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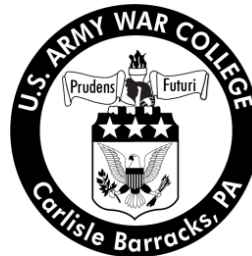
Emotional Intelligence: Advocating for the Softer Side of Leadership

by

Mr. Richard T. Aldridge
Defense Senior Leader Development Program

United States Army War College
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Mr. Richard T. Aldridge
Defense Senior Leader Development Program

Colonel Deborah Hanagan
Department of National Security and Strategy
Project Adviser

U.S. Army War College
CARLISLE BARRACKS, PENNSYLVANIA 17013

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Leadership has often been viewed as more of an art than a science. However, the expanding field of neuroscience is confirming that leadership may be more science than art. While the thinking components of the brain have been noticeably evolving along with the pace of technology, the emotional parts are still very primitive, yet play an important role in leadership and behavior. The latest neurological, psychological, and organizational research is converging towards the fact that emotional leadership is the key ingredient to an organization's performance. Successfully leading in dynamic, complex environments, making wise decisions while facing tremendous resource constraints, avoiding moral and ethical lapses, preventing failures in leadership, building healthy relationships, and fostering resiliency across the workforce is less about the hard skills of cognitive intelligence and more about the soft skills of emotional intelligence. Leaders still need foundational, cognitive skills, but they cannot lead solely from their intellect in today's interconnected world.

Emotional Intelligence: Advocating for the Softer Side of Leadership

> Anyone can become angry—that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way—that is not within everyone's power and is not easy.

—Aristotle[1]

A former four-star general, in charge of the nation's highest secrets, has an affair with his biographer and resigns his position, while another general is forced to retire at a lower grade and ordered to repay 82,000 dollars in excessive travel expenses. Suicide rates rose at a record pace in 2012[2] and divorce rates within the military services are the highest in over a decade.[3] Failures in leadership and a weary military force are showing the effects of ten years of war. Top Defense Department leaders are burdened with managing the consequences of budget and manpower reductions at a time when the world is becoming more volatile, uncertain, complex and ambiguous (VUCA). Not only will these conditions place more stress on these leaders, but they will have to execute the Department of Defense's (DOD) missions within a dynamic environment which requires increasing levels of joint, interagency, intergovernmental, and multinational (JIIM) coordination and cooperation. What does all this mean for them? As the world and military operational environments become more VUCA, failures in leadership and lack of resiliency across the DOD workforce could increase. To help prevent this, as the growing amount of scientific research in the last two decades indicates, future leaders will have to develop an expanded set of leadership competencies beyond what has worked for them in the past. Successful leaders will have to effectively harness the capabilities within both the cognitive *and* emotional centers of their brain.

Social and interpersonal skills, often called people skills, have long been regarded as the "soft" complement to hard skills like reading a sales chart or improving a new manufacturing process. For centuries, the U.S. business landscape was primarily manufacturing-based with a hierarchical management structure and a fairly small physical footprint. Increasingly, the U.S. economy is becoming more services-oriented. Diverse corporations have a global footprint and culturally-diverse, geographically-separated workforces with team-oriented structures. The military has seen the same managerial revolution. Whereas Alexander the Great rode alongside his generals on the battlefield, today's senior DOD leaders oversee a worldwide organization which operates in a JIIM environment and face increasingly asymmetrical threats. With a DOD workforce more diverse, independent-thinking, and more technologically savvy than ever, orders such as "take that hill because I said so" are not effective with the new generation of servicemen and women. DOD leaders will have to hone their "soft" people skills to meet the harsh realities of leadership in the 21st century. Simply put, they must learn to lead with emotional intelligence (EI).

Unfortunately, corporate and military culture is ingrained with the notion that leading with one's emotions is a bad thing. The culture maintains that decisions and actions should be based on fact, not emotion. However, extensive studies and scientific data over the past two decades have shown that the conventional wisdom is no longer relevant. Organizations that select top leaders strictly for their technical abilities or knowledge of the "family business" are falling behind. The research shows that executives with strong EI competencies and companies that implement EI initiatives have real, bottom-line advantages: 24 percent industry market share increase for

Sheraton Hotels; 2.5 million dollar sales increase at L'Oreal; 10 percent greater productivity and 87 percent decrease in executive turnover at PepsiCo; and 34 percent profit growth for one of the United Kingdom's largest restaurant groups.[4] Most of the results were achieved within 18 months of these companies conducting an EI course for senior managers. Furthermore, an extensive study of 358 leaders at Johnson & Johnson identified greater EI in their top performing leaders and concluded that "emotional competence differentiates successful leaders."[5] Just as corporations are realizing that recognizing, developing, and displaying the emotional aspects of leadership are as important as the "hard" cognitive skills of judging and reasoning, the DOD must become aware of the importance of EI and adapt accordingly. Leading from the heart must be considered as essential a leadership component as leading with the mind.

While it is relatively easy to identify and measure a direct linkage between EI in industry executives and increased corporate profit margins and market shares, it is more difficult to lay out the business case for investing time and money into a department-wide EI initiative within the DOD because its bottom line is not profit or productivity but rather defense of the homeland. Still, the need is clear for empathetic, compassionate leaders, not just critical thinkers. The social challenges (failed leaders, toxic leaders, rising suicide / divorce rates, increased mental health cases) highlight the growing need for EI in all leaders. In the last decade, over half of the service members who received post-war medical care were treated for mental health conditions.[6] The increasing number of threats and declining resources will create more stress and

impacts across the workforce. As a result, the department will need emotionally intelligent leaders.

This paper will lay out the case for why the DOD should implement a deliberate effort of instilling EI across all levels of leadership. First, the latest advances in neuroscience will be used to establish a primal, biological link between emotions and leadership, showing how emotional skills are equally, if not more, important than cognitive skills. Second, an EI framework of four dimensions (Self-Awareness, Self-Management, Social Awareness, Relationship Management) which includes multiple competencies will be presented. Next, the elements of the EI framework will be correlated to various leadership styles. Finally, a multi-layered, practical approach for instilling EI across the DOD will be outlined.

The Biological Link Between Emotions and Leadership

Because everyone "watches the boss," leaders have the most impact on organizational culture and climate. How they behave is extremely influential across their organizations. What they do is more important than what they say. Parents with children know this all too well. Since the behavior of a leader has such a strong impact on how he leads and the organizational climate he establishes, understanding how the human brain controls emotions and regulates moods is key for understanding why leaders need to become more emotionally intelligent. In fact, the fairly new field of neuroscience, which is the study of how the nervous system develops, its structure, and what it does, reveals that humans are emotional creatures first.[7]

The brain systems that manage intellect and emotions are separate, but they have connections that interweave thought and feelings.[8] Most of the information processing done by the brain takes place in the cerebral cortex, the thin, outermost

"gray matter" coating the cerebrum and cerebellum.[9] This area is considered the brain's cognitive center. The prefrontal cortex (PFC) is the brain area that handles most of the cognitive skills, such as learning, reasoning, risk assessment, and remembering, and it has "evolved mechanisms for detecting and storing often-complex relationships between situations, actions and consequences."[10] The brain structures of the limbic system (emotional center) were first identified by the neurologist Pierre-Paul Broca in the mid-1860's.[11] However, it took almost a hundred years before scientists understood that these components stored memories, interpreted emotional responses, and regulated hormones.[12] Scientists determined that in times of crisis, or when exposed to threat, the limbic system commandeers the part of the brain which controls rational thought.[13] Why this happens has a primitive explanation.

