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AIR UNIVERSITY

WEIGHTING THE DECISIVE OPERATION

UPDATING ARMY LEADERSHIP DOCTRINE AND TRAINING TO MEET THE NEEDS OF OUR SOLDIERS AND DELIVER DECISIVE VICTORY

by

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Biography

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Abstract

The contemporary operating environment (COE) requires the U.S. Army to fulfill more roles and assume more missions than ever before. While strategists may disagree over the preeminence of one threat over another, they can find common ground in describing the COE as volatile, uncertain, complex, and increasingly urbanized. The U.S. Army has successfully exploited technology to maintain battlefield superiority in the past, but the full spectrum of operations requires greater human interaction and a willingness to sacrifice the safety afforded by weapon range standoff in order to develop and sustain necessary relationships with the plethora of actors (non-military and military) operating within the COE. Given this “softer” dimension of the battlefield, the Army would be well advised to ensure its leaders are equipped with the proper interpersonal skills required for success.

This paper argues that Army leadership doctrine, training, and development are failing to adequately keep pace with the demands of an increasingly diverse and socially complex Army expected to fulfill such a diverse mission set. To close this gap it suggests the inclusion of an emotional intelligence (EI) component within Army leadership development training, emphasized through sufficient forcing functions. Emotional intelligence is defined and described, along with a brief overview of the scientific evidence supporting it. Existing Army leadership doctrine is then reviewed to ascertain that the Army is actually seeking emotionally intelligent leaders, but failing to specifically acknowledge it and modify its leadership training accordingly. Meanwhile, the paper highlights several “grass root” efforts, ongoing across the Army, to cultivate EI. Finally, the author provides six recommendations to serve as forcing functions for the implementation of an EI component within the Army’s approach to leadership development and training.

Introduction

The young rifle company commander has a pit in his stomach. As he enters the comfortable confines of the powerful sheik's home, leaving his Soldiers outside in the searing heat, he knows the future stability of his unit's area of operations lies at stake. In a calculated, pre-emptive display of trust, he has removed all of his body armor and carries no weapons into the home. The preceding seven months have been fraught with danger, bloodshed, and frustration. He is sure the sheik is complicit in the death of at least two of his Soldiers. However, he also knows the sheik and the thousands of tribal members loyal to him are tiring of the foreign, extremist insurgents who've wrought havoc in their once peaceful rural region of central Iraq. The officer is not too hardened by combat to feel empathy for their struggle of survival. The sheik called for the meeting – he wants to form an alliance with the commander. Prior to departing his base for the meeting the captain had to suppress his own distrust of the sheik and his anger over the loss of his men, as well as that of his platoon leaders and platoon sergeants. He convinces his Soldiers through a passionate, impromptu speech to put aside their thirst for revenge and realize the opportunity in front of them. Initially, the atmosphere in the sheik's house is tense and talk is scarce. The captain decides to tell a joke and lighten the mood in the room. He has no way to tell if it survives the translation, but it puts a warm smile on the face of the sheik and his tribal elders. They begin to talk. Observing their non-verbal language and facial expressions, the captain concludes their intentions are sincere and ultimately commits to the alliance. Progress is made in central Iraq.

Nine months later the captain is back home and half way into a second company command, a headquarters company. A much larger multi-functional unit with Soldiers from two dozen distinct Military Occupational Skill codes, the commander often feels he is "herding cats"

and that unit identity is lacking. His skills as an infantryman are not required in this command, but his leadership is in extremely high demand. In particular, the captain begins to place a premium on the value of relationships. With much of his unit assigned to the battalion headquarters staff, he walks into the battalion headquarters every day and visits his Soldiers in their respective sections. The commander has gotten to the point where he can instantly tell if one of his Soldiers is not acting like himself. Engaging his Soldiers one-on-one, he has identified and helped solve a lot of problems before they compound. The problems vary of scope and importance. He uses a mix of humor and gentle scolding to shame two staff captains, peers, into conducting physical training with their Soldiers. The commander convinces the battalion command sergeant major to “back off” the intelligence section sergeant for a few days while he attends to a relationship issue with his wife. The sergeant is a high performer and the captain knows his recent downturn in performance is an aberration. Later, he withholds his own frustration with the medical platoon leader’s gross inability to plan and lead training, instead mentoring him several hours each week until he improves. According to a recent command climate survey, morale in the company is exceedingly high. Soldiers of all ranks overwhelmingly agree with the statement “my leadership has my best interests in mind.”

