

# **Forging Emotionally Intelligent Warriors**

**By:**

**MAJ Stephan Walters**

**A798: Independent Research Project**

Research Question:

What is the relationship between the establishment of trust as found in (ADP 1) *The Army*, (FM 6-22) *Leader Development*, and the execution of *Mission Command* (ADP 6-0)?

**26 April 2016**

## Forging Emotionally Intelligent Warriors

*“Just as the diamond requires three properties for its formation—carbon, heat, and pressure—successful leaders require the interaction of three properties—character, knowledge, and application. Like carbon to the diamond, character is the basic quality of the leader....But as carbon alone does not create a diamond, neither can character alone create a leader. The diamond needs heat. Man needs knowledge, study, and preparation....The third property, pressure—acting in conjunction with carbon and heat—forms the diamond. Similarly, one’s character, attended by knowledge, blooms through application to produce a leader.”*

General Edward C. Meyer  
Former Army Chief of Staff  
Source: FM 22-100 (1999), p. 1-2

*“The Army will produce professional leaders that practice the mission command philosophy whether conducting unified land operations or Army generating force functions. These leaders possess emotional intelligence and achieve credibility with external JIIM partners, allies, internal agencies, and stakeholders.”*

Army Leader Development Strategy 2013 p.6  
Source: Sewell, G. (2014). *Emotional Intelligence for Military Leaders*, p. 1

*Pull Beats Push: “Training leaders how to give feedback—how to “push” more effectively—can be helpful....But if the receiver isn’t willing or able to absorb the feedback, then there’s only so far persistence or even skillful delivery can go....It doesn’t matter how much authority or power a feedback giver has; the receivers are in control of what they do and don’t let in, how they make sense of what they’re hearing, and whether they choose to change....Pushing harder rarely opens the door to genuine learning....The focus should not be on teaching feedback givers to give....The focus should be on feedback receivers, helping us all to become more skillful learners....Creating “pull” is about mastering the skills required to drive our own learning....Pull highlights a truth often ignored: that the key variable in your growth is not your teacher or your supervisor....It’s you.”*

Source: Stone & Heen (2014), *Thanks for the Feedback*, p. 5

## Forging Emotionally Intelligent Warriors

The purpose of this essay is to analyze the relationship between the establishment of trust as found in ADP 1 *The Army*, FM 6-22 *Leader Development*, and the execution of *Mission Command* as outlined and defined in ADRP 6-0. This essay's author has over 24 years of experience serving as an enlisted and commissioned member of the United States (US) Army team in both the active and reserve components. The intended audiences for the discussion topics throughout this paper are fellow US Army team members. Hence, this essay uses the contexts of "we" and "our" to depict every Cadet, Initial Entry Soldier, Junior Enlisted Soldier, Noncommissioned Officer, Commissioned Officer, Warrant Officer, Army Civilian, Contractor, Retiree, and all nuclear and extended family members of the US Army team. The interwoven themes of this paper are centered on the following four concepts: 1) trust is the currency of our profession, 2) one of the best ways to improve our organization is to enhance our collective and individualized understanding about the paradigms, elements, and dynamics of trust, 3) leadership is about influencing people and great leadership works through the emotions, 4) increasing the emotional intelligence (specifically the self-awareness) of all team members will help ensure organizational success in developing adaptive leaders, in the sustained implementation of decentralized mission command, and in the enduring goal to enhance our abilities to develop others and to develop ourselves.

This essay presents the argument that trust and emotional intelligence have a symbiotic relationship. Increasing the emotional intelligence levels of our team members directly advances the abilities and traits required for establishing and maintaining trust from both an intrapersonal (you) and an interpersonal (others) perspective. **Intra**personal is relating to the internal aspects of a person's self-awareness and self-regulation, whereas, **inter**personal has more to do with relationships and communication with others (Gardner, 1985; Covey, 1989; Goleman, 1995).

