telework programs. Within the Department of the Army, at least one major command is using a centralized planning approach with a decentralized execution model in outlining processes and procedures for managing telework and remote work programs in its subordinate commands and directorates. The policy effectively mandates applying resiliency techniques when instructing supervisors to consider employee well-being, commuting considerations, and the need for social interaction in assessing and approving telework and remote work requests (Rainey GEN, 2022).

The command approach is working, and at least one of the subordinate units is taking advantage of the allowed flexibilities and is experimenting with a pilot program that enables employees to choose when to telecommute. The subordinate command reports success with its

flexible telecommuting work model, innovation, collaboration, and collaborative idea generation. Furthermore, the subordinate command is hopeful that the future of work initiative will also positively affect recruiting and retention challenges (Summey, 2022).

The Army has means and programs to train its workforce in EI skills. Being a certified MRT instructor, the researcher compared the Army's Attribute Talent Framework (ATF), MRT, and EI Skills. The comparison revealed a correlation between the ATF's 195 Knowledge, Skills, and Behaviors (KSBs), the six Army Master Resiliency Training (MRT) competencies, and the four applied EI Skills, as presented in Appendix D.

RECOMMENDATIONS

Positive consequences of the COVID-19 pandemic are the indisputable realization that work is what one does, regardless of geographical location, and that remote and hybrid work solutions enable employers to manage by results rather than presence. However, telework is not for everyone, and employers ought to have checks and balances to ensure that employees are emotionally fit to handle the rigors of remote work.

With applied EI and resilience skills, hybrid work arrangements are viable methods to assist employees in reaching job satisfaction and maintaining a healthy work-life balance. Proactive management that includes applied EI and resilience skills would likely ensure telecommuters feel included, appreciated, and empowered to maximize their productivity.

The researcher offers the following recommendations as a roadmap for telecommuters' excellence:

1. Centralized policies with decentralized execution- Telework policies that include qualification criteria, approving authority, standards of conduct, performance standards, logistical support, and training standards will go a long way to enable supervisors to manage their employees within the established parameters. Supervisors have first-hand knowledge of their employees' situations, making them better suited than the executive management in making case-by-case authorizations, addressing performance and emotional issues, providing, or directing remedial training, and imposing restrictions and penalties.
2. Have the entire organization receive resiliency instruction. Resiliency instruction teaches individuals to deal with disappointments and to remain steadfast considering difficult situations, such as working in isolation. The training also enables individuals to identify and handle those who might be going through a difficult situation. The Army Regulation 350-53 directs senior commanders on Army installations to require their subordinate units to engage in the resilience program and to encourage the training for Army families. The regulation requires predominantly civilian employee organizations to have one resiliency instructor (MRT) for each 250 assigned personnel. The MRTs serve as the commander's "resilience and performance enhancement training subject matter expert and advisor" (AR 350-53, 2014, p. 8). Thus, organizations benefit by having trained MRT staff ready to bring matters to the management's attention before issues arise.
3. Implement and enforce best business practices such as keeping the cameras on during meetings whenever possible and practical- The camera-on suggestion presupposes that

employers have received resiliency instruction and that employers and teammates can readily identify troubling signs in their co-workers. Like in-person interaction, a standard practice of having the cameras on whenever communications enable supervisors and co-workers to gauge the telecommuter's well-being and address potentially troubling situations before escalating.

4. Communicate regularly with employees giving special attention to the employees' well-being. Besides regular business follow-ups, daily video teleconferences help supervisors gauge the employees' well-being, strengthen their relationships, and help make the telecommuters feel included and appreciated.
5. Incorporate employee suggestions and industry best practices to the maximum extent possible. For illustration purposes, the researcher offers the following suggestions derived from collegial exchanges on the topic:
 - a. Enabling wi-fi capabilities at the office conference rooms and then asking the on-site employees to come to team meetings with their laptop computers to provide telecommuters with the same level of interaction as those meeting at the office.
 - b. Another example is having the entire organization come to the office simultaneously at regular intervals to prompt social interaction and collaboration with members of other teams (e.g., in-office work for a whole work week every three months). Whenever the entire organization is at the office, management could also have all-hand meetings and prompt employees to participate in social gatherings, like luncheons, to celebrate promotions, retirements, graduations, and the like. The basic concept is to bring the entire organization together with some regularity to offset the remote workers' feelings of isolation and anxiety.