These two stories have a common thread. Both in combat and a garrison environment, the young Army commander relied heavily on his emotional intelligence (EI) to assess situations and the people in them, exercised self-control of his own emotions, and found “a connection with others,” allowing him to optimize mission performance. Emotional intelligence is defined as “an ability to recognize the meanings of emotions and their relationships and problem solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotion, assimilate emotion-related feelings, understand the information of those emotions and manage them.”¹

Given this definition and the scientific research-proven benefit of an EI approach within the workplace (which we will cover in the following sections of this paper), EI merits inclusion within any leader development program, especially that of the United States Army.

Mastering control and self-awareness of one's emotions, along with accurately perceiving and responding to the emotions of others, is an essential skill for any leader seeking to optimize organizational performance. For the Army, EI presents an enormous opportunity to overhaul and improve its development of leaders. However, Army leadership doctrine, training, and development are failing to adequately keep pace with the demands of an increasingly diverse and socially complex Army expected to accomplish more tasks in an operational environment than ever before.

Thesis

The inclusion of an emotional intelligence component within Army leadership development doctrine and training, emphasized through sufficient forcing functions, can improve Army leadership practice and application in both garrison and operational environments.

Where did EI come from?

The concept of emotional intelligence has generated significant mainstream culture attention and, consequently, invigorated discussion within academic and business leadership circles alike the past twenty years. The 1995 bestseller *Emotional Intelligence* by Dr. Daniel Goleman clearly stimulated public discussion of EI. However, the research and publication of works seeking to describe, define, measure, and assess the social intelligence components of cognitive intelligence dates as far back as 1920.² A significant evolution in the field occurred in 1983 with the publication of *Frames of Mind: The Theory of Multiple Intelligences* by Dr. Howard Gardner. Gardner's research concluded there are seven (and later eight) different sets of

human intelligence, including interpersonal (the ability to read other people's moods, motivations, and other mental states) and intrapersonal (the ability to assess one's own feelings and to draw on them to guide behavior). Together, interpersonal and intrapersonal intelligence are considered the foundation of emotional intelligence.³ Gardner posits all humans possess each of these intelligences and that no two humans have the same intelligence profile.⁴ In other words, the composite intelligence of every human being is a unique mosaic of eight different sub-intelligences, some more dominant than others, but each impacted by our background and experiences. Recognition of the existence of emotional intelligence and other aspects of intelligence was a significant departure from previous conventional thought of a single general intelligence, or an individual's intelligence quotient, popularly known as IQ. The study of intelligence had been drastically expanded, presenting an enormous opportunity to develop new techniques for education, training, and the optimization of human performance.

At the nexus to understanding EI and becoming an emotionally intelligent leader are its four dynamically related sub-domains: self-awareness, self-management, social awareness, and relationship management, with 19 supporting competencies (fig. 1). Although every person will have particular strengths and weaknesses within these domains, they form the essential ingredients of EI and it is the interaction of their whole which allows a leader to successfully leverage EI within their organization. Self-awareness is regarded as the cornerstone of EI upon which the other domains rest.⁵ An effective leader must be able to recognize their own emotions and manage them, as well as understand their impact on others. The leader able to recognize his emotions, understand the cause of each, and then do something constructive with them is both self-aware and able to self-manage.⁶ Social awareness involves being attuned to the feelings of others within a given situation, enabling a leader to select the appropriate action within the