## Forging Emotionally Intelligent Warriors

The continued success of our organization's efforts in *leader development* and the long term success in the implementation of decentralized *mission command* both fundamentally hinge on our propensity to develop emotionally intelligent warriors. This essay argues that the following list of topics are unequivocally related to the science of emotional intelligence: the paradigms and dynamics of trust, the Army's required leadership attributes and competencies, the tenets of Army leader development, the strategic goal of developing adaptive leaders for a complex world, a defined organizational weakness at developing others, and the long term successful implementation of decentralized mission command. These topics transcend the direct, organizational, and strategic levels of leadership and they honorably relate to the emotional intelligence of our organization collectively and to the emotional intelligence levels of each individual member of our team. The maturing science of emotional intelligence (EI) has evolved into the three divergent and often conflicting categories of trait, ability, and mixed. However, regardless of EI ideology or EI measuring instrument, decades of EI related research help to prove a paramount fact to any organization that requires leadership and not just managers. This key fact is that leadership is about influencing humans, and all humans have emotions.

For simplicity, this essay uses Daniel Goleman's (2013) most recent "mixed" concept of emotional intelligence as outlined in *Primal Leadership* to highlight the applicability of emotional intelligence to many of the US Army's current and future leader development and organizational goals. The US Army has always evolved in thought, norms, beliefs, and practice, and this essay works to highlight the reality that change is a constant. All individuals and organizations either "evolve or die" (Crow, 2010). During the last decade, the US Army has taken a number of bold and impressive measures to develop adaptive leaders. Yet, how do we really know if each individual team member is truly becoming more adaptive? Perhaps an

## Forging Emotionally Intelligent Warriors

emotional intelligence measuring instrument will help us answer that question. How do we increase each team member's understanding of trust, increase their capacity for trust, and (most importantly) increase their ability to be facilitators of "mutual trust" instead of impediments of a required ingredient of mission command—trust? How do we improve our collective ability to develop others and to develop ourselves? Without question, we are members of a winning team, and it is foolish for winning teams like the US Army to discard a proven leader developing playbook, and it is just as foolhardy to add complication to our leader development game plan. Thus, when analyzing questions related to Army leader development and fostering trust, the best solutions are nested into what we already do well. This essay does not claim that emotional intelligence is the miracle drug that will miraculously turn every team member into leadership prodigies. Instead, this essay argues that cherry picking aspect of emotional intelligence science that fit into our current leader development doctrine, mechanisms, and systems will help us forge more emotionally intelligent warriors. Hence, the premise that increasing the self-awareness of every team member will directly increase our collective capabilities at establishing and maintaining "mutual" trust.

### **ADP 1 *The Army & Trust***

Established on 14 June 1775, the United States (US) Army is one of America's oldest organizations (DA, 2012a). Similar to all enduring institutions that sustain relevance and resilience against the crucible of time, America's Army has evolved and transformed throughout the organization's storied lineage (Kotter, 2012; Donnelly, 2007). While helping to establish, build, and defend the nation, the US Army has earned 187 campaign and battle streamers (CMA, 2016; DA, 2012a). In addition, the US Army has served as an instrument of social and political

## Forging Emotionally Intelligent Warriors

influence both internationally and domestically. From the American Revolution to current operations around the world, the US Army helped the United States gain independence, survive a Civil War, win two world wars, and earn its current role as one of modern history's most influential world powers (Nelson, 2001). On domestic issues like racial desegregation and gender equality, the US Army has consistently been a spearhead of social and cultural change in America (Gardner, George, & Kweisi 2003; Holm, 1982). As a truly American institution, the US Army is engrained with many of the American cultural norms that are resistant to modification and transformation. Yet, as America evolves and adapts as a nation, so do the nation's enduring organizations (Kotter, 2012). The current US Army initiatives of allowing females the opportunity to serve in Infantry and Armor positions is reflective of how our organization changes in tune with American norms and expectations. Thus, as a changing organization and as a geopolitical and social instrument for change, many aspects of the US Army are enduring and steadfast while other aspects of the organization must adapt (DA, 2011; DA, 2012a). "Teams change and organizations change when individuals choose to engage and improve" (DA, 2015b, p. 1-1). Regardless of setting, context, or organizational issue, are you consistently an engaged team member? How dedicated are you to the daily mission of warrior self-improvement? As America and the US Army changes, do you "trust" your ability to appropriately adapt to the challenges and obstacles of an unknown and unknowable future?