There are various opportunities for follow on research on telecommuting excellence. The researcher suggests a quantitative study comparing people who have received resiliency training against an untrained group to validate and measure the effectiveness of resiliency training within a segment of the workforce. The researcher also suggests a study on which traditional or emerging management theories are more applicable to managing hybrid workers. The researcher recommends a quantitative analysis of how management approaches affect hybrid organizations to help academia adjust the curriculum for future generations and prompt employers to modify and adapt to the new hybrid work paradigm systematically.

A third research opportunity is a study on the peculiarities of different generations working in a hybrid environment. Murray & Rutledge (2016) define generations as “cohorts born during a shared period” (p. 3). An intergenerational study would inform on best practices for dealing with remote workers of various age groups while making provisions to address the employees' well-being, productivity, and job satisfaction. Table 3 summarizes the areas for future research and provides suggestions for addressing these literature gaps.

Future Research	Suggestions
To understand the effects of resiliency training in the hybrid work environment	Mixed methods study with surveys and interviews to understand the adoption of resiliency techniques in hybrid work environments.
To understand the effects of different management practices and leadership styles in the hybrid work environment	Explore different classical leadership styles to understand the effects of the different types on job performance in hybrid environments.
To understand the effects of telecommuting in different generational groups	Mixed methods study with surveys and interviews to understand how traditionalists, baby boomers, Generation X, Millennials, and Cloud Generation employees are affected by hybrid work and how to manage them to ensure their well-being, maximum productivity, and job satisfaction.

TABLE 3. FUTURE RESEARCH AREAS ON REMOTE AND TELEWORK ENVIRONMENTS

Specific to the Army, the researcher suggests research on hybrid work relevant to the Army Acquisition Workforce. The Army Acquisition Workforce is a unique context within the Army because it includes Soldiers, Army civilians, and contractors routinely engaging in business interactions in national and international settings, working in diverse areas such as research and development, production, fielding, and operations support. A study of this kind within the Army Acquisition workforce would allow studying different applications of hybrid work with other constituents in diverse environments.

LIMITATIONS OF THE STUDY

This causal-comparative case study research method with narrative synthesis was limited to existing research and experiments, and the study did not generate new data. Through this study, the researcher analyzed published and unpublished articles, books, theses, and dissertations relevant to Emotional Intelligence, leadership, and telework interactions from accessible bodies of knowledge as of December 2022. Understanding that a narrative synthesis research method depends on the reviewer's skills and prejudices and that the result could provide biased results, the researcher actively sought divergent viewpoints on the research interest to maintain an unbiased study (Denyer & Tranfield, 2006). Weaknesses of the existing literature are potential inherent biases toward telework and the research parameters that could limit the generalization of the results.

The researcher found loose or implied EI terminology in addressing behavioral matters throughout the study. Thus, EI researchers should be independently knowledgeable of EI theory and language before attempting to find EI correlations to extrapolate and catalog their research.

Perhaps the most significant limitation of this study could be the implementation of the research recommendations because information flow, policy development, and policy are controlled by those with decision-making power within their organizations (Sarkesian, Williams, & Cimbala, 2013, p. 205).

SUMMARY

The hybrid work model is the new work paradigm within the United States and arguably in industrialized countries. The Federal Government acknowledges that Telecommuting is an enabler in fulfilling its responsibilities and an attractive recruiting and retention tool. From a policy perspective, the government provides maximum latitude to its agencies to modify internal policies and procedures depending on the agencies' specific requirements. At least one Army major command is using a centralized planning and decentralized execution model in outlining processes and procedures to use in managing the telework and remote program in its subordinate commands and directorates.

While telework is a practical, convenient, and popular work arrangement, employers ought to have checks and balances to ensure that employees are emotionally fit to handle the rigors of remote work. Proactive management that includes applied EI and resilience skills would ensure telecommuters feel included, appreciated, and empowered to maximize their productivity, regardless of work location. Resiliency training equips employees to handle the psychological rigors of working in isolation and improves interpersonal skills. With applied EI and resilience skills, hybrid work arrangements are viable methods to assist employees in reaching and maintaining the work-life balance.

