There is a stimulating opportunity on the horizon for the United States Army. As the Army continues to conduct full-spectrum operations in support of the Long War, much is being demanded of leaders at every level. It is not enough for Army leaders to simply have the technical knowledge needed to perform their duties in the current fight; full-spectrum operations require more. This article will dissect the efficacy of emotional intelligence and present a case for an emotional intelligence training implementation program. By educating and training on the importance of being emotionally intelligent, Soldiers will be better prepared to perform the complex duties required of them in full-spectrum operations.

Emotional intelligence, the big picture. Emotional intelligence is a wide-ranging and thought provoking area of the human experience. In his work, “Working with Emotional Intelligence,” Daniel Goleman suggests the ability to control one’s emotions and certain personal qualities, such as “initiative and empathy, adaptability and persuasiveness,” are the essential ingredients to success in the workplace. Moreover, academic ability and more specifically, a person’s intelligence quotient or IQ, play second fiddle to one’s emotional intelligence in being an effective predictor of future job performance. This operating paradigm is particularly true in leadership positions.

Goleman’s examples of emotional intelligence correlate well to what the Army refers to as situational awareness, common sense, maturity and the ‘whole person concept.’

Why the Army should care. Perhaps the linchpin in the whole idea of emotional intelligence is how to objectively measure or capture the level of adaptability or persuasiveness in a person. These qualities or aspects of emotional intelligence are not easily identifiable in a person and it requires an extended period of time to honestly and accurately assess an officer’s adaptability and persuasiveness. The Army today is demanding its leaders be flexible, adaptable and persuasive, to be successful in the fast-paced and ever-changing environments of the

Emotional Intelligence Training: A missing element in our Army?

By CPT Robert B. Lackey

“[It’s] when military leaders unfamiliar with emotional intelligence first hear about it, they are generally unreceptive. But there is more to judging this book than its touchy-feely-sounding cover.”

Long War. In other words, Army leaders must possess emotional intelligence. Therefore, Goleman’s emotional intelligence is exactly what the Army needs to incubate, promote, and foster in its leaders.

Interestingly, senior leaders of the Army are currently attempting to devise a new and improved system of evaluation criteria to quantifiably measure personal qualities, such as adaptability, persuasiveness and incorporate the quantified results into the formal officer evaluation form. The Army has outwardly identified, as Goleman theorizes, academic achievement and an officer’s IQ are not the lone ingredients in the recipe of successful leaders. The former commanding general of the Army’s Training and Doctrine Command in Arlington, Va., GEN Martin Dempsey, refers to qualities such as adaptability and persuasiveness as “intangibles.” These intangibles are what Goleman believes constitute emotional intelligence.

A call for change. Army leaders at all levels must be aware of emotional intelligence’s importance and clearly convey its presence to their Soldiers. The life and death decisions that Army leaders make, and scenarios they find themselves in, on a daily basis, demand it. The Army is behind the power curve when it comes to recognizing that emotional intelligence exists and should be formally evaluated when assessing and promoting within the ranks of the organization’s structure. The Army fully supports the ‘whole person concept,’ but through its negligence, in the area of failing to evaluate emotional intelligence, it has been unsuccessful in creating a system for truly evaluating the ‘whole person.’

The current Army evaluation and promotion system is based on cognitive expertise and intellect while formally and clearly ignoring the largely learned abilities of emotional intelligence. Our Army must recognize that emotional intelligence is what separates an average performer from a high flyer. In doing so the organization will drastically improve its ability to accurately evaluate and retain talented leaders, and take the organization to new levels of efficiency and productivity.

Current Army leadership programs and opportunities. In “Military Leadership: A Context Specific Review,” by Leonard Wong, Paul Bliese and Dennis McGurk, the authors suggest, Army “leadership at all levels tends to have a large impact in terms of personnel” because there are so many people within the organization, and leaders have an increasingly large

---

### Emotional Intelligence

<table>
<thead>
<tr>
<th>Self Awareness</th>
<th>Social Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-Confidence</td>
<td>• Empathy</td>
</tr>
<tr>
<td>• Emotional Self Awareness</td>
<td>• Organizational Awareness</td>
</tr>
<tr>
<td>• Accurate Self Assessment</td>
<td>• Service Orientation</td>
</tr>
</tbody>
</table>

### Self Management

<table>
<thead>
<tr>
<th>• Self-Control</th>
<th>• Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trustworthiness</td>
<td>• Inspirational Leadership</td>
</tr>
<tr>
<td>• Conscientiousness</td>
<td>• Developing Others</td>
</tr>
<tr>
<td>• Adaptability</td>
<td>• Building Bonds</td>
</tr>
<tr>
<td>• Achievement</td>
<td>• Teamwork and Collaboration</td>
</tr>
<tr>
<td>• Drive To Succeed</td>
<td></td>
</tr>
<tr>
<td>• Initiative</td>
<td></td>
</tr>
</tbody>
</table>