situational context. It also facilitates the bonding of the leader to his group.⁷ Finally, successful relationship management is an outcome from the successful navigation of the other three domains. Emotional self-awareness, self-management, and social awareness facilitate a leader's ability to inspire, influence, develop others, and serve as a change catalyst within the cohesive team they form.⁸ Research has determined that a leader does not have to be strong in each of the 19 competencies to be effective. In fact, studied highly effective leaders typically exhibit strength in approximately six of the competencies, but at least one of those competences is from each of the four domains.⁹ This should give hope to every leader seeking improvement. Mastery of EI is neither required for success as a leader, nor is it realistic. Rather, a sincere effort to accent one's strengths and improve identified weakness within the four domains of EI will improve a leader's performance and the overall performance of their organization.



Figure 1. Emotional Intelligence domains and their supporting competencies

What is the science behind EI?

The recognized power and effects of emotional intelligence are great news for leaders because they provide a scientific basis and understanding of the inevitable fact a leader will impact the people he is charged with leading, for better or worse! The explanation can be found in the design of the human brain and the open-loop nature of the limbic system, known as the human emotion centers. Open-loop systems are dependent on external sources to manage themselves. Humans are dependent on their connections with others for their emotional stability.¹⁰ The scientific term for the open loop is “interpersonal limbic regulation,” whereby a person’s hormone levels, cardiovascular function, and sleep rhythm can be impacted by the actions, or even just the presence, of another.¹¹ A straightforward example of this is when one person is “madly” in love with another. However, this effect carries over into the workplace and beyond. Numerous studies of human interaction have concluded that people ultimately “catch” feelings from others, even if sitting in silence next to one another during a meeting. Verbal interaction, especially if emotionally charged, will expedite the attainment of those shared feelings.¹² Leaders have much to gain from this dynamic and the shaping of these emotions: they are typically the most visible people within an organization, usually talk more than others during meetings, and are also normally the first to voice their opinions on new topics.¹³ Most leaders are well aware of the pedestal they are on, but understanding and appreciating the powerful, scientifically proven effects their non-verbal actions and body language have on others is a critical first step when establishing a positive and productive organizational climate.

Emotional intelligence, and our ability to control and manipulate it, is formed and shaped from the outset of human development. In fact, the cultivation of EI during childhood and early adolescence has far reaching direct and indirect cognitive and social effects. Recent research

indicates EI is a better predictor of teenagers' future success than traditional cognitive intelligence and technical ability tests.¹⁴ While a child may do extraordinarily well in purely academic aspects of a curriculum, their "emotional development is decisive for their success in life."¹⁵ This does not negate the importance of a strong academic foundation for a child. In fact, it suggests successful manipulation of EI will actually negate obstacles to academic growth. EI grounded academic and development programs seek to connect positively associated emotions to learning outcomes while avoiding negatively associated emotions.¹⁶ Much like an organizational climate, a classroom with a positive learning environment stimulates excitement for continued learning, while a negative climate stifles academic enthusiasm and attaches negative attitudes towards the process of learning. In addition to facilitating learning, EI enables control of one's emotions, developing patience, and awareness of the causation of one's sensations, which are requisite life skills, regardless of one's intellectual ability and technical talents.¹⁷ EI both opens the door to increased learning of "hard skills" while providing us the "soft skills" to navigate life's less defined obstacles. This is a start point for a discussion about effective leadership. We cannot begin to truly maximize our leadership capacity unless we've acknowledged the importance of and sought to improve our own EI. If we understand ourselves, how we react to others and our environment, and how we are perceived by others, then we are prepared to expand the boundaries within which our subordinates operate and achieve success.

What are the leadership implications for EI?