The researcher anticipates that this research would benefit any public or private organization that allows telecommuting.

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APPENDIX A-DATA ANALYSIS RESEARCH THEMES

Source	Theme: Policies and regulations	Theme: Teaching Emotional Intelligence	Theme: Work-life balance	Theme: Practicing empathy
(2022). ACCMA STM News: Supervisor Talent Management		yes		
2021 Guide to Telework and Remote Work in the Federal Government, 2021	yes			
APA Dictionary of Psychology. (n.d.)		yes		
AR 350-53. (2014). Comprehensive Soldier and Family Fitness		yes		
AR 350-53: Comprehensive Soldier and Family Fitness (2014)		yes		
ARDEC Telework Policy. (2012, Aug 9)	yes			
Beck, A. G. (2022). Leadership Competencies in Emotional Intelligence and Leader-Follower Relationships				yes
Boruff BG, W. (2022, FEB 7). JPEO Armaments and Ammunition Return to Workplace Policy.	yes			
Boruff BG, W. M. (2022, May 13). Joint Program Executive Office Armaments and Ammunition (JPEO A&A) Return to Policy Update.	yes			
CCDC-AC Telework Addendum- Adding Secondary Telework Location. (2020, Jul 20)	yes			
CCDC-AC Telework Addendum- Adding Secondary Telework Location. (2020, Jul 20).	yes			
Cookson, C. S. (2016). The role of work-life balance programs in job satisfaction (Order No. 10000366).			yes	
Hassa. (2022, Jun 8). What is the Difference Between Remote and Hybrid Work?			yes	

Source	Theme: Policies and regulations	Theme: Teaching Emotional Intelligence	Theme: Work-life balance	Theme: Practicing empathy
HBR, Drucker, P., Drucker, P., Morgan Roberts, L., Goleman, D., & Ibarra, H. (2021). HBR's 10 Must Reads on Career Resilience (with Bonus Article 'Reawakening Your Passion for Work' By Richard E. Boyatzis, Annie McKee, and Daniel Goleman)		yes		
Hester, D. J. (2022, Sep 27). Extension of Maximum Telework Flexibilities	yes			
Jones, S., & Lamberti-Henquet, M. (2021). Inspirational Leadership: What is it and How to Get There?				yes
Kerfoot, K. M. (2010). Listening to See: The Key to Virtual Leadership.				yes
Master Resiliency Training Skills. (n.d.).		yes		
Moore, C. (2019, Jan 14). Resilience Training: How to Master Mental Toughness & Thrive.		yes		
Morganson et al. (2010). Comparing telework locations and traditional work arrangements: Differences in work-life balance support, job satisfaction, and inclusion.			yes	
MRT Skills Overview. (2014). US Army: Comprehensive Soldier and Family Fitness-MRT Resource Center.		yes		
O'Meara, S., & Cooper, G. (2022). Remote Workplace Culture: How to Bring Energy and Focus to Remote Teams.				yes
Rainey GEN, J. E. (2022, Nov 21). U.S. Futures Command Telework and Remote Work Policy.	yes			

Source	Theme: Policies and regulations	Theme: Teaching Emotional Intelligence	Theme: Work-life balance	Theme: Practicing empathy
Reim BG, J. T. (2022, Oct 31). Joint Program Executive Office Armaments and Ammunition (JPEO A&A) Return to Workplace Policy Update.	Yes			
Rosalski & Selyukh, A. (2022). The economics behind 'quiet quitting'- and what we should call it instead. In Planet Money: The economy explained.			yes	
Summey, E. (2022). The Future of Work-Living the Experiment.	yes			
TRADOC Regulation 600-18: US Army Training and Doctrine Command Telework Policy. (2021)	yes			
US Army Talent Management-Annual Report 2021-2022 (2022)		yes		
Vaynerchuk, G. (2021). Twelve and a Half: Leveraging the Emotional Ingredients Necessary for Business Success				yes

APPENDIX B-MODIFIED CASP CHECKLIST

Retrieved from <https://casp-uk.net/casp-tools-checklists/> and modified by the researcher to achieve meta-ethnographic synthesis.

