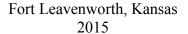EMOTIONAL INTELLIGENCE COMPETENCIES AND THE
ARMY LEADERSHIP REQUIREMENTS MODEL

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

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Stewards of the profession and protectors of the nation, Army leaders have an immense responsibility to ensure the current and future success of the Army. This responsibility is less about the hard skills of cognitive intelligence, technical knowledge, and tactical proficiency and more about the soft skills of emotional intelligence. Emotional intelligence competencies parallel, enhance, and even enable the Army leader attributes and competencies. The Army leadership doctrine fails to identify a direct relationship between emotional intelligence competencies and the Army leader attributes and competencies, yet implies that emotional skills are an integral part of the characteristics and capabilities of an Army leader. This study examines the relationship between emotional intelligence competencies and the attributes and core competencies required of an Army leader. A clear understanding of the emotional intelligence requirements that Army leader's use in the act of leading creates a more balanced and comprehensive illustration of Army leader requirements. An understanding of the relationship between emotional intelligence and what is required of an Army leader can lead to modifications in Army leadership doctrine, leader assessments, professional Army leader development programs, and Army leader evaluation practices.

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ABSTRACT

EMOTIONAL INTELLIGENCE COMPETENCIES AND THE ARMY LEADERSHIP
REQUIREMENTS MODEL, by Major Tanekkia M. Taylor-Clark, 120 pages.

Stewards of the profession and protectors of the nation, Army leaders have an immense
responsibility to ensure the current and future success of the Army. This responsibility is
less about the hard skills of cognitive intelligence, technical knowledge, and tactical
proficiency and more about the soft skills of emotional intelligence. Emotional
intelligence competencies parallel, enhance, and even enable the Army leader attributes
and competencies. The Army leadership doctrine fails to identify a direct relationship
between emotional intelligence competencies and the Army leader attributes and
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emotional intelligence and what is required of an Army leader can lead to modifications
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programs, and Army leader evaluation practices.

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CHAPTER 1

INTRODUCTION

Emotional intelligence is the ability to sense, understand, and effectively apply
the power and acumen of emotions as a source of human energy, information,
connection, and influence.
                              —Robert K. Cooper and Ayman Sawaf, *Executive EQ:*
                              Emotional Intelligence in Leadership and Organizations

Background

The Army continues to conduct full-spectrum operations in a complex global

environment. While confronted with tremendous resource constraints, Army leaders at all

levels face high demands to make rapid decisions in environments characterized by

uncertainty and friction. The Army charges its leaders with building cohesive teams,

promoting resiliency, cultivating trust, and fostering positive command climates, while

avoiding ethical or moral misjudgments. Army leaders must develop and communicate a

common vision and set clear mission goals for the organization to be successful.

Stewards of the profession and protectors of the nation, they have an immense

responsibility to ensure the current and future success of the Army (Thomas 2006). These

requirements are less about the hard skills of cognitive intelligence, technical knowledge,

and tactical proficiency and more about the soft skills of emotional intelligence (Lackey

2011).

Emotional intelligence parallels, enhances, and even enables the Army leader

attributes and competencies, driving the mental and social faculties that Army leaders

apply in the act of leading. Emotional intelligence is "the ability to perceive emotions, to

access and generate emotions so as to assist thought, to understand emotions and

emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer and Salovey 1997). The Army Leadership Requirements Model conveys three attributes that express how an Army leader behaves and learns within the environment: character, presence, and intellect (Department of the Army 2012b). These attributes are the internal characteristics of a leader valued by the Army that enable a leader to master enduring capabilities required at every level of leadership expressed as leadership competencies: lead, develop, and achieve (Department of the Army 2012b). Army leadership competencies apply across all levels of leadership providing a basis for evaluation and feedback. Army leaders continuously develop the ability to perform these competencies proficiently and learn to apply them to increasingly complex situations.

The Army leadership doctrine defines leadership as "the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization" (Department of the Army 2012b, 1-1). Leadership is largely about influencing people while providing guidance and direction as needed (Hersey, Blanchard, and Johnson 2008). Influence is an intangible deeply rooted in emotional intelligence. Emotional intelligence is particularly important in Army leadership because Army leaders perform the act of leading in volatile and high stress situations.

Leadership at all levels in the Army requires influence, purpose, direction, motivation, and improving the organization. Army leaders skillfully fuse tactical activities with overarching strategic goals. They make the transition from direct level leadership, influencing individuals or small groups to organizational level leadership, influencing multiple semi-independent organizations to attain a specified goal. A small

percentage of Army leaders make the transition to strategic level leadership, leading large complex organizations and influencing diverse audiences. The socially complex nature of Army leadership requirements highlight the importance of emotional abilities and skills.

Emotional intelligence influences every aspect of organizational effectiveness and affects numerous elements of leadership capability and interpersonal effectiveness (Cherniss 2000). Army leadership has evolved to match the growing need for mutual trust, disciplined initiative, and independence amid a complex operating environment in a concept known as "mission command" (Department of the Army 2012a). The concept of mission command requires Army organizational and strategic level leaders to communicate a compelling vision, purpose, and mission goals, and lead empowered organizations. Studies have demonstrated that leaders who consistently perform at higher levels and lead successful organizations possess technical skills, but more importantly, have mastered emotional intelligence competencies.

<u>Problem Statement</u>

This study examines the relationship between emotional intelligence competencies and the attributes and competencies required of an Army leader. This study shows that emotional intelligence is a lynchpin to the Army leader attributes and competencies that drives the mental and social faculties that Army leaders apply in the act of leading. Therefore, the Army Leadership Requirements Model should incorporate emotional intelligence.

The term "emotional" appears throughout Army leadership doctrine to describe emotional health as it relates to the holistic approach to fitness, emotional courage as it relates to Warrior Ethos, emotional energy as it relates to motivation and endurance, and

the emotional factors of self-control, balance, and stability. Army doctrine fails to identify a direct relationship between emotional intelligence competencies and the Army leader attributes and competencies, yet implies that emotional abilities and skills are an integral part of the characteristics and capabilities of an Army leader. The goal of the thesis is to examine the relationship between emotional intelligence competencies and the Army leader attributes and competencies. An understanding of the relationship between emotional intelligence and what is required of an Army leader can lead to modifications in Army leadership doctrine, leader assessments, professional Army leader development programs, and Army leader evaluation practices.

Research Question

How are emotional intelligence competencies related to the Army leader attributes and competencies as described in the Army Leadership Requirements Model?

Significance of the Study

This study will help to identify recommendations for Army leadership doctrine, leader assessments, professional Army leader development programs, and Army leader evaluation practices. The study may help to identify how emotional intelligence competencies or lack thereof affects an Army leader's ability to lead effectively. The study could lead to new techniques to develop leaders with an emphasis on developing emotional intelligence competencies in concert with Army leader attributes and competencies. The researcher intends for this study to help Army officers understand the connection between emotional intelligence and the Army leader attributes and competencies and the importance of developing emotional intelligence in Army leaders.

The researcher intends for this study to be a sound contribution for the improvement of Army leaders and the profession.

Definition of Terms

The key terms that require definition include emotional intelligence, the Army Leader Requirements Model, leadership, direct level leadership, and organizational level leadership. The researcher presents current research by experts in the field and leverages that research to outline the elements of emotional intelligence and applicable competencies. The author will not attempt to develop a new definition for emotional intelligence. Chapter 2 includes a description of the emotional intelligence competency model that this study uses as a conceptual framework. Chapter 4 describes the Army Leader Requirements Model, which outlines the Army's leader expectations. The researcher defines leadership, direct level leadership, and organizational level leadership based on the Army's leadership doctrine. The understanding and application of these terms is critical to understanding how the Army can develop or adjust programs for leader development. Other terms applicable to understanding the concepts presented in the thesis are defined in the Glossary.

CHAPTER 2

LITERATURE REVIEW

This literature review focuses on the relationship between emotional intelligence and effective leadership behaviors and competencies. The purpose of the thesis is to draw a theoretical link between mixed model emotional intelligence competencies and elements of effective leadership attributes and competencies as operationalized by Army leadership doctrine. Countless theories outline the characteristics that make up the most effective leader (Mandell and Pherwani 2003). Leadership is one of the most applied constructs to emotional intelligence competencies. This literature review discusses applicable research on emotional intelligence concepts, models, competencies, and assessments, as well as research regarding the relationship between emotional intelligence and leadership theory, leader behaviors, influence, individual performance, and organizational performance.

Background

Research on emotional intelligence started as describing and assessing emotional intelligence. Recently, the focus of scholars shifted to understanding the purpose of interpersonal behavior and the role it plays in effective leadership (Zirkel 2000). The concept that emotions are one of the necessary mental operations in leadership, along with motivation and cognition provide the foundation for the emotional intelligence construct (Mayer and Salovey 1993). In fact, many emotion researchers posit that emotional intelligence represent an effective interaction between emotions and cognitions (Mayer and Salovey 1995; Mayer and Salovey 1997). Many research studies examine the

impact of emotions on effective decision-making (Mayer and Salovey 1993; Mayer, Caruso, and Salovey 2000). In the operational environment, emotions serve as indicators of threat and other negative experiences that help to drive responses to volatile circumstances.

<div align="center">Emotional Intelligence Models</div>

Models depicting the definitions and competencies of emotional intelligence are categorized as ability-based or a mixture of abilities and personality traits (Mayer, Caruso, and Salovey 2000). According to Mayer's and Salovey's (1997) ability-based model, emotional intelligence is a type of intelligence, separate of personality traits indicating the adeptness to process emotional information. This model proposes that emotional intelligence satisfies the criteria for recognition as a type of intelligence because measures of emotional intelligence are developmental in nature, improves with age and experience, and correlate with other types of mental abilities (Mayer, Caruso, and Salovey 2000). Mayer and Salovey (1997) state that the four basic processes of emotional intelligence are emotional perception, emotional facilitation, emotional understanding, and emotional management. These processes range from very basic skills to more advanced abilities (Mayer and Salovey, 1997). Individuals with high levels of emotional intelligence develop these abilities more quickly than those with lower levels of emotional intelligence do (Mayer and Salovey 1997).

The mixed emotional intelligence model integrates both ability elements and personality traits (Mayer, Caruso, and Salovey 2000). Goleman (1995) and Bar-On's (1997) delineations of emotional intelligence are more comprehensive and incorporate various personality traits. Goleman's (1995) initial research referred to emotional

intelligence as being comprised of five dimensions: knowing one's emotions, managing emotions, motivation, recognizing emotions in others, and handling relationships. Emotional intelligence, according to Goleman (1995), includes zeal, persistence, self-control, and motivation. Daniel Goleman (1995, 1998) was the first to suggest that an individual's level of emotional intelligence can predict life and job success.

Bar-On defined emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (1997, 14). Bar-On (1997) reviewed personality literature and identified five main areas that may influence success in life including intrapersonal functioning, interpersonal skills, stress management, adaptability, and general mood. These broad aspects of emotional intelligence contain specific characteristics. Some of these characteristics are considered mental abilities (e.g., emotional self-awareness and problem solving) and others are more personality based (e.g., adaptability and optimism) (Hedlund and Sternberg 2000; Mayer, Caruso, and Salovey 2000). Bar-On (1997) posits that his model forecasts the potential for success rather than success itself.

<div align="center">Emotional Intelligence Competencies</div>

Using a competency approach, researchers identified and validated specific capabilities that linked explanation and prediction of performance against effectiveness measures and then articulated them as competencies. There is increasing validation that the range of skills that constitute emotional intelligence competencies play a vital role in shaping success. Boyatzis (2009) found that the emotional intelligence competencies make up a significant amount of the variance in predicting performance in competency

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studies. Research by Ruderman, Hammum, Leslie, and Steed (2001) shows links between certain elements of emotional intelligence and certain behaviors associated with leadership effectiveness and ineffectiveness.

Goleman, Boyatzis, and McKee (2002) established that the concept of emotional intelligence competencies consists of two domains, personal and social. The personal domain consists of two fundamental capabilities, self-awareness, and self-management. The social domain also consists of two fundamental capabilities, social awareness, and social skills. Figure 1 illustrates Goleman's, Boyatzis', and McKee's (2002) emotional intelligence competency model, defines the fundamental capabilities or competency clusters, and lists the specific competencies required for each capability. This study uses Goleman's, Boyatzis', and McKee's emotional intelligence competency model as the conceptual framework to crosswalk with the Army Leadership Requirements Model.

Personal Competence Domain	Social Competence Domain
Self-Awareness *Knowing your own emotions and how they affect your work performance; knowing your own limitations and strengths and welcoming constructive criticism.* **Self-Awareness Competencies** *Emotional Self-awareness* *Accurate Self-Assessment* *Self-Confidence*	**Social Awareness** *Recognizing and understanding the emotions of others; listening attentively and grasping the perspective of others.* **Social Awareness Competencies** *Empathy* *Organizational Awareness* *Service Orientation*
Self-Management *Managing your own emotions and channeling them in useful ways; showing resilience in stressful times and seeing setbacks as opportunities rather than threats.* **Self-Management Competencies** *Self-Control* *Trustworthiness* *Conscientiousness* *Adaptability* *Achievement Orientation* *Initiative*	**Social Skill** *Accurately reading social situations and networks; interacting smoothly and using these skills to persuade, lead, negotiate, and settle disputes for cooperation and teamwork.* **Social Skill Competencies** *Inspirational leadership* *Influence* *Developing Others* *Communication* *Change Catalyst* *Conflict Management* *Building Bonds* *Teamwork and Collaboration*

Figure 1.   Emotional Intelligence Competencies

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

Emotional Intelligence Assessments

The opposing models of emotional intelligence shaped the creation of various emotional intelligence assessments (Dulewicz and Higgs 2000; Mayer, Caruso, and Salovey 2000). Emotional intelligence assessments fall into three categories: ability-based, self-report, and observer-rating methods (Mayer, Caruso, and Salovey 2000). Each of these assessments addresses the different components and competencies of emotional intelligence.

Ability-based assessments asks the test-taker to perform a series of tasks designed to assess the individual's ability to perceive, identify, understand, and work with emotion (Cherniss 2000). The Mayer Salovey Caruso Emotional Intelligence Test is an ability-

based assessment that evaluates Mayer's and Salovey's four branch model of emotional intelligence: emotional perception, emotional integration and facilitation, emotional understanding, and emotional management (Isen, Daubman, and Nowicki 1987, 1130). This assessment measures the test-taker's performance on emotion-related tasks, such as selecting the appropriate emotion that corresponds to faces, using emotions to communicate feelings, and using emotional information to solve problems (Mayer, Salovey, and Caruso 2000, 115).

Self-report methods are the most common way to measure those personal qualities that enable some people to possess better emotional well-being than others (Cherniss 2000). There are a number of self-report emotional intelligence measures. Bar-On's (1997) Emotional Quotient Inventory is the most widely known. The Emotional Quotient Inventory consists of 133 self-report items that assess 15 sub-scales, classified by intrapersonal functioning, interpersonal skills, stress management, adaptability, and general mood. Participants respond to the Emotional Quotient Inventory based on a five-point scale (1 = not true of me, 5 = true of me).

Observer-rating methods, also referred to as 360-degree assessments ask team members to rate other members of the team. The Emotional Competence Inventory is a 360-degree instrument that uses Goleman's 20 emotional intelligence competencies. Observations of the person completing the assessment determine the rating for the assessed individual. There are some limitations to observer-rating methods because one individual cannot assess another individual in all situations or speak to how that person thinks and feels. In addition, the observer may have a strong affinity for or dislike toward the person they assess, which may skew the rating. Nevertheless, when used properly

observer-rating methods provide helpful information about how others perceive the person being rated, but are less reliable in determining an individual's level of emotional intelligence.

<div align="center">Transformational Leadership Theory and Emotional Intelligence</div>

Leaders who demonstrate keen levels of emotional intelligence may be more likely to demonstrate transformational leadership behaviors than those leaders who lack emotional intelligence (Barling, Slater, and Kelloway 2000; George 2000; Goleman 1998; Megerian and Sosik 1996). Transformational leadership theory is the most renowned theory of leadership both in military and civilian areas (Barling, Slater, and Kelloway 2000; Bass 1998; Northouse 1997). The Army values leaders who possess transformational leadership traits, which include charismatic, visionary, and inspirational leadership (Bass and Avolio 1993; Northouse 1997). Transformational leaders engage their followers by affecting their motivation and promoting their attachment to the organization (Burns 1978). Transformational leadership yields both positive organizational and personal outcomes such as, enhanced organizational productivity, increased job satisfaction, and decreased levels of stress among followers (Barling, Slater, and Kelloway 2000; Bass and Avolio 1994; Northouse 1997).

In contrast, transactional leaders affect their followers by rewarding specific behaviors (Burns 1978). Bass (1985) submitted that a leader could exhibit both transactional and transformational leadership behaviors. Yet, meta-analyses comparing transformational and transactional leadership show that transformational leadership is more effective overall than transactional leadership (Sosik and Megerian 1999; Yammarino and Bass 1990). Transformational leaders adapt to changing circumstances,

which is vital in a military environment and may utilize transactional strategies if deemed necessary for task or organizational effectiveness (Bass 1985).