The implications of the assessment, training and development of emotional intelligence skills within institutions of learning and the workplace are many and only now just beginning to be recognized. Large-scale research conducted in four different countries between 1996 and 2004 indicates a strong correlation between student performance at school and their scores on

tests designed to measure emotional intelligence. Further, it indicates EI tests are capable of predicting which students will perform well in school and those who might experience problems.¹⁸ Educators have been successful in designing and implementing curriculums designed to not only improve the EI skills of students, but utilize teaching methods geared to leverage the identified unique intelligence strengths of each student. In 2007 the US Air Force began to use an emotional intelligence assessment test to assess and identify candidates with the highest probability of graduating from its rigorous, two year-long para-rescue jumper training course, valued at \$250,000 per trainee. Candidates scoring high in five key EI qualities were discovered to have the best chance of completing the course. The Air Force determined it would save approximately \$190,000,000 through the reduction of trainee mismatches, improved selection of the right people for the training, and elimination of wasted slots in the course.¹⁹ Daniel Goleman's *Primal Leadership*, the follow-up to *Emotional Intelligence*, details hundreds of corporate case studies where EI has been successfully applied to save failing organizations, improve productivity, preserve human capital, and much more. The successful identification, assessment, and development of EI attributes across the full spectrum of organizations is the logical outcome of harnessing the full capability of the human brain and promises exciting outcomes within the field of leadership.

Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership*, is the Army's capstone leadership manual. The manual defines leadership and describes the foundations of Army leadership, Army leader desired attributes, core leader competencies, and concludes by addressing the roles and responsibilities of organizational leaders.²⁰ The heart of ADRP 6-22 is the Army Leadership Requirements Model (fig. 2), which links the leader attributes (what leaders should be and know) with the leader competencies (what leaders are required to do).²¹ In

other words, if an Army leader successfully demonstrates the desired attributes it will enable him to master the core competencies of Army leadership.

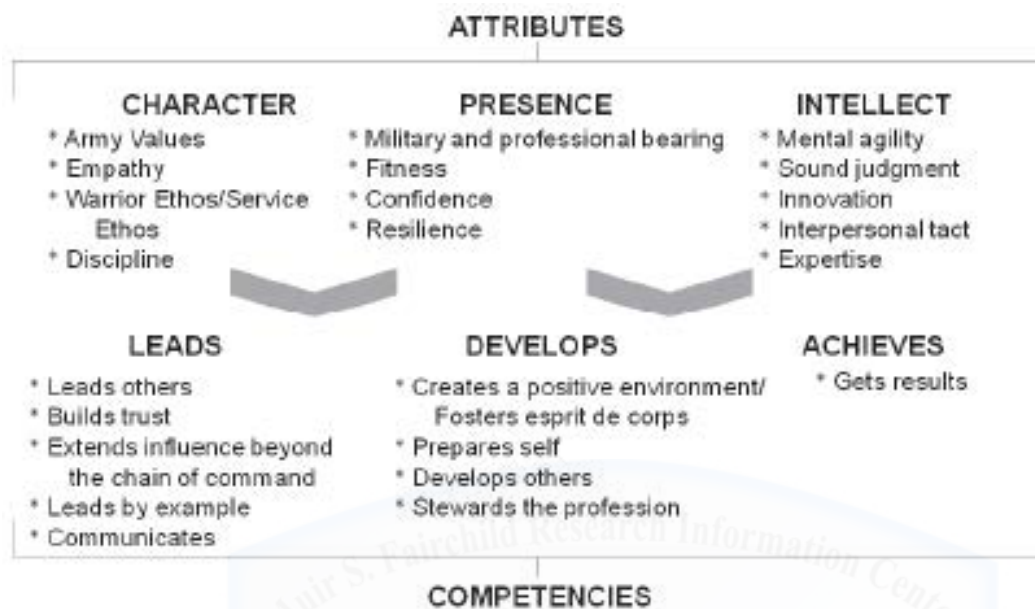


Figure 2. Army Leadership Requirements Model (ALRM)