The enduring and overarching purpose of the US Army is to "prevent conflict, shape the security environment, and win the nation's wars" specifically in the land domain (DA, 2012a, p. 5). Although the US Army has some impressive air and sea capabilities, the US Navy and US Marine Corps fundamentally retains America's maritime domain, while the US Air Force upholds the air domain. During most modern operations, the four military services currently

## Forging Emotionally Intelligent Warriors

assigned to the US Department of Defense work in support of each organization's ascribed domain within a Joint Force context (DD, 2013). Thus, in regards to the defense of America, the US Army is graciously a member of a team of teams. Yet, "conflicts in the future, like those in the past, will ultimately be resolved on land," and it is the US Army that is responsible for America's complicated and challenging land domain (DA, 2014b, p. i). Since most of the world's population do not live on the high seas or in the air domain, the US Army is also the principle US military organization for America in the human domain, and all humans have emotions. Thus, the US Army should help lead the nation on the topic of emotional intelligence.

Another principle legacy of the US Army is the production of leaders for the nation as reflected in the fact that 60% of America's Presidents earned leadership credentials while serving in an Army uniform prior to being elected as America's Commander-in-Chief (DeGregorio, 2005). Many active duty Soldiers transition out of the Army and use the leadership training, education, and experience gained during military service to assume leadership positions throughout all sectors of America's economy. Furthermore, current National Guard and Army Reserves Soldiers serve in both Army and civilian leadership roles. Thus, the topics of developing adaptive leaders, establishing and building trust, and the sustained viability and effectiveness of decentralized mission command have paramount significance to current and future generations of Americans, and to every member of the US Army team.

The US Army is a military profession "built upon an ethos of trust" (DA, 2012a, p. 2-1). According to ADP 1, the US Army defines trust as the "assured reliance on the **character, ability, strength, or truth** of someone or something" (DA, 2012a, p. 2-2). Another way to understand trust and to categorize the dynamics of trust is to use the labels of "character" trust and "competency" trust (Covey, 1989). Do you trust or distrust an individual's character or

## Forging Emotionally Intelligent Warriors

attributes (what the individual “is”)? There is a difference between asking a fellow team member to carry a football (competency trust) and asking that same person to carry your wallet (character trust). Hence, there are different elements or flavors of trust, and the life long journey of truly understanding the dynamics of trust needs to stay centered on the daily reflection of who, what, when, where, and why you trust or distrust others. Covey’s (1989) *7 Habits of Highly Effective People* addresses the issue of self-reflection as the habit of “sharpening the saw.” Trust is one of the key human variables that require both intrapersonal (you) and interpersonal (how you relate with others) reflection.

Since 1973, the US Army has been an all-volunteer force, and our continued ability to attract and retain talented Americans throughout the broad scope of specialties within our profession directly relates to the following four paradigms of trust that are outlined in ADP 1: trust between Soldiers; trust between Soldiers and leaders; trust among Soldiers, their families, and the Army; and ultimately trust between the Army and the American People (p. 2-3). “Without trust, there can be but few voluntary followers” (Cangimi, Kowalski, Miller, & Holloper, 2005, p. v). We often refer to our recruiter, Drill Sergeant, and Initial Entry Training leadership assignments as “positions of trust,” but the reality is that every team member regardless of rank, assigned position, component, or current status serves in a position of trust. The US Army’s four paradigms of trust are missing an important fifth paradigm called “trust in yourself”. The mission command key ingredient of being able to accept “prudent risk” is directly connected to the paradigm of trusting yourself. In most scenarios, it is not wise to trust someone or something that you do not know. Hence, the cornerstone questions for this essay. Do you know you? What is your level of self-awareness? Have you ever taken an emotional intelligence measuring instrument that provided direct feedback on your level of self-awareness?



## Forging Emotionally Intelligent Warriors

If you have taken the Army's Multi Source Assessment or the 360 degree review, who did you select to provide you feedback? Did you select those that you trusted or those that you felt liked you? Hence, was the feedback you received a measure of likeability or a measure of trust?