Bass (1990) claims that transformational leadership theory applies to all levels of an organization. Several studies examining the effectiveness of transformational leadership across different organizational levels support this claim (Atwater and Yammarino 1993). Bass (1990) suggested that there is an inherent social or emotional element to transformational leadership. Bass (1998) concludes that leaders who form emotional attachments and positive interpersonal relationships with their followers enhance team and organizational effectiveness. However, there is limited evidence that shows that emotional intelligence is positively associated with idealized influence, inspirational motivation, and contingent reward (Barling, Slater, and Kelloway 2000).

<u>Leader Behaviors and Emotional Intelligence</u>

Researchers have questioned for many years what makes some leaders more effective than others (Barling, Slater, and Kelloway 2000; George 2000; Judge and Bono 2000; Mumford et al. 2000). Several researchers have suggested that emotional intelligence may forecast effective leadership behaviors (Barling, Slater, and Kelloway 2000; George 2000; Goleman 1995; Goleman 1998; Sosik and Dworakivsky 1998). Leaders who possess the ability to perceive their own emotions and the emotions of others may more positively affect the organization (Barling, Slater, and Kelloway 2000; George 2000). Complex ambiguous information in today's operational environment requires leaders to effectively process emotional information allowing leaders to prioritize issues or threats. (George 2000). Emotional self-awareness, self-management,

social awareness, and social skills greatly contribute to a leader's ability to process and respond to emotional information (Goleman 2000).

Accurate perception, appraisal, and expression of one's own emotions, as well as those of others influence effective communication and a leader's ability to inspire an organizational vision (George 2000). Both verbal and nonverbal communications draw on an individual's emotions (Shamir, House, and Arthur 1993). Increased levels of emotional expression also drive a more accurate manifestation of a leader's beliefs and values to their followers affording them a greater understanding of an organization's mission and vision (George 2000; Wasielewski 1985). Research suggests that a leader with heightened self-awareness may be more effective at inspiring followers (Atwater and Yammarino 1997; Bass and Yammarino 1989; Fleenor and McCauley 1996; Sosik and Dworakivsky 1998). Roush and Atwater (1992) showed that leaders who demonstrated increased levels of self-awareness were more effective.

Leaders who possess the ability to understand followers' needs and expectations may have an advantage in terms of inspiring and motivating followers (Barling, Slater, and Kelloway 2000). It is important for leaders to understand their followers' emotions in order to inspire them to solve problems (George 2000). Furthermore, the more a leader understands the influence that the leader's emotions can have on followers in problem situations the more likely the leader is to successfully inspire followers to overcome challenges and organizational issues (George 2000). Individuals with high emotional understanding possess the ability to anticipate how others will respond in different situations (Mayer, Caruso, and Salovey 2000). Accurate appraisal of followers' emotions

and understanding why followers feel different emotions in different situations helps a leader successfully convey the organization's vision to followers (George 2000).

An emotionally intelligent leader focuses on the needs and developmental goals of their followers, as well as the overall needs of the organization (Bass and Avolio 1994). These leaders are empathetic and skilled at managing interpersonal relationships (Mayer, Caruso, and Salovey 2000). When a leader provides feedback and engages in reflective dialogue with followers it is important that the leader understands the impact that their behavior has on their followers. Bass (1998) indicated that individuals with heightened levels of emotional intelligence competencies maintained positive, reciprocal relationships with peers, subordinates, and clients.

<u>Leader Influence and Emotional Intelligence</u>

According the Army's leadership doctrine, leadership is about influencing. A Gallup Organization queried two million personnel employed at seven hundred different companies and learned that an employee's productivity and loyalty to a company is primarily influenced by their relationship with their immediate supervisor (Zipkin 2000). Further quantifying this finding, a staffing and consulting firm along with Lou Harris Associates, found that of the employees who assessed their immediate supervisor as "excellent," only 11 percent stated that they would seek alternative employment within the next year (Zipkin 2000). Forty percent of personnel who rated their immediate supervisor as "poor" proclaimed that they were likely to seek employment elsewhere (Zipkin 2000). The most effective leaders are those who have the ability to empathize with their followers' feelings about their work or operational environment and positively

influence their motivations if they are discouraged or dissatisfied. In short, employees feel secure and confident about working with leaders who are emotionally competent.

Daniel Goleman offered evidence of how the level of emotional intelligence competence of organizational leaders influences organizational success by driving the organizational climate. Emotionally intelligent leaders promote an organizational climate that enables productivity by exhibiting high levels of emotional intelligence for followers and being sensitive to the emotional well-being of their followers (Koman and Wolff 2008). There is a cultural stereotype in the military that suggests the display of emotions is less than desirable, however the ability for military leaders to regulate emotions such, as anger, satisfaction, and pride at appropriate times may positively influence and motivate followers (Lindebaum and Fielden 2011). S. L. A. Marshall offers a similar thought in his book on military leadership. He stated, "Too much has been said in praise of the calm demeanor as an asset to the fighting commander" (1947, 138). Military leaders should possess the ability to arouse their subordinates through their display of emotion (Abrahams 2007). Army leadership doctrine indirectly mentions the ability to regulate emotions as a key component for effective military leadership and influence (Department of the Army 2012b).

<center>Individual Performance and Emotional Intelligence</center>

In a study focused on employee and leader selection in the Office of Personnel Management, a psychological research center for the federal government, Brown and Moshavi (2005) convey the importance of emotional intelligence competencies to effective leadership. Bar-On, Handley, and Fund (2006) further determined that emotional intelligence measures could predict the potential for leadership success.

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Individuals considered not to be strong potential leaders were insensitive, unable to perform well in groups, and unable to clearly articulate their thoughts (Bar-On, Handley, and Fund 2006). An empirical study conducted on the Turkish military found that a military officer's level emotional intelligence competency grows as they increase in rank. (Topuz 2005). Thus, showing a positive relationship between organizational and strategic level leadership and emotional intelligence.

Gowing, O'Leary, Brienza, Cavallo, and Crain (2006) conducted a study that showed the link between leadership competency models and emotional intelligence competencies. This study illustrated the relationship between emotional intelligence and potential leadership success. In a study conducted with Johnson and Johnson employees, researchers used the Emotional Competence Inventory, which addressed four main aspects of emotional intelligence, including self-awareness, self-management, social awareness, and social skills. Researchers compared the Emotional Competence Inventory scores of each participant to the participant's performance evaluation ratings from the previous two years. Rated highest by their supervisor, as reflected on their performance evaluations where those individuals who also direct reported high on the four aspects of the Emotional Competence Inventory (Gowing et al. 2006).

Gowing et al. (2006) linked emotional intelligence competencies with leadership and performance showing an increase in performance among employees within various federal agencies. In the pilot study, Defense Finance and Accounting Service employees, were administered the Emotional Competence Inventory followed by emotional intelligence training. After the completion of training, researchers re-administered the Emotional Competence Inventory to the group. The retest denoted improved emotional

intelligence competencies supporting the notion that emotional intelligence competencies can be learned (Gowing et al. 2006).

Expanding the linkage between leadership, performance, and emotional intelligence, Bar-On (2007) established that individuals who score high in emotional intelligence competencies perform better than people whose emotional intelligence scores are low. In a study among United States Air Force recruiters, emotional intelligence competency levels and job performance ratings were found to be related; the higher the level of emotional intelligence the higher their job performance evaluation rating. Bar-On (2007) conveyed that 95 percent of the recruiters surpassed their required annual quotas because of accurately matching recruiters to the emotional intelligence model. As a result, the Air Force enhanced recruitment efforts by enlisting recruits better suited for service in the Air Force. Concerning age, gender, and emotional intelligence competency levels, Boyatzis and Sala (2004) found that older participants rated higher in emotional intelligence competencies than younger participants. Additionally, women scored higher than men did (Boyatzis and Sala 2004).

<center>Organizational Performance and Emotional Intelligence</center>

It is necessary to consider the relationship of emotional intelligence and team performance. Papadakis and Barwise (2002) suggest that leaders influence strategic decisions that directly affect the performance of the organization (Khosrowshahi and Howes 2005, 122). Lopes, Cote, and Salovey (2006) added that as the emotional intelligence levels of leaders increase the team productivity increases. According to Leeamornsir and Schwindt (2002), emotional intelligence competency predicts individual performance, as well as organizational productivity. Sewell (2009) suggests that Army

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leaders with high levels of emotional intelligence create and lead successful teams. Topuz (2005) raises a similar point within military context of Turkish naval officers, that emotional intelligence positively effects leader effectiveness. Leadership effectiveness drives an organization's long-term success. Studies show the importance of effective leadership and a leader's ability to strengthen a team.

Teamwork significantly benefits the success of an organization. Jordan and Ashkanasy (2006) conducted a study involving the development of 35 teams to explore the relationship between emotional intelligence and team effectiveness. In this study, the researchers asked teams to meet regularly and report various aspects of team performance and effectiveness, such as team member interactions, procedures, and temperament of the group. The results illustrated a direct relationship between team effectiveness and high emotional self-awareness. Elfenbein (2006) found that team members who could detect the positive emotions of others had increased team performance and team cohesion making the team more successful in achieving its goals. A collective team mind is much more powerful than one individual with a high intelligence quotient and technical expertise. Goleman (1998) suggested that emotional intelligence competencies increase productivity of a collective team.

<u>Summary</u>

Understanding the history of emotional intelligence research enhances the understanding of the connection between emotional intelligence competencies and the Army leader attributes and competencies. The Army's emphasis on leader development prompts an interest in exploring the qualities of successful leaders. Army leadership doctrine outlines the attributes and competencies that Army leaders must possess to be

effective. The Army Officer Evaluation Report measures the performance and potential of Army officers based on the attributes and competencies outlined in the Army Leadership Requirements Model. Army leadership doctrine mentions that emotions play a vital role in several aspects of Army leader attributes and competencies, but does not make a direct link between emotional intelligence and Army leader requirements. Army leaders are often developed and mentored to control emotions, in other words, refrain from displaying emotions in the professional realm, but this study seeks to show that there is more to controlling emotions then merely not showing them. Psychologists and researchers suggest that emotional intelligence is what makes good leaders, great (Bar-On 1997; Goleman 1998).

CHAPTER 3

RESEARCH METHODOLOGY

Overview

This chapter describes the research paradigm and design used to achieve the purpose of the study. The components that guide qualitative research serve as the means to contextualize and understand the research question. A qualitative case study approach is most appropriate for this study because it fosters a better understanding of the behaviors and actions of Army leaders. For the purposes of this study, the researcher uses the terms case study and leader vignette interchangeably. The researcher places emphasis on exploration and description of the conceptual relationship between emotional intelligence competencies and the Army leader attributes and competencies.

The purpose of this study was to examine how emotional intelligence competencies are related to the Army leader attributes and competencies. This study uses analytical description to provide a detailed account of the behaviors, actions, and outcomes of Army leaders at the direct and organizational level in regards to emotional intelligence and Army leader requirements. This qualitative research study allows the researcher to explore the use of emotional competence, which is difficult to extract through conventional quantitative research methods. Denzin and Lincoln (2000) posit this method is best when attempting to understand social processes in context. The researcher's role in this study was data collection and interpreting data findings. The interpretive role of the researcher is prominent in any qualitative case study (Stake 1995).

This study uses Goleman's, Boyatzis', and McKee's emotional intelligence competency framework to describe and understand emotional intelligence competencies

and the Army Leadership Requirements Model to describe and understand the Army leader attributes and competencies. The goal is to present the relationship between the theoretical core concepts of the Army Leadership Requirements Model and emotional intelligence through the analysis of leadership vignettes in order to influence modifications in Army leadership doctrine, leader assessments, professional Army leader development programs, and Army leader evaluation practices.

<p align="center">Epistemology</p>

Constructivism is the epistemological framework for this research study. Stake (1995) defined constructivism as a belief that social interpretations, rather than awareness of an external reality largely forms knowledge. The Army's interpretations of leadership, leader attributes, and leader competencies and Goleman's, Boyatzis', and McKee's (2002) interpretation of emotional intelligence competencies create the basis for this study. These concepts are complex and reflect the constructivist epistemology. The interpretive theoretical perspective provided a framework for understanding how emotional intelligence competencies and the Army Leadership Requirements Model are related. The researcher is interested in understanding how emotional intelligence competencies correspond, enable, and enhance Army leader requirements and how Army leaders use emotional competencies. An inductive strategy using researcher-as-an-instrument facilitates this framework and produces a descriptive outcome.

Constructivist and interpretive approaches assert that social reality is constructed, created, or modified by the social participants (Stake 1995). This research focuses on understanding and reconstructing meaning from leader vignettes. The primary emphasis in the study is how direct and organizational level Army leaders formed and interpreted

their realities and the worlds in which they operated. This study examines the behaviors and actions of direct and organizational level Army leaders within the leader vignettes in an attempt to understand and construct meaning of the leaders' actions and experiences.

Research Design

Qualitative case study research is the principal methodology for this study. This study relies largely on definitions offered by Merriam (1988), Stake (1995), and Yin (2009), prominent case study researchers who have proposed procedures and techniques for successfully organizing and conducting qualitative research. Stake (1995) states that case study methodology is a research approach in which the researcher explores an event, program, process, activity, or individuals. This research, constrained by activity and time collected information using a variety of data collection procedures. The phenomenon under investigation in this study is emotional intelligence competencies and the Army leader attributes and competencies. The cases for this study are direct and organizational level Army leaders. The researcher ascertains the data in this case study through in-depth analysis of leader vignettes, related documents, and research findings. The researcher reviewed and analyzed data for emergent themes.

This study asks how emotional intelligence competencies relate to the Army leader attributes and competencies. The units of analysis for this study are the leadership vignettes presented in chapter 4. The units of analysis are linked to the research question. The researcher connects the data to the purpose of the study as themes and patterns emerge. The themes that materialized in this study function as a mechanism to answer the research question presented in chapter 1. The meaning extracted from the data created the criteria for interpreting findings to determine recommendations for modifications in

Army leadership doctrine, leader assessments, professional Army leader development

programs, and Army leader evaluation practices for Army leadership development and

future research.

Sample

The researcher used purposeful sampling to select the population for this study.

The theoretical population in this study is Army leaders at the direct and organizational

levels of leadership. The leader vignette selection for this study was based on Maxwell's

"purposeful selection" strategy which, indicates "a selection strategy in which particular

settings, persons, or activities are selected deliberately in order to provide information

that can't be gotten as well from other choices" (2005, 88). The selection criteria included

leadership scenarios representing direct and organizational level Army leaders in the rank

of captain to lieutenant colonel, serving in a command position at the company or

battalion level. During the selection of leader vignettes, the researcher considered those

based in a deployment setting, as well as a garrison setting. The leader vignettes represent

typical activities of direct and organizational level Army leaders. Selecting documents

and research findings for this study was purposeful, in that the information highlighted

the connection between emotional intelligence and leadership. The documents, research

findings, and leader vignettes selected best represented the population of interest.

Data Collection Methods

This study converged the data to warrant comprehensive and accurate conclusions

drawn from the analysis of the data. The additional analysis of historical research

findings presented in the literature review allow the creation of a holistic story of the role

that emotional intelligence plays in Army leadership. The stories in the form of leadership vignettes are essential to the meaning-making process. The leadership vignettes serve as the primary data in this study. An extensive review of applicable literature and Army leadership evaluation documents and doctrine supported the researcher's analysis of leadership behaviors and actions in the vignettes and allowed for greater generalization. This data collection method does not address information or documents that are not published for one reason or another, as well as recent work that has not yet been published. The goal is to put leadership behaviors and actions in context so that the researcher can make meaning of those behaviors and actions in relation to the Army Leadership Requirements Model and emotional intelligence competencies.

Data Analysis

Qualitative research studies require a constant interchange amid data collection and data analysis (Strauss and Corbin 1998). This study used qualitative content analysis to conduct a thematic evaluation of research results, leader vignettes, and Army leadership doctrine to identify recurring themes, correlations, and major ideas within these texts. The vignette analysis facilitated identification of patterns and themes in leadership behaviors and actions. The researcher then evaluated these leadership behaviors and actions based on 20 emotional intelligence competencies and the Army Leadership Requirements Model. In this study, the creative process of making meaning includes understanding the behaviors and actions of direct and organizational level Army leaders, while making sense of what the Army requires from its leaders and how emotional intelligence plays into those requirements, as well as identifying and defining the themes that may emerge.

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The data was organized, prepared, read, and reviewed for analysis highlighting the overall meaning of the data to gain a general sense of the type of leadership conveyed in each vignette. The researcher performed a detailed analysis by organizing the vignettes into segments, then segmenting events, behaviors, or actions. The events, behaviors, actions were labeled based on the emotional intelligence competencies and Army leader attributes and competencies displayed or not display. This process generated a description of the leaders in the vignettes, which then led to generalizing themes and major ideas. The qualitative narrative contains the emergent themes and major ideas. Finally, the researcher interpreted, compared, and correlated the meaning of the behaviors and actions with research findings, the Army Leadership Requirements Model, and emotional intelligence competencies.

The researcher's personal background and military experience provided an understanding of the information presented in the leadership vignettes, thus enhancing the analysis and meaning making process. This experience increased the accuracy of data analysis, conclusions, and recommendations. The emergent themes and major ideas in this study developed from the researcher's awareness of personal biases and the actual events depicted in the vignettes.