The similarities between the Army leader attributes, Army leader competencies, and the 18 competencies which comprise the four emotional intelligence domains displayed in Figure 1 are incontrovertible. The EI sphere of personal competence describes 10 of the 13 Army leader attributes, with the correlations strongest within the domain of self-management. An effective self-manager lives the Army Values, demonstrates the Warrior Ethos, is disciplined, possesses military and professional bearing, is physically fit, has professional expertise, and is mentally agile. Correspondingly, a leader who is self-aware demonstrates the desired attributes of confidence, resilience, and sound judgment. Social competence, the other sphere of EI, more strongly aligns with the Army leader competencies (eight out of ten), particularly within the domain of relationship management. An effective relationship manager leads and develops others, builds trust, communicates, and creates a positive environment/fosters esprit de corps.

Subsequently, a socially aware leader extends influence beyond the chain of command, leads by example, and stewards the profession, but also possesses the Army leader attributes of empathy and interpersonal tact. Through the ALRM the Army is describing the type of leader it desires, using attributes and competencies as benchmarks. These benchmarks can be further arranged within the domains of self-awareness, self-management, social awareness, and relationship management. They describe a leader with strong emotional intelligence.

While the correlations between the attributes and competencies of the idealistic Army leader and the EI competencies are both obvious and impressive, there is a concerning gap. Missing within the Army attributes and competencies is direct mention of emotion. It is likely implied within ADRP 6-22 that a leader who leads, develops and achieves possesses emotional awareness and is effective at emotional self-control. However, the connection is not obvious, nor emphasized in the ALRM. The emotional aspect of leadership is too important, as we've seen in the previous sections of this paper, for it not to be addressed and emphasized within the ALRM. Through the ALRM and its description of desired attributes and competencies the Army discretely conveys it is seeking leaders with high emotional intelligence. However, it is failing to identify and emphasize the connection to EI by not specifically addressing emotions within the capstone model describing what an Army leader is and does.

Shortcomings in doctrine aside, the Army is proactively researching, evaluating, and advocating for improved leadership development programs and training techniques. The Army's Training and Doctrine Command (TRADOC) published Pamphlet 525-3-7, the Army's Human Dimension Concept, in May 2014. The pamphlet describes "the broad human dimension capabilities the Army will require to meet the challenges of the future operational environment."²² It seeks to increase emphasis on human performance optimization through the

three components of what is termed the “human dimension” of unified land operations: cognitive, physical, and social.²³ The social component describes how Army leaders interact with and are influenced by other’s beliefs, feelings, behaviors, and interpersonal interactions. Strong emphasis is applied to the necessity of leaders to understand and respect diverse cultures, group dynamics, and be skilful at both verbal and non-verbal communications.²⁴ Within the Army and TRADOC, the Combined Arms Center (CAC) at Fort Leavenworth, Kansas is charged with leading the Army’s effort to develop an Army-wide Human Dimension Strategy across all warfighting functions and institutional Centers of Excellence (CoEs). The strategy is expected to be launched, Army-wide, within calendar year 2015.²⁵ Presently, there are many promising and diverse human dimension efforts across the Army, but they remain “disjointed, independent, ad hoc, or underfunded.”²⁶ The anticipated Army-wide strategy is designed to alleviate this discrepancy, provide over-arching guidance and direction for these multiple efforts, and identify promising efforts for establishment as Army programs of record. The Army Human Dimension Strategy, if formalized and properly resourced, holds great potential for the development of Army human capital and the advancement of EI based leadership development doctrine, training, and evaluation.