### Relationship Management

<table>
<thead>
<tr>
<th>• Self-Control</th>
<th>• Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trustworthiness</td>
<td>• Inspirational Leadership</td>
</tr>
<tr>
<td>• Conscientiousness</td>
<td>• Developing Others</td>
</tr>
<tr>
<td>• Adaptability</td>
<td>• Building Bonds</td>
</tr>
<tr>
<td>• Achievement</td>
<td>• Teamwork and Collaboration</td>
</tr>
<tr>
<td>• Drive To Succeed</td>
<td></td>
</tr>
<tr>
<td>• Initiative</td>
<td></td>
</tr>
</tbody>
</table>

---

*Photo illustration by Rick Paape, Jr., Fires Art Director*
number of subordinates as they continue along their career paths. They reflect the organizational framework of the Army, an extremely traditional hierarchical system with clear channels of formal power and command authority.

Wong, Bliese and McGurk also note the Army’s role in world affairs has expanded in recent years. Now more than ever, the Army is a de facto police force and, as such, must deal with diverse people and groups on multiple levels. This increased responsibility relative to dealing with people is something the Army was not prepared to handle in the immediate aftermath of 9/11. Unfortunately, this is a problem the Army is still searching for the right answer to. They consider even though the Army is a traditional organization, it is singularly unique because there is no other organization like it in terms of people and mission.

Wong, Bliese and McGurk depict current Army training and identify a leadership development system in need of change. The traditional, yet unique, nature of the Army demands the weaknesses and opportunities within the current system be addressed. In the midst of a protracted and unpopular war, implementing the wide-scale change required to reap the benefits will take considerable leader dedication, resolve and fiscal appropriations.

The emotional intelligence debate. In his writing, “Emotional Intelligence and the Army Leadership Requirements Model,” LTC (Retired) Gerald F. Sewell questions whether or not there is a role for emotional intelligence in the leadership doctrine and practice of the Army. Sewell provides a detailed definition of leadership according to the Army through current doctrinal manuals, specifically Field Manual 6-22 which covers Army leadership tactics, techniques and procedures. Sewell believes that emotional intelligence is not captured in the current definition of Army leadership which is, “the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improve the organization.”

Sewell surmises a historical framework of emotional intelligence in the context of the current Army system. He notes current Army doctrine, “does not discuss how to develop the skills necessary to employ the many facets of emotions successfully.” Sewell also attempts to compare the Army leader attributes as laid out in FM 6-22 to Goleman’s elements of emotional intelligence and finds them to be more similar than not. Sewell does not fully address the road ahead for the Army or how to more fully implement Goleman’s ideas across the entire organization of the Army.

Sewell provides a starting point upon which to build the role and reach of emotional intelligence in Army leadership doctrine. He operates from the viewpoint of a retired senior leader, who is now an instructor at the Army’s highest professional education institution, The Army War College. He also compares the leadership principals of the Army to the ideas of Goleman. However, Sewell does not delve into an emotional intelligence training implementation plan.

For any training program pertaining to emotional intelligence to work, Goleman’s ideas must be deliberately integrated into the formal Army education system at an
critical views of emotional intelligence. “Emotional Intelligence: Theory, Findings and Implications,” by John D. Mayer, Peter Salovey and David R. Caruso suggests emotional intelligence includes, “the abilities to accurately perceive emotions, to access and generate emotions... to understand emotions... and regulate emotions.” They provide a thorough review of the theory and the various tests that have been designed in an attempt to measure emotional intelligence. Mayer, Salovey and Caruso question the validity and accuracy of many of the tests by suggesting some of the tests that are currently being utilized have questions that are purely subjective, and there is no right answer to many of them.

Cherniss says, “to improve the emotional intelligence of organizational members ... naturally occurring relationships,” must be affected and training programs must be supported by the culture and leadership of the organization if they are to have any staying power.

They also refer to emotional intelligence as “EQ” or emotional quotient.

Mayer, Salovey and Caruso are absolutely correct in their questioning of the various emotional intelligence tests, particularly regarding the alleged performance predictive capabilities. Many of the tests that measure emotional intelligence are simply surveys that are answered by survey participants. This method of testing in and of itself is prone to error, since the ability of a person to accurately assess themselves is already effectively being measured by allowing them to answer questions. There must be some sort of inherent survey error, but that facet is never discussed in any of the literature thus far.

It is clear emotional intelligence is not a fully understood or developed theory. There is much still to be researched and learned over time. They are on the right track when they suggest the validity and accuracy of emotional intelligence and its ability to predict performance is still widely misunderstood.

Historical criticism of emotional intelligence. In the article, “Some Historical and Scientific Issues Related to narrow, Landy does not think supporters of emotional intelligence have studied with the due diligence required to fully validate and legitimize the theory. Landy even alludes emotional intelligence researchers are afraid to broaden their research out of fear their theories could be disproven or their results seem less significant than they currently argue.

Landy’s argument should not be ignored. After all, there are always two sides to a coin. It is true there has been a historically narrow focus in the studies that have been conducted on emotional intelligence. The Army must partner with a major research institution if it is to implement an emotional intelligence training and education program.

An emotional intelligence study within the Army would provide access to millions of participants and an opportunity for the scientific community to broaden the breadth of emotional intelligence research, while assisting the Army along the path of gaining better understanding of the significance of emotional intelligence within the organization.

early stage. Emotional intelligence must be taught early since it is an ability that does not magically appear overnight. Any Army training program for emotional intelligence must start in Basic Combat Training and the Basic Officer Leadership Course.

Emotional intelligence and its effects on organizational effectiveness. In “Emotional Intelligence and Organizational Effectiveness,” by Dr. Cary Cherniss, the author contends emotions are contagious and presents a story about an Army general in the 1980’s who was kidnapped by the enemy.

The general was able to influence his captors to not immediately kill him, by using emotional intelligence skills he acquired during a leadership seminar. Specifically, he was able to assess the emotional state and mood of his captors and play off them, through scenarios such as striking up a conversation and buying time.

The general was ultimately rescued and credits his life to the emotional intelligence training he received prior to being held captive. This heroic story provides a context for Cherniss to believe that emotional intelligence, “can help people be more effective at work.” Cherniss thinks emotional intelligence influences every aspect of organizational effectiveness. Cherniss notes more people leave organizations because they do not like their boss than for any other reason and bosses who can manage with emotional intelligence will likely retain employees. Cherniss agrees with Goleman in saying that emotional intelligence starts with relationships that spread the positive effects of emotional intelligence across the organization. Cherniss says, “to improve the emotional intelligence of organizational members... naturally occurring relationships,” must be affected and training programs must be supported by the culture and leadership of the organization if they are to have any staying power.

The information Cherniss provides is invaluable because it almost provides a blueprint for what the Army must do to set the conditions for a successful emotional intelligence education and training program. Buy-in for the training program must come from and be supported fiscally by the senior leaders of the Army if any program of this nature and scope is to be at all effective.

The sheer enormity of the training program required, should make senior leaders take notice, create a training program, and not just espouse verbiage to written doctrine, which is too often the case when such ideas come up in the current Army organization.
Support for emotional intelligence. In the report, “Cross-Cultural Competence in Army Leaders: a Conceptual and Empirical Foundation,” authors Allison Abbe, Lisa M.V. Gulick and Jeffrey L. Herman state emotional intelligence is needed in an Army that must increasingly deal with people and emotions across many cultures. They believe, now more than ever, emotional intelligence plays a key role in being successful in the business of the U.S. Army. The Army is currently stretched thin in a drawn out conflict. Each Soldier’s ability to use emotional intelligence, and specifically emotional intelligence dealing with verbal communication skills, is to his advantage, and may well be the difference between life and death on the battlefield.

Emotional intelligence and conflict resolution. Christopher Gambill and Molly Lineberger present an interesting case in their article, “Emotional Intelligence and Effective Conflict Management,” that emotional intelligence assists greatly in conflict resolution and management. They provide several examples of emotional intelligence helping resolve conflicts within a church congregation setting. Their article further illustrates that sometimes emotions are misgauged and people make a big issue out of something when there is, in actuality, nothing to be concerned about. A good observation they provide is that conflict “can make or break” any group of people.

Gambill and Lineberger state, “knowing how to perceive and use emotion ... has a huge impact on an individual’s ability to form and maintain effective relationships.” During conflicts it is important to have the emotional intelligence to choose the appropriate management style to efficiently and effectively resolve the conflict. They think that emotional intelligence comes easier to some people then others and it is significant to go into a conflict in the right emotional state or issues are bound to arise.

It is interesting that Gambill and Lineberger are two pastors talking about the importance of emotional intelligence. Churches and congregations are made up of people, and dealing with people is perhaps the most
important aspect of a pastor’s job. The ideas presented by them can be applied to any organization, not just churches. Emotional intelligence is profoundly important in the face of conflict, where emotions run high, and they do an excellent job of providing examples and anecdotes to support their observations.

**Emotional intelligence and leadership styles in the Army.** The Army is well versed in the theories of transformational and transactional leadership styles. The universal sentiment in the Army is transformational leaders are far more valuable to the organization, and it is the leadership style of choice.