<u>Research Steps</u>

The research conducted for this study followed a uniform protocol to ensure that the vignettes yielded data consistent with the study's goals. The researcher followed these steps:

1. Completed a comprehensive literature review.

2. Completed a detailed review of applicable Army doctrine and leadership evaluation criteria.

3. Thoroughly read, segmented, and categorized leadership vignettes.

4. Thoroughly analyzed vignettes for emergent themes, patterns, and major ideas.

5. Constructed conclusions and recommendations.

<div align="center">Goodness and Trustworthiness</div>

Qualitative research requires an active role from the researcher in the collection and interpretation of data. In order to maintain credibility, it is essential that the researcher is good and trustworthy (Stake 1995). The qualitative researcher must avoid narrow-mindedness and biasing the research with personal assumptions. The use of multiple documents, doctrine, and peer-reviewed literature serve to increase the trustworthiness of the study's findings. The researcher uses rich description to contextualize the study and allow readers to consider the applicability and transferability of the research context, results, and recommendations (Merriam 2002, 31). The researcher used the method of reflexivity to perform critical self-reflection about assumptions, biases, and relationship to the study. The researcher allotted adequate time to collect data and purposefully sought variation and diversity in selecting leadership vignettes to encourage a larger span of application of the findings. Collectively, the researcher employed these strategies in this study to ensure the goodness and trustworthiness of this research.

Researcher Position

Qualitative and quantitative researches differ in the aspect of the role of the researcher. The primary research tool for data collection and analysis in this qualitative case study research is the researcher. The researcher considered biases, perspectives, and limitations during the collection, analysis, interpretation, and reporting of the data. Qualitative research assumes that the researcher's biases and values affect the outcome of any study (Merriam 1998). However, subjectivity can be viewed as worthy to distinctive contribution resulting from unique perspective and supported by collected data (Peshkin 1998, 18).

In the interest of full disclosure and guarding against unintentional influences of the researcher's interpretation of the leadership behaviors and actions in the vignettes, the following summarizes the researcher's personal and professional experiences relevant to this study. The researcher has nearly twelve years of active duty military experience as a commissioned officer providing keen insight into Army leadership requirements. The researcher is currently a U.S. Army Command and General Staff College resident student. This course enhanced the researcher's scope and understanding the challenges that Army leaders face, as well as strengthened the researcher's understanding of the day-to-day operations and responsibilities of direct and organizational level Army leaders. As a product of dual military parents, the researcher has been immersed in military culture since childhood.

Limitations

This study contains limitations. The study focused on data collected from three distinct leadership vignettes representing various leadership styles and personalities. This

study does not discuss Army leadership requirements as they apply to junior Army leaders in the rank of second lieutenant or first lieutenant, or strategic leaders in the rank of colonel or above. This study also does not focus on Army leaders who are not serving in command positions, such as staff, or specialty military occupations, such as medical. The leader vignette illustrations do not detail all aspects of successful or unsuccessful leadership behaviors or actions. The availability of real-life Army leadership vignettes or case studies is limited for direct and organizational level leadership. The researcher drew sound conclusions from vignette analysis, the Army's leadership doctrine, and applicable research.

A more diverse sample, including junior officers and those serving in non-command, leadership positions could have provided additional insight into the overall leadership requirements. Patton (2002) submits that perceptual data are in the eye of the researcher. The researcher took care to support the accuracy of the themes mined from the review of the leader vignettes.

The perspective focus on only Army officers, as opposed to other branches of service, is also a limitation for this study. Each branch of military service has published leadership doctrine and standards, which may contain similarities, but are different from that of the Army's leadership doctrine. The requirement to research the leadership standards of each branch of service exceeds the scope of this research.

<u>Delimitations</u>

The delimitations; how the study was narrowed in scope (Creswell 2003) involved selecting only three leader vignettes to review, representing Army direct and organization level leaders in command positions. It is important to highlight that

command scenarios may vary greatly depending on size, composition, specialty, location, and experience level of all members of the organization. For this reason, speculation that this study's results would be similar to other command scenarios is discouraged. Another possible delimitation is the study's focus on direct and organizational level Army leaders and the effects of their leadership behaviors and actions on developing others, command climate, and organizational success. A broader scope of leader vignettes may have given more insight into other complex issues Army leaders face at all levels of leadership.

Summary

This chapter outlined the philosophical foundation and design for this study, as well as the ways in which these theories and methods anchored the data collection and analysis. The theoretical perspectives and methodology highlighted the complex nature of the how Army leader characteristics and behaviors effect Army organizations. A discussion of the goodness and trustworthiness, researcher position, as well as the limitations and delimitations of the study conclude this chapter.

CHAPTER 4

ANALYSIS

Part 1: Crosswalk

Overview

Army leaders are warriors, negotiators, and ambassadors that plan, innovate, coordinate, and execute responsibilities within the United States and abroad. The Army demands competent, agile, adaptive, and multi-skilled leaders to lead in a time of rapid transformation. The Army needs leaders who can address current and future challenges while incorporating lessons learned over the past decade. To be successful, Army leaders must continuously build and refine their leader attributes, seek to enhance professional knowledge, and apply the core leader competencies as they move from direct leadership positions to the organizational and strategic levels. The purpose of this study is to examine how emotional intelligence competencies relate to the Army leader attributes and competencies. To appreciate this relationship, one must first understand the leader requirements outlined in the Army's leadership doctrine.

The Army Leadership Requirements Model outlines the requirements for values-based leadership, impeccable character, and professional competence. The Army Leadership Requirements Model applies to leaders at all levels and is common to all cohorts within the Army (Department of the Army 2012b). The model conveys interrelated components that inform enduring capabilities needed by an Army leader regardless of the level of leadership, mission, or assignment. The model's components center on what a leader is (attributes) and what a leader does (competencies). An Army leader's attributes enable the leader to master the core leader competencies. Figure 2 is an

illustration and explanation of the components of the Army Leadership Requirements Model.

ATTRIBUTES

CHARACTER
* Army Values
* Empathy
* Warrior Ethos/Service Ethos
* Discipline

PRESENCE
* Military and professional bearing
* Fitness
* Confidence
* Resilience

INTELLECT
* Mental agility
* Sound judgment
* Innovation
* Interpersonal tact
* Expertise

LEADS
* Leads others
* Builds trust
* Extends influence beyond the chain of command
* Leads by example
* Communicates

DEVELOPS
* Creates a positive environment/ Fosters esprit de corps
* Prepares self
* Develops others
* Stewards the profession

ACHIEVES
* Gets results

COMPETENCIES

Figure 2.   The Army Leadership Requirements Model

Source: Headquarters, Department of the Army, Army Doctrine Reference Publication 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2012), 1-4.

<u>Army Leader Attributes</u>

Attributes describe the manner in which an Army leader conducts themselves, how others perceive the leader, and how the leader gains and uses knowledge within an environment (Department of the Army 2012b). The Army leader attributes are Character, Presence, and Intellect. A leader's Character encompasses the moral and ethical qualities that assist the leader to discern what is right from what is wrong (Department of the

Army 2012b, 3-1). A leader's Presence denotes the actions, verbal, and non-verbal communication that the leader projects to inspire others to do their best and follow their lead (Department of the Army 2012b, 4-1). An Army leader's Intellect is the conceptual abilities that enable effective problem-solving and sound judgment (Department of the Army 2012b, 5-1).

Character is fundamental to successful leadership. Army leaders must embody an informed ethical conscience consistent with the Army Values and inspire others to do the same. The elements internal and central to a leader's character are the Army Values, Empathy, the Warrior Ethos and Service Ethos, and Discipline. The Army Values include loyalty, duty, respect, selfless service, honor, integrity, and personal courage (Department of the Army 2012b, 3-1). Empathy involves the ability to perceive and understand another person's point of view and identify with his or her feelings and emotions. The Warrior Ethos are the intrinsic shared beliefs that epitomize the spirit of the Army profession: "I will always place the mission first, I will never accept defeat, I will never quit, and I will never leave a fallen comrade" (Department of the Army 2012b, 3-4). Discipline is the state of mental conditioning, which renders instinctive obedience rooted in respect for and loyalty to proper authority and good orderly practices in administrative, organizational, training, and operational duties (Department of the Army 2012b, 3-5).

Presence contributes significantly to a leader's success. Military and Professional Bearing, Fitness, Confidence, Resilience make up the image that a leader projects (Department of the Army 2012b, 4-1). A leader who embodies Military and Professional Bearing projects a commanding presence and professional image of authority. Fitness encompasses the concept of total mind, body, and spiritual well-being bearing sound

conditioning, strength, and endurance that supports one's emotional health and conceptual abilities in stressful situations. Confidence and certainty exhibits composure, poise, and the ability to remain calm, effectively managing emotions. A leader's level of Resilience consists of the mental, physical, emotional, and behavioral ability to cope with adversity, adapt to change, recover, and develop from obstacles or failures (Department of the Army 2012b, 4-2).

Intellect enables an Army leader to think creatively, critically, ethically, and with cultural sensitivity to solve complex problems. The conceptual components affecting an Army leader's intellect are Mental Agility, Sound Judgment, Innovation, Interpersonal Tact, and Expertise (Department of the Army 2012b, 5-1). Mental Agility is the ability to anticipate or adapt to changing conditions. The application of Sound Judgment requires a leader to accurately assess varying situations, draw practical conclusions, and make timely comprehensive decisions. Complex problem solving demands that Army leaders possess the skill of Innovation, which is the ability to present new, original, and creative thoughts, ideas, and operational concepts. Interpersonal Tact is a leader's ability to interact effectively with others. An Army leader develops Expertise in their occupational specialty by possessing facts, beliefs, and logical assumptions in technical, tactical, cultural, and geopolitical knowledge domains (Department of the Army 2012b, 5-3).

Army Core Leader Competencies

The core leadership competencies represent the range of responsibilities and requirements for Army leadership. The three major categories that make up the core leader competencies are Leads, Develops, and Achieves (Department of the Army 2012b, 1-5). Leads entails the application of leader attributes in the act of guiding others toward

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a common goal. Develops encompasses a leader's ability to teach, coach, and mentor others, as well as enhance their own knowledge and abilities. Achieves is the leader's responsibility to accomplish the mission. These competencies are mutually supportive and require an Army leader to achieve the right balance depending on the specific mission, organization, or situation.

Central to the responsibilities of an Army leader is the requirement to lead. Leads competencies include, Leads Others, Builds Trust, Extends Influence Beyond the Chain of Command, Leads by Example, and Communicates (Department of the Army 2012b, 6-1). An Army leader Leads Others through a range of influence techniques to motivate and inspire others to take initiative, work toward a common purpose, and accomplish critical tasks to achieve unit objectives. Builds Trust establishes the conditions for effective influence and creates a positive environment. A leader who Extends Influence Beyond the Chain of Command utilizes indirect means including negotiation, conflict resolution, and mediation to influence others outside of the organization (Department of the Army 2012b, 6-8). An Army leader Leads by Example by maintaining and demonstrating high standards in all aspects of behavior and serving as a role model to peers and followers, alike. Communicates is essential to the expression of ideas to ensure shared understanding. A great communicator actively listens to others and practices effective communication techniques.

Develops competencies are key to an Army leader's responsibilities to assure continued success of the Army into the future. Develops competencies include Develops Others, Creates a Positive Environment/Fosters Esprit de Corps, Prepares Self, and Stewards the Profession (Department of the Army 2012b, 7-1). When Developing Others,

a leader fosters teamwork, encourages initiative, and accepts personal responsibility while demonstrating care and concern for their team to prepare them for success. Creating a Positive Environment or Fostering Esprit de Corps enables a safe environment in which organizational members can learn from their mistakes and grow individually, as well as grow as a team. A leader Prepares Self through accurate self-assessment, self-study, and development to become a multi-skilled professional ready to engage a multitude of leadership challenges (Department of the Army 2012b, 7-6). Stewarding the Profession requires that leaders use strategies, policies, principles, and beliefs to skillfully manage and sustain the resources, expertise, and time-honored traditions that comprise the Army profession. Good stewards of the Army profession understand the lasting effects of their decisions on the organization as a whole (Department of the Army 2012b, 7-15).

The core competency Achieves co-exists with the need to build and maintain the organization's capabilities. Getting Results focuses on all of the actions that get the job done on time and to standard (Department of the Army 2012b, 8-1). Effectiveness in getting results applies to both short-term and long-term objectives. Mobilizing all other attributes and competencies Army leaders get results by providing direction, guidance, and clear priorities.

The Army defines, develops, and evaluates its leaders based on the Army Leadership Requirements Model. Army leaders should embody the Army leader attributes, which enable them to master the core leadership competencies necessary at all levels of leadership. Army leaders start at the direct level of leadership and progress to assume positions of greater responsibility at the organizational and strategic levels. As

Army leaders progress, their attributes should be refined and their proficiency in the outlined competencies should increase.

Levels of Army Leadership

Direct leadership happens at the team, squad, section, platoon, company, or battery level where subordinates are accustomed to interacting with their leaders regularly. Army leaders at the direct level can influence as little as a few to several hundred people. They are essential to the day-to-day operations, care, and development of their followers.

The Army's organizational leadership occurs at the battalion, brigade, and division level. Organizational level leaders translate complex concepts, programs, and plans into understandable operational and tactical decisive action (Department of the Army 2012b, 2-4). Organizational leaders take the knowledge and skills acquired at the direct level and apply them to a broader perspective in terms of scope and short and long-term objectives. Organizational leaders should be masters of applying the art and science of mission command to build disciplined, cohesive teams fortified by trust.

The Army's strategic leaders are a sharply balanced mixture of high-level thinkers, accomplished warfighters, and geopolitical-military experts (Department of the Army 2012b, 2-4). Strategic leaders lead in a variety of settings from the institutional setting within the United States to diverse regions around the world. Strategic leaders must sustain the Army's culture while concurrently conveying the vision of the future force to a diverse audience (Department of the Army 2012b, 2-4). They have a vast scope and typically influence several thousand to hundreds of thousands of people both inside and outside of the Army.

The transition from direct to organizational to strategic level leadership demands that Army leaders be competent and capable of applying their extensive experience across a broad range of military operations. As the level of an Army leader's influence increases, so should their level of emotional intelligence and level of proficiency in leader competencies. This following describes the crosswalk between the emotional intelligence competencies, which parallel, enhance, or enable the Army leader attributes and competencies.

<p style="text-align:center">Army Leadership Requirements Model and
Emotional Intelligence Crosswalk</p>

How can the Army develop good leaders into great leaders? This study argues that a direct link and inclusion of emotional skills are the key component missing from the Army Leadership Requirements Model described above. Technical skills and intelligence quotient are entry-level skills for leadership positions (Goleman 1998). High quality training, a sharp, analytical mind, and great ideas, are only part of what makes a great leader. Great leaders have a high degree of emotional intelligence (Goleman 1998, 2004). This section illustrates and describes how emotional intelligence competencies relate to the Army leader attributes and competencies using a crosswalk method.

The emotional intelligence competencies are clustered into two domains and four categories. The emotional intelligence clusters present behavioral groups conceptually or empirically interrelated. Within the emotional intelligence clusters, the competencies are part of a whole and complement each other in functional behavior (Boyatzis, Goleman, and Rhee 1999). The emotional intelligence competencies parallel, enhance, or enable the Army's leader requirements. The attributes and competencies outlined in the Army's

model describe functional behaviors that involve the recognition, understanding, regulation, and proper use of emotions of self and others to be effective.

Goleman, Boyatzis, and McKee's (2002) emotional intelligence competency model used as the framework for this crosswalk includes two domains and four competency clusters containing 20 emotional intelligence competencies. The first domain, Personal Competence deals with how an individual manages one's self. This domain incorporates three Self-awareness competencies and six Self-management competencies. Self-awareness is the ability to identify and assess one's own emotions and capabilities, as well as understanding the impact those emotions have on others. Self-management which is the ability to control, demonstrate, adapt, and effectively use one's emotions (Goleman 1998; Goleman 1999; Goleman 2000). An Army leader's ability to manage themselves largely enables or enhances the values-based Army leader requirements. .

Goleman, Boyatzis, and McKee's (2002) second domain, Social Competence defines how one manages relationships. This domain includes three Social Awareness competencies and eight Social Skills competencies. Social Awareness is the capacity to perceive and understand the emotions of others. Social Skills are the ability to use emotional input in interactions with others, inspiring and inducing desired responses from them. Army leadership from the direct level to the strategic level is about managing relationships.

The Army Leadership Requirements Model and emotional intelligence competency crosswalk (table 1) illustrates a function of emotions on each Army attribute and competency. The crosswalk also illustrates development strategies for each

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competency cluster that are discussed further in chapter 5. The following is a discussion

of the functions of emotional competencies, on the Army leader attributes and

competencies, arranged by competency clusters.