Source	Is the information relevant to the Research Questions?	Is the information recent?	Is the information of interest to the researcher?	Is the information critical for answering the research questions?	Is information translatable across the studies to create third-order constructs across studies?	Are specifics described in detail?	Will the results help locally?
	Score	Score	Yes/No	Score	Score	Score	Score
(2022). ACCMA STM News: Supervisor Talent Management	1	1	yes	1	1	1	1
2021 Guide to Telework and Remote Work in the Federal Government, 2021	1	1	yes	1	1	1	1
APA Dictionary of Psychology. (n.d.)	1	1	yes	1	1	1	1
AR 350-53. (2014). Comprehensive Soldier and Family Fitness	1	2	yes	1	1	1	1
AR 350-53: Comprehensive Soldier and Family Fitness (2014)	1	2	yes	1	2	1	1
ARDEC Telework Policy. (2012, Aug 9)	1	2	yes	1	1	1	1
Beck, A. G. (2022). Leadership Competencies in Emotional Intelligence and Leader-Follower Relationships	1	1	yes	1	1	1	1

Source	Is the information relevant to the Research Questions?	Is the information recent?	Is the information of interest to the researcher?	Is the information critical for answering the research questions?	Is information translatable across the studies to create third-order constructs across studies?	Are specifics described in detail?	Will the results help locally?
	Score	Score	Yes/No	Score	Score	Score	Score
Boruff BG, W. (2022, FEB 7). JPEO Armaments and Ammunition Return to Workplace Policy.	1	1	yes	1	1	1	1
Boruff BG, W. M. (2022, May 13). Joint Program Executive Office Armaments and Ammunition (JPEO A&A) Return to Policy Update.	1	1	yes	1	1	1	1
CCDC-AC Telework Addendum-Adding Secondary Telework Location. (2020, Jul 20)	1	1	yes	1	1	1	1
CCDC-AC Telework Addendum-Adding Secondary Telework Location. (2020, Jul 20).	1	1	yes	1	1	1	1
Cookson, C. S. (2016). The role of work-life balance programs in job satisfaction (Order No. 10000366).	1	2	yes	1	1	1	1
Hassa. (2022, Jun 8). What is the Difference Between Remote and Hybrid Work?	1	1	yes	1	1	1	1

Source	Is the information relevant to the Research Questions?	Is the information recent?	Is the information of interest to the researcher?	Is the information critical for answering the research questions?	Is information translatable across the studies to create third-order constructs across studies?	Are specifics described in detail?	Will the results help locally?
	Score	Score	Yes/No	Score	Score	Score	Score
HBR, Drucker, P., Drucker, P., Morgan Roberts, L., Goleman, D., & Ibarra, H. (2021). HBR's 10 Must Reads on Career Resilience (with Bonus Article 'Reawakening Your Passion for Work' By Richard E. Boyatzis, Annie McKee, and Daniel Goleman)	1	1	yes	1	1	1	1
Hester, D. J. (2022, Sep 27). Extension of Maximum Telework Flexibilities	1	1	yes	1	1	1	1
Jones, S., & Lamberti-Henquet, M. (2021). Inspirational Leadership: What is it and How to Get There?	1	1	yes	2	1	1	1
Kerfoot, K. M. (2010). Listening to See: The Key to Virtual Leadership.	1	2	yes	2	1	1	1
Master Resiliency Training Skills. (n.d).	1	2	yes	1	1	1	1
Moore, C. (2019, Jan 14). Resilience Training: How to Master Mental Toughness & Thrive.	1	2	yes	1	1	1	1
Morganson et al. (2010). Comparing telework locations and traditional work arrangements: Differences in work-life	1	2	yes	1	1	1	1

Source	Is the information relevant to the Research Questions?	Is the information recent?	Is the information of interest to the researcher?	Is the information critical for answering the research questions?	Is information translatable across the studies to create third-order constructs across studies?	Are specifics described in detail?	Will the results help locally?
	Score	Score	Yes/No	Score	Score	Score	Score
balance support, job satisfaction, and inclusion.							
MRT Skills Overview. (2014). US Army: Comprehensive Soldier and Family Fitness-MRT Resource Center.	1	2	yes	1	1	1	1
O'Meara, S., & Cooper, G. (2022). Remote Workplace Culture: How to Bring Energy and Focus to Remote Teams.	1	1	yes	1	1	1	1
Rainey GEN, J. E. (2022, Nov 21). U.S. Futures Command Telework and Remote Work Policy.	1	1	Yes	1	1	1	1
Reim BG, J. T. (2022, Oct 31). Joint Program Executive Office Armaments and Ammunition (JPEO A&A) Return to Workplace Policy Update.	1	1	yes	1	2	1	1