Throughout mankind's existence, encounters were treated as opportunities or threats — do I eat it or does it eat me. The amount of time it took for the cognitive center to sort this out could be the difference between surviving and being an easy meal. Therefore, if interpreted as a threat, the emotional center responded first and initiated the fight-flight-freeze response. Fast forward to today and humans do not have to worry about man-eating predators around every corner. However, their brain circuitry has not adapted beyond its primitive wiring. In today's interconnected, social world, people encounter complex social situations (e.g. the arrival of a new peer who threatens an expected promotion) with a brain designed for physical survival.[14]

The amygdala is perhaps the most important structure of the limbic system. Besides determining which memories are stored and where in the brain they are stored, the amygdala is the "first responder" of the brain when the body is stimulated. The more

intense the stimulus, the more the amygdala takes control over other areas of the brain. During those intense moments, much of the brain's energy is used by the amygdala to process the emotional context and response, diverting energy from the PFC, which typically receives and analyzes information and rationally determines what to do.[15] The PFC usually vetoes an irrational emotional impulse (e.g. a husband not acting on the feeling of "she makes me so mad I want to kill her") but, in extremely emotional moments, when the amygdala overrides this braking system (called amygdale hijacking), this can lead to actions like road rage or an overwrought mother shaking her newborn baby to death because he cried too much.[16]

Three other limbic structures are important. The frontal insula is "where people sense love and hate, gratitude and resentment, self-confidence and embarrassment, trust and distrust, empathy and contempt, approval and disdain, pride and humiliation, truthfulness and deception, atonement and guilt."[17] The anterior cingulated cortex is crucial for evaluating new situations or inputs and analyzing aspects or data based on previous experiences and outcomes.[18] Unique cells within these two structures are the main controllers for transforming emotions and feelings into actions and intentions.[19] Finally, the superior temporal sulcus is responsible for processing social stimuli such as non-verbal facial expressions or watching motor functions of others, enabling imitation and anticipation of others' thoughts and emotions.[20] The brain's ability to unthinkingly mimic the actions of others or absorb their feelings is facilitated by cells called mirror neurons.[21]

While the scientific community is still debating the exact roles and extent of mirror neurons in brain functions, their effects are apparent. Stick your tongue out to a baby

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and watch her try to do the same.[22] Or why does watching Roger Federer play at Wimbledon improve one's topspin forehand? Mirror neurons in the limbic system are what allow a mother to "transfer" her calming emotions to her inconsolable child. Unfortunately, they also allow a bully to impart long-lasting, negative emotional memories and enables a boss who is in a foul mood to cause his staff to have a bad day. Therefore, knowing the existence of biological entities like mirror neurons should give leaders acute awareness of the impact their actions and emotions have on those around them.

In functional magnetic resonance imaging (fMRI) tests, the brain activity of managers in an executive master's degree program was measured when they were asked to react to fictional strategic and tactical management dilemmas. Researchers noted both the cognitive (PFC) and non-cognitive (limbic system) areas of the brain "lit up."[23] However, in those managers recognized as the best strategic performers, neural activity in their PFC's was significantly less than in those limbic system brain structures associated with gut feel, empathy, and EI.[24] This implies that these top leaders are led more by their "heart" than by their "mind."

While extensive research has been identifying the linkages between psychology and leadership, corresponding breakthroughs in identifying the linkages between neuroscience (biology) and leadership are much less developed,[25] although recent, advanced technologies (like fMRI) are quickening the discovery timeline. The increasing amount of scientific research and literature highlight the role and importance of emotions in leadership, perhaps even indicating the soft skills of EI are more important than the hard skills of cognitive intelligence. This has probably been the case for

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thousands of years, but scientists have only recently been able to measure the neural

activity within the brain's emotional center. As the VUCA and JIIM environments

generate more stress and perceived threats, understanding the limbic system's "first

responder" role and how it impacts the cognitive system's behavior and decision making

is paramount.

The relationship between the cognitive and emotional neural centers was

demonstrated in a study conducted on the brain's built-in braking mechanism mentioned

earlier. When this mechanism is triggered, emotions become less intense, increasing

the processing power and energy available for cognitive function.[26] UCLA researchers

demonstrated the effects of this "brain brake" and how soft skills have a scientific

basis.[27] The team used fMRI on 30 adults (ages 18-36) who were given different

mechanisms to process emotional inputs and the results showed the simple act of

naming their emotions reduced emotional reaction (brain activity in the limbic system).[28]

This indicates that suppressing, or not talking about, emotions actually makes them

more intense, leading to a suppression of cognitive abilities. In short, the nominal

response to dealing with emotional stress at work (do not talk about it) has the exact

opposite intended effect (brain energy is not available for the cognitive center, allowing

rational thought to take a primary role).[29]

The growing research is also showing very little difference in how the brain

handles social rejection and physical pain.[30] In one study, patients in fMRI machines

were told they were playing a game with two other players — a simple video game of

tossing a ball to each other — when, in fact, each patient was playing a computer

simulating two other players. [31] Over time, the computer stopped "tossing" the ball to the

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human player. The fMRI results showed heightened activity in the area of the brain that

regulates pain and the area that associates how much certain pain stimulation bothers

an individual. This coincided with patients' descriptions of feeling meaningless or

rejected. And the stronger the feelings of the patient were expressed, a correlative

increase in brain activity of the pain centers was observed. This study brings home the

real-life experiences of a spouse mourning the death of her longtime husband and

feeling the physical pain of a broken heart. And how an adult who experienced being

picked last for playground kickball back in grade school gets a "pit in the stomach"

feeling when placed in any "selection pool" scenario later in life.

There are many more scientific studies that could be cited to reinforce the

concept that emotional recognition and regulation are directly linked to cognitive

function and physical management, but this paper is not a scientific dissertation on the

validity of emotional neuroscience. Suffice it to say, ample research and literature exists

to make the case that biological brain function is as important in the area of emotions as

it is in cognitive thinking. As such, emotional intelligence is becoming viewed as a vital

core skill or competency set for any leader, one grounded in science, and necessary for

leading in a socially complex world. Having outlined the neuroscience behind EI, this

paper will now present an EI framework.