Table 1. Army Leadership Requirements Model and
Emotional Intelligence Competency Crosswalk

PERSONAL COMPETENCE			SOCIAL COMPETENCE		
SELF AWARENESS			SOCIAL AWARENESS		
Emotional Intelligence Competencies	Army Leader Attributes & Competencies	Self-Awareness Development Strategies	Emotional Intelligence Competencies	Army Leader Attributes & Competencies	Social Awareness Development Strategies
Emotional Self-Awareness	Army Values Warrior Ethos Military and Professional Bearing Resilience Mental agility Leads Develops Others Prepares Self	MBTI Profile Disc Profile 360 Performance Appraisals Johari Window Feedback Mentoring Coaching Transactional Analysis Comprehensive Soldier Fitness	Empathy	Empathy Builds Trust Lead Others	Empathic Listening Networking Counseling Skills
Accurate Self-Assessment	Prepares Self Resilience Fitness Military and Professional Bearing		Organizational Awareness	Builds Trust Creates a Positive Environment Steward of the Profession	
Self Confidence	Military and Professional Bearing Confidence Sound Judgement Resilience		Service Orientation	Empathy Extends Influence beyond the chain of command Develops Others	

SELF MANAGEMENT			SOCIAL SKILLS		
Emotional Intelligence Competencies	Army Leader Attributes & Competencies	Self-Management Development Strategies	Emotional Intelligence Competencies	Army Leader Attributes & Competencies	Social Skills Development Strategies
Self-Control	Discipline Confidence Military and Professional Bearing Builds Trust Creates a positive environment	Time Management Strategies Follow Through Maps Vision, Goals, and Objective Development Self-Reflection Cognitive Restructuring Anger Management	Influence	All Army Leader competencies	Mentoring Coaching Belbin Profile Communication Skills Assertiveness Training Relationship Skills Team Building Exercises
Trustworthiness	Army Values Warrior Ethos Leads by Example Leads Others Builds Trust		Inspirational Leadership	All Army Leader Attributes and Competencies	
Conscientiousness	Discipline Army Values Military and Professional Bearing Leads by example		Develops Others	Creates a positive environment Prepares self Develops Others Stewards the profession	
			Communication	Communicates Interpersonal Tact	
Adaptability	Resilience Mental Agility Innovation Leads Others		Change Catalyst	Innovation Leads others Gets Results	
Achievement Orientation	Resilience Gets Results		Conflict Management	Empathy Interpersonal Tact Communicates Builds Trust Creates a positive environment	
Initiative	Innovation Gets Results		Building Bonds	Warrior Ethos Empathy Build Trust Creates a positive environment	
			Team Work and Collaboration	Interpersonal Tact Empathy Leads Others Extends influence beyond the chain of command Communicates Builds Trust Leads by Example Creates a positive environment Get Results	

Source: Created by author using information from Daniel Goleman, Richard E. Boyatzis, and Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence* (Boston, MA: Harvard Business School Press, 2002); Headquarters, Department of the Army, Army Doctrine Reference Publicaiton 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2012).

Self-awareness Competencies (Know Thy Self)

Self-awareness competencies incorporate a profound insightfulness of one's

emotions, needs, motivations, strengths, and weaknesses. Self-awareness is essential to

an Army leaders' ability to adapt amid a range of operational environments and capitalize

on personal strengths while rectifying weaknesses. Keenly self-aware individuals are optimistic, realists who possess a deeper understanding of their own values and goals. Army leadership requires individuals to understand how their emotions influence their actions, the actions of others, and their job performance. A self-aware leader leads a diverse group of followers understanding their unique style, motivations, and emotions. Self-awareness competencies include emotional self-awareness, accurate self-assessment, and self-confidence.

Emotional Self-awareness

Emotional self-awareness influences and enhances five elements of the Army leader attributes, which include Military and Professional Bearing, Resilience, Army Values, Warrior Ethos, and Mental Agility. Emotional self-awareness also enhances a leaders' ability to Lead and Develop Others, and Prepare Self. In order for Army leaders to develop these elements of desired attributes, lead, develop others, and prepare themselves they must consider their identity, values, goals, and performance abilities and acknowledge their strengths and weaknesses through genuine emotional self-awareness.

A leader's ability to influence and inspire others starts with self-awareness. A heightened sense of self-awareness and ability to master one's own emotions yields competent leadership, especially in tough situations. An Army leader who can engage in genuine actions based on their values and capabilities unequivocally gains their followers' trust. Good character requires that a leader have a clear sense of their identity. A lack of self-awareness leads to negative influence. Followers often view leaders who are not self-aware as egotistical or disconnected.

<u>Accurate Self-assessment</u>

Accurate self-assessment directly enhances the Army's presence attributes of Military and Professional Bearing, Fitness, and Resilience. Forthright self-assessment enables an Army leader's ability to perform the Army leader competency, Prepares Self. Accurate self-assessment must be genuine and candid. A great leader must be able to be frank in admitting both failures and successes with a self-critical sense of humor. Army leaders must be comfortable receiving constructive feedback and discussing their strengths and weakness. Self-improvement requires full commitment to acquiring new skills and adapting to changes.

Self-aware leaders can effectively use tools, such as 360-degree assessments, coaching, and mentorship to analyze their behaviors and actions seriously and make meaning of their experiences to set goals for improvement. Making accurate assessments of personal abilities and weaknesses and understanding how they affect changes in the operational environment improves an Army leader's overall leader presence. Continuous self-development is an Army leader expectation to ensure long-term success as the leader progresses to higher echelons of leadership and responsibility.

<u>Self-confidence</u>

Self-confidence parallels the elements of Military and Professional Bearing, Confidence, and Resilience, as they relate to an Army leader's Presence and informs the exercise of Sound Judgement, as it relates to an Army leader's Intellect. Self-confident leaders have a firm grasp of their abilities. They know when to seek assistance and when to take risks. These leaders can articulate views that are unpopular, are decisive, and able to make sound decisions in the mist of complexity and uncertainty.

Building key mental and emotional attributes, such as confidence and sound judgment supports the accomplishment of progressively more difficult challenges. Projecting self-confidence, certainty, composure, and outward calm is important for leaders and teams. Self-confidence is an emotional competency that is the faith that Army leaders place in their abilities to respond in any situation. The self-confidence of an effective leader permeates the entire organization.

<div align="center">

Self-management Competencies
(The Hard Right versus The Easy Wrong)

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Leaders do not control the biological impulses that drive their emotions, but they can develop the ability to manage those impulses. Self-management is an emotional intelligence competency cluster that logically follows self-awareness and prevents one from letting inner feelings and emotions control behaviors and actions. Self-management constitutes channeling adverse emotions in useful or positive ways. A self-aware leader can adjust their thoughts, feelings, and actions through self-management. Self-control, trustworthiness, conscientiousness, achievement orientation, adaptability, and initiative are self-management emotional intelligence competencies.

<u>Self-control</u>

Self-control is the foremost self-management competency that affects an Army leader's Military and Professional Bearing, Discipline, and confidence attributes. A leader's ability to control their feelings and impulses influences the perceptions of followers and indirectly affects an Army's leader ability to Create a Positive Environment and Build Trust. Leaders who master self-control effectively manage change and ambiguity. Instead of acting out of anxiety to an adverse situation, this leader defers

judgment, requests more information, and actively listens to their followers. In combat, followers must be able to sense that their leader is in control of not only external factors but also their own internal dynamics.

This emotional competency has the highest trickle-down effect. A leader known for the ability to remain calm in all situations encourages team members to behave in a similar manner. The same holds true for a leader who is known for being verbally abrasive. Creating a positive environment involves utilizing passion for good. Leaders who can assert a positive military and professional bearing and use their power, influence, and charisma to display the right amount of sensitivity and passion can more effectively tap into their followers' emotions. Building trust yields honest feedback from followers that can increase a leader's understanding of a situation or the climate of their organization. Self-control also enables ethical decision-making. Leaders who can remain calm under stress can think clearly and positively influence situational outcomes. An Army leader's self-control greatly affects their ability to master other competencies, especially those that deal with social awareness and social skills.

Trustworthiness

Trustworthiness is the pinnacle of the Army Values and the Warrior Ethos. Trustworthiness enhances an Army leader's ability to perform leadership competencies of Leading Others, Leading by Example, and Building Trust. Trustworthiness is an emotional intelligence competency that yields high standards of honesty and integrity in a leader. Trustworthy leaders maintain an ethical organizational climate by modeling ethical behavior rooted in the values, beliefs, and principles that are in line with those of the organization. These leaders are able to recognize and reconcile their own mistakes,

which promotes reliability and authenticity. Trustworthiness is an intangible leadership requirement that forms the basis of high performing teams.

Conscientiousness

Conscientiousness builds on trustworthiness and parallels the Army leader's requirement to Lead Others, and Lead by Example. An Army leader who embodies Discipline, Military and Professional Bearing, and lives the Army Values, is a conscientious leader that takes responsibility for their personal performance. These leaders are accountable to themselves, as well as their followers for meeting commitments and objectives. These leaders take pride in their performance. Embedded in the Army Value of Duty is the requirement for Army leaders to be conscientious and consistently strive to attain their highest levels of achievement, which highlights a sense of personal dedication and effort to the organization. Conscientiousness guides a leader's thoroughness, reliability, and practicality.

Adaptability

Adaptability promotes Resilience, Mental Agility, Innovation, and an Army leader's ability to Lead Others. The complex and ever-changing operational environment requires that Army leaders be flexible and adaptive. Adaptability is an essential emotional competency that enables a leader to respond to and manage rapid change, shifting priorities, and multiple competing demands. Flexible and adaptive leaders are more resilient and able to modify their responses to meet complex demands by putting situations into perspective. Army leaders do not enjoy the luxury of staying inside their comfort zone. Adaptability takes effort and a leader's willingness to challenge previously

held ideas and assumptions by seeking out novel and unfamiliar situations. The emotional self-management skill of adaptability empowers the mental capacity to be open-minded, respect multiple perspectives, avoid jumping to conclusions, take risks, and respond positively to setbacks.

Achievement Orientation

Achievement orientation enhances the Army leader attribute, Resilience and enables a leader's motivation to Get Results consistently. Leaders that are orientated to achieve beyond personal and external expectations possess deeply embedded desires that motivate them to achieve personal and organizational goals. The Army expects its leaders to get results by integrating their performance in all the leader competencies to accomplish the mission ethically and to standard. Achievement orientation drives optimism, organizational commitment, and high performance standards. Self-management fuses with achievement motivation to overcome setbacks or failures, thereby contributing to the leader's resilience. Likewise, this motivation and drive can influence organizational member performance.

Initiative

Leaders who possess initiative foster the Army's intellectual attribute, Innovation within their organizations. They are creative and critical thinkers who seek new ways to tackle complex problems to produce valuable ideas that enable them to Get Results. The future operational environment requires leaders that are open to emerging novel ideas and willing to incorporate unusual or enterprising methods to accomplish the mission. A leader who possesses initiative readily seizes opportunities as they arise. They can

understand and frame an operational problem utilizing a wide range of sources and encouraging creative perspectives.

Disciplined initiative is one of the hallmarks of the Army's mission command philosophy (Department of the Army 2012a). Army leaders who possess initiative personify the mission command philosophy because they can be trusted to discover new forward-looking approaches, ideas, and unique ways to challenge and develop followers. These leaders reinforce team building getting followers involved in the process of problem solving, further embracing the mission command philosophy. Leaders with initiative understand constraints and limitations, but also know when to take risks to accomplish the mission.

<div align="center">

Social Awareness Competency Cluster
(Servant Leadership)

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Social awareness competencies center on carefully considering the needs of others and interacting with others in a way that satisfies those needs. Great leaders are socially aware and use this ability to gain and maintain rapport and support through their natural response to people and their situations. For Army leaders, social awareness fosters familiarity with the social constructs and climates of the organizations they lead. Improving organizational climate for example, requires a leader to understand the informal systems within an organization before making changes to the formal systems. Furthermore, leaders must understand how changes to formal systems, such as rewards, policies, standard operating procedures might affect the informal social systems. The social awareness competency cluster consists of empathy, organizational awareness, and service orientation.

Empathy

Empathy, as it relates to social awareness directly parallels the Army's character attribute, Empathy. Arguably, empathy is an emotional competency that enables a leader's ability to Lead Others and Build Trust. Empathy is a powerful leadership tool that allows a leader to understand the emotional energy, that is people's hopes, dreams, concerns, and fears that drive motivation and endurance. Empathetic Army leaders can appreciate hardships that their followers endure during operations appraising the realistic nature of their plans and decisions.

In the Army, empathy is an attribute that rarely gets proper recognition and praise. The Army is a diverse organization whose missions take place in every region of the globe. The rise in cultural sensitivity brings forward the importance of empathetic Army leaders who can thoughtfully consider the feelings and emotions of others in the process of decision-making. Empathic leaders who have a keen understanding of cultural and ethnic differences build trust within and outside of their organizations.

Organizational Awareness

The Army requires leaders to Create a Positive Environment, Build Trust, and Steward the Profession. To be effective in these competencies a leader must possess organizational awareness. Organizational awareness is a leader's ability to distinguish the social and political dynamics that occur within teams (Boyatzis, Goleman, and Rhee 1999). For Army leaders, this more fittingly denotes understanding the organizational climate and culture in which a leader leads. Direct and organizational level leaders shape the climate of units and organizations, while strategic leaders shape the Army's culture, which is rooted in the Army Values. Army leaders must understand the social networks,

unspoken rules or informal artifacts that guide the climate of an organization in order to lead change, manage talent, capitalize on diversity, and build cohesive teams effectively. Stewardship starts with organizational awareness. An Army leader must recognize and appreciate the time-honored principles, beliefs, and traditions they are required to safeguard.

Service Orientation

Service orientation enhances an Army leader's ability to Develop Others and retain talented followers, influence effectively within their organization, as well as Extend Influence Beyond the Chain of Command, and Empathize with the needs of others. Service orientation involves fostering an emotional climate where members of the organization recognize and understand the often-unstated needs and concerns of others. Service oriented leaders understand the lasting effects of their influence and ability to establish lasting partnerships with other branches of service, nongovernmental agencies, private civilian organizations, and multi-national partners.

Social Skills Competency Cluster
(No Man is an Island)

Social skills are a manifestation of self-awareness, self-management, and social awareness competencies combined. A leader is not directly responsible for accomplishing the mission. A leader is responsible for the people who are responsible for accomplishing the mission. Therefore, managing relationships is a critical leadership competency. Leaders that understand and control their own emotions and can empathize with the feelings of others are very effective at managing relationships. Social competency allows a leader to move an organization in the direction desired by the leader. These leaders are

expert motivators and collaborators who effectively spread their passion throughout the organization. Social skills competencies include influence, inspirational leadership, developing others, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration.

Influence

Influence is the cornerstone of leadership. All of the Army's core leader competencies especially involve influence. The Army defines leadership as a "process of influencing" (Department of the Army 2012b, 1-1). Influence is an emotional social skill that enables leaders to use a variety of techniques that align with the needs of the organizational members and the goals of the organization to develop others and accomplish the mission. An Army leader who uses authentic, positive influence techniques that are in line with the Army Values and Warrior Ethos combined with adept social skills garners genuine commitment from their followers and partners. Gaining commitment from followers creates a long-lasting dedication and change in mindset and beliefs.

Influence requires a leader to cultivate deep social relationships that foster rapport, mutual trust, and credibility. This applies to influence within Army organizations, as well as outside partners, such as multi-national forces, nongovernmental organizations, media, local police, civilians, and political leaders. Extending influence to diverse audiences is not about technical expertise or tactical proficiency, but rather hinges upon soft emotional social skills.

<u>Inspirational Leadership</u>

Inspirational leadership is the product or output of all the Army leader attributes and competencies combined. An Army leader who embodies the attributes, values, and principles outlined in the Army Leadership Requirements Model and is proficient in all of the Army leader competencies should personify inspirational leadership. Inspirational leaders create resonance by communicating a compelling vision to guide their followers toward organizational success. Influencing and guiding people to the highest levels of individual and organizational achievement takes inspiration that comes from a leader's internal drive and motivation. Above all the technical and tactical requirements of leadership, inspirational Army leaders are the leaders that take their organizations to the next level.

<u>Developing Others</u>

Developing others parallels the Army's Develops competencies. Developing others should be a leader's top priority. Cultivating the abilities of followers requires a leader who is in tune with their people and can assist them in turning their weaknesses into strengths and goals into achievements. Developing others requires self and social awareness; emotional competencies enhance a leader's ability to give constructive feedback through effective coaching, counseling, and mentoring. Coaching, counseling, and mentoring are more effective when a leader has taken the time to cultivate relationships. Their followers trust their feedback because they display genuine care and concern, not just for metrics or tasks, but also for the well-being of their followers.

<u>Communication</u>

Effective communication is a major component of emotional social skills, which enhances the Army leader attribute Interpersonal Tact and parallels the Army's lead competency requirement to Communicate effectively. For Army leaders, adept communication skills are useful in a variety of situations, namely negotiations, dealing with difficult issues, building trust, communicating standards and expectations, coaching, counseling, mentoring, and leading teams. Great leaders incorporate self-awareness, self-management, and social awareness competencies to master verbal skills, tone, body language, eye contact, and active listening. These leaders also foster open communication within their units and create an environment in which followers are comfortable communicating challenges, mistakes, or adverse results.

<u>Change Catalyst</u>

Leading change is largely an emotional social skill that propels a leader's ability to Get Results. Championing change is one aspect of the Army's Leads Others competency and requires the intellectual Army attribute, Innovation, to introduce creative ideas and operational concepts. An effective change catalyst then leads the organization through the process of implementing or integrating these new ideas or concepts. Recognizing the need for change, discovering practical ways to overcome barriers to change, challenging to the status quo, leading change with optimism, and rallying a network of change champions within an organization derives from a leader's keen sense of social awareness and adept social skills.