Source	Is the information relevant to the Research Questions?	Is the information recent?	Is the information of interest to the researcher?	Is the information critical for answering the research questions?	Is information translatable across the studies to create third-order constructs across studies?	Are specifics described in detail?	Will the results help locally?
	Score	Score	Yes/No	Score	Score	Score	Score
Rosalski & Selyukh, A. (2022). The economics behind 'quiet quitting'-and what we should call it instead. In Planet Money: The economy explained.	1	1	yes	2	1	1	1
Summey, E. (2022). The Future of Work-Living the Experiment.	1	1	yes	1	1	1	1
TRADOC Regulation 600-18: US Army Training and Doctrine Command Telework Policy. (2021)	1	1	yes	1	1	1	1
US Army Talent Management-Annual Report 2021-2022 (2022)	1	1	yes	1	1	2	1
Vaynerchuk, G. (2021). Twelve and a Half: Leveraging the Emotional Ingredients Necessary for Business Success	1	1	yes	1	1	1	1

APPENDIX C- MASTER RESILIENCY TRAINING (MRT) SKILLS

MRT Skills explained	
Skill	Definition
Goal Setting	Identify, plan for, and commit to pursuing a goal that results in more optimal performance, sustained motivation, and increased effort.
Hunt the Good Stuff	Hunt the Good Stuff to counter the Negativity Bias, create positive emotion, and notice and analyze what is good.
ATC (Activating Event, though, Consequence)	Identify your Thoughts about an Activating Event and the Consequences of those Thoughts.
Energy Management	Take control of your physical state, focus on the present moment, and perform more optimally.
Avoid Thinking Traps	Identify and correct counterproductive patterns in thinking through the use of Mental Cues and Critical Questions.
Detect Icebergs	Identify and evaluate core beliefs and core values that fuel out-of-proportion emotions and reactions.
Problem-Solving	Accurately identify what caused the problem and identify solution strategies.
Put it in perspective	Stop catastrophic thinking, reduce anxiety, and improve problem-solving by identifying the Worst, Best, and Most Likely outcomes of a situation.
Mental Games	Change the focus away from counterproductive thinking to enable greater concentration and focus on the task.
Real-Time Resilience	Shut down counterproductive thinking to enable greater concentration and focus on the task.
Identify Character Strengths in Self and Others	Identify Character Strengths in yourself and others to build on the best of yourself and others.
Character Strengths: Challenges and Leadership	Use Character Strengths in yourself and others to overcome challenges, increase team effectiveness and strengthen your leadership.
Assertive Communications	Communicate clearly and with respect, especially during a conflict or challenge. Use the IDEAL Model to communicate confidently, clearly and Controlled manner.
Effective Praise and Active Constructive Responding	Praise to build mastery and winning streaks. Respond to others with genuine, active, and constructive interest to build strong relationships.

MRT Skills Overview (2014)

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APPENDIX D- Correlation Between the ATAF, MRT Competencies, and Applied EI Skills

Army Talent Attribute Framework (ATAF) Domains	ATAF Talents	ATAF Knowledge, skills, behaviors (KSBs)	Applied MRT competencies (self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths)	Applied Emotional Intelligence Skills (identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationships)
Cognitive	Attention Control	Attentiveness	Self-Awareness	Identifying and regulating one's emotions
Cognitive	Attention Control	Focus	Self-Regulation	Identifying and regulating one's emotions
Cognitive	Attention Control	Problem Sensitivity	Self-awareness	Identifying and regulating one's emotions
Cognitive	Creativity	Cognitive Flexibility	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Creativity	Creative Problem Solving and Innovation	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Decision Making	Decision Making	character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Decision Making	Mental Agility	Self-Awareness; Self-Regulation; mental agility; optimism	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Decision Making	Sound Judgement	character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	General Cognitive Ability	General Cognitive Aptitude	Self-Awareness; Self-Regulation; mental agility; optimism	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	General Cognitive Ability	Information Ordering	Self-Regulation	Identifying and regulating one's emotions
Cognitive	General Cognitive Ability	Memory	Self-Awareness	Identifying and regulating one's emotions