A Framework for Emotional Intelligence

While humans are emotional first, this does not mean all emotional responses

and actions are correct or appropriate — they have to be recognized and managed for

one to become an effective leader. This concept is the core premise of EI. Having spent

nearly three decades refining a model for EI, Daniel Goleman is a logical choice for

presenting a realistic framework for EI. In his groundbreaking book *Emotional*

Intelligence, Goleman presented the idea that leadership abilities related to EI fall into five specific areas: knowing one's emotions; managing emotions; motivating oneself; recognizing emotions in others; and handling relationships.[32] He has since refined his model, which focuses on four primary dimensions: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. Within these dimensions are learned abilities — competencies — many of which will be discussed throughout this paper (note: the competencies are listed in the endnote).[33]

Self-Awareness

In the realm of EI, self-awareness can be described as having a strong recognition of one's emotions, moods, values, motivations, strengths, and weaknesses, or stated more simply, people "are honest with themselves about themselves."[34] However, a key additional aspect of self-awareness is discerning how one's own emotions impact others. Leaders that can synthesize these facets of self-awareness have shown the most organizational success because they understand how their moods impact workforce morale and organizational climate.

The first step to getting a handle on self-awareness is self-reflection.[35] In his presentation to the United States Army War College (USAWC) Class of 2013, Dr. Dean Ornish spoke of the importance of daily meditation for strengthening the competency of accurate self-assessment within senior leaders. He spoke as a health provider, outlining the health benefits meditation brings to stress management. Many cultures have known for thousands of years that "quiet time" promotes a more positive, inner peace and its origins are found in all the world's major religions. However, meditation has gone secular and many medical centers now offer guidance on mindfulness-based stress reduction and various meditation methods.[36] Some of these methods include prayer,

journaling, or quiet contemplation. Dr. Ornish presented recent, statistically relevant research that patients with cancer and heart disease that perform daily meditation actually have a quicker and more extensive cure and recovery rate than those who do not meditate. So setting aside a period of time each day, removed from external distractions, allows the mind to focus on internal mechanisms (moods, emotions, worries, and thoughts), which reduce stress and allows the mind and body to function better biologically. For the leader seeking increased EI, the practice of self-reflection, however he achieves it, results in being in tune with how he feels and recognizing how those feelings may impact others through his behavior. This self-assessment results in several positive characteristics, one being stronger self-confidence, another EI competency.

Self-confident leaders have a clear sense of their strengths and weaknesses. As a result of having a good sense of their capabilities, they know when to take calculated risks and not overextend themselves on too big of a challenge.[37] They know how to play to their strengths, but most importantly when to ask for help, and display remarkable honesty in admitting failure. They have a thirst for giving and receiving critical feedback, whereas those with low self-awareness view such feedback as a threat or sign of failure. Unfortunately in many corporate climates, candidly vocalizing organizational or personal shortcomings is typically viewed as "not playing team ball," a lack of toughness, or focusing on the negative. Nothing could be further from reality. People generally respect and admire honesty, and since senior leaders are expected to make tough, far-reaching decisions, who better to make an honest assessment of the

organization's and workforce's capabilities than the person who can candidly, and openly, do so for himself?

Finally, a self-aware leader recognizes the role intuition plays in decision-making. Carl von Clausewitz called it coup d'oeil. Others call it gut feel. As globalism creates more ambiguity, leaders often must rely on their intuitive sense, even while information systems are exposing them to more and more data. According to neurological research, attuning to our feelings "helps us find the meaning in data, and so leads to better decisions."[38] Touching back on biology for a moment, the basal ganglia stores memories of the past and receives inputs from both the limbic and cognitive systems.[39] EI leaders must have the trust, or awareness, that their intuition is not just some esoteric "sixth sense" but their brains biologically giving them the best advice based on previous experiences and outcomes resident within their basal ganglias. Malcolm Gladwell, author of the well-known business book *The Tipping Point*, calls this process of making decisions based on the slimmest of information or experience "thin-slicing."[40] He explains "we thin-slice whenever we meet a new person or have to make sense of something quickly or encounter a novel situation. We thin-slice because we have the ability to, and have come to rely on that ability."[41] Having the self-confidence to trust a gut instinct, especially in stressful or dangerous situations, is comforting. Great leaders recognize instinctive decisions are *rational* acts.

In studies using subjects making "gut decisions," the brain areas that "lit up" under fMRI were not in the cognitive center but were the limbic components discussed previously: the insula, the sulcus, and the cingulate.[42] When the best strategic performers were examined, significantly less neural activity was found in the PFC than

in the limbic system. "In other words, the conscious, cognitive function was downplayed — while the region associated with unconscious, emotion function operated more freely."[43]

Yet these results do not indicate the cognitive system can be allowed to take a backseat. In another study, fMRI showed that when the brain received more information, not surprisingly, neural activity in the PFC, the area responsible for decision making, increased.[44] However, as more and more information was given, neural activity in this area plummeted as if a switch was thrown and activity shifted to the limbic areas. The flood of information caused poorer decisions to be made. Decisions were based on emotion rather than reasonable thought. These two studies highlight the importance of self-awareness and the fact that the brain does not always regulate itself appropriately. Allowing the wrong part of the brain to make decisions in times of too little or too much information can be mitigated by having a good sense of self-awareness and then consciously managing thoughts and behaviors appropriately.

Self-Management

Reflecting back on the amygdala's predisposition to hijack the body's emotional braking system, once leaders have a firm foundation of self-awareness, they must develop an ability to regulate and manage their bodies' reaction to feelings. While a leader may know he "woke up on the wrong side of the bed," the truly self-aware leader does not accept that is just the way it is. He is mindful of his bad mood and either works his way out of it or, at a minimum, actively manages his behavior in a constructive way.[45] If he cannot even do that he is comfortable enough with his public persona that he can let those around him know he recognizes he is in a bad mood, explain why, and

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estimate how extensive the feelings are and how long they may last. These actions are examples of the EI competencies of emotional self-control and transparency.

The ability to control feelings and behaviors allows leaders to create a fair and trustworthy environment, which reduces infighting and political maneuvering and results in increased productivity.[46] In an increasingly VUCA world, "people who have mastered their emotions are able to roll with the changes."[47] These self-managers are typically the innovators, creative forces, and change agents in their organizations. Steve Jobs, co-founder of Apple, quit college, traveled to India, and returned espousing Buddhist practices such as meditation and self-enlightenment. He attributed his innovative approach to developing and marketing Apple products to his self-aware management philosophy. Rather than being overwhelmed by the pace of change in his industry, Jobs embraced it, to Apple's advantage. While Jobs had a reputation for being a ruthless executive, he once cried while watching a novel marketing ad and insisted Apple's products not be driven by bottom-line profit but be focused on creating a positive, emotional experience for the customers.[48] He displayed the EI competencies of transparency and initiative in a complex industry and vaulted Apple into the position of being one of the most valuable companies in the world.