Conflict Management

Conflict management is an unavoidable leadership task that requires Empathy, Interpersonal Tact, and the ability to Communicate effectively. A leader's ability to manage conflict within the workplace enhances his or her ability to Build Trust among followers and Create s Positive Environment. Conflict management is a social art that employs empathy and organizational awareness to guide a leader's ability to cleverly capture the divergent perspectives of all involved parties, encourage collaboration, and find common ground. Empathetic leaders bring defenses down, quickly summarize the issues and concerns, clarify key points, and discover workable solutions. An emotionally intelligent leader finds ways to build bonds and unify people under the same interests, which indirectly builds trust and creates a positive working environment. Managing conflict is about demonstrating confidence and interpersonal tact through positive social interactions and empathy in action.

Building Bonds

An Army leader's ability to build emotional bonds within their organization requires Empathy and personification of the Warriors Ethos. Emotional bonds enhance a leader's ability to Build Trust and Create A Positive Environment. Building bonds within an organization is extremely vital in high-risk occupations, such as the military. Leaders who care about their followers both personally and professionally build trust and create positive command climates by nurturing meaningful relationships. Emotional bonds have a vast effect on productivity and the overall organizational success. Emotionally intelligence leaders cultivate broad informal networks, rapport, and mutually beneficial bonds.

Team Work and Collaboration

The emotional social skill of fostering teamwork and collaboration facilitates an Army leader's ability to Create a Positive Environment and Get Results. The Army leader attributes, Empathy and the Warrior Ethos contribute to a leader's ability to foster teamwork and collaboration. Moreover, the Army's Leads competencies support effective team leadership. The Army prides itself on being a team of teams. Teamwork and collaboration creates a work environment of shared understanding, mutual respect, utility, and cooperation. Collaborative leaders are the leaders of the future because they can skillfully manage diversity, globalization, and limited human resources. Collaborative leaders can extend influence outside of the organization because they capitalize on the valuable relationships and interactions among outside agencies. The abilities grounded in emotional intelligence are vital to leading successful collaborative teams.

Summary

Chapter 4, part 1 discussed the components of the Army Leadership Requirements Model and presented the Army Leadership Requirements Model and emotional intelligence competency crosswalk. The crosswalk discussion described how emotional intelligence competencies relate to the Army leader attributes and leadership competencies. The discussion highlighted that emotional competencies directly correspond to, enhance, or enable all Army leader requirements. The crosswalk discussion also reveals the gaps in the Army Leadership Requirements Model that fails to clearly acknowledge emotional competencies required by leaders in the act of leading. The incorporation of emotional intelligence competencies into the Army Leadership

Requirements Model would illustrate a more comprehensive picture of what qualities, abilities, and competencies yield great leaders. Part 2 of chapter 4 uses the emotional intelligence and Army Leadership Requirements Model crosswalk to discuss the actions and behaviors of the leaders in three separate leadership vignettes.

Part 2: Leadership Vignette Discussion

Vignette #1 Discussion

This leadership vignette illustrates a variety of direct level leadership actions and behaviors. Appendix A shows CPT Ken Anderson's specific leadership actions and behaviors that appear within the vignette. The table does not capture every leadership action, but represents typical leadership behaviors at the direct level specifically related to individual Soldier readiness. The following is a descriptive discussion of one specific leadership action presented in the vignette, the Army attributes and core leadership competencies demonstrated by the leader, and the role of emotional intelligence competencies.

Emotional Intelligence Competencies Demonstrated	Army Leader Attributes Demonstrated	Army Leader Competencies Demonstrated
Self-Awareness Emotional Self-Awareness Self-Confidence ⟷	**Presence** Confidence	
Self-Management Self-Control Initiative		
Social Awareness Empathy Organizational Awareness Service Orientation ⟷	**Character** Empathy Army Values Warrior Ethos	
Social Skills Influence Inspirational Leadership Developing Others Communication Building Bonds ⟷	**Intellect** Interpersonal Tact ⟶	**Leads** Leads Others Leads by Example Communicates **Develops** Develops Others Steward of the Profession

Figure 3.   Vignette #1: Leader Action Crosswalk

Source: Created by author. This figure crosswalks the leader action discussed below with the corresponding emotional intelligence competencies and Army leader attributes and competencies demonstrated in this action. The specific leader action highlighted in this figure is from table 2, Leadership Action Chart Vignette #1, number 11: Taught, Coached, Counseled, and Mentored Followers Regularly.

The Take-away

Figure 3 shows a parallel relationship between the emotional intelligence competencies and Army leader attributes demonstrated by CPT Anderson. It is clear that his emotional competence enables his ability to perform core leadership competencies. This leader successfully fulfilled his leader responsibility to teach, coach, counsel, and mentor his followers. He demonstrated proficiency in several emotional intelligence competencies, Army leader attributes and competencies with this leadership action.

Based on the Army Leadership Requirements Model and emotional intelligence competency crosswalk presented in chapter 4, figures 3 shows that emotional intelligence competencies parallel, enhance, or enable CPT Anderson's Army leader attributes and competencies. CPT Anderson's tactical and technical knowledge plays a lesser role in this very common Army leadership scenario. Figure 3 also illustrates a clear gap in the explanation of Army leader attributes and competencies because the Army's model does not mention or only implies many of the necessary emotional competencies required in this leadership vignette. A clear understanding of the emotional intelligence requirements that Army leader's use in the act of leading creates a more balanced and comprehensive illustration of Army leader requirements.

Emotional Intelligence in Action

Developing others requires leaders to demonstrate emotional intelligence competencies that span all four emotional intelligence competency clusters, self-awareness (emotional self-awareness and self-confidence), self-management (self-control and initiative), social awareness (empathy, organizational awareness, and service orientation), social skills (influence, inspirational leadership, developing others, communication, and building bonds). Parallel to these emotional competencies are the embedded principles of the Army Values, the Warrior Ethos, and the Army attribute, empathy. Emotional competency enhances confidence and interpersonal tact. Proficiency in these applicable emotional competencies and Army leader attributes enable Army leaders to successfully engage the core competencies, which in this vignette includes leading others, leading by example, communicating, developing others, and stewarding the profession.

Army leaders utilize a combination of teaching, coaching, counseling, and mentoring to develop Soldiers by communicating strengths, identifying weaknesses, setting goals, developing and implementing a plan of action and providing oversight and motivation throughout the process. This is only possible when leaders are empathic, organizationally aware, and submit the initiative to develop a comprehensive understanding of the strengths, weaknesses, and professional goals of their Soldiers. Leaders earn the trust of their followers when their followers sense that the leader has their best interest and well-being in mind.

Teaching, coaching, counseling, and mentoring is much more than providing one-sided feedback, it is open communication aimed at developing a Soldier both personally and professionally. Open communication involves more than just spoken words. A leader's nonverbal behaviors, gestures, and body language are important to communicating care and concern. Empathy and active listening is instrumental in developing a trusting relationship with followers.

Vignette #2 Discussion

This leadership vignette illustrates a variety of organizational level leadership actions and behaviors. Appendix B shows LTC Joseph Dean's specific leadership actions and behaviors that appear within the vignette. The table does not capture every leadership action, but represents typical leadership behaviors at the organizational level specifically related to enhancing organizational climate and leading a successful organization. The following is a descriptive discussion of one specific leadership action presented in the vignette, the Army attributes and core leadership competencies demonstrated by the leader, and the role of emotional intelligence competencies.
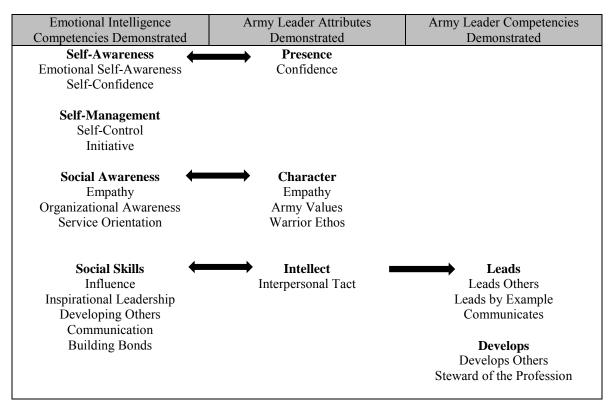
Emotional Intelligence Competencies Demonstrated	Army Leader Attributes Demonstrated	Army Leader Competencies Demonstrated
Self-Awareness ⟷ Emotional Self-Awareness Self-Confidence	**Presence** Military and Professional Bearing Confidence	
Self-Management ⟷ Trustworthiness Conscientiousness Achievement Orientation Initiative	**Character** Discipline **Intellect** Sound Judgement Expertise Innovation	⟶ **Achieves** Gets Results
Social Awareness ⟷ Empathy Organizational Awareness Service Orientation	**Character** Empathy Army Values Warrior Ethos	
Social Skills ⟷ Influence Inspirational Leadership Communication Change Catalyst Developing Others Building Bonds Team Work and Collaboration	**Intellect** Interpersonal Tact	⟶ **Leads** Leads Others Leads by Example Builds Trust Communicates **Develops** Creates a Positive Environment Fosters Esprit de Corps Develops Others Steward of the Profession

Figure 4.   Vignette #2 Leader Action Crosswalk

Source: Created by author. This figure crosswalks the leader action discussed below with the corresponding emotional intelligence competencies and Army leader attributes and competencies demonstrated in this action. The specific leader action highlighted in this figure is from table 3, Leadership Action Chart Vignette #2, number 14: Created Healthy Positive Command Climate by Instilling Discipline, Building a Cohesive Team, and Leading Change.

The Take-away

Figure 4 shows the relationship between the emotional intelligence competencies

and Army leader attributes and competencies demonstrated by LTC Dean. His emotional

intelligence competencies and leader attributes drove the mental and social faculties that

enabled his ability to perform core leadership competencies. This leader successfully created a positive and productive organizational climate by instilling discipline, building a cohesive team, and leading change. His actions demonstrated a keen capability in virtually every emotional intelligence competency, Army leader attribute, and core leader competencies.

Based on the Army Leadership Requirements Model and emotional intelligence competency crosswalk presented in chapter 4, figure 4 shows that emotional intelligence competencies parallel, enhance, or enable LTC Dean's Army leader attributes and competencies. He brought robust technical experience to his new organization, yet the soft skills of emotional competence played a larger role in his ability to lead change and create a positive command climate in this leadership scenario. Like the previous vignette, figure 4 also illustrates a clear gap in the explanation of Army leader attributes and competencies. Numerous required emotional competencies do not appear in the Army's model and others are merely implied. Incorporation of emotional intelligence competencies in the Army Leadership Requirements Model creates a more clear understanding of all competencies that an Army leader uses in the act of leading.

Emotional Intelligence in Action

Emotionally competent leaders underwrite a healthy organizational climate. Organizational climate encompasses the perceptions of an organization's members, which greatly affects organizational outcomes. Productivity, performance standards, satisfaction, risk-taking, allocation of responsibilities, leader support, fairness of rewards and punishment, effectiveness of communication, and personal growth shape the perceptions of organizational members. How members feel about being part of an

organization is one of the most important and sometimes overlooked impacts of direct

and organizational level leaders. LTC Dean's keen personal and emotional competencies,

including emotional self-awareness, self-confidence, empathy, organizational awareness,

service orientation, influence, inspirational leadership, communication, initiative, and

building bonds enabled his ability to shape the organizational climate and the perceptions

of his followers.

The organizational level is the most important level for influencing change. LTC

Dean set the tone for the organization by driving positive changes. Leading change starts

with trust because change requires organizational members to sacrifice for the benefit of

the organizational mission. LTC Dean successfully earned the trust of his followers by

embodying the Army attributes, confidence, sound judgement, expertise, innovation,

empathy, Army Values, and interpersonal tact. In addition to these attributes, LTC Dean

also embodies the emotional leadership qualities of self-awareness, trustworthiness,

conscientiousness, initiative, and organizational awareness.

Organizational success in the Army is contingent upon intangible human

dynamics, such as inspirational leadership, discipline, respect, trust, morale, and

cohesion. Embedded in the Army leader attributes are these emotional human dynamics

in the form of emotional intelligence competencies. LTC Dean demonstrated that

successfully leading an organization that he found in poor condition starts with

communicating principles, values, and a compelling vision aligned with his actions and

behaviors and building trust. The Directorate of Engineering and Housing achieved

organizational success because LTC Dean was an empathetic leader, committed to

serving his followers and building bonds through positive inspirational leadership and influence.

Great leaders strive to leave an organization better than they found it by looking ahead and preparing talented followers to improve personally and professionally. Demonstrating the soft skills of emotional competence, CPT Anderson contributed greatly not only to his followers, but also to the organization as a whole. Great leaders expertly maintain a healthy balance between taking care of their followers and their families and simultaneously accomplishing the mission. They not only embody the Army leader attributes and gain proficiency in the Army leader competencies, but they also master emotional intelligence competencies.

Vignette #3 Discussion

Appendix C shows LTC Gillett's specific leadership actions and behaviors that appear within the vignette. The table does not capture every leadership action, but captures the key actions and behaviors that affected this leader's lack of success at the organizational level. Specifically, the actions and behaviors related to an Army leader's responsibility to create an organizational vision and align the organization with that vision so that the organizational members are postured to accomplish the mission. The following is a descriptive discussion of one specific leadership action presented in the vignette, the Army attributes and core leadership competencies that LTC Gillett failed to demonstrate, and the impact of his lack of emotional intelligence competencies.

Emotional Intelligence Competencies *Not* Demonstrated	Army Leader Attributes *Not* Demonstrated	Army Leader Competencies *Not* Demonstrated
Self-Awareness ⟷	**Presence**	
Emotional Self-Awareness	Military and Professional Bearing	
Accurate Self-Assessment	Confidence	
Self-Confidence	Resilience	
Self-Management ⟷	**Character** ⟶	**Achieves**
Self-Control	Discipline	Gets Results
Trustworthiness		
Conscientiousness	**Intellect**	
Adaptability	Sound Judgement	
	Mental Agility	
	Innovation	
Social Awareness ⟷	**Character**	
Empathy	Empathy	
Organizational Awareness		
Service Orientation		
Social Skills ⟷	**Intellect** ⟶	**Leads**
Influence	Interpersonal Tact	Leads Others
Inspirational Leadership		Leads by Example
Communication		Builds Trust
Change Catalyst		Communicates
Developing Others		
Building Bonds		**Develops**
Team Work and Collaboration		Creates a Positive Environment
		Fosters Esprit de Corps
		Develops Others
		Steward of the Profession

Figure 5.   Vignette #3 Leader Action Crosswalk

Source: Created by author. This figure crosswalks the leader action discussed below with the corresponding emotional intelligence competencies and Army leader attributes and competencies demonstrated in this action. The specific leader action highlighted in this figure is from table 4, Leadership Action Chart Vignette #3, number 7: Failed to Properly Create, Communicate, or Align an Organizational Vision, Failed to Achieve a Shared Understanding of Unit Purpose, Direction, and End State.

The Take-away

Figure 5 shows the relationship between the emotional intelligence competencies

and the Army leader attributes and competencies that LTC Gillett failed to demonstrate in

this leader vignette. In many cases, he lacked the mental and social capabilities that enable him to execute core leadership competencies. This leader failed to properly create, communicate, or align an organizational vision. He also failed to achieve a shared understanding of the unit's purpose, direction, and overall end state. These leadership failures ultimately led to numerous negative outcomes and failure of the organization to accomplish its deployment mission. LTC Gillett's leader behaviors were void of virtually every emotional intelligence competency, Army leader attribute and core leader competency.

Based on the Army Leadership Requirements Model and emotional intelligence competency crosswalk presented in chapter 4, figure 5 shows that LTC Gillett's failure to embody certain Army leader attributes and competencies were also a failure in emotional intelligence competencies. The figure also illustrates additional emotional competencies that this leader failed to demonstrate, which do not appear in the Army's model. Although, LTC Gillett possessed a cheerful personality, technical proficiency as an Armor officer, and deployment experience, he was unable to balance the critical soft skills of emotional competence, which played an extensive role in his inability to provide his unit with purpose, direction, and organizational goals in this leadership scenario. Again, as expressed in the two previous vignettes, the explanation of Army leader attributes and competencies overlook numerous other required emotional competencies that create a more comprehensive model of all competencies that an Army leader employs in the act of leading. The incorporation of emotional intelligence competencies in the Army Leadership Requirements Model produces a more balanced and comprehensive construct that reflects the qualities and abilities of a great leader.

<u>Emotional Intelligence Missing in Action</u>

The organizational vision is a leader's mental image of what the future environment looks like. Organizational members derive a sense of identity, norms, and standards from a well-communicated vision that serves to influence their actions. Army leaders must align the mechanisms for decisions and actions with their communicated vision. LTC Gillett did not successfully communicate a compelling vision for the members of the 157th Infantry battalion. The vignette suggests that he personally understood the direction in which he wanted to take the unit, but he was unable to articulate that purpose, direction, and motivation for all members and activities within the unit. The absence of emotional intelligence competencies, emotional self-awareness, accurate self-assessment, empathy, organizational awareness, service orientation, influence, inspirational leadership, communication, change catalyst, and teamwork and collaboration contributed to LTC Gillett's failure to provide purpose, direction, and motivation for his unit. An absence of these emotional competencies affected his discipline, sound judgement, and interpersonal tact, which ultimately affected his ability to execute the core leader competencies required to align his goals, plans, and programs with the informal systems of the unit.