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Cognitive	General Cognitive Ability	Multi-Tasking	Self-Regulation	Identifying and regulating one's emotions
Cognitive	General Cognitive Ability	Perceptive	Self-Awareness	Identifying and regulating one's emotions
Cognitive	General Cognitive Ability	Process Information and Data	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	General Cognitive Ability	Spatially Intelligent	Self-Awareness	Identifying and regulating one's emotions
Cognitive	Meta Cognition	Analyzes and Organizes Information to Create Knowledge	Self-Regulation; mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Meta Cognition	Awareness of Cognitive Biases	Self-Awareness	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Meta Cognition	Reflective Thinking	Self-Awareness	Identifying and regulating one's emotions
Cognitive	Perceptual Speed and Accuracy	Pattern Recognition	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Perceptual Speed and Accuracy	Perceptual Speed and Accuracy	Mental agility	Identifying and regulating one's emotions
Cognitive	Perceptual Speed and Accuracy	Response Orientation	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Problem-Solving	Problem Solver	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Cognitive	Problem-Solving	Structured Problem Solving	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Problem-Solving	Troubleshooting	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Problem-Solving	Unstructured Problem Solving	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Reasoning	Active Learning	Self-Awareness	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Reasoning	Analytical Thinking	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Reasoning	Analyze data or information	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Reasoning	Assessing and Mitigating Harm	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Reasoning	Critical Thinking	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Reasoning	Interdisciplinary Reasoning	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Cognitive	Reasoning	Quantitative Reasoning	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Reasoning	Verbal Reasoning	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Situational Awareness	Situational Awareness	Self-Awareness	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Spatial Ability	Spatial Orientation	Self-Awareness	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Spatial Ability	Spatial Visualization	Self-Awareness	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Systems Thinking	Strategic Thinking	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Cognitive	Systems Thinking	Systems Thinking	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Agreeableness	Affiliation	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Agreeableness	Consideration	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Disposition	Agreeableness	Cooperation	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Agreeableness	Humility	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Agreeableness	Selflessness	character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Conscientiousness	Achievement Orientation	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Conscientiousness	Dependability	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Conscientiousness	Detail-focus & Precise	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Conscientiousness	Discipline	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Conscientiousness	Introspective	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Conscientiousness	Non-Delinquency	character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Conscientiousness	Orderliness	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Conscientiousness	Persistence	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Conscientiousness	Prudent Risk-Taker	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,

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Disposition	Conscientiousness	Self-Management	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Conscientiousness	Virtue	character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Emotional Stability	Adjustment	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Emotional Stability	Emotional Control	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Emotional Stability	Even-Tempered	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Emotional Stability	Hostility to Authority	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Emotional Stability	Machiavelism	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Emotional Stability	Optimism	optimism	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Emotional Stability	Resilience	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Emotional Stability	Self-Control	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Disposition	Empathy	Empathy	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Extraversion	Assertiveness	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Extraversion	Attention Seeking	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Extraversion	Enthusiasm	optimism	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Extraversion	Initiative	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Extraversion	Sociability	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Interests	Artistic Interests	Self-Awareness	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Interests	Conventional Interests	Self-Awareness	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Interests	Enterprising Interests	connections	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Interests	Interest in Leadership	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Interests	Investigative Interests	Mental agility	identifying and regulating one's emotions, recognizing others' emotions,