According to Stone & Heen (2014), everyone has "blind spots" or things that we are not able to see about ourselves without actively seeking and accepting critical feedback. As a member of a team, what measures are you currently taking to discover your blind spots related to trust?

The start point for self-awareness is being able to identify and accurately label emotions (Fisher & Shapiro 2005; Sewell, 2014). Are you able to correctly label emotions as you experience them? Emotions are a key aspect of who you are as a team member, leader, follower, peer, and family member. Even the Star Trek character Spock, one of popular culture's most "logical" characters, had emotions and he was only half human. According to some studies, only 36% of people are able to accurately identify their emotions as they happen (Bradberry & Greaves, 2009). Are you aware of how your emotions influence your daily interactions with others, how emotions influence your decision making process, and how emotions influence your effectiveness as a team member as either a direct, organizational, or strategic level leader? This discussion may seem too emotion laden for an essay that is focused on the US Army. However, it is important to note that the US Army is fundamentally people, and people have emotions. People also have habits. In fact, one study "found that more than 40% of the actions people performed each day weren't actual decisions, but habits" (Duhigg, 2014, p. xvi). All members of the US Army team have habits, and many of these habits resonate in our subconscious. What psychological baggage helps to shape our first impressions of each other? For example, what is the first thing that two uniformed warriors do the first time they meet? The number one answer is look for a combat patch, unit patch, tabs, and skill identifiers. These types of nearly

## Forging Emotionally Intelligent Warriors

subconscious habits directly feed into both the character and competency realms of trust. Are you aware of how your conscious and subconscious habits influence your first impressions of other team members? What are your psychological habits when you first meet a fellow team member that belongs to another component (Active, National Guard, or Reserves)? Do you have the same expectations for any member of the team regardless of component or unit patch, or do your personal predilections and subconscious bias help foster the common bigotry of low expectations for other components? Esprit de corps and the pride and fellowship of belong to a unit is an important aspect of who we are as a military organization. Yet, too much of anything can be unhealthy for the individual and for the team. Many leaders within the US Army are familiar with Maslow's human needs theory, and a key aspect of our success as an organization is the ability for leaders and systems to meet those basic human needs. However, sometimes the following two fundamental human needs can help either foster or destroy both trust and teamwork: the need to feel like you belong, and the need to feel significant (Cangimi, Kowalski, Miller, & Hollopeter, 2005). Sometimes "the power to see ourselves" and the foundations of our self-concept confront natural resistance internally and externally (Brouwer, 1964, p. 1). Inherently, our conscious and subconscious predilections and biases directly influences the trust dynamic between the different components, different units, and different war fighter functions.