The vision development process offers a means of assessing, analyzing, and understanding the internal and external dynamics effecting an organization. LTC Gillett failed to assess his new unit. LTC Gillett's experience leads the reader to conclude that he possessed the necessary intuition to make sound judgments using his military and civilian leadership experience as frames of reference. He failed to collaborate with his subordinate leaders and merge his values, experiences, and priorities with those of the

unit. He did not identify the artifacts, espoused beliefs, values, norms, strengths, or weaknesses within the organizational environment; therefore, he misjudged the appropriate actions that he needed to take as the leader of this unit. Failure to create and communicate a vision during mobilization left a void for organizational members in stressful and turbulent times during the deployment. The soft emotional skills of adaptability, communication, conscientiousness, organizational awareness, and inspirational leadership are clearly missing from the leader's kit bag.

LTC Gillett failed to inspire his infantry battalion's collective commitment or deep connection because of his misguided personal affection for cavalry traditions. His actions and behaviors alienated the unit's members and caused a lack of trust for his leadership abilities. His lack of emotional self-awareness, accurate self-assessment, empathy, and his inability to build bonds and collaborate with his team lessened his ability to successfully create a positive environment and foster esprit de corps, build trust among his followers, and accomplish the mission.

Training events during mobilization serve to build team cohesion and strengthen bonds. The appearance that the battalion commander did not have the best interests of the Soldiers in mind eroded organizational trust, which ultimately effected team cohesion and bonding. LTC Gillett's inability to select appropriate training events caused his team to question their preparedness and their leadership's ability to lead them in combat. His lack of emotional competencies rather than his technical knowledge or tactical abilities as an Armor officer affected LTC Gillett's ability to provide the Soldiers of the 157th proper training, team building events, and support they needed to be successful in Iraq.

The 1-157 Infantry Battalion's failure rests solely on the failure of its leader. Three and six months into this unit's deployment, it became clear that there was no established organizational vision that held the members accountable to the organization's purpose or goals. LTC Gillett did not possess the critical emotional competences required to lead his unit through a successful deployment. His overall lack of key leader attributes and competencies magnified by a general deficiency in emotional competencies facilitated his inability to accomplish the mission ethically and to standard.

<u>Summary</u>

Chapter 4, part 2 discussed used the emotional intelligence competency and Army Leadership Requirements Model crosswalk to discuss the actions and behaviors of leaders in three separate leadership vignettes. The leadership vignette illustrated the leadership actions and behaviors of three separate leaders, one at the direct level and two at the organizational level of leadership. The discussion did not depict every leadership action, but captured the key actions and behaviors in relation to the specific leadership scenarios.

The descriptive discussions for each vignette highlighted one specific leadership action presented in the vignette, the Army attributes and core leadership competencies demonstrated or not demonstrated by the leaders, and the role of emotional intelligence competencies. The vignette discussions highlighted that emotional competencies directly correspond to, enhance, or enable all Army leader requirements. Vignettes 1 and 2 illustrated emotional intelligence competencies in action. The third vignette illustrates organizational failure because of a leader's lack of emotional competency.

The emotional intelligence competency and Army Leadership Requirements Model crosswalk combined with the descriptive discussions of the leadership vignettes clearly exposed the gaps in the Army Leadership Requirements Model. The Army's model fails to identify or merely implies all the emotional competencies required by Army leaders at all levels. An Army leader is not directly responsible for accomplishing the mission, rather he or she is responsible for the people who are responsible for accomplishing the mission. Therefore, Army leadership is less about technical knowledge and tactical proficiency, which are entry-level leadership skills and more about the intangible human dynamics embedded in emotional intelligence competencies. The incorporation of emotional intelligence competencies into the Army Leadership Requirements Model would illustrate a more comprehensive picture of what qualities, abilities, and competencies yield great leaders.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

Conclusion

The speed of human interaction is changing the global social environment. Likewise, the Army is an institution that is evolving from within at a very fast pace, and therefore, requires aggressive, innovative, adaptive leaders to carry the organization into the future. There is an eminent demand for great leaders capable of leading in a fast paced, uncertain, complex operational environment. Leadership is fundamentally a human endeavor and emotional intelligence is all about relationships. The intangible skills and abilities that are the by-product of emotional intelligence will take the Army to new levels of productivity and further enhance an environment where leaders can thrive.

The Army's leadership doctrine describes the key attributes and subcomponents that Army leaders must possess to reach their full professional potential. The doctrine also describes the core leader competencies that Army leaders must apply in the act of leading Soldiers. The Army leadership doctrine fails to draw a clear connection between the Army leader attributes and competencies, and emotional intelligence. The lack of incorporation of emotional intelligence competencies into the Army Leadership Requirements Model creates a gap in the Army's leader requirements. This model fails to explicitly identify and only implies the emotional aspects of what an Army leader must Be, Know, and Do to successfully lead in the operational environment.

The intangible soft skills of emotional intelligence is the difference between a good leader and a great leader. This study described how emotional intelligence competencies relate to the Army leader attributes and competencies using a qualitative

analysis of leader behaviors and actions in three separate leadership vignettes and a model crosswalk. Emotional intelligence competencies directly relate to each of the Army leader attributes and competencies. Several Army leader attributes and competencies parallel emotional competencies. Emotional intelligence competencies enhance or enable an overwhelming majority of the Army leader attributes and competencies.

The descriptive analysis of each leader's behaviors and actions using the Army Leadership Requirements Model and Emotional Intelligence Competency Crosswalk linked their leadership actions to applicable emotional competencies and Army leader attributes and competencies. One major theme that emerged from this analysis was that not only were these leaders exhibiting or not exhibiting attributes and competencies described by the Army's leadership doctrine, but also emotional competencies that the Army's doctrine fails to clearly distinguish in its leader requirements model. Another major theme that emerged from this analysis was that tactical and technical proficiency, although important, plays a lesser role in what differentiates a good leader from a great leader with respect to behaviors and actions in the leadership vignettes presented. Leaders who can master the balance of emotional competence, leader attributes, core competencies, and technical and tactical proficiency will be more successful in leading at all levels within the Army. A clear understanding of the emotional intelligence requirements that Army leader's use in the act of leading creates a more balanced and comprehensive illustration of Army leader requirements.

Recommendations

Based on the findings of this study the researcher submits three recommendations: (1) further quantitative studies examining the relationship between emotional intelligence competencies and the Army leader attributes and competencies; (2) formally integrating emotional intelligence competencies into the Army's leadership doctrine; and (3) incorporating emotional intelligence development programs at all levels of leadership education and training within the Army.

Future Research

Future research should focus on using emotional intelligence measurements supported by significant research, (e.g. the Mayer, Salovey, Caruso Emotional Intelligence Test developed by the Mayer, Salovey, and Caruso from Yale University and/or the Emotional Quotient Indicator developed by psychologist Reuven Bar-On to evaluate how emotional intelligence levels in Army leaders correlate to individual leader and organizational success. The Mayer, Salovey, Caruso Emotional Intelligence Test an ability based assessment that measures an individual's reactions to a given a set of problems involving emotions and reasoning. The Emotional Quotient Indicator is a self-report assessment that uses several emotional intelligence scales to identify the test taker's level of emotional intelligence. The test methodology of these reliable emotional intelligence assessments present different perspectives that could be used as a basis for examining the effect of emotional intelligence on individual leader performance and the success of the units they lead. Further research would add to the current studies conducted in the civilian sector and provide additional validations for Army leadership doctrinal modifications.

Army Leadership Doctrine Modifications

Currently, Army leadership doctrine and publications recognize that emotional intelligence is important and that emotions play a role in leading others, but the Army's doctrine does not explicitly draw a connection between the Army leader attributes and competencies, and emotional intelligence competencies. Although the Army Leadership Requirements Model implies that emotional competencies reside within the Army leader attributes and competencies, the Army's doctrine does not clearly specify how the Army measures emotional intelligence in Army leaders. The Army has made strides to improve the performance evaluation process and applicable forms, but the synergistic incorporation of emotional intelligence competencies throughout the process is still required. Appropriate doctrinal modifications would create the foundation used to tailor leader development, education, and training to incorporate crucial emotional intelligence competencies.

Incorporating Emotional Intelligence
Development Programs

Modifications to leadership doctrine, a well-developed emotional intelligence assessment and training program, and senior leader emphasis on the significance of emotional competencies sets the conditions for a successful incorporation of emotional intelligence into the Army Leadership Requirements Model. Emotional intelligence competency development must be provided during initial military education and training and then continued throughout all levels of leadership education and training to avoid the development of ineffective leadership practices relative to emotional intelligence. Leader development must build on the foundation of an individual's existing qualities to develop

well-rounded leaders. In the interim of future research, Army doctrine modifications, and the creation of formal emotional intelligence development programs, this study offers some emotional intelligence leader development strategies that Army leaders can explore to increase individual and team emotional competence.

<div align="center">Emotional Intelligence Leader Development Strategies</div>

Leader development is a top priority for the Army. Incorporating emotional intelligence development into Army leadership education starts with understanding how emotional intelligence works. Emotional intelligence is housed is the neurotransmitters of the brain's limbic system, which governs feelings, impulses, and drives. Research shows the limbic system learns best through motivation, extended practice, and feedback, so in order to enhance emotional intelligence, Army leaders must focus development programs to include the limbic system. This allows leaders to recognize and break ineffective behavioral habits and establish new ones. Emotional intelligence competency development takes time and requires an individualized approach. A few conventional mandatory training courses sporadically placed within leader education will not suffice. Individual coaching, counseling, and mentoring helps in this endeavor. Research in the field identifies many reliable and proven tools to assist leaders in developing emotional intelligence. The following is a brief description of some self-awareness, self-management, social awareness, and social skills development strategies that Army leaders can use to enhance individual and team emotional competence.

Self-awareness Development Strategies

Leaders must examine their emotions and their actions associated with specific emotions. There are strategies that leaders may use to improve self-awareness including, but not limited to journaling, coaching, mentoring, Comprehensive Soldier Fitness training, utilizing self-assessments tools, such as the Myers Briggs Type Indicator, the Dominance, Influence, Steadiness, and Conscientiousness Profile, 360 degree performance appraisals, Johari Window Feedback, and Transactional Analysis.

Journaling requires a leader to document thoughts and experiences that generate major emotions, such as anger, fear, happiness, sadness, or other strong emotions. Coaching and mentoring provides a one-on-one dialogue between a leader and a trusted advisor to discuss personal and professional strengths, weaknesses, and development goals. The Comprehensive Soldier Fitness is the Army's program aimed at assessing and developing the psychological health of Soldiers based on four dimensions of strength: emotional, social, spiritual, and family. (Department of the Army 2015).

The Myers Briggs Type Indicator is an assessment that uses knowledge of personality type to discern what makes people more effective. Leaders use the Myers Briggs Type Indicator to understand personal preferences and tailor those preferences to the leader's style (The Myers Briggs Foundation 2015). The Dominance, Influence, Steadiness, and Conscientiousness Profile is a non-judgmental personal assessment tool used to increase self-knowledge, improve work productivity, teamwork and communication (Personality Profile Solutions 2015).

The 360-degree assessment, when conducted properly provides a comprehensive analysis of a leader's strengths and weaknesses and can provide insight into the leader's

level of emotional competence. Developed by psychologists, Joseph Luft and Harry

Ingham in the 1950s, the Johari Window is a useful self-awareness development tool that

seeks to assist leaders in improving communication skills and relationship management.

The Johari Window places emphasis on the influence of soft skills (Mindtools 2015).

Transactional Analysis examines social interactions. The foundation of this theory is

based on the precept the humans are multi-dimensional, social creatures that adapt to

social situations as they encounter them.

<center>Self-Management Development Strategies</center>

Leaders who effectively manage their emotions, behaviors, and actions make

sound ethical decisions, avoid stereotypes, refrain from verbally lashing out, and never

compromise their values. An understanding of one's personal values, principles, and

beliefs is a starting point for self-management competency development. Effective

leaders acknowledge their own reactions to stressful or challenging situations. Some

techniques for developing self-management skills include, but are not limited to time

management training, creating follow-through maps, vision, goals, and objective

development, self-reflection, cognitive restructuring, and anger management training.

Great leaders plan and manage their time exceptionally well. Employing time-

management techniques improves one's ability to function more effectively, when there

are competing priorities, time is short, and pressure is high. Follow-through maps and

vision, goals, and objective development are mechanisms of accountability. Self-

reflection serves to evaluate and correct misguided thoughts or actions, creating an

opportunity to learn from mistakes. Ultimately, the goal of self-reflection is to develop a

more positive sense of self. Cognitive restructuring allows one to recognize and challenge

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maladaptive thoughts, such as various psychological thinking traps (Boyes 2013). Managing anger entails identifying triggers and employing resolution techniques.

Social Awareness Development Strategies

The ability to understand the thoughts, needs, feelings, and emotions of others is essential to caring leadership. Social awareness development strategies include, but are not limited to empathetic listening, networking, and improving counseling skills. Empathetic or active listening enhances mutual understanding, trust, and respect. This competency guides the leader to ask open-ended questions, listen without interrupting, avoid defensiveness, and allow others to express their thoughts and ideas without judgment (Salem 2003). Networking is not just about exchanging business cards, adding people to social media pages, or working a room. It is about building relationships and effective connections. Developing effective counseling skills enables leaders to understand the needs of their followers, assist them in developing goals, help them navigate challenges, and set and evaluate performance standards.

Social Skills Development Strategies

Social skills are a combination of all other emotional intelligence competencies. Socially competent leaders use their skills to build high performing teams. Several strategies can assist an emotionally intelligent leader in building their team, developing followers, and achieving results. These strategies include, but are not limited to coaching, counseling, mentoring, Belbin Profile development, communication skills, assertiveness, relationship management, team-building exercises.

Coaching, counseling, and mentoring are an effective in managing talent and developing followers. The Belbin Profile allows leaders to discover the behavioral strengths and weaknesses of the individuals within their organization. Belbin assists leaders in developing team roles, building high-performing teams, maximizing professional relationships, and engaging and developing talent in their followers (Belbin 2014). Communication skills and assertiveness are development techniques that enable leaders to send clear concise messages and maintain an appropriate balance between passivity and aggression. Relationship management benefits the cohesion of a team. Team building exercises assist a leader in developing bonds and resilience in their organizational members.

Summary

While the completion of future research, modifications to Army leadership doctrine, and the development of formal emotional intelligence Army training programs will take time, the strategies described above will assist Army leaders in developing individual and team emotional competency now. Leader emphasis on the significance of emotional competencies sets the conditions for Army leaders to build on existing leadership attributes and competencies. Army leadership is about managing relationships and taking care of the people that accomplish the mission. Leaders who can master the balance of emotional competence, leader attributes, and core competencies will be more successful in leading at all levels within the Army. Emotional intelligence is the intangible human dynamic that makes good leaders, great!

GLOSSARY

Battalion. A military unit typically consisting of 300 to 800 soldiers and is divided into a number of companies. A battalion is typically commanded by a lieutenant colonel.

Brigade Combat Team. The basic deployable unit of maneuver in the US Army. A brigade combat team consists of one combat arms branch maneuver brigade, and its assigned support and fire units. A brigade combat team is generally commanded by a colonel (O-6), but in rare instances it is commanded by a brigadier general.

Command climate. The recurring patterns of behavior, attitudes and feelings that characterize life in the organization.

Command position. Command is exercised by virtue of office and the special assignment of members of the United States Armed Forces holding military grade who are eligible to exercise command. A commander is, therefore, a commissioned or WO who, by virtue of grade and assignment, exercises primary command authority over a military organization or prescribed territorial area that under pertinent official directives is recognized as a command.

Company A military unit, typically consisting of 80–250 soldiers and usually commanded by a captain or a major. Most companies are formed of three to six platoons, although the exact number may vary by country, unit type, and structure.

Doctrine The fundamental set of principles that guides military forces as they pursue national security objectives. The expression of how military forces contribute to campaigns, major operations, battles, and engagements. It is a guide to action, rather than hard and fast rules. Doctrine provides a common frame of reference across the military.

Garrison. A military post, especially one that is permanently established.

Leader Vignette. Very short and extremely focused glimpse into a leadership situation.

APPENDIX A

DIRECT LEVEL LEADERSHIP VIGNETTE

Developing Others

This leadership vignette is a modified scenario based on an entry from the Headquarters, Department of the Army, Department of the Army Pamphlet 600-66-85, *Leadership in Action* (Washington, DC: Government Printing Office, 1986). The names of the characters in the vignette were changed and do not represent the actual players.

BACKGROUND. The primary measure of effectiveness for Army units is organizational readiness. Organizational readiness includes individual Soldier readiness and spans all aspects a Soldier's life. Financial readiness constitutes the means to provide for personal needs within the boundaries of a family's income. Financial issues are a common problem that can negatively affect Soldier readiness. Personal financial issues can distract a Soldier, causing undue mental stress, which leads to decreased work performance, and focus on the mission. Army direct level leaders have a responsibility to prepare Soldiers for accomplishing the Army's mission, as well as tackling personal challenges. The Army highly values leaders who can teach, coach, counsel, and mentor Soldiers entrusted to them, caring deeply and sincerely for their followers and using their leadership to serve them.