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Disposition	Interests	Realistic Interests	Mental agility	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Interests	Social Interests	connections	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Military-Specific	Army Self-Efficiency	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Military-Specific	Army Values	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Military-Specific	Commitment to Serve	character strengths	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Military-Specific	Military and Professional Bearing	character strengths	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Military-Specific	Warrior Ethos/Service Ethos	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Motives	Autonomy	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Motives	Learning Orientation	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Motives	Locus of Control	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Motives	Self-efficiency	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Openness to Experience	Curiosity	mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Disposition	Openness to Experience	Innovative	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Openness to Experience	Intellectual Efficiency	Mental agility	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Disposition	Openness to Experience	Tolerance	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Openness to Experience	Tolerance for Ambiguity	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Openness to Experience	Adaptability	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Disposition	Stress Tolerance	Stress Tolerance	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Physical	General Fitness	Body-kinesthetic	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Physical	General Fitness	Health and Fitness Orientation	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Physical	General Fitness	Physical Endurance	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Physical	General Fitness	Physical Strength	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Physical	General Fitness	Physically Fit	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Physical	General Fitness	Swimming	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Physical	Psychomotor Ability	Balance	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,

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Physical	Psychomotor Ability	Control-Precision	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Physical	Psychomotor Ability	Coordination	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Physical	Psychomotor Ability	Reaction Time	Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions,
Communication	Active Listening	Active Listening	Self-Regulation; connection; mental agility	identifying and regulating one's emotions, recognizing others' emotions,
Communication	General Communication	Communication Ability	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Communication	General Communication	Communicator	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Communication	General Communication	Encourages Discourse	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Communication	General Communication	Intercultural Communication	connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Communication	General Communication	Language Learning Ability	connections; Self-Regulation	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Communication	Oral Communication	Oral and non-verbal comprehension	Self-Regulation; mental agility; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Communication	Oral Communication	Oral Communication Skill	Self-Regulation; mental agility; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Communication	Written Communication	Reading Comprehension	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Communication	Written Communication	Written Communication	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Cultural Awareness	Cross-culturally fluent	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Cultural Awareness	cultural awareness	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Cultural Awareness	Cultural/interpersonal adaptability	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Cultural Awareness	Maintains Relevant Geopolitical Awareness	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Social Skills	Interpersonal Relationships Building	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Social Skills	Interpersonal Tact	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Social Skills	Perspective Taking	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Interpersonal	Social Skills	Social Perceptiveness	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Teamwork	Conflict Management	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Teamwork	Cooperation/Teamwork	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Teamwork	Coordination	Self-Regulation; mental ability; connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Teamwork	Fosters Teamwork, Cohesion, Cooperation, Loyalty, and Esprit de Corps	Self-Regulation; mental ability; connections; character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Teamwork	Team Building	Self-Regulation; mental ability; connections; character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Teamwork	Team Development	Self-Regulation; mental ability; connections; character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Teamwork	Team Orientation	Self-Regulation; mental ability; connections; character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Interpersonal	Teamwork	Team Planning	Self-Regulation; mental ability; connections; character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Interpersonal	Teamwork	Coordinating Multiple Groups	Self-Regulation; mental ability; connections; character strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Leadership	Consensus Building	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Leadership	Encourage subordinates to exercise initiative, accept responsibility and take ownership	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Leadership	Improves the organization	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Leadership	Inspirational Leader	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Leadership	Leads by Example	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Leadership	Motivating Others	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Leadership	Organizational Perspective	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Leadership	Peer Leadership	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Leadership and management	Leadership	Shared Leadership	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Management	Delegating	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Management	Project Management	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Management	Resource Management	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Management	Task Planning and Management	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Management	Time Management	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Performance Management	Encourage Fairness and inclusiveness	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Performance Management	Enforce Standards	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Performance Management	Monitoring	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Leadership and management	Performance Management	Providing Feedback	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Performance Management	Improves unit performance	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Performance Management	Recognizes and Rewards Good Performance	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Sustain Climate and Morale	Balances Mission and Welfare of Followers	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Sustain Climate and Morale	Sustains a Climate of Trust	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Sustain Climate and Morale	Warrior Ethos	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Training and Developing others	Assesses the Developmental Needs of Others	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Training and Developing others	Mentoring	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Training and Developing others	Creates a Learning Environment	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

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Leadership and management	Training and Developing others	Instructing	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Leadership and management	Training and Developing others	Training and Developing Others	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Budget and Finance	Financial Management	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Advanced Computer Skills	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Basic Computer Skills	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Software Development	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Web Development	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Cyber Knowledge	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Information and System Security	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