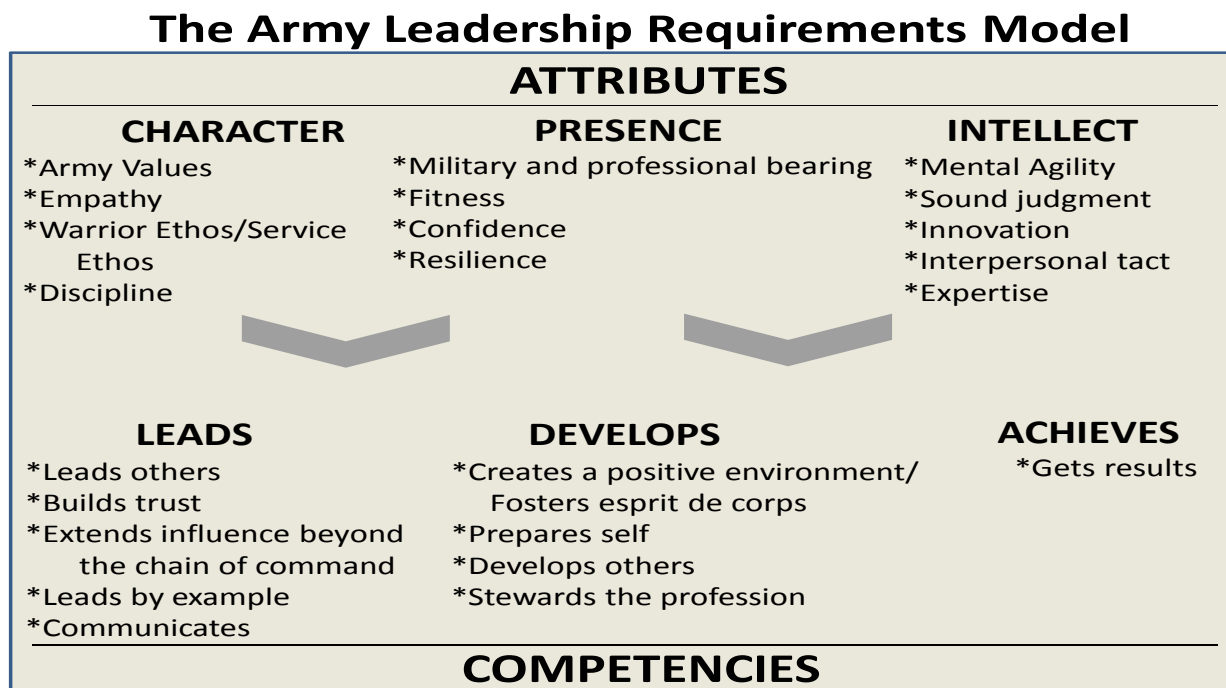
The ability to accurately label emotions as they occur and clearly understanding your emotional habits are the basic building blocks of self-awareness. Everyone sees the world from where they are sitting, everyone has their own reality, and each individual perceives the world from their own window (Fisher, Ury, & Patton, 2011). Most people think that they are very self-aware, but research using 360 degree review data highlights the fact that self-awareness is the adaptive leadership skill that leaders overestimate their abilities in the most (Bradberry &

## Forging Emotionally Intelligent Warriors

Greaves, 2012). Not only is it common for leaders to overestimate their level of self-awareness, but feedback from direct reports, peers, and bosses often reveals that self-awareness and the other adaptive leadership traits directly related to emotional intelligence are usually identified as an individual's weakest aptitudes. Hence, as leaders and team members, the one thing we assume we know the most about (ourselves), happens to be the one area that others feel we are the most ignorant about. Bradberry & Greaves (2012), identify 22 leadership skills critical to performance, and delineate these leadership variables into "core leadership" and "adaptive leadership" as outlined in figures 2 and 3. Many of these leadership skills directly nest into the US Army's Leadership Requirements Model (figure 1) as outlined in ADRP 6-22 and FM 6-22. It is important to point out that the US Army has defined the key leadership attributes (what a leader is) and competencies (what a leader does) as requirements. Thus, they are not optional. Although the skill of "builds trust" is identified as a key leader variable of the competency of "leads", the word or attribute of "trustworthy" is not mentioned as either an attribute or competency. What's your opinion? Is being trustworthy a requirement for US Army leaders or is trustworthiness an optional skill for leaders in our organization? One of this essay's most paramount recommendations to the US Army is to add "trustworthiness" to the Attributes menu with our leadership doctrine. Without question, in regards to "what a leader is," trustworthiness is one of the most important traits to effective and successful leadership.

Figure 3 depicts feedback from 360 degree reviews and illustrates the gaps between how leaders rated themselves relative to the perceptions of those that work with the leader. "The fact that leaders' greatest overestimations are limited to the adaptive leadership skills shows how tough these skills are to master and how few leaders have honed their skills adequately" (Bradberry & Greaves, 2012, p. 12). Specifically, the adaptive leadership skill of self-awareness.