One of the many promising, independent human dimension development programs within the Army is ongoing at the United States Military Academy (USMA) at West Point, NY. First class (senior) cadets enrolled in the core curriculum “Officership” course receive a block of instruction on emotional intelligence and influence. Facilitated through a faculty partnership with researchers in the United Kingdom, the cadets complete the Trait Emotional Intelligence Questionnaire (TEIQue).²⁷ The TEIQue is a research driven emotional intelligence measurement tool providing testers scored feedback in four broad areas (well-being, self-control, emotionality,

and sociability) and 13 supporting sub-categories.²⁸ Based on their scores and identified strengths and weaknesses, cadets write a reflective essay detailing what they've learned about themselves, examples of their strengths and weaknesses "in action", and how they plan to use the feedback as a leader.²⁹ In its first year of implementation, the researchers are helping USMA determine cadet strengths and weaknesses, along with the establishment of an Emotional Intelligence baseline.³⁰ Exposing future Army leaders to the concept of emotional intelligence, providing them quantitative feedback on their EI, and helping them identify individual areas of strength and weakness at the outset of their Army careers is a promising development. Further formalized EI training and subsequent EI testing, utilizing the TEIQue or another EI measurement tool, at select points of their Army career, could lend further quantifiable weight to the importance of cultivating EI throughout a leader's professional development.

Recommendations

While the Army requires some overhaul of its leadership doctrine and training methodology to successfully integrate the development and sustainment of EI within its leaders, much of the necessary connective tissue is already in place. As the Army's preeminent leadership manual, ADRP 6-22 should be updated to include a synopsis of EI and acknowledge the importance of cultivating EI throughout a leader's career. Emphasis on the importance of EI as a critical leadership skill, for leaders of all ranks, should be mentioned repeatedly throughout the manual. The Army Leadership Requirements Model should be updated to include "emotional self-awareness and self-control" as desired leader attributes under the sub-category of "presence." Accordingly, Department of the Army Form 67-10-1, Officer Evaluation Form (OER), should be revised to include this new attribute as an evaluated performance criteria of

“presence” within Section IV, c.3. The Army, via the Leader Attributes and Competencies, is already demanding leaders exhibit EI. It is time to explicitly state it.

A useful forcing function for the promotion of self-awareness is the existing Army Multi-Source Assessment and Feedback (MSAF) 360 Tool, required of all officers by Army Regulation 350-1. Completion of the web-based, anonymous subordinate/peer/superior performance assessment tool is required and annotated on the OER. This requirement should also be expanded to include non-commissioned officers, who currently do not have a mandated self-awareness feedback mechanism. Similar to officers, completion of the MSAF 360 can be annotated on DA Form 2166-8, Non-Commissioned Officer Evaluation Report. The existing web-based system, administered by the Center for Army Leadership (CAL), allows officers to pick and choose who evaluates them and provides feedback. The requirement should be tightened to mandate inclusion of at least five subordinates, five peers, and three superiors within the rated officers existing unit of assignment. Participation of Soldiers within a leader’s current unit of assignment will provide evaluated leaders sharper, timelier feedback on their leadership style in real-time context and afford them the opportunity to take corrective action while still in position. Finally, as yet another forcing function to improve the self-awareness of leaders, completed MSAF 360s should be reviewed and discussed as a component of all required performance counselling sessions involving leaders and their raters. Feedback received on the MSAF 360 will continue to be non-attributional for leaders, but should facilitate candid discussion on identified trends and areas worthy of further reflection and adjustment in leadership techniques.

“Grass root EI programs”, such as the ongoing instruction and testing of senior cadets at USMA, should be formalized and mandated across the Army’s commissioning sources. The

eagerness of various EI researchers to support these efforts and enlarge their database for further concept refinement should make this a relatively inexpensive and efficient proposal. Early measurement of EI, prior to commissioning, will enable researchers to establish a baseline of identified aggregate strengths and weaknesses at the outset of an officer's career. These trends may provide valuable insight on the quality of the curriculum and leadership development program at each of the officer commissioning sources, as well as some conclusions on the effectiveness of officer accessions. Additionally, field research has already begun to measure the EI of officers further along in their career.³¹ Graduates of USMA and other participating commissioning programs should be tracked throughout their career, perhaps completing an EI measurement tool at various "institutional touch points," such as their branch captains career course, Command and General Staff College, and the Pre-Command Course. Results of EI testing can be used to discern longitudinal trends and, when compared to leader performance (selection for promotion, schooling, battalion command, etc.) may provide insight on specific EI attributes necessary for success as a leader within each of the basic branches and Army career fields. The potential benefits of EI measurement for leaders and the Army, as a whole, are vast and only now just being realized.