Another element of transparency that stems from strong self-management is integrity, which is a direct result of having a solid self-awareness of one's values and beliefs and managing one's behavior accordingly. If integrity is doing the right thing even when no one is looking, then self-managed leaders are more likely to make good choices because their actions extend from their values. (This does not imply leaders with high integrity and strong values will always make good choices, rather they are

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more likely to make good choices.) The corollary of this idea would be that many bad outcomes are a result of impulsive behavior that goes against one's values. Most people do not plan to do bad things, but when opportunities present themselves, those with low impulse control (self-management) just say "yes."[49] The recent tribulations of former Army Generals William "Kip" Ward and David Petraeus indicate a lack of self-management. In particular, General Petraeus has said his greatest regret is the negative impact his behavior has had on his family. A self-managed leader would have known this prior to exhibiting the behavior and not allowed his emotions to control him.

Finally, leaders must resonate with those in their organization. Internal resonance comes from skillfully combining intellect and emotion. Resonant leaders are able to discern the business *and* social needs of the organization. Most people have endured the awkward staff meeting where the boss suddenly explodes for no apparent reason and for the rest of the meeting no one says a word. Anger is interpreted as a threat, which stimulates the "fight or flight" response. Resonant leaders, who enhance their adaptability competency, can accurately read the emotions of those in the room, or the culture of the company, and alter their managerial style as needed. Imagine how differently the staff meeting would be conducted if that same leader walked into the room and stated, "I am having a bad day. If I say something harsh or snap at you, it is not personal. I have not had a chance to get focused for this meeting, so bear with me. Hopefully you all can help me get out of this foul mood." Just this simple admission can be the difference between an unproductive waste of time and a successful meeting.

Since the human brain operates more efficiently when surrounded by positive emotions, the resonant leader strives to manage with passion, enthusiasm, and

inspiration. Herb Kelleher, former Chief Executive Officer (CEO) of Southwest Airlines, is a great example of a leader who mastered the competency of optimism. It is widely known Southwest employees love their jobs and routinely have the top customer service ratings in the airline industry. The genesis of this corporate culture originates from Kelleher's fun-loving nature and his motivational approach to every facet of the company.[50] Employees expect their leaders to be in touch with what they are feeling and behave accordingly. For every leader to be smiling and in good spirits all the time is neither realistic, nor expected. The most effective leaders display emotions and behaviors consistent with the current situation. Resonant leaders respect how others are feeling, even downbeat or defeated, yet offer a more optimistic vision of the future and exhibit behavior that inspires hope. This point hints at the fact that leaders not only need to act with candidness, integrity, and consistency by managing their own feelings and behaviors, but they must be socially aware and able to positively manage relationships with others.

Social Awareness

Social awareness may be the most recognizable dimension of emotional intelligence, in large part because the competency of empathy is at its core. Empathy builds on self-awareness, as the more aware one is of one's own feelings the more capable one will be in reading the emotions of others. However, social awareness is more than recognizing the emotions of others. Socially aware leaders attempt to understand the reasons for them and purposely display caring behavior. Additionally, these leaders develop their organizational awareness competency and recognize the dynamics of office politics and are able to deftly operate within its constraints. Finally,

socially aware leaders realize how their moods and words make others feel and are sufficiently aware to adjust when their actions are having a negative impact.

There are many examples of empathy: a military commander inviting the family of a recently deceased service member to Thanksgiving dinner or a father hugging the son whose team just lost the state football championship. However, in the business world, the examples are fewer. Perhaps the reason is that in the corporate world displaying emotions in the boardroom is perceived as a sign of weakness. Neuroscience research indicates feeling the feelings of others is a primal skill which is displayed early in life.

The roots of empathy can be found at an early age, which implies empathy is hardwired into the primitive limbic system. One study observed a toddler, who in an attempt to console an upset playmate, first offers a teddy bear then a security blanket.[51] Unfortunately, after infancy, the vast majority of a person's development training focuses on honing the cognitive skills and emotional and social skills are treated as innate skills with which one is born or "just the way you are wired." The truly empathetic leader recognizes his capacity to impact others positively and makes a conscious effort to develop and nurture this skill. A leader who recognizes the positive influence he can have on the feelings of the others around him will perform well in a world where organizational structures are becoming more team-oriented and where globalization demands that leaders overcome cognitive, cultural, and organizational biases. The shift to more services-based professions has resulted in leaders having to master human capital management, where recruiting and retaining top socially-intelligent talent is critical. The key to success in this area is developing relationship management skills.

<u>Relationship Management</u>

Effectively managing relationships is at the heart of any successful marriage, friendship, or business partnership. In healthy relationships, people are able to meet each others' needs, relate to each other, and share feelings, thoughts, and ideas.[52] Unfortunately, good relationship managers in the workplace are difficult to find. At the senior level, the time necessary for managing relationships is taken up running other "more important" aspects of the mission. Most employees suffer under a disconnected leader, "sitting in his ivory tower," who has no inkling that his dissonant behaviors are wreaking havoc within the organization. An effective social manager has an adept ability to communicate, mitigate conflicts, and establish strong personal and professional bonds — all EI competencies.

Without interpersonal connection, there is no relationship. The primary way to connect with others is through communication. Effective communication leads to effective relationships. While many management programs focus on the oral and written aspects of communication, few focus on the nuances that identify the extremely effective communicator. That is not to say that understanding some elements of oral and written communication, such as tone of voice or volume, is unimportant. Rather, the EI leader understands the valuable role non-verbal signals and physical touch play. The emergence of electronic mail is a good example of how corporate communication has become more difficult for leaders. How often do charged topics such as layoffs or reduced bonuses, transmitted electronically, inflame the emotions within all recipients? There are limited means with which to diffuse a difficult electronic "discussion" without the visual sign of a smile or physical assurance of a hand on the shoulder. Without these cues, the neurons in the limbic system are controlled primarily by the limbic

system which tells the cognitive (thought) areas of the brain, "this decision is making me mad." The brain responds accordingly, most likely in an irrational manner with negative consequences. The effective communicator realizes the dynamics within all forms of communication and is able to more effectively diffuse tension-filled discussions by considering the thoughts and feelings behind the words, and not focusing on the behavior.

While communication skills and techniques will help with some competencies of relationship management (conflict resolution and building bonds), the art of handling relations effectively begins with authenticity. "Once leaders have attuned to their own vision and values, steadied themselves in the positive emotional range, and tuned into the emotions of the group, then relationship management skills let them interact in ways that catalyze resonance."[53] Relationship managers recognize the rising tension in a heated discussion and diffuse it, rather than being swept away by it. They are direct and honest with employees about what is known or unknown during a corporate merger. They find the silver lining in a bad financial report that allows the team to find solutions rather than stew over the problems. People naturally gravitate toward authentic leaders. These leaders have a wide network of friends and colleagues and "have a knack for finding common ground and building rapport."[54] They recognize people are all wired to be social creatures and they can foster a harmonic environment and encourage a collective approach to the mission and problems. In large, widely-dispersed organizations, building partnerships and coalitions, within and outside the organization, are critical for success. Effective relationship managers dedicate the necessary time

towards establishing them. The wildly successful social managers lead genuinely and with inspiration.

EI leaders have developed and applied the various competencies within the four dimensions of the EI framework to spread their energy and enthusiasm, and resolve disagreements, often with compassion and humor.[55] Their ability to achieve positive outcomes is the result of orchestrating these competencies within distinctive leadership styles.[56]

<div align="center">EI Framework Correlation to Leadership Styles</div>

Experts have debated at length over whether leadership is inherently derived from nature or is a product of nurturing. Is it art or science? They have even disagreed over the very definition of leadership itself. Rather than rehash that debate, this paper will focus on how the four EI framework dimensions and corresponding competencies relate to leadership styles. Expanding on the opening quote from Aristotle, this paper asserts that the most effective capability of a successful leader is not only using an appropriate leadership style at the right time in a certain situation, but more importantly, knowing when the situation has changed and requires a transition to another style. Also, understanding employee motivations and providing for their needs is important for freeing up leaders' time and attention so they can achieve the organization's goals.

While the debate has raged about what constitutes leadership, or effective leadership characteristics, research conducted about a decade ago, involving 3,871 executives randomly selected from a pool of 20,000 executives worldwide, found six distinct leadership styles, all of which have elements found in the EI dimensions.[57] Leaders were observed in various settings or situations to see how they managed change initiatives, motivated employees, and handled crises. Two of the leadership

styles (commanding, pacesetting) tended to create negative organizational climates

because they were either misused or overused, while the other four styles (affiliative,

visionary, coaching, democratic)[58] established or reinforced positive climates as they

embraced human desires to be social and people's basic need to work together for a

common purpose. The research also showed "leaders with the best results do not rely

on only one leadership style; they use most of them in a given week — seamlessly and

in different measure — depending on the business situation."[59]

The research study first looked at how these leadership styles impact the six

factors of organizational climate (workplace atmosphere).[60] Four factors that influence

climate are how well the leader articulates the organization's mission and values

(clarity), the quality level established for the workforce (standards), the personal sense

of duty each person has towards the organization (responsibility), and the freedom to

innovate and take calculated risks (flexibility). Another factor (rewards) is described as

the genuineness of performance feedback, perceived fairness of recognition programs,

and the accuracy of accountability. The final factor (commitment) accounts for the fact

that there must be a sense of teamwork across the organization towards achieving a

common purpose.

The leader using the commanding style makes all the key decisions and expects

people to do what they are told — unequivocally. This style can be generalized as "my

way or the highway" and allows little room for collaboration or teamwork. This style

usually manifests as micromanagement. Because this style does not foster ownership

of solutions, employees have little commitment or sense of responsibility and are less

likely to drive innovation or show creativity as the personal risk is viewed as too great.

The organization is one ruled by fear and the commanding style creates an unmotivated workforce. However, the commanding style can be effective in some emergency situations, such as averting a hostile takeover, or in dangerous situations, such as on a military battlefield. Due to the extreme, negative impact on morale over the long-term, this style should only be used short-term until the crisis has passed.[61]

Pacesetting leadership is another style which should be used sparingly as its overuse can lead to a burned out workforce. On the surface, this style sounds like "good business." The leader sets exceptionally high performance standards and encourages ruthless efficiency. The leader exemplifies a high level of excellence himself and has no qualms about identifying and eliminating poor performers. However, with such high expectations, many employees eventually get overwhelmed by the pacesetter's constant demands for excellence. Under his leadership, "better, faster, cheaper" often leads to dehumanized processes and procedures and work can become routine and monotonous. While this style is effective in moments when quick results are needed, due to the negative impacts on the workforce, leaders should be judicious in using the pacesetting style for an extended period of time.[62]

The two previous styles require a high degree of social awareness to be effective and can be disastrous when employed by poor social managers. The first of the more positive styles, affiliative, is best described as a "people first" style and requires the skills of a strong relationship manager. The leader concentrates on establishing healthy social relationships, increasing morale, improving communication, and reestablishing trust within an organization. The affiliative leader's focus is on the emotional needs of his employees even over corporate goals, which motivates people to perform their jobs

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well and creates an enjoyable work climate, especially when performing mundane or routine tasks. This style fosters innovation and risk taking and gives employees flexibility over how they get their work done. Despite its benefits, this style should not be used alone as its positive focus on people can send a signal that poor performers and mediocrity are tolerated. This style, in combination with the visionary style, can result in an extremely capable leader.[63]

The visionary leader displays the EI competency of inspirational leadership by showing his people where they fit into the organization and why what they do matters, which enhances their commitment to the mission; but most importantly, he does not tell them how to do their jobs. This freedom provides the security for people to try new things and take calculated risks. Knowing the big picture provides clarity and brings people together as a team, instilling pride and commitment in the organization. Also, performance standards are clear and employees know what is expected of them. When employees resonate with an organization's values and goals, an organization finds it easier to retain its top performers. Empathy is the critical competency needed to be an effective visionary, as the leader must be able to read people and their feelings and understand their perspectives. A leader who incorrectly reads his workforce simply cannot lead it forward to an inspirational vision.[64]

When using the coaching style, leaders function less like a boss and more like a counselor, helping employees identify their strengths and weaknesses and relating them to their career aspirations. This encouragement helps them realize their long-term personal goals, identifies the leaders' and followers' roles and responsibilities for achieving them, and develops a rapport and trust that permeates the workplace. By

tying their daily tasks to their dreams, coaches keep their people motivated. Effective coaching leaders have mastered the competency of developing others, as they are comfortable with pushing their people to grow and learn in difficult situations and accepting when they experience failures. Unfortunately, this style is not frequently used because personal development takes time, something most senior leaders cannot spare, and the investment does not always have a clear link to getting work accomplished. The coaching style may not correlate to bottom-line results, but in an indirect way, it delivers them.[65]

Finally, the democratic style is based on the leader-team relationship. The critical competency needed with this style is teamwork and collaboration. By giving workers a voice in decisions, the democratic leader gets buy-in. This style works best when there are not clear answers going forward and the leader needs input, including being open to bad news or critical feedback about the organization and leadership. The strength of a democratic leader is his ability to listen — to his gut and the opinions of others. He is also a strong collaborator, able to build diverse teams and mitigate conflicts, creating a true "team first" environment. However, the democratic style can have its drawbacks, which can manifest in endless meetings due to trying to be all-inclusive or a lack of decisiveness due to trying to achieve consensus. Therefore, this style is not effective when participants are not qualified to provide input or when a quick decision is needed.[66]

The first two leadership styles, commanding and pacesetting, have merit when used appropriately and short-term. Their overuse or misuse can lead to dissonance between the leader and the organization. The four resonant styles — affiliative,

visionary, coaching and democratic — all have a positive effect on the organization's emotional climate. Studies have shown that the more styles a leader uses, the better, and those that have mastered four or more, preferably the resonant ones, achieve the best climate and business performance.[67] As discussed at the beginning of this section, the most effective leaders are able to deftly switch styles and use the one appropriate to the situation. These leaders "are exquisitely sensitive to the impact they are having on others and seamlessly adjust their style to get the best results."[68] Knowing which style to use and when to switch styles can be achieved by mastering the 19 competencies found within the four dimensions of the EI framework. The good news for those who want to improve these competencies and become more effective leaders is that EI can be improved through deliberate development. Since leadership is at the core of achieving the DOD's mission, it should implement a department-wide EI program.