Figure 1. The US Army's Leadership Requirements Model



Source: ADRP 6-22

Figure 2. Bradberry and Greaves Core Leadership Skills

STRATEGY	ACTION	RESULTS
<ul style="list-style-type: none"> <li>-Vision</li> <li>-Acumen</li> <li>-Planning</li> <li>-Courage to Lead</li> </ul>	<ul style="list-style-type: none"> <li>-Decision Making</li> <li>-Communication</li> <li>-Mobilizing Others</li> </ul>	<ul style="list-style-type: none"> <li>-Risk Taking</li> <li>-Results Focus</li> <li>-Agility</li> </ul>

Source: Adapted from Leadership 2.0

Figure 3. Bradberry and Greaves Adaptive Leadership Skills

Emotional Intelligence	Organizational Justice	Character	Development
<ul style="list-style-type: none"> <li>-Self-Awareness</li> <li>-Self-Management</li> <li>-Social Awareness</li> <li>-Relationship Management</li> </ul>	<ul style="list-style-type: none"> <li>-Decision Fairness</li> <li>-Information Sharing</li> <li>-Outcome Concern</li> </ul>	<ul style="list-style-type: none"> <li>-Integrity</li> <li>-Credibility</li> <li>-Values Differences</li> </ul>	<ul style="list-style-type: none"> <li>-Lifelong Learning</li> <li>-Developing Others</li> </ul>

Source: Adapted from Leadership 2.0

## Forging Emotionally Intelligent Warriors

*Figure 4. Top 5 Gaps in Leaders Awareness as rated by others*

Direct Reports	Peers	Boss(es)
<ol style="list-style-type: none"> <li>1. Self-Awareness</li> <li>2. Information Sharing</li> <li>3. Social Awareness</li> <li>4. Outcome Concern</li> <li>5. Developing Others</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-Awareness</li> <li>2. Information Sharing</li> <li>3. Outcome Concern</li> <li>4. Developing Others</li> <li>5. Social Awareness</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-Awareness</li> <li>2. Information Sharing</li> <li>3. Social Awareness</li> <li>4. Values Differences</li> <li>5. Outcome Concern</li> </ol>

Source: Adapted from Leadership 2.0

Bradberry & Greaves (2012), define self-awareness as “the ability to accurately perceive your emotions in the moment and understand your tendencies across situations” (p. 8). The filters for reality are connected to our self-concept...”everything we do or say, everything we hear, feel, or otherwise perceive, is influenced by how we see ourselves” (Brouwer, 1964, p. 1). Self-awareness is a foundational skill of emotional intelligence, and “83% of those who test high in self-awareness are top performers” within their organization (p. 135). Of equal importance, it is a safe assumption that those with high levels of self-awareness are usually more talented at establishing, building, and maintaining trust in all four of the US Army’s paradigms of trust and in the fifth paradigm of trusting yourself both in character and in competency. High levels of “accurate” self-awareness does not guarantee “EXCEEDS STANDARDS” ratings in performance. Yet, self-awareness is the start point for leading from within. A fundamental aspect of adaptive leadership is not thinking that everything is broken and seeking a wholesale transformation. Instead, the key to adaptive leadership is small incremental changes based on being able to processes new information and having a solid understanding of what your core is as an individual and as a leader. Clearly and accurately understanding your core requires a consistent analysis, self-reflection, and actively seeking critical feedback (Heifetz, Grashow, & Linsky, 2009; Stone & Heen, 2015). Leadership starts from within, and understanding your core

## Forging Emotionally Intelligent Warriors

is self-awareness. Regardless of your formal education level, years of experience, personality type, or demographic background, you are human and humans have emotions. Without a sustained and deliberate attempt to understand your emotions via reflection, you will probably forever stay in the category of 64% of humans who do not have situational awareness about the one thing that you “assume” you know the most about—yourself. Without question, emotions are complex variables that require constant analysis and reflection. Of equal importance, our ability to gain awareness about our emotions and how emotions influence our conscious and subconscious behaviors, decisions, and biases directly relates to our ability to trust ourselves, trust others, and facilitate trust throughout the team. “The unexamined life becomes a liability....leaders need to heed the voice within” (Sherman, 1994, p. 9).