SITUATION. Specialist (SPC) Dan Reagan arrived for duty at Fort Sill, OK after finishing Advanced Individual Training with his new wife, Sarah. The two were expecting their first baby. SPC Reagan was looking forward to his job as a finance specialist on his first assignment, which happened to be in his home state. He found himself in financial trouble almost immediately after arriving to Fort Sill. He and Sarah married right before he departed to basic training. SPC Reagan overextended himself financially in trying to establish his new family. Very quickly, financial problems led to marital strain and eventually to poor job performance. Soon debtors began calling his house and unit, his wife threatened to leave him, he was facing eviction, and he began missing formations and arriving to work 15 to 30 minutes late. His immediate supervisor, SSG Chris Cromwell counseled SPC Reagan three times regarding his poor duty performance and debt issues. SSG Cromwell tried various avenues to assist SPC Reagan with his problems, but saw no improvement. SSG Cromwell spoke to the company 1SG about recommendations for disciplinary action after SPC Reagan's wife called the unit making a plea for help. Captain (CPT) John Stark, the company commander issued SPC Reagan an Article 15 for failure to repair his financial matters. The Article 15 resulted in his demotion to Private Frist Class (PFC). PFC Reagan's credibility as a Soldier, credit rating, family, and Army career were on the brink of total ruin. About six months later, CPT Stark having done very little to assist PFC Reagan in improving his situation, other

than disciplinary action departed and relinquished company command to CPT Ken Anderson.

EVENTS. CPT Anderson, having only been in command for less than a month saw the potential of this young Soldier for becoming a high performing member of the team. [1] While reviewing the files left by the outgoing commander on all of his Soldiers, CPT Anderson reviewed PFC Reagan's Article 15 issued to him about six months prior to his arrival. Remembering his first impression of PFC Reagan, CPT Anderson immediately took special interest in this Soldier. [2] He took the opportunity to speak with SSG Cromwell, the 1SG, and the Platoon Leader regarding PFC Reagan's conduct over the past six months. [3] CPT Anderson understood how PFC Reagan found himself in the spiral of negative events, but did not believe that he was a "bad Soldier." [4] CPT Anderson requested that SSG Cromwell, the 1SG, and the Platoon Leader meet in his office to develop a plan for PFC Reagan to overcome his issues and "grow" as a Soldier. [5] CPT Anderson expected SSG Cromwell to put the plan the group discussed into action immediately. CPT Anderson maintained a close eye on PFC Reagan's progress. He understood that this situation was not just about PFC Reagan's growth and development, but also about leading by example and developing his subordinate leaders. [6] In a very short time, CPT Anderson gained the respect and trust of his subordinate leaders and Soldiers within his company. [7] He never missed an opportunity to spend time getting to know his team. At six feet two inches, his command presence and confidence in his abilities [8] overshadowed his natural introversion and tendency to be soft-spoken. [9] His military bearing was impeccable.

CPT Anderson's leadership style conveyed care and concern, but also high standards. [10] CPT Anderson coached, mentored, and counseled his team regularly. [11] His efforts led to PFC Reagan's performance improvement, as well as improvements in his personal issues. Through his leadership, PFC Reagan was connected to the appropriate community resources to assist him in consolidating and reconciling his debts and repairing his marriage through counseling. [12] PFC Reagan's remarkable improvements resulted in his return to rank of Specialist. Soon after, CPT Anderson honored him as Soldier of the Month. [13]

RESULTS/OUTCOME. Because of CPT Anderson's selfless leadership and involvement, SPC Reagan became a productive, career-minded Soldier and loving family man steadily paying off his debts, strengthening his family, and displaying outstanding duty performance. It is obvious that the coaching, counseling, and mentoring of CPT Anderson made a difference in salvaging this Soldier's career and family. CPT Anderson did not give up on SPC Reagan due to a history of bad choices; instead, he recognized his potential and made a difference in this Soldier's life through positive leadership influences. [14]

Table 2.   Leadership Action Chart Vignette #1

Leadership Actions	Emotional Intelligence Competencies	Army Leader Attribute	Army Leader Competency
1. Saw potential in a troubled Soldier	Emotional Self-Awareness Self-Confidence Empathy Service Orientation	Empathy Sound Judgement Warrior Ethos	
2. Took special interest in troubled Soldier	Empathy Builds Bonds Developing Other	Empathy Army Values Warrior Ethos	Builds Trust Develops Others
3. Communicated with subordinate leaders about Soldiers conduct	Communication Building Bonds Self-Confidence	Interpersonal Tact Confidence	Builds Trust Communicates
4. Understood Soldiers situation	Emotional Self-Awareness Empathy	Empathy	
5. Developed an improvement plan through collaboration with Soldiers first-line leaders	Trustworthiness Organizational Awareness Initiative Influence Inspirational Leadership Developing Others Communication Building Bonds Change Catalyst Team Work and Collaboration	Mental Agility Interpersonal Tact Sound Judgement	Leads Others Communicates Develops Others
6. Used situation as a development opportunity for the Soldier and subordinate leaders	Trustworthiness Organizational Awareness Initiative Influence Inspirational Leadership Developing Others Communication Building Bonds Team Work and Collaboration		Leads Others Develops Others Stewards of the Profession Communicates

7. Earned respect and trust of subordinates	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Self-Control Trustworthiness Organizational Awareness Service Orientation Influence Leadership Building Bonds Team Work and Collaboration		Leads by Example Builds Trust Creates Positive Environment
8. Displayed strong command presence and military bearing	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Self-Control Conscientiousness Organizational Awareness Inspirational Leadership	Presence Confidence Prepares Self Professional Bearing	Leads by Example
9. Display confidence in abilities despite soft-spoken and natural introversion	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Self-Control Conscientiousness Achievement Orientation Initiative Adaptability Inspirational Leadership	Presence Confidence Mental Agility Expertise	
10. Conveyed care and concern	Emotional Self-Awareness Empathy Organizational Awareness Service Orientation Trustworthiness Visionary Leadership Building Bonds Team Work and Collaboration	Empathy Warrior Ethos	Creates a Positive Environment Communicates Builds Trust

11. Taught, coached, counseled, mentored followers regularly	Self-Confidence Organizational Awareness Service Orientation Initiative Influence Inspirational Leadership Developing Others Communication Building Bonds Team Work and Collaboration	Army Values Warrior Ethos Empathy	Leads Others Leads by Example Communicates Develops Others Steward of the Profession
12. Used community resources to assist Soldier appropriately	Achievement Orientation Initiative Influence Inspirational Leadership Developing Others Change Catalyst Team Work and Collaboration	Sound Judgement Expertise	Gets Results Develops Others
13. Rewarded Soldier for achievement	Achievement Orientation Initiative Influence Inspirational Leadership Developing Others Building Bonds		Creates a Positive Environment Foster Esprit de Corps Communicates Leads Others
14. Influenced at all levels within his company	Emotional Self-Awareness Self-Confidence Organizational Awareness Inspirational Leadership Influence Building Bonds Teamwork and Collaboration	Interpersonal Tact	Leads Others Leads by Example Communicates

Source: Created by author.

APPENDIX B

ORGANIZATIONAL LEVEL LEADERSHIP VIGNETTE

Organizational Climate and Success

This leadership vignette is a modified scenario based on an entry from the Headquarters, Department of the Army, Department of the Army Pamphlet 600-66-85, *Leadership in Action* (Washington, DC: Government Printing Office, 1986). The names of the characters in the vignette were changed and do not represent the actual players.

BACKGROUND. The Department of Defense (DoD) designated Fort Sherman for closure. This began a five-year period of reduced funding and physical deterioration. Having seen little modernization, Fort Sherman consisted primarily of antiquated buildings and facilities. Most facilities resided in either "turn of the century" permanent structures or temporary World War II era structures. The impending closure stopped funding for new construction and facility upgrade. The age of structures led to a rapid physical deterioration. Closure planning curtailed long-range construction and facility modernization planning. Closure affected not only the physical planning but the workforce, as well. Civilian employees, which made up approximately 50% of the work force, faced a long period of uncertainty and disheartenment. Closure of Fort Sherman would mean a loss of jobs. Years of facing this did much to erode attitude and morale. Large organizations with a high percentage of civilian employees were particularly hard hit.

SITUATION. Fort Sherman was placed on the DOD closure list, which resulted in the installation being five years behind in modernization and planning. Minimal amounts of money were available to meet the massive requirements of modernization and upgrade. Major construction monies were not available due to pending closure. Long-range plans and project development necessary to bring in these monies were outdated or nonexistent. The Directorate of Engineering and Housing (DEH) bore the brunt of modernization responsibilities. Mostly civilians made up the workforce in this organization. An inexperienced major assumed the role of the Director of Engineering and Housing (DDEH) until a new DDEH arrived. During the next seven months, the organization, which should have been at the forefront of the Post revitalization and modernization effort, did little more than remain afloat. This further eroded the attitude and performance of the workforce. To compound matters during this period, the DEH underwent a complete restructuring in an attempt to better use the resources available.

EVENTS. Lieutenant Colonel (LTC) Joseph Dean arrived at Fort Sherman as the new DDEH. He arrived to find an engineer organization staggering under the burden of maintaining and modernizing the installation. LTC Dean bought a wealth of leadership and experience to the organization. Personal involvement in all facets of his organization

became his most effective tool. From his early morning cup of coffee on the work site with his employees [1] to personally responding to emergency calls after duty hours, LTC Dean led by example. During a period when heavy snowfall created emergency conditions at Fort Sherman, he personally operated snow removal equipment for a period in excess of 24 hours. [2] He personally directed DEH sponsored self-help playground projects for the housing areas and post-wide beautification efforts. [3] Long hours became his rule rather than an exception. He dedicated a lot of time leading, teaching, and caring for his employees. LTC Dean cared deeply for the organization, as well as, for each individual within the organization. He continuously fostered organizational identity, esprit, and pride. He took every opportunity to improve the image of the Engineer workforce. He developed an identification badge for wear by all DEH employees. [4] This badge served a twofold purpose. First, it distinguished them from civilian contractor employees who at times did not demonstrate a great deal of concern for Post dwellings and facilities. Secondly, it gave them a source of identity. This source of identity contributed greatly to organizational pride and esprit. It fostered teamwork and cohesion. Constantly seeking ways to create a better family atmosphere and foster cohesion, LTC Dean took every opportunity to interface with his team and their families. He hosted several social functions attended by DEH employees and their spouses. [5] This was their first experience of military life for many of the spouses. This ultimately resulted in a better understanding of the military and consequently, a more caring attitude among the civilian employees. LTC Dean, through his constant presence at the work site demonstrated care for each individual. His wife cheerfully joined him in his total commitment to the organization. He effectively reached out and created a committed, concerned workforce that mirrored his own dedication to excellence. [6]

LTC Dean took every opportunity to develop his employees. He allowed leaders at all levels the freedom to do their jobs. [7] He effectively delegated tasks to the lowest possible levels. [8] He took advantage of every opportunity to coach and counsel his employees nurturing their ability to make sound decisions. LTC Dean brought a new discipline to the organization. He established and enforced tough, achievable standards. [9] LTC Dean recognized personal and organizational achievements at every opportunity. He used the Post newspaper routinely to highlight Engineer successes, both individual and group. He rewarded top performers and disciplined or removed sub-standard performers, yet always remained fair and impartial in his actions. [10] Several years of reduced funding and impending closure had done much to degrade the overall skill level of the organization. LTC Dean took advantage of every training opportunity for his employees. He made arrangements so that DEH employees (civilians) could attend resident training programs at the Engineer School at Fort Leonard Wood. This was the first time civilians attended resident instruction at the school. This innovation sharpened old skills and taught new ones. It enhanced the overall skill level of the organization and saved valuable training dollars. [11] He made maximum use of local training courses. He brought nine apprentices (the most of any FORSCOM unit) to the organization

revitalizing on-the-job training programs. [12] LTC Dean's organization played a major role in the fielding of the Fourth Army at Fort Sherman. The housing of another major command headquarters on the installation required additional construction and upgrade, as well as much on-post reallocating of facilities. LTC Dean served as an effective buffer between Fourth Army requirements and his organization leading to a successful fielding of the Fourth Army headquarters, Post modernization projects, and day-to-day Post operations. [13]

RESULTS/OUTCOME. LTC Dean made a significant impact within the DEH and on Fort Sherman. His leadership and technical skills yielded major strides toward facility modernization and upgrade. He revitalized the Engineer organization by creating a healthy, positive command climate instilling discipline, building a cohesive team, and effectively leading change. [14] He significantly improved the individual and unit training programs and created a new sense of organizational identity and esprit. LTC Dean's impact led to the successful fielding of the Fourth Army, upgraded off-post training facilities, and undertaking of community public relations projects.

Table 3. Leadership Action Chart Vignette #2

Leadership Actions	Emotional Intelligence Competencies	Army Leader Attribute	Army Leader Competency
1. Personal interaction with team members (morning coffee)	Emotional Self-Awareness Self-Confidence Empathy Service Orientation Building Bonds	Interpersonal Tact	Builds Trust Creates a positive environment
2. Personally responded to emergency calls and operated emergency equipment is needed	Empathy Builds Bonds Developing Other Inspirational Leadership	Army Values Warrior Ethos	Builds Trust
3. Effectively managed self-help community projects and beautification efforts	Communication Building Bonds Self-Confidence	Interpersonal Tact Confidence	Builds Trust Communicates Influence outside of the chain of command Get results
4. Developed a source of identity for the organization building pride and esprit	Organizational Awareness Service Orientation Initiative Inspirational Leadership Change Catalyst Building Bonds	Army Values Warrior Ethos Innovation	Leads Others Creates a Positive Environment
5. Hosted social functions for team members and their spouses	Trustworthiness Organizational Awareness Initiative Influence Leadership Developing Others Communication Building Bonds Change Catalyst Team Work and Collaboration	Interpersonal Tact Sound Judgement Warrior Ethos	Leads Others Communicates Develops Others Builds Trust Creates a Positive Environment

6. Displayed care, concern, and dedication to his organization, as well as each individual through constant presence	Empathy Trustworthiness Organizational Awareness Service Orientation Initiative Influence Leadership Developing Others Communication Building Bonds Team Work and Collaboration	Empathy Army Values Warrior Ethos Interpersonal Tact	Leads Others Develops Others Stewards of the Profession Communicates Builds Trust Leads by Example Creates a Positive Environment
7. Did not micromanage his subordinate leaders	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Self-Control Trustworthiness Organizational Awareness Service Orientation Influence Leadership Building Bonds Team Work and Collaboration	Sound Judgement	Leads by Example Builds Trust Creates Positive Environment
8. Effectively delegated tasks	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Self-Control Conscientiousness Organizational Awareness Achievement Orientation Inspirational Leadership	Discipline Sound judgement	Leads by Example
9. Set tough, but achievable standards	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Self-Control Conscientiousness Achievement Orientation Initiative Adaptability Inspirational Leadership	Confidence Discipline Expertise	Leads Others Develops Others Get Results

10. Rewarded top performers; disciplined or remove substandard performers in a fair and impartial manner	Organizational Awareness Service Orientation Trustworthiness Influence Inspirational Leadership Building Bonds Team Work and Collaboration Change Catalyst	Army Values Sound Judgement	Leads Others Creates a Positive Environment Communicates Builds Trust
11. Sent DEH civilian employees to Engineer School (Fort Leonard Wood)	Organizational Awareness Service Orientation Initiative Influence Inspirational Leadership Developing Others Communication	Innovation Mental Agility	Communicates Develops Others Steward of the Profession
12. Brought nine apprentices to organization; revitalizing on-the-job training programs	Achievement Orientation Initiative Influence Inspirational Leadership Developing Others Change Catalyst	Sound Judgement Expertise Innovation	Gets Results Develops Others
13. Effectively influenced internally, outside his organization (Fourth Army, Post projects, and Off-Post Projects)	Achievement Orientation Initiative Influence Inspirational Leadership Building Bonds Team Work and Collaboration	Confidence Interpersonal Tact	Extends influence beyond the chain of command Creates a Positive Environment Communicates Leads Others Get Results

14. Created healthy, positive command climate by instilling discipline, building a cohesive team, and leading change	Emotional Self-Awareness Self-Confidence Trustworthiness Conscientiousness Achievement Orientation Initiative Empathy Organizational Awareness Service Orientation Influence Inspirational Leadership Communication Change Catalyst Developing Others Building Bonds Team Work and Collaboration	Military and Professional Bearing Confidence Discipline Sound Judgement Expertise Innovation Empathy Army Values Warrior Ethos Interpersonal Tact	Gets Results Leads Others Leads by Example Builds Trust Communicates Creates a Positive Environment Fosters Esprit de Corps Develops Others Steward of the Profession

Source: Created by author.

APPENDIX C

ORGANIZATIONAL LEVEL LEADERSHIP

Organizational Vision, Alignment, and Performance

This vignette is a modified case study authored by Ken Turner, "It's All About the Saber" (Leadership Case Study, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2014). Names of individuals that appear in this vignette were changed and do not represent the actual players.

BACKGROUND: When the 1-157th Infantry Battalion received deployment orders, the members of the unit collectively felt relieved and anxious to demonstrate their value as a National Guard (NG) unit. Preparation for the upcoming deployment would prove challenging. The unit faced a myriad of issues, to include personnel turnover, substantiating battle rosters, and managing the inherent stress of mobilization. Individual augmentees from other Army NG units filled many key and essential positions in the battalion, to include nearly half the staff. The battalion commander, Lieutenant Colonel (LTC) William Gillett, assumed command of the organization one month prior to notification of deployment.

LTC Gillett was a 51 year old, admired elementary school educator in civilian life. He had a special talent for motivating troubled youth with his enthusiastic and devoted teaching techniques. His civilian counterparts described him as charismatic, friendly, aggressive, and flamboyant. He now commanded an 800-man unit deploying to Iraq. He was an Armor officer who deployed multiple times, both on active duty and with NG cavalry units. True to his Corps, he routinely wore his cavalry boots and donned a Stetson, spurs, and saber for special occasions.

The 1-157th Infantry Battalion was a cohesive unit that had a unique way of accomplishing its missions. In the days leading up to deployment those "old ways" were about it change. The Soldiers that formed the 1-157th came from a variety of backgrounds. In their civilian jobs, many of the Soldiers were lawyers, police officers, public relations specialists, office managers, and well-educated professionals form around the state. Some in their forties with active duty and deployment experience. Many members volunteered to serve in the National Guard because they felt that serving their country were honorable and important to the nation's security.

LTC Gillett possessed distinctive leadership style and energetic personality. Members of the unit were unsure of their feelings about him as a leader and conveyed mixed emotions regarding his ability to lead them on the upcoming deployment. His energetic personality, while appealing in the elementary classroom, seemed a little "over the top" to many of the Soldiers in 1-157th. Many Soldiers expressed that he treated them like children.

LTC Gillett envisioned that the deployment to Iraq would be violent and challenging. He set out to design a training program that would properly prepare the Soldiers for these challenges. He did not believe that the Soldiers in the unit understood the hardships they would face in Iraq or what the unit was about in terms of heritage, lineage, and honors, or the true meaning of service to the country. Although concerned, LTC Gillett believed that a tough training program would build the team's confidence.

The battalion executive officer (XO), Major Sean House, a senior detective from a small town in the Midwest, postured himself as an ally to the commander. He felt that although many disapproved of his methods, the commander meant well. He saw LTC Gillett as just a little old fashioned, which caused challenges in his ability to impart his beliefs and vision on the members of the organization and getting buy-in from the Soldiers.

SITUATION: During deployment preparation, the most critical challenge became finalizing the deployment rosters. LTC Gillett's command guidance was clear: everyone deploys. He made comments like, "no one stays home" and "we are in this together" [1] during staff meetings. He made it his personal mission to review each company's battle rosters in excruciating detail [2] to ensure there were no slackers or malingerers in the unit. Many Soldiers in the unit felt that the battalion commander did not understand the issues concerning the Soldiers. A number of company commanders expressed to the commander that there were some Soldiers in the unit with serious issues preventing them from deploying. Unyielding in his stance on the issue, the battalion commander begin to question his subordinate leaders' ability to lead. [3] LTC Gillett recognized the tension that loomed in the unit, he did not change course. [4] He was determined to deploy with a fully manned organization. He pressured the battalion S1 NCOIC (personnel office, Sergeant-in-charge) daily about the deployment rosters.

His actions began to stress the staff. Some of the battalion staff officers questioned LTC Gillett's motives [5] and felt that he had favorites within the unit. [6] Although he encouraged the staff to bring him solutions and recommendations instead of problems, he had a reputation among the staff for lacking the ability to actively listen and acknowledge staff recommendations. [7] Again, backing the commander as much as he could, MAJ House struggled to subdue the grumbling among the team. He would convey to the staff that LTC Gillett was frustrated and that he was just trying to do what was best for the unit.

The training conditions are harsh and many Soldiers in the unit did not believe that the pre-deployment training prepared them for their mission. In fact, they felt that the training conditions were demoralizing. During the pre-deployment training, LTC Gillett's took his team on his version of a Spur Ride. This was supposed to be a team-building event. He planned for the battalion to conduct an eight-mile run the first day of training with combative stations and problem solving scenarios every mile along the route. The Soldiers had mixed feelings about this training event. Seventy-two Soldiers acquired injuries during the event. Fifteen of the Soldiers' injuries were so severe they were unable

to deploy. [8] LTC Gillett was pleased with the effort. He felt it was a critical first step in creating a resilient and combat-ready force. [9]

After the Spur Ride, several Soldiers made statements to a local reporter stating that the unit as a whole had little confidence in its chain of command. They expressed that they received little training for operations in Iraq, from convoy protection to cultural awareness training or language classes to guarding against insurgent roadside bombs because they were too busy doing combatives and weapons qualification. They openly criticized LTC Gillett's leadership abilities.

He was unsuccessful in bringing his old cavalry traditions into the new unit. His attempt to "knight" three specialists at their promotion ceremony just seemed weird and out of place to the rest of the organizational members. [10] Many Soldiers found LTC Gillett's leadership style unsettling. When he learned of the newspaper article quoting his Soldiers, he demanded the battalion conduct a ten-mile road march in full equipment in the desert. [11] After the road march, he read the news article to an assembled battalion. He told the Soldiers that he would not tolerate public criticism of the battalion and the Army. He expressed, with great emotion, the battalion's prestigious history and how the same glory awaited the unit in Iraq. The younger Soldiers shared his zeal, but the more senior members of the battalion did not. The senior members felt LTC Gillett had an inappropriate belief in the romance of war and his training techniques were better suited for recruits, not professionals.

The inconsistency in the battalion did not discourage LTC Gillett. He regarded his passion and spirited style as qualities of a good combat leader. He was confident that his strong personality could change the attitudes of the naysayers in the unit by articulating his expectations and enforcing the standards. [12] A key component of his expectations was the creation of a values-based organization. He expected all Soldiers to execute their duties with honor and professionalism. [13] Throughout the pre-deployment training prohibited the use of alcohol, restricted movement on the compound, and prohibited visits to nearby civilian towns. [14] These restrictions lead 15 Soldiers to refuse to deploy and submitted Inspector General complaints.

In a departing interview with a local reporter, the battalion commander stated that the pre-deployment training was one of his best accomplishments as a commander. He expressed that the training allowed them to build a cohesive team through assimilated stress and hardships. [15] Yet, post-training after action reports from the training center indicated concerns about the unit's arrogance and emphasis on kinetic operations, as opposed to security operations and rebuilding Iraq.

DEPLOYMENT EVENTS: The unit deployed to Southern Baghdad. The 1-157th battalion was assigned to the division's 3rd Brigade Combat Team (BCT). The BCT commander, Colonel (COL) Randall Wayne was eager have an additional 800-man unit with experience in law enforcement. COL Wayne assigned the 1-157th to one of the most

difficult sections of Baghdad. This appeared to be a reasonable decision to exploit their civilian skills. Members of the 1-157th did not agree with this reasoning and felt misused by the active duty unit. The unit's area of operation in Baghdad was densely populated, one that everyone was afraid to enter. LTC Gillett felt his team was trained and ready to assume this mission. He did not want his unit to appear weak to the active duty units. [16] COL Wayne also possessed complete confidence in the 1-157th's ability to handle this mission.

Two days after the 1-157th occupied its sector an Improvised Explosive Device (IED) wounded three Soldiers. One month into their mission, they lost their first Soldier to another IED attack. LTC Gillett maintained his intense, pace-setting leadership style with his trademark boots, spurs, Stetson, and saber marking his presence. [17] Finding LTC Gillett's energy refreshing at first, COL Wayne quickly tired of his saber-waving antics. COL Wayne felt that LTC Gillett was trying to transform an infantry unit into a cavalry unit. In the eyes of LTC Gillett, his saber was the symbol of his unit, signifying strength and confidence in their warfighting abilities. COL Wayne ordered the battalion commander to put the saber away as it was distracting. LTC Gillett kept the saber, but restricted its use to the Forward Operating Base (FOB) when COL Wayne was not around. [18]

Operating out of its FOB, Soldiers from the 1-157th conducted what they termed aggressive contact with the community. Their patrols included meetings with community leaders and a lot of handshakes with local residents, something LTC Gillett believed his predecessors did not do. LTC Gillett assured COL Wayne that these activities would lead to a decrease in bombs along their sector's main routes. The insurgent activity across the brigade intensified, but the Soldiers in 1-157th did not fully appreciate the big picture. They lost complete confidence in the battalion's leadership.

OUTCOME: Three months into the deployment, an Army Regulation (AR) 15-6 investigation revealed that Soldiers involved in a killing of an elderly man and a toddler during the removal of an IED had displayed security measures inconsistent with published directives. The investigation also concluded that the Soldiers showed blatant disregard for escalation of force procedures in direct violation of published ROE and inadequate command and control combined with negligence. The investigating officer stated, "The tragic event is symptomatic of deeper issues within the company that if not quickly corrected, will lead to continued loss of life, both innocent civilians and Soldiers of the battalion."

Recommendations to LTC Gillett ranged from relief of company leadership and other non-judicial punishment to include Article 15s and verbal admonishment of junior Soldiers. He shielded one company commander who was involved in the event from punishment whom he was close to in civilian life. [19] After this event, LTC Gillett recognized the discouragement in the battalion and felt he had to set a more proactive example as a courageous leader, always willing and able to challenge adversity. He did

this by conducting patrols using only his personal security detachment going to the most dangerous parts of his sector and stop in the middle of the road to taunt the insurgents. [20] He would get out of his vehicle and dare the insurgents to come out, show themselves, and attack him. Intelligence collected by the human intelligence resources of the BCT indicated the insurgents loved these displays because it discredited US forces. LTC Gillett ignored these reports; he was more concerned with the welfare of his battalion. [21]

Six months into the deployment, a video surfaced of a group of Soldiers and officers from the 1-157th interrogating a detainee. One of the Soldiers struck him and another threatens to kill the detainee if he did not give them information. The interpreter discharged his weapon into the dirt next to the detainee as a motivation tactic. Members of the group conducting this illegal interrogation captured photos of this abuse. The Criminal Investigation Division (CID) initiated an investigation immediately into the 1-157th's command climate.

Soon after, the unit made national headlines for allegations of detainee abuse. The division commander ordered the Soldiers of 1-157th not to make public statements or talk to relatives about the incident. The investigation of the detainee video lead to other unreported incidents within the battalion leading to 24 separate AR 15-6 investigations on issues ranging from alcohol use and graft to mistreatment of civilians.

As a result of these incidents, the division commander suspended LTC Gillett and relieved him of command, the platoon leader and three sergeants were sentenced to 12 months in prison, eight others received lesser punishment in lower-level military proceedings. The battalion S2 was relieved for incompetence and the 1SG of Delta Company for accepting cash from an Iraqi merchant for special privileges. The division commander replaced the battalion commander, battalion S2, and Alpha Company commander with active duty officers from the division.

Table 4. Leadership Action Chart Vignette #3

Leadership Actions	Emotional Intelligence Competencies	Army Leader Attribute	Army Leader Competency
1. Gave command guidance that everyone on the battle roster will deploy with the unit regardless of individual situations	Empathy Organizational Awareness Service Orientation	Empathy Sound Judgement	Create a positive environment Builds Trust
2. Personally reviewed each company's battle rosters in excruciating detail	Self-Control Organizational Awareness Team Work and Collaboration	Military and Professional Bearing Army Values	Builds Trust Develops Others
3. Questioned his subordinate leaders' ability to lead	Communication Building Bonds Self-Confidence	Interpersonal Tact Confidence	Builds Trust Communicates Develops Others
4. Recognized the tension within the unit, yet determined to deploy with a fully manned organization.	Emotional Self-Awareness Empathy Organizational Awareness Conscientiousness	Empathy Sound Judgment	Leads Others Builds Trust
5. Conveyed questionable motives	Emotional Self-Awareness Accurate Self-Assessment Organizational Awareness Trustworthiness Influence Leadership Communication Building Bonds Team Work and Collaboration	Military and Professional Bearing Interpersonal Tact Sound Judgement	Builds Trust Leads Others Communicates
6. Appeared to have "favorites" within the unit	Trustworthiness Organizational Awareness Conscientiousness Influence Leadership Building Bonds	Military and Professional Bearing	Leads Others Builds Trust Leads by Example

7. Failed to properly create, communicate, or align an organizational vision; failed to achieve a shared understanding of unit purpose, direction, and end state	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Self-Control Trustworthiness Conscientiousness Adaptability Empathy Organizational Awareness Service Orientation Influence Inspirational Leadership Communication Change Catalyst Developing Others Building Bonds Team Work and Collaboration	Military and Professional Bearing Confidence Resilience Discipline Sound Judgement Mental Agility Innovation Empathy Interpersonal Tact	Gets Results Leads Others Leads by Example Builds Trust Communicates Creates a Positive Environment Fosters Esprit de Corps Develops Others Steward of the Profession
8. Poorly planned a "team-building" event that resulted in 72 injuries within the battalion, 15 of which were severe causing members to be non-deployable	Empathy Conscientiousness Organizational Awareness Inspirational Leadership Building Bonds	Empathy Sound Judgement	Leads Others Leads by Example Builds Trust Creates a Positive Environment Develops Others Get Results
9. Pleased with results of "team-building" event despite injuries	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Conscientiousness Achievement Orientation Adaptability Inspirational Leadership	Confidence Mental Agility	Leads Others Leads by Example Develops Others
10. Attempted to "knight: three specialists at their promotion ceremony, determined to instill old cavalry traditions into the new infantry unit	Emotional Self-Awareness Empathy Organizational Awareness Service Orientation	Empathy Interpersonal Tact	Creates a Positive Environment Communicates Builds Trust Stewards the Profession

11. Demanded the battalion conduct a 10-mile road march in full gear, in the desert to punish them for making negative comments to news reporters	Emotional Self-Awareness Accurate Self-Assessment Empathy Organizational Awareness Adaptability Influence Inspirational Leadership Developing Others Communication Building Bonds Team Work and Collaboration	Empathy Discipline Military and Professional Bearing Sound Judgement	Leads Others Leads by Example Creates a Positive Environment
12. Battalion commander regarded his passion and spirited style as qualities of a good combat leader. He was confident that his leadership style would change the attitude of the naysayers	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Empathy Organizational Awareness Influence Inspirational Leadership Change Catalyst Building Bonds Team Work and Collaboration	Empathy Confidence Mental Agility Sound Judgement	Leads Others Leads by Example Communicates Prepares Self Gets Results
13. Expected all Soldiers in the unit to perform their duties with honor and professionalism	Achievement Orientation Inspirational Leadership	Army Values Discipline Military and Professional Bearing	Creates a Positive Environment Leads Others Leads by Example
14. Prohibited alcohol use and visits to the local town, restricted movement on training compound during pre-deployment training	Empathy Organizational Awareness Influence Inspirational Leadership Building Bonds	Army Values Empathy Discipline Sound Judgement Interpersonal Tact	Leads Others Leads by Example Builds Trust Communicates
15. Quoted in a newspaper article stating that he believed that the unit's pre-deployment training was one of his best accomplishments as a commander building a cohesive team through stress and hardship	Emotional Self-Awareness Accurate Self-Assessment Conscientiousness Organizational Awareness Influence Communication	Army Values	Extends Influence Outside Chain of Command Communicates Stewards the Profession

16. Felt his unit was trained and ready to assumed deployment mission in a densely populated, dangerous area of Bagdad. Did not want his unit to appear weak to other units in the brigade.	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Organizational Awareness Achievement Orientation	Warrior Ethos Confidence	Get Results
17. His intense, pace-setting leadership style remained throughout the deployment. He used his trademark cavalry regalia to mark his presence. Thought his saber was a symbol for his unit, signifying strength and confidence	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Organizational Awareness Influence Inspirational Leadership Building Bonds	Military and Professional Bearing Confidence Interpersonal Tact	Leads Others Leads by Example Communicates Creates a Positive Environment
18. Kept saber even after BCT commander told him it was distracting to the unit	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Empathy Organizational Awareness Influence Inspirational Leadership Building Bonds	Empathy Mental Agility Sound Judgement	Leads by Example
19. Shielded one company commander who he was close to in civilian life from disciplinary action during a 15-6 investigation	Trustworthiness Conscientiousness Influence	Army Values Military and Professional Bearing Sound Judgement	Leads Others Leads by Example Develops Others
20. Demonstrated courage and leadership by being proactive and conducting patrols with his security detachment in the most dangerous sectors of Baghdad	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Self-Control Conscientiousness Initiative Inspirational Leadership	Warrior Ethos Discipline Confidence Sound Judgement	Leads Others Leads by Example Extends Influence Outside Chain of Command Get Results

21. Ignored HUMNIT reports that his antics of daring insurgents to show themselves in villages during raids discredited U.S. forces	Emotional Self-Awareness Accurate Self-Assessment Self-Confidence Self-Control Conscientiousness Initiative Inspirational Leadership	Warrior Ethos Discipline Confidence Sound Judgement	Leads Others Leads by Example Extends Influence Outside Chain of Command Get Results

Source: Created by author.

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