Further efforts to consolidate and formalize disparate unit and installation human dimension programs under the collective umbrella of TRADOC's Human Dimension Strategy, as TRADOC Pamphlet 525-3-7 recommends, will assist in the development of emotionally and socially intelligent leaders. The Maneuver Center of Excellence (MCoE) at Fort Benning, Georgia sponsors a 40 hour Leadership Development Course (LDC) as a subset of its Comprehensive Soldier and Family Fitness (CSF2) program. The course provides leaders with "mental skills training focusing on accelerating the development of mental and emotional

attributes critical to high-performing leadership.”³² Included within the program of instruction (POI) are lessons on the underlying knowledge and mental skills required for self-awareness and self-regulation, along with the development of coaching skills to improve the performance of subordinates. All course instruction is aligned with the Army leader attributes contained within ADRP 6-22.³³ LDC remains an installation-level program at Fort Benning, reliant on “out of hide” funding and manning to sustain. Formalizing LDC as an Army-funded POI will ensure its growth across the Army and provide opportunities for more leaders to hone their EI skills.

Conclusion

Fourteen years of persistent conflict have strained the Army in unimaginable ways, yet failed to break it. Battle tested and proven, the Army finds itself in increasing demand, even as combat operations in Afghanistan and Iraq have concluded. Correspondingly, the core competencies of the Army have expanded to seven core missions with the unveiling of the 2014 Army Operating Concept.³⁴ This daunting and diverse mission set requires Soldiers with the necessary leadership, emotional, and social skills to conduct the full spectrum of operations throughout an increasingly volatile, complex, and populated operating environment. We are asking our Soldiers to do more than ever before. It is time to invest in and upgrade the Army’s human capital system to meet the challenges of the current and future operating environments.

Enough scientific research has been conducted within the past 30 years to validate strong emotional intelligence as a necessary attribute of highly effective leaders. Leaders within both industry and government have skilfully applied their EI to lead organizations and increase organizational cohesiveness, morale, and motivation. Correspondingly, EI-infused leadership has resulted in increased productivity, cost savings, profit, and mission accomplishment. In contrast with cognitive intelligence, there is no optimal age for one to learn or improve their EI.

Studies have concluded that EI can be formally trained and improved within people of all ages. Further, complete mastery of the 19 supporting competencies of EI is not required to be an effective leader. However, a leader who learns or demonstrates strength within at least one competency of each of the four sub-domains of EI (self-awareness, self-management, social awareness, and relationship management) is more likely to find success.

Total Army leadership doctrine and development procedures have thus far failed to acknowledge and formally embrace EI as a valuable leadership tool deserving cultivation within Army leaders. However, paradoxically, the desired Army leader, as defined in ADRP 6-22, exhibits almost all of the characteristics of an emotionally intelligent leader. Meanwhile, across the Army at the installation and unit level, multiple “grass root” efforts to improve EI within leaders are growing and catching on. The emerging TRADOC Human Dimension Strategy, which encompasses EI, affords an excellent opportunity to fill the existing gap between multiple local initiatives and the absence of an overarching strategy for Army-wide implementation.

If and when the Army decides to formally embrace EI, it will find much of the structure for concept integration already in place. Army Doctrinal Reference Publication 6-22 can be revised to include recognition of and emphasis on EI, especially the currently omitted desired leader attributes of “emotional self-awareness and self-control.” Existing Army leadership development tools, such as the MSAF 360, OER, and NCOER can be modified to serve as forcing functions for the improvement of EI skills through periodic feedback and reflection, improving the self-awareness of leaders. Programs already designed to measure the EI of future officers can be expanded to re-measure EI throughout an officer’s career, compare it to their performance, and used to determine trends which then inform change to existing leadership development programs. Human dimension best practices within the Army, such as Fort

Benning's LDC, should be formalized and implemented Army-wide to maximize leader exposure to EI enhancement opportunities. Leaders across the Army, like the captain in central Iraq, are relying on their emotional intelligence to navigate and solve the complex problem sets they are faced with. It is now time for the Army to acknowledge this and restore itself to the forefront of leadership development and human performance optimization by harnessing the collective power of emotional intelligence.



NOTES

¹ Mark Slaski and Susan Cartwright, "Emotional Intelligence training and its implications for stress, health and performance," *Stress & Health* 19, no. 4 (October 2003): 234, <http://www.onlinelibrary.wiley.com/doi/10.1002/smi.979/abstract.html>

² Reuven Bar-On, "The Bar-On Model of Emotional-Social Intelligence (ESI)," *Psicothema* 18, suppl. (2006): 13.

³ Howard Gardner, "A Multiplicity of Intelligences," *Scientific American Presents: Exploring Intelligence* (a special issue of Scientific American, 1998): 20.

⁴ Ibid., 21.

⁵ Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence*, (Boston, MA: Harvard Business School Press, 2002), 30.

⁶ Ibid.

⁷ Ibid.

⁸ Ibid., 39.

⁹ Ibid, 38-40.

¹⁰ Ibid., 6.

¹¹ Ibid., 7.

¹² Ibid., 7-8.

¹³ Ibid., 8.

¹⁴ Maria Condor and Monica Chira, "Emotional Intelligence" *Euromentor Journal* I, no. 2 (June 2010): 81-82, <http://www.cceol.com/asp/getdocument.aspx?logid=5&id=74D9CD1-6AB7-4E6B-AC23-46FF4DBAA794.html>

¹⁵ Ibid., 84.

¹⁶ Ibid., 83.

¹⁷ Ibid.

¹⁸ Bar-On, 14.

¹⁹ 6 Seconds, "New US Air Force Study: EQ to Save \$190 Million," <http://www.6seconds.org/2010/09/05/new-us-air-force-study-eq-saves-millions/.html> (accessed 18 November 2014).

²⁰ Department of the Army, *ADRP 6-22: Army Leadership*, (Washington, DC: Headquarters, Department of the Army, 2012), v.

²¹ Ibid., 1-5.

²² Department of the Army, *TRADOC Pamphlet 525-3-7: The U.S. Army Human Dimension Concept*, (Washington, DC: Headquarters, Department of the Army, 2014), 1.

²³ Ibid., 10.

²⁴ Ibid., 15.

²⁵ Briefing, U.S. Army Human Dimension Working Group, subject: Human Dimension Strategy Update, 7 January 2015.

²⁶ Department of the Army, *TRADOC Pamphlet 525-3-7*, 8.

²⁷ LTC Dan Gade, (Simon Center for the Professional Military Ethic, United States Military Academy), interview by the author, 8 January, 2015.

²⁸ Trait Emotional Intelligence Questionnaire (TEIQue), Thomas International, 21 September 2012.

²⁹ United States Military Academy MX400 Course, *Lesson 26-Emotional Intelligence and Influence*, 2014-15.

³⁰ LTC Dan Gade, interview.

³¹ CPT Drew Bond, (Auburn University Graduate Student), interview by the author, 12 January, 2015.

³² LTC Greg Burbelo, U.S. Army Maneuver Center of Excellence Human Dimension Lead, Fort Benning, GA, to the author, e-mail, 7 January, 2015.

³³ Ibid.

³⁴ Department of the Army, *TRADOC Pamphlet 525-3-1: The U.S. Army Operating Concept*, (Washington, DC: Headquarters, Department of the Army, 31 October 2014), 1.

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