Transformational leadership relies heavily on emotional intelligence and building lasting relationships. John E. Barbuto and Mark E. Burbach, authors of “The Emotional Intelligence of Transformational Leaders: A Field Study of Elected Officials,” conducted a study of eighty elected officials and their results and conclusions suggest transformational leaders tend to be more in tune and possess more emotional intelligence than other forms of leadership styles. However, Barbuto and Burbach think more research between the relationship of emotional intelligence and transformational leaders is needed in an effort to draw more succinct conclusions about the significance of emotional intelligence in leadership.

Barbuto and Burbach found transformational leaders show more empathetic responses to their employees’ concerns, thoughts and feelings, which shows they contain a higher level of emotional intelligence. Additionally, transformational leaders are able to regulate their moods, and in doing so, better provide consistent leadership to the organization, particularly during stressful situations.

Barbuto and Burbach also postulate that transformational leaders have an internal motivation that is seemingly contagious in the organization and have the self-awareness to manage effectively. Lastly, they assert an objective measure of emotional intelligence that should be ability-based and not in a self-report format.

Barbuto and Burbach provide a legitimate link between the popular theory of transformational leadership and emotional intelligence. Clearly, transformational leaders possess a higher level of emotional intelligence than their peers of different leadership styles. Also, the ability-based measure of emotional intelligence is what the Army should be concerned with relative to an emotional intelligence training and assessment program. Any alternative tool used to measure emotional intelligence in the Army is far too subjective in nature to be utilized in a formal performance evaluation system where careers and families’ well-being are at stake.

An Army emotional intelligence implementation strategy and recommendations. Implementing emo-
ational intelligence into the Army education and training systems will not come without growing pains. In his article, “Emotional Intelligence and Army Leadership: Give it to Me Straight,” David S. Abrahams presents the idea that Army leaders, by and large, are dreadful at giving negative feedback to subordinates because they do not possess the emotional intelligence, and more specifically, the self-awareness, necessary to do so. Abrahams suggests the current Army doctrinal definition of leadership directs one to believe leadership is a one-way interaction from leader to follower. In pointing out the one-way nature of the current Army leadership paradigm, Abrahams is alluding that Army leadership is void of the aspect of emotional intelligence.

Abrahams identifies that FM 6-22, “does not discuss the leader’s need to be self-aware.” Abrahams then examines the theory of emotional intelligence as presented by Gardner and Goleman, and gives implications for Army leaders if they were to practice some of what Gardner and Goleman preach. Abrahams thinks that self-awareness is the key to emotional intelligence. But, emotional intelligence is not just about self-awareness, and this is where his article is lacking. Though Abrahams provides a good history of the theory, he focuses on only one aspect of the theory of emotional intelligence.

Abrahams is fairly similar to Sewell in they both identify a need to incorporate emotional intelligence. Both authors provide an excellent history of the evolution and emerging popularity of emotional intelligence outside of the Army. Where both articles fall short is describing how to implement emotional intelligence into Army leadership training. It is true that Army doctrine and publications to a certain extent identify that emotional intelligence is important, but Army doctrine does not provide a training program for emotional intelligence. Another issue that must be resolved, current Army doctrine does not suggest a specific aspect of emotional intelligence that should be measured on performance evaluations nor how to quantifiably measure emotional intelligence.

Much work is needed on the current officer and non-commissioned officer evaluation forms if emotional intelligence is to be
Commissioned as a second lieutenant in the U.S. Army in 1993, Lackey has held a variety of leadership positions throughout his career. He has served as a battery executive officer for 1-12 FA, battery executive officer for 1-79 FA, all at Fort Sill, Okla. During Operation Iraqi Freedom 05-07, he served in the battery executive officer 1-79 FA, all at Fort Sill, Okla.

He has served as the commander of Service Battery, 434th Field Artillery Detachment, platoon leader and battery executive officer for 1-12 FA, battery executive officer for HHB 17th Field Artillery Brigade, assistant brigade S-3 for the 434th Field Artillery Brigade, and battery executive officer 1-79 FA, all at Fort Sill, Okla. During Operation Iraqi Freedom 05-07, he served in the 17th Field Artillery Brigade as a platoon leader and convoy commander. He holds a Bachelor of Science in Commerce and Business Administration from The University of Oklahoma and a Master in Administrative Leadership from The University of Alabama.

As a field artillery officer, Lackey is dedicated to leading and success. Emotional intelligence is integral to leadership, collaboration, and effective communication. Lackey believes that fostering an environment of emotional intelligence among his team will lead to improved decision-making, better communication, and stronger relationships.

Lackey’s commitment to emotional intelligence is not just about personal growth but also about setting a foundation for the future. He envisions an Army where emotional intelligence is not only recognized but also celebrated, where leaders are equipped with the tools to navigate complex relationships and challenges.

As the Army’s leader, Lackey is committed to leading by example. He believes that building emotional intelligence must start with the top leaders, setting a tone of authenticity and vulnerability. Emotional intelligence is not just about the individual but also about the collective, as leaders work together to create an environment where everyone feels valued and heard.