Practical Approaches for Implementing EI Within the DOD

Ask anyone to list ten positive traits of their most admired leader and the majority of the responses will likely relate to emotional competencies (inspirational, compassionate) rather than cognitive ones (analytical, functional expert). This is not unexpected since this paper has established that the human brain is wired to be emotional first, so even in the workplace, humans have a primal requirement to have their social needs met first in order to be engaged and productive. For DOD senior leaders, this is difficult to embrace since the long-established military culture is one of bureaucratic processes, leadership developed through cognitive skill training, and the discouragement of emotions in decision making. However, since the DOD workforce is experiencing real, emotional consequences as a result of operating in today's VUCA

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and JIIM environments, its leaders must employ EI skills along with cognitive skills. They must be able to lead rationally *with* emotion.

Leadership experts at the Center for Creative Leadership (CCL) analyzed over 106,000 evaluations of more than 16,000 leaders across the federal government and found the top two areas where leaders are least effective are establishing a proper work-life balance and self-awareness.[69] This same analysis identified that four of the most important leadership skills were leading people, composure, building and mending relationships, and participative management — all areas relating to EI — thus reinforcing this paper's argument that military leaders need to develop and improve solid EI competencies.

This can be accomplished within the DOD in several ways. The first is by a deliberate, focused shift in organizational culture by senior leaders where EI is advocated as strongly as the cognitive skills and instituted as a distinct facet of leadership. Secondly, once implemented, department officials must identify how EI knowledge should be used within the professional development and personnel management frameworks. Finally, the department must incorporate EI into its formal education and training programs.

Any fundamental change in culture has to start with sponsorship from very senior leaders. How the change occurs does not need to originate from this group, but top leaders must be supportive of change in general, as well as be willing to change themselves. (It should be noted this idea is a paradox within itself — being a change catalyst is an EI competency, therefore top leaders must be emotionally intelligent themselves to recognize change is needed!) Senior leaders must become advocates of

EI. Often, problems within an organization are addressed as a problem to be fixed as opposed to a condition to prevent. The existence of toxic leaders was identified a decade ago and the services have made a concentrated effort to get rid of them by failing to promote them to the next higher grade and / or encouraging them to retire. While a good short-term solution, the real answer lies in preventing them from getting in key positions to begin with, or better yet, getting them to realize they are toxic leaders and instilling in them a desire to transform themselves into leaders with effective social and emotional skills.

The first step towards transforming leadership across the DOD would be to stand up a high-powered team (HPT), temporarily or permanently, to identify ways for instilling EI across the department. The team should be represented by all the services and reflective of the entire DOD workforce. For this EI effort to be viewed seriously and as a long-term effort (not just the next management fad), the team must do its best to follow the existing guidelines available and be backed up by the latest research.[70] This is not to say nothing is being done currently. There are many examples within the DOD where organizations are trying to implement aspects of EI into curricula or human capital management programs. Some of these initiatives are pockets of excellence and would serve as a good starting point, but in a resource-constrained environment (budget and manpower) the most efficient way to institute deliberate change across the department is to implement it with an overarching, department-level effort, and not rely on multiple service-specific efforts.

The HPT's first initiative should be on developing a program where commanders *and* individuals, at all levels and ranks, are made aware of the importance of EI and how

they can raise their emotional quotient (EQ). Similar to the intelligence quotient (IQ), which measures a person's cognitive intelligence, the EQ is a measure of emotional intelligence.[71] This could simply be a handbook, guidebook, or on-line toolkit. The end product must define what EI is (and is not), it must relate EI to effective leadership, stress the importance of EI in today's VUCA environment, and articulate how EI is backed by hard science, to dispel the notion that EI is a "touchy-feely," or inconsequential, skill. Unlike IQ, which peaks at the age of 17, remains constant in adulthood, and declines in old age, EQ typically rises as one ages.[72] Furthermore, studies have shown that IQ accounts for between 1 and 20 percent of job success while EQ accounts for between 27 and 45 percent.[73]

The point must be made that it is possible for one to change his leadership behavior, no matter how old he is or entrenched his patterns. The latest research is able to trace the path of a single neuron in the brain between the area that handles executive functions such as decision making and problem solving and emotional functions. Old habits stored in the basal ganglia can be overwritten with new ones and new neural pathways between the brain components can be established. However, this process takes hard work, focus, time, and repetition so the program must stress there is not a "quick fix" for improving EI. An EI roadmap must be provided for all DOD employees to use throughout their careers. As a cautionary note, no matter which EI program is implemented, it cannot be made mandatory, since this would be contrary to authentic leadership transformation. The decision to embark on the EI journey must be based on a self-motivated desire to be more socially and emotionally intelligent. The emotional

competencies are directly correlated to who people are, so if a person is not genuine about learning who he is and wants to be, the endeavor will be a waste of time.

Once an individual has chosen to embark on the path to become more EI, in addition to a roadmap or handbook, the department must provide additional components. Many units and leadership programs include the taking of personality tests, such as the Myers-Briggs Type Indicator (MBTI). While these tests are helpful, they only provide individual data points in the context of EI. Behaviors are choices people make based on their thoughts and feelings. Knowing one's personality characteristics can help explain why he makes those behavioral choices, as his personality indicates how he meets his needs (e.g. getting re-energized by quiet time versus group interaction). However, from an EI perspective, there are other measurements that offer more insight than personality tests. One tool becoming common across the DOD is the use of the 360-degree assessment. This provides a complete view of one's strengths and weaknesses and can provide insight into one's level of emotional and social awareness. While useful, the key to its effectiveness is accurate interpretation of the results. Conducted poorly, assessments can cause more harm than good since criticism can be interpreted by the brain as a threat. Another downside to the assessment is the fact many assessments are skewed by the survey pool and sample size. If the sample size is small, or the recipient pool chosen by the participant is filled with those that like him, the results will not be honest or accurate. Another drawback to the assessment within the military is the assumption all survey participants know the subject very well as a person, which is often difficult in a DOD

environment where most personnel rotate every three years or less. With this in mind, there may be better instruments to use.

Two measurements backed by significant research with regard to their efficacy is the Emotional Quotient Indicator (EQ-i) developed by psychologist Reuven Bar-On and the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT) developed by the test's namesakes from Yale University.[74] The EQ-i is a self-assessed measurement of where one falls on several EI scales. The MSCEIT measures how one reacts given a set of problems involving reasoning and emotions. Both are reliable measurements of EI, although their results present different perspectives due to the very nature of their test methodology. The vast databases of instruments like these highlight a positive aspect of EI — it transcends race and is only slightly influenced by culture and gender. Therefore, these are good tools to use across a vast, diverse organization like the DOD.[75] At anywhere from 50 to 300 dollars to administer these tests, it would be cost-prohibitive to have all three million DOD employees take these specific tests, however some organizations within the DOD have used similar, less-robust instruments at a cost as low as 4 dollars per test.[76] Despite the cost, the DOD should consider funding the test for select personnel, but let the EI HPT identify the right pool of people. Once someone has these assessment results what should be done with them?

Hopefully, the individual receives his results from a trained expert or someone he trusts. The results should give him valuable insight into who he is, how he reacts in certain situations, how aware he is of others, and how he acts in a social setting. The individual should be encouraged to use this information to build a personal development plan to help him become the leader he wants to be. This plan should identify the EI

competency gaps and target those situations where new, repetitive behaviors should

rewire new habits into the basal ganglia. Lastly, individuals must have a healthy belief in

themselves and the faith that they can improve their EQ. "People who are confident that

they can succeed in a training program will tend to be more motivated and, not

surprisingly, more successful."[77] Finally, the development plan should identify those

individuals who will provide support, motivation, and positive feedback during the EI

transformation.

Assessment results are good opportunities to enhance feedback opportunities.

Since "feedback done wrong" can lead to amygdala hijacking, EI feedback must remain

positive and should be separated from performance feedback. Therefore, EI feedback

should not be conducted by a supervisor responsible for performance feedback.

Otherwise, the EI feedback will not be processed rationally. Additionally, when

emotional feedback is used within the framework of the appraisal system, the impact is

usually negative.[78] Therefore, the EI results would be better presented by a

disinterested person or valued mentor who is viewed by the individual as a supporter.

This does not imply a supervisor cannot be a part of the EI feedback loop, but the

individual should make that decision, not the process.

Factoring in this idea, the HPT should overhaul the formal feedback and

mentoring programs. Feedback conducted by a rating official is prescribed across the

department, but the focus is on standards that relate to performance reports. If the latest

research indicates EI skills are at least as important as management skills, feedback

should be viewed from a "whole person" perspective and include the EI competencies

as well. Unfortunately, supervisors are minimally trained at conducting good

performance feedback, so a more robust training program would have to be instituted to include how to effectively give EI feedback. Currently, most military feedback programs train rating officials to focus on behavior and intentionally remove emotion. This may not be the most effective approach.

A study was conducted with two groups.[79] One group was given negative performance feedback but in a very interpersonal way, with nods and smiles. The second group received positive feedback which was delivered with frowns and narrowed eyes. Both groups were asked how they felt their sessions transpired. Overwhelmingly the first group had more positive comments about their feedback than did the second group. These results indicate *how* the feedback is conducted is more important than the feedback itself. Subordinates will get more from the session if they know it is heartfelt and meaningful rather than done in an emotionless manner or just because it is mandatory. Therefore, DOD rating officials must be better trained in how to conduct feedback positively and with emotion, not devoid of it.

For a period of time, the Air Force instituted a formal mentoring program. Members were directed to find a mentor (or one could choose to have a mentor assigned to him) and interaction occurred via an on-line system, whose purpose was to track the involvement of both parties. Not surprisingly, the program was unsuccessful. If the purpose of a mentor is to serve as a personal sounding board, provide advice, and guide a person through the difficulties of a career (and life), the impersonal nature of communicating with a formally-assigned mentor through an impersonal, automated system was not the answer. This program is perhaps the most unfortunate example of "mentoring gone wrong."

While mentoring can be a positive experience and invaluable to junior and mid-level personnel, offering a "low-cost approach to expand a leader's perspective by passing on broad-based experience,"[80] the HPT should move past formal, institutional mentoring programs (which by their nature are impersonal and not based on individual choices and relationships) and implement a coaching program. With the success of executive coaching in the corporate world, the HPT should take a serious look at incorporating coaching for the senior ranks and grades, even if it means paying for external experts for a targeted group of leaders. Having leaders attend EI courses is beneficial but improvement from the training fades three to six months after course completion.[81] To avoid what Goleman calls the "honeymoon effect," the DOD must have an established executive coaching program, with coaches assigned post-course and available as desired, throughout a leader's career. What exactly is executive coaching? "Executive coaching is a facilitated learning process. The goal of executive coaching is to create sustained change in the client's behavior, skills, beliefs, values, identity, purpose and performance for the benefit of the client" and their sponsoring organization.[82]

The author of this paper has personally benefitted from executive coaching provided to him in two separate leadership programs. Both programs provided him with executive coaches post-course, who served as sounding boards and provided advice on achieving his leadership transformation goal of becoming a more EI leader. They listened to moments when he was challenged as a leader and how he responded. They provided specific feedback to the situations and advice on how he could have reacted more effectively. Finally, they asked him how he will lead differently given a similar

situation in the future. Without these coaches providing a status check, or a gauge of his progress, the author does not believe he would be as far along on his leadership transformation journey. These coaches correctly identified when he was reverting back to prior habits and using purely cognitive skills to navigate social and emotional events. Their advice and encouragement has been invaluable. He would not be as effective without their direct involvement. This leads to the topic of how the DOD could use EI assessment results beyond the benefit to the individual and provide a return on investment to the organization.

The U.S. Air Force offers recent examples of how a military organization has used assessment results with great success. In 1996, the Air Force experienced a 50 percent turnover rate among recruiters due to removing poor performers before their rotation date.[83] Results from EQ-i tests conducted across the recruiting workforce showed that the top-performing recruiters scored significantly higher on five specific skills — assertiveness, problem solving, happiness, empathy, and self-awareness — of which the last two skills are also EI competencies. Recruiters with strengths in these areas were almost three times as likely to be successful than those without these skills. As a result of this study, the Air Force changed the recruiter selection process and training program, and the retention rate increased to 96 percent. At a training and relocation cost of 30,000 dollars per recruiter, the financial savings from the increased retention was 2.7 million dollars.[84]

Another effort undertaken by the Air Force in 2009 involved research on pararescue jumper training, which had a high failure rate. The test identified that candidates who are self-aware of their strengths and weaknesses, are adept at

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validating their feelings and keeping them in perspective, are flexible and adaptive in stressful circumstances, and remain optimistic and positive have the best chance of completing the extremely demanding course. At a training cost of 250,000 dollars per candidate, targeting new trainees who already have these foundational skills could result in a net savings of 190 million dollars. [85]

This approach of identifying key skills and competencies for certain career fields can be adopted in many other segments of the DOD, where relationship management and self-awareness are crucial components of successful leadership. EI assessments could be conducted for those wanting jobs such as hospital administrator or fighter pilot. Due to the high stress level and customer service aspect of installation and mission support commander positions, command screening boards should use EI assessment results as a factor in selection. Most Professional Military Education (PME) and training instructors are not selected based on educator competencies or their ability to connect with adult learners, rather they are non-volunteered to these positions because a personnel manager or detailer needed a name to fill a position. However, instructors could be chosen based on their possession of a specific set of EI competencies (identified from assessing effective instructors) because this will ensure they will be successful.[86] With the financial commitment and long-term impacts of military training programs, the department must be laser-focused on getting the right people in place to execute them. Had the DOD been administering EI tests, perhaps incidents like the instructor sexual harassment and abuse cases at Aberdeen Proving Grounds and Lackland Air Force Base could have been prevented. Implementation of EI within formal education and training should not be applied solely to instructor hiring. Curriculum

content, delivery method, and student selection processes can be improved by implementing EI components.

As noted above, two other things must change across the DOD's PME programs — insertion of EI into the curricula and education using a different delivery methodology. Many of the PME programs have begun incorporating aspects of EI such as negotiation, teaming, personality tests, 360 degree assessments, and even EQ tests. Some have even included academic material on EI itself. However, these initiatives only nibble at the grander possibilities. As a minimum, at the senior service schools, where graduates will likely move into key leadership positions, EI must become more than a one-hour lesson or a few, token reading assignments. An extensive block of instruction must be built to prepare the DOD's future top leaders. Furthermore, the methodology by which most leadership programs are taught is by lecture and memorization, the same method by which cognitive subjects like math have been taught for centuries.

Increasingly, however, research is indicating a significant difference between cognitive learning and emotional learning.[87] At the U.S. Army War College, one of the six core courses is Strategic Leadership, which includes many EI-related lessons such as Command Climate, Leading in a Multicultural Environment, and Leading Change and Vision. However, these topics are taught predominantly through readings and instructor lecture, satisfying the way the brain learns cognitively, which is inputting new data into existing knowledge frameworks and enhancing established neural circuitry.[88] Emotional learning is much different. Again, due to how the brain is wired, instilling EI skills requires mindfulness — being aware of how one thinks about and applies the concepts, not just learning what the concepts are. The basal ganglia will only rewire new habits

when the PFC transmits repeated neural activity. The PFC only generates this neural activity when one consciously thinks about and reflects on the brain's mental processes. Literally, it means thinking about how the brain is thinking. Therefore, all leadership development programs must re-evaluate the traditional classroom, lecture-based model. The best industry programs incorporate many aspects of immersive, first-person learning, which is a more emotionally intelligent way to learn.[89]

While simulation and gaming are the backbone of the video game industry, futurist Bob Johansen believes they are an important part of the next generation of leadership training because they are immersive and enhance emotional learning.[90] Gaming can simulate infinite, realistic scenarios, especially via multi-player platforms, that will allow leaders to develop their dilemma engagement and social networking skills in a low-risk way. However, leadership in a VUCA world is hard to replicate, so immersive learning must also include role-play and real-play activities. Both of these activities have people play a role, or themselves, in an alternate reality situation with others, which allows them to be challenged in a low-threat environment and practice leadership techniques. These types of approaches have helped the JIIM community to prepare for events like Superstorm Sandy. A real-world example of immersive learning is brought to life on the show "Undercover Boss" where a CEO is disguised as a prospective employee to gain insight about the daily operations of his company from an unfiltered, first-person perspective. While top generals cannot go undercover as privates, immersive learning methodologies are too valuable not to incorporate into the DOD's PME programs.

Finally, how students are selected for certain courses should be reviewed. The selection process for PME courses is sound — those with the strongest record are selected. However, the department sends a select group of senior leaders to additional courses such as CCL and top business schools, or has them participate in federally-sponsored programs like the Federal Executive Institute, Fellows programs, and the Defense Senior Leader Development Program. Civilian employees self-apply for these programs but military personnel are selected by central boards based on their service record. Most of these additional programs have strong EI components and a basic tenet of emotional training is learner choice. Because the EI competencies are at the core of what makes people who they are, people must be free to choose whether or not to take the training. Many of these select courses are viewed as a "feather in the cap" or a prerequisite "box check" for making the next promotion, so it is unlikely all those attending truly benefit from participating and they are taking away an opportunity from someone else who is motivated and willing to transform into an emotionally intelligent leader. For those courses outside of formal PME, military members should have to apply for them just like their civilian counterparts. To maximize the effectiveness of these programs, the DOD must also implement the aforementioned executive coaching program. This is crucial for continued motivation and positive reinforcement.

The fact that one of the duties of a senior leader is developing the next generation of leaders should serve as additional motivation for senior DOD officials to become effective leaders who leave a positive impression. In a survey of 52 military senior leaders (general officer and equivalent), the participants noted that having positive role models was the number one influence (37 percent) in the way they lead.[91]

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Therefore, establishing a good impression and serving as a positive role model should be in the daily consciousness of every senior leader. Due to the mirror neurons in the brain, leaders will not get away with "do as I say, not as I do."

This paper has shed light on the fascinating insights being learned in the area of emotional intelligence. First, it highlighted the results of neuroscience research which indicates EI skills are hardwired in the human brain, much like cognitive skills are hardwired. Second, an Emotional Intelligence framework was provided and identified four dimensions — Self-Awareness, Self-Management, Social Awareness, and Relationship Management — which incorporated multiple competencies. Next, this paper related EI competencies to leadership styles and how these styles impact organizational climate. Finally, ideas for practical application were presented for implementing EI across the DOD workforce.

Over the centuries leadership has been approached as more of an art than a science, however the expanding field of neuroscience is confirming that leadership may be more science than art. While the thinking components of the brain have been noticeably evolving along with the pace of technology, the emotional parts are still very primitive. The good news though is that through deliberate habit changes, new neural pathways can be created, resulting in more resonant leadership behavior. Leaders can no longer rest on the excuse that "I was born this way" or "that is just my personality." The latest neurological, psychological, and organizational research is converging towards the fact that emotional leadership is the key ingredient to an organization's performance. Successfully leading in VUCA and JIIM environments, making wise decisions while facing tremendous resource constraints, avoiding moral and ethical

lapses, preventing failures in leadership up and down the chain, building healthy relationships, and fostering resiliency across the workforce is less about IQ and more about EQ. Leaders still need foundational, cognitive skills, but they can no longer lead solely from their intellect in today's world. They must become emotionally intelligent.

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