### **Emotional Intelligence & FM 6-22 *Leader Development***

“As the two words suggest, emotional intelligence has to do with our emotions (affective domain) and thinking (cognitive domain), and the interplay between the two” (Northouse, 2016, p. 28). Throughout the literature, there are many definitions, ideologies, and models related to emotional intelligence. However, according to Goleman (1995) emotional intelligence means emotional literacy. The important thing to realize about the science of emotional intelligence is that it can easily be adapted to meet both individual and organizational needs. Thus, while still maintaining validity, reliability, and credibility, Emotional intelligence is a tool that can help foster personal and leader development, and a tool that can be used to help improve both our interpersonal and intrapersonal understanding of trust. Goleman’s Model of Emotional Intelligence (Figure 1) helps to support the argument that adaptability, influencing others, developing others, organizational awareness, and teamwork are all fundamentally emotional

## Forging Emotionally Intelligent Warriors

intelligence domains. Of equal importance, Goleman’s Model helps to illustrate the fact that leadership is about influencing humans, and (of course) all humans have emotions. Plus, emotional intelligence is about realizing the fact that your emotions influence you and emotions are contagions that influence the work environment and culture (Goleman, 2013).

*Figure 5. Goleman Model of Emotional Intelligence Domains and Competencies*

Personal Competence		Social Competence	
Self Awareness	Self-Management	Social Awareness	Relationship Management
<ul style="list-style-type: none"> <li>– Emotional Self-Awareness</li> <li>– Self Assessment</li> <li>– Self Confidence</li> </ul>	<ul style="list-style-type: none"> <li>– Emotional Self-Control</li> <li>– Transparency</li> <li>– Adaptability</li> <li>– Achievement</li> <li>– Initiative</li> <li>– Optimism</li> </ul>	<ul style="list-style-type: none"> <li>– Organizational Awareness</li> <li>– Service</li> <li>– Empathy</li> </ul>	<ul style="list-style-type: none"> <li>– Inspirational Leadership</li> <li>– Influence</li> <li>– Developing Others</li> <li>– Catalyst for Change</li> <li>– Conflict Management</li> <li>– Teamwork-collaboration</li> </ul>

Source. Adapted from Goleman’s *Primal Leadership* (2013)

### Myths about Emotional Intelligence

For the purposes of this essay, instead of outlining some of the details related to the science and ideologies about emotional intelligence, it is more prudent to debunk some of the myths related to emotional intelligence. One of the most common false dilemmas related to emotional intelligence (EI) and the US Army is the idea that a person is either rational or emotional. Thus, implying that emotions are in fact irrational. This myth is rooted in the reality that so few members of our organization have studied or analyzed the science related to EI. Yet, most of us have used the common euphemism that some people have book smarts and others have street smarts. Goldman’s EI model (figure 5) of self-awareness, self-management, social-awareness, and relationship management is an ideal definition for the term “street smarts”. In an

## Forging Emotionally Intelligent Warriors

organization like the US Army that is focused on recruiting science, technology, engineering, and mathematic (STEM) talent, the ideal outcome is to attract and retain team members who are both book smart (IQ) and street smart (EI).

Another institutional bias regarding the US Army and EI is related to the concept that warriors are not supposed to show emotion. This time honored organizational norm is reflected in General Patton's diary discoveries by Rick Atkinson in *An Army At Dawn*. While General Patton was traveling to various troop staging areas in preparation for OPERATION TORCH and the North African campaign, he gave speeches to America's unseasoned troops designed to "put iron in their souls" (p. 36). The opening scene in the movie *Patton* helps to illustrate the nature of many of General Patton's speeches during this time period. "At Fort Bragg, while he we was addressing troops he had once commanded in the 2<sup>nd</sup> Armored Division, tears coursed down his cheeks and he stalked from the stage without a word....The men roared their approval" (p. 36). In his diary, Patton rebuked himself for being "inclined to show emotion, a most unmilitary trait" (p. 37). Thus, a time honored organizational norm and expectation within the US Army is that a seasoned warrior always displays the three Cs (calm, cool, and collected), and emotions are things that warriors learn to suppress and definitely not display. The point is not to judge if or how emotions should be displayed within our organization. Instead, the point is to recognize the reality that anything with the word "emotion" in the name is going to viewed with a cynical or skeptical eye by most members of our organization.

Another reason for the gap between the popularity of EI as a concept and its application in the US Army is twofold. "First, people just don't understand it....They often mistake emotional intelligence for a form of charisma or gregariousness....Second, they don't see it as something that can be improved....Either you have it or you don't" (Bradberry, & Greaves,



## Forging Emotionally Intelligent Warriors

2009, p. xvi). The reality is the proven fact that emotional intelligence is like any other skill set that has to be learned and developed over a lifetime. Social and Emotional Learning (SEL) programs have been implemented in thousands of America's schools for over the past 20 years from the preschool through high school levels (Goleman, 1995). Hence, with nearly 80% of the current US Army team consisting of members from the millennial generation, some of today's uniformed team members have been exposed to science of emotional intelligence.

Historically, there have always been numerous barriers to the diffusion of new ideas and concepts (Rodgers, 1995). It is important to recognize that emotional intelligence is not a fad nor a trend. Organizations like the US Army who must develop leaders and not just managers need to nest aspects of EI into their developmental game plan. Of course, effective leaders in the US Army have to also be good managers. Yet, it is important to delineate between the two often confused concepts. Management basically pertains to resources, while leadership pertains to people. You manage things and you lead people. "Management is about coping with complexity....Leadership, by contrast, is about coping with change" (Wren, 1995, p. 114). To conclude this section about myths, there are a few false dilemmas that resonate in the leadership theory world. One is the ideological debate on whether leaders are born or made. Covey (1989) solved this issue by explaining that being a leader is a choice, and that it is not a nature/nurture issue. The second leadership debate relates to the question is leadership an art or a science. This age old leadership debate has been resolved in the US Army's mission command doctrine (ADP 6-0) in that leadership is both an art and a science. The same could conclusions about the false dilemmas related to leadership could be made about trust. Trust is a choice. Whether subconscious and intuitive or deliberate and logical, you choose who and what you trust. Hence, trust is both an art and a science.

### **The Evolving Army Definition for Leadership**

There are “over 850 academic definitions” for the word Leadership (Bennis & Nanus, 2007, p. 4). Actually, “there are almost as many different definitions of leadership as there are people who have tried to define it” (Northouse, 2013, p. 2). Wren (1995) recognized 130 definitions for the ambiguous word leadership. A good personalized definition is that leadership is about providing direction and influencing. For those of us in the US Army, the confusion about the definition of the word leadership is simplified because the US Army clearly defines the phenomenon of leadership in doctrine in FM 6-22 and ADRP 6-22. Academic leadership literature outlines a multitude of leadership traits, styles, attributes, and competencies required of effective, productive, and successful managers and leaders (Robbins, 2013; Northouse, 2013; Wren, 1995; Cangime, 2005; Bennis, 2007). Yet, US Army doctrine simplifies this issue too, and the Army’s Leadership Requirements Model (figure 1) clearly outlines and defines the attributes and competencies that the organization wants and needs.

The US Army’s official definition of leadership has significantly evolved and transformed during the past sixty years. Each philosophical and ideological change in the US Army’s doctrinal definition for the word leadership is reflective of societal and cultural changes in American history and changes within the United States Army as an organization. In 1951, the US Army’s doctrinal definition of leadership was “the **art of influencing** human behavior and the ability to handle **men**” (DA, 1951, p. 1). By the late 1950’s, the US Army’s leadership definition added the notion of directing, and added the organization’s key leadership purpose by emphasizing that “leadership is the art of influencing and **directing** men in such a way as to obtain their willing obedience, confidence, respect, and loyal cooperation in order to **accomplish the mission**” (DA, 1958, p. 7). This masculine image embraces the great man theory of

## Forging Emotionally Intelligent Warriors

leadership by conveying the notion that history is shaped by great men who have the capacity to lead the masses (Jennings, 1960). This male centric and directive concept of leadership lasted 15 years and took the US Army through the nation's last conscription or draft period during the Vietnam War.

In 1973, the same year that the nation initiated the All Volunteer Military Force concept, the US Army's leadership definition evolved from an art to a process. The first 18 years of the nation's All Volunteer Army understood leadership as "the **process** of influencing and directