

# EMOTIONAL INTELLIGENCE and the Army Leadership Requirements Model

**Lieutenant Colonel  
Gerald F. Sewell,  
U.S. Army, Retired**

*Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships.*

—Daniel Goleman in *Emotional Intelligence: Why It Can Matter More Than IQ*, 1995

*Broadly speaking, emotional intelligence addresses the emotional, personal, social and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence. Emotional intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.*

—Reuven BarOn, Ph.D. in the *BarOn EQ-I Technical Manual*, 2004.

**I**S THERE A ROLE for emotional intelligence in United States Army leadership? Is military leadership incompatible with the concept of emotional intelligence? Is emotional intelligence too soft? Are Army leaders too hard? Is leadership in the Army too mechanical, developed as it is by instruction in leadership styles and management processes and studying the techniques of great military leaders? Is there a need for military leaders to have emotional intelligence? The answer to the last of these questions is a resounding yes! The most valuable element in building and maintaining successful relationships, individual or team, is emotional intelligence.

*Gerald F. Sewell is an assistant professor of military leadership at the Command and General Staff College, Fort Leavenworth, KS. He works in the Department of Command and Leadership and is involved in the effort to integrate self-awareness into the leadership curriculum. He holds a B.A. from Bowie State College and an M.A. from The George Washington University. He served in a variety of command and staff positions in the continental United States and overseas.*

## Army Leadership Defined

Army leadership is more than Xs and Os, or emotionless structured leader development programs, or leadership study and analysis, or coercive motivation. According to the Army's leadership doctrinal manual, Field Manual (FM) 6-22, Army leadership is "the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improve the organization."<sup>1</sup> What is missing from the definition and the manual is a holistic emphasis on the emotional side of leadership, not in the sense of the hyper-excited leader banging on

the desk or screaming at new recruits, or the much tabooed “touchy-feely” leader, but leaders aware of their own emotions and how they affect those around them as they undertake the daily missions and tasks assigned them. According to psychologist and author Daniel Goleman, to be successful, a leader must exercise and be aware of his emotions and how his emotional competence influences the way he leads and impacts his followers.<sup>2</sup>

FM 6-22 outlines the attributes and competencies required of Army leaders. But who makes up the Army’s corps of leaders? FM 6-22 tells us an Army leader is anyone who, by virtue of assumed role or assigned responsibility, inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking, and shape decisions for the greater good of the organization.<sup>3</sup> The general public’s idea of an Army leader is the crusty old NCO or the charismatic officer leading troops into battle or the well-decorated general giving the inspirational speech. However, based on the Army’s definition, its leaders are persons that satisfy the responsibilities within that definition; that is, Soldiers, civilians, noncommissioned officers, warrant officers, and commissioned officers; indeed, the full gambit of personnel in the Army system. The Army recognizes that every person has the ability and potential to be a leader. All of the Army’s leaders can benefit from a greater understanding of their emotions and the emotions of others.

## **Emotional Intelligence: A Brief History**

Emotional intelligence is hardly a new field of study; it is based on a long history of research and theory in the fields of psychology, human intelligence, and the social sciences. In his 1983 book *Frames of Mind*, Harvard psychologist Howard Gardner indicates that the study of the emotional side of intelligence can be traced back to the early 1800s to the studies of Franz Joseph Gall and his associate, Joseph Spurzheim, who identified the presence of three affective faculties in the brain—reverence, self-esteem, and reflective powers.<sup>4</sup> Dr. Reuven BarOn, author and developer of the Emotional Quotient Inventory, identifies David Wechsler and his studies on “the nonintellective

aspects of general intelligence” conducted in 1940 as the foundation for the study of emotional intelligence.<sup>5</sup> Some of the most notable groundbreaking work in the field was done by Gardner. In *Frames of Mind*, Gardner proposed that there was not just one type of intelligence quotient (IQ) that led to success in life, but a wide spectrum of intelligences and at least four varieties of interpersonal intelligence.<sup>6</sup> Gardner writes of two types of *personal intelligence* that both deal with the emotions. He speaks of intrapersonal intelligence, which is the internal aspects of a person, and the interpersonal intelligence, which turns outward towards other individuals.<sup>7</sup> Gardner’s groundbreaking work was further developed by Yale psychologist Peter Salovey, whose concept of emotional intelligence included appraising the emotions in self and others, regulating emotions in self and others, and using emotions in adaptive ways.<sup>8</sup> These were identified and described in his 1990 study, conducted with an associate, Peter Mayer. The term emotional intelligence was also introduced in this study.<sup>9</sup>

Psychologist Daniel Goleman popularized emotional intelligence with his landmark book of that name, which became a “household” expression as well as a field of study worth consideration in the business, academic, and social-science communities. Goleman developed his theory about emotional intelligence through research in more than 200 organizations, explaining that without emotional intelligence, a person can have first class training, an incisive mind, and an endless supply of good ideas, but still not make a great leader.<sup>10</sup> Supported by his research, Goleman maintained that despite their cognitive intelligence and business smarts, executives and managers could not have gained their levels of success if they had not possessed emotional intelligence.<sup>11</sup> In his initial research and theories, based on the findings of Salovey and Mayer, Goleman adopted a five-domain model, which he later modified to a four-domain model.<sup>12</sup>

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Although recognized as one of the leading voices in the emotional intelligence community, Goleman's construct is not the only emotional intelligence model, nor is it the definitive thought on emotional intelligence. BarOn's model presents five realms of emotional intelligence with 15 scales. Both constructs align with the Army's Leadership Requirements Model.

## Emotional Intelligence in U.S. Army Leadership Doctrine

The U.S. Army has long recognized that its success depends upon its people. The age-old Army maxim is "Mission first. People always." This is not just lip service. The Army spends an exceptional amount of time emphasizing the importance of leader-to-follower relationships, teamwork, *esprit de corps*, and organizational climate. Each of these issues requires the holistic inclusion of emotional-intelligence components in leader-training, doctrine, and leadership literature.

Field Manual 6-22 does not limit its discussion of the emotional aspects of leadership to the Leadership Requirements Model. Paragraph headings that sound like emotional intelligence competencies can be found throughout the manual; paragraphs address Soldier and leader self-awareness, the *emotional factors* [my emphasis] of leadership (self control, stability, and balance) as well as interpersonal tact, adaptability, and judgment.<sup>13</sup>

The Army's current leadership doctrine promotes self-aware, adaptive, flexible, and agile leaders. Each of these elements are competencies of emotional intelligence. The Army's leadership doctrine describes its leaders as self-aware and innovative and identifies the importance of self-awareness: "Self-awareness has the potential to help all leaders become better adjusted and more effective. Self-awareness is relevant for contemporary operations requiring cultural sensitivity and for a leader's adaptability to inevitable environmental change."<sup>14</sup> Goleman identifies self-awareness as the foundation for emotional intelligence.<sup>15</sup>

What FM 6-22 doesn't do is threefold. It—

- Does not acknowledge attributes and competencies as emotional elements, thus implying that they are hard skills.
- Does not discuss the importance of understanding and applying the emotional aspects of leadership.

***Self-awareness is relevant for contemporary operations requiring cultural sensitivity...***

- Does not discuss how to develop the skills necessary to employ the many facets of emotions successfully.

Taking these steps will enhance the leadership manuals and provide valuable assistance to Army leaders in becoming emotionally intelligent and more effective.

In June 2008, the Army published its study on the *Human Dimension in Full Spectrum Operations, 2015-2024*. Despite its title, the manual does not discuss the emotional aspects of Soldiers and leaders in peace or in combat where the emotional skills advanced by emotional intelligence are particularly critical to understanding how Soldiers react and in how they develop resiliency. The pamphlet identifies the human dimension as the moral, cognitive, and physical components to raise, prepare, and employ the Army in full spectrum operations.<sup>16</sup> However, the pamphlet addresses several aspects of emotional intelligence. It identifies the need for leader self-awareness and acknowledgment of this characteristic in others. The study also identifies the Soldier-to-leader and leader-to-Soldier socialization process, both elements of emotional intelligence and the individual need to develop a broad concept of social awareness.<sup>17</sup> Identifying these elements as important to the human dimension is an important first step.<sup>18</sup>

The next step must provide a holistic application of these elements and others under the umbrella of emotional intelligence. The study continues the broad-brush approach of FM 6-22 in addressing the emotional aspects of Soldiers and leaders. The ten-chapter TRADOC pamphlet briefly touches upon self-awareness and empathy in chapter 9, which discusses the requirements and responsibilities of leadership. Unfortunately, the Army's discussion of the human dimension does not and is not intended to address the whole person; rather, it is based on a holistic view of how humans function in a system. These systems include environment, culture, community, politics, and society, among

others.<sup>19</sup> The pamphlet defers to FM 6-22 for the impact of leadership on the human dimension, stating, “Leadership weaves throughout this concept both explicitly and implicitly. FM 6-22 describes leadership in detail and from many perspectives. Rather than restate this information, this chapter assumes that the essence of leadership is immutable, and that the characteristics the Army wishes to develop in leaders at all levels will not change significantly.”<sup>20</sup> Identified in FM 6-22 as attributes and competencies, the characteristics are the elements that hold the key to using emotional intelligence in the Army’s leadership doctrine.

## Army Leadership Requirements Model

In FM 6-22, the Army defines, outlines, and describes its leadership doctrine. The foundation of this philosophy is highlighted in the Army Leadership Requirements Model, which identifies the attributes and competencies required for successful leaders. The attributes and competencies parallel the emotional intelligence constructs of Goleman and BarOn.

Revised and published in October 2006, FM 6-22 provides a new twist on the Army’s historical foun-

ation of leadership; the characteristics that describe what an Army leader needs to “Be, Know and Do.” Although the Army still defines its leaders implicitly in light of Be—the characteristics and attributes a leader must have, Know—the skills and knowledge they must possess and develop, and Do—how they in turn operate with those attributes and skills and knowledge, it no longer stresses those terms. In the 2006 rewrite, the Army determined that it was more important to place the doctrinal emphasis on leader intangibles, in the sense of leader attributes and in the leader skills in the competencies that a leader must have. Army leadership experts have developed a leadership requirements model designed around leadership attributes, the new combined “Be and Know,” and leadership competencies, the new “Do” (see Figure 1).

FM 6-22 notes the model’s basic components center on what a leader is and what a leader does. The leader’s character, presence, and intellect enable the leader to master the core leader competencies through dedicated lifelong learning. The balanced application of the critical leadership requirements empowers the Army leader to build high-performing and cohesive organizations able to effectively project and support land power.

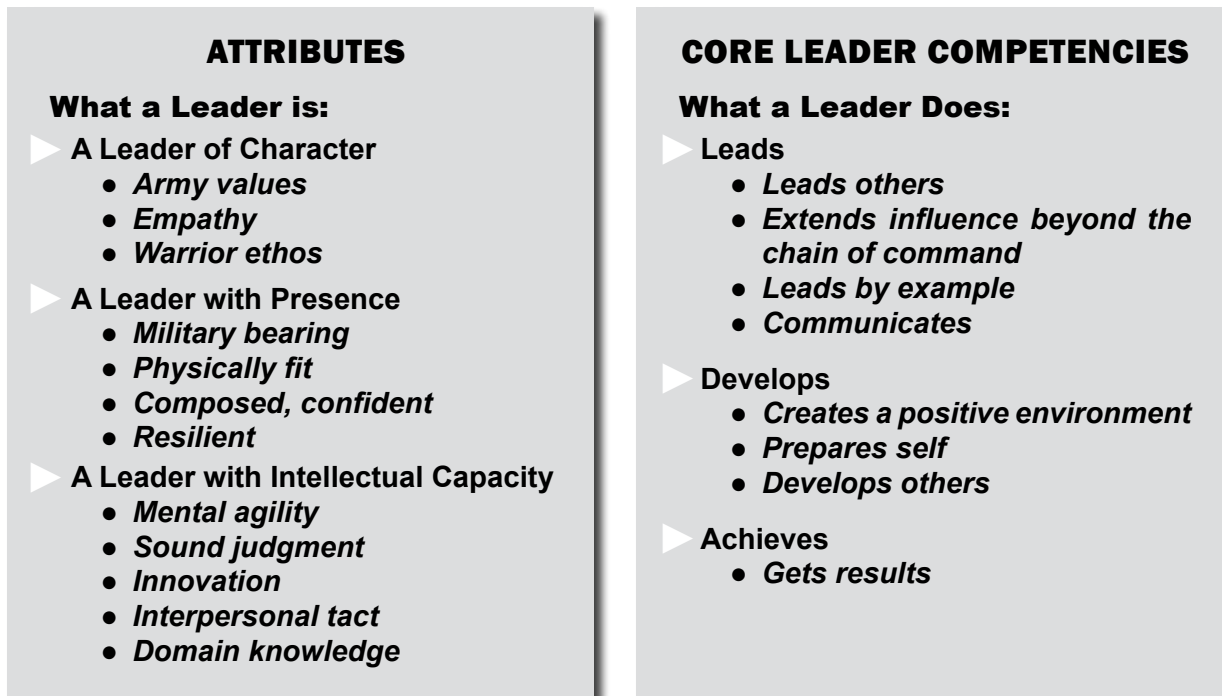


Figure 1. Leadership Requirements Model from FM 6-22.

It also creates positive organizational climates, allowing for individual and team learning, and empathy for all team members, Soldiers, civilians, and their families.<sup>21</sup>

Inherent in each of the attributes (what an Army leader is) and the competencies (what an Army leader does) are the elements of emotional intelligence. The attributes and competencies are compatible with the Goleman model and fit neatly into the domains of emotional intelligence.

### The Model Crosswalk

The twelve Army leader attributes align within Goleman’s domains with crossover into both personal and social competence areas. Seven of the twelve attributes fit nicely into the personal competence area as they deal specifically with the personal characteristics of the individual leader and what a leader must be (see Figure 2). The eight leader competencies fit into both sides of the chart and each of the eight falls under the relationship management domain as they involve establishing relationships and dealing with others. The com-

parison demonstrates that the emotional aspects of leader attributes and competencies correlate with the emotional intelligence competencies of the Goleman model.

Emotional intelligence is about understanding your own emotions and those of others in order to be a more successful person. The leader attributes and competencies assist leaders in becoming better leaders by understanding themselves and others as well as their relationships to others as they lead people and organizations. The Army’s leader development programs will do a great service to its leaders by placing increased emphasis on the emotional intelligent aspects of leadership.

### It’s not an Oxymoron

The Army in its current leadership framework does not holistically address the importance of the emotional side of leadership. Despite this, Army leader attributes and competencies demonstrate the importance of emotional intelligence to Army leaders. The relationship of the elements of emotional intelligence and the Army Leadership Requirements

PERSONAL COMPETENCE		SOCIAL COMPETENCE	
Self-Awareness	Self-Management	Social Awareness	Relationship Management
<ul style="list-style-type: none"> <li>– Emotional Self-Awareness</li> <li>– <u>Self-Awareness</u></li> <li>– Self -Assessment</li> <li>– <u>Prepares Self</u></li> <li>– Self- Confidence</li> <li>– Composed, Confident</li> <li>– Warrior Ethos</li> <li>– Domain Knowledge</li> <li>– Military Bearing</li> </ul>	<ul style="list-style-type: none"> <li>– Emotional Self-Control</li> <li>– Transparency</li> <li>– Adaptability</li> <li>– Resilient</li> <li>– Mental Agility</li> <li>– Achievement</li> <li>– Initiative</li> <li>– Innovation</li> <li>– Optimism</li> <li>– <u>Creates a Positive Environment</u></li> <li>– Physically Fit</li> </ul>	<ul style="list-style-type: none"> <li>– Organizational Awareness</li> <li>– Army Values</li> <li>– Service</li> <li>– Empathy</li> <li>– Empathy</li> </ul>	<ul style="list-style-type: none"> <li>– Inspirational Leadership</li> <li>– <u>Leads by Example</u></li> <li>– Influence</li> <li>– <u>Extends influence</u></li> <li>– <u>Leads Others</u></li> <li>– <u>Communicates</u></li> <li>– Developing Others</li> <li>– <u>Develops Leaders</u></li> <li>– Catalyst for Change</li> <li>– <u>Creates a Positive Environment</u></li> <li>– Conflict Management</li> <li>– Interpersonal Tact</li> <li>– Sound Judgment</li> <li>– Teamwork-collaboration</li> <li>– <u>Gets Results</u></li> </ul>

Figure 2. Leadership Requirements Model and Goleman Model Crosswalk.



Model is clear: inherent in the attributes and competencies are emotional aspects that lead to effective leadership when understood and employed. The next step for the Army is to incorporate emotional

intelligence in its leader and Soldier development programs. If Army leaders study and apply emotional intelligence, they will be more effective and successful in building strong organizations and teams. **MR**

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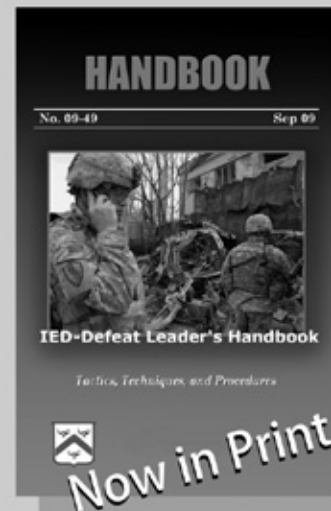
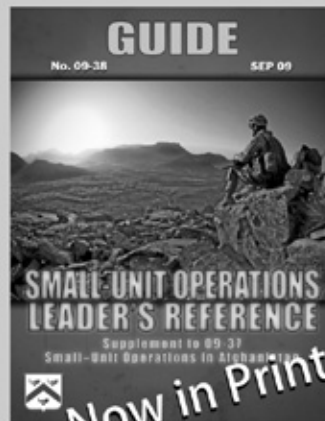
## NOTES

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