Army Talent Attribute Framework (ATAF) Domains	ATAF Talents	ATAF Knowledge, skills, behaviors (KSBs)	Applied MRT competencies (self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths)	Applied Emotional Intelligence Skills (identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationships)
Expertise and Personal Competency	IT Programs and Systems	Systems Architecture and Engineering	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Data Science	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Database Programming and Engineering	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Innovating Technology	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Knowledge Management	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	IT Programs and Systems	Technologically Adept	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Math and Science	Advanced Mathematics	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Math and Science	Basic Mathematics	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Math and Science	General Science	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

Army Talent Attribute Framework (ATAF) Domains	ATAF Talents	ATAF Knowledge, skills, behaviors (KSBs)	Applied MRT competencies (self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths)	Applied Emotional Intelligence Skills (identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationships)
Expertise and Personal Competency	Math and Science	Mathematical Reasoning	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Math and Science	Mathematics Knowledge	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Math and Science	Science Methods	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Mechanical and Electrical	Auto and Shop Information	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Mechanical and Electrical	Basic Electronics Knowledge	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Mechanical and Electrical	Basic Mechanical Knowledge	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Mechanical and Electrical	Inspecting Equipment, Objects, Structures, or Materials	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Mechanical and Electrical	Machine/Equipment Installation	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Mechanical and Electrical	Mechanical Comprehension	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

Army Talent Attribute Framework (ATAF) Domains	ATAF Talents	ATAF Knowledge, skills, behaviors (KSBs)	Applied MRT competencies (self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths)	Applied Emotional Intelligence Skills (identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationships)
Expertise and Personal Competency	Mechanical and Electrical	Mechanically and Technologically Savvy	self-awareness; self-regulation; mental agility; optimism; and connections	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Multi-Domain Collaboration	Interdisciplinary	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Multi-Domain Collaboration	Joint, Interagency, Intergovernmental, and Multinational (JIIM) perspective	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Multi-Domain Collaboration	Working in Multidisciplinary Contexts	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Multi-Domain Collaboration	Working with the Public	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Safety and Compliance	Evaluating Compliance	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Safety and Compliance	Process-Disciplined	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Safety and Compliance	Quality Control Analysis	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Safety and Compliance	Safety Compliance	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

Army Talent Attribute Framework (ATAF) Domains	ATAF Talents	ATAF Knowledge, skills, behaviors (KSBs)	Applied MRT competencies (self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths)	Applied Emotional Intelligence Skills (identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationships)
Expertise and Personal Competency	Tactical/Technical Competence	Knowledge of Combined Arms Operations	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Tactical/Technical Competence	Knowledge of Processes and Procedures	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Tactical/Technical Competence	Knowledge of System Inter-Relations	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Tactical/Technical Competence	MOS/Branch-Specific Knowledge and Skills	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Tactical/Technical Competence	Functional Area/Occupation-Specific knowledge and skill	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Tactical/Technical Competence	Proficiency with Mission Systems	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Tactical/Technical Competence	Soldier Common Task Knowledge and Skill	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship
Expertise and Personal Competency	Tactical/Technical Competence	Specialized Experience	self-awareness; self-regulation; mental agility; optimism; connections; and character Strengths	identifying and regulating one's emotions, recognizing others' emotions, being emphatic, and using these skills in building relationship

ACRONYMS AND ABBREVIATIONS

ACCMA	Army Civilian Career Management Activity
APA	American Psychological Association
AR	Army Regulation
ARDEC	Armaments Research, Development, and Engineering Center
ATAF	Army Talent Attribute Framework
CASP	Critical Appraisal Skills Programme
CCDC-AC	Combat Capabilities Development Command-Armaments Center
DE&I	Diversity, Equity, and Inclusion
DEVCOM	Developmental Command
DoD	Department of Defense
EI	Emotional Intelligence
FY	Fiscal Year
IHHP	Institute for Health and Human Potential
JPEO A&A	Joint Program Executive Office for Armaments and Ammunition
KSV	Knowledge, Skills, and Behaviors
MRT	Master Resiliency Training or Trainer
PRISMA	Preferred Reporting Item for Systematic Reviews and Meta-Analysis
SSCF	Senior Service College Fellowship
STM	Supervisor Talent Management
WLB	Work-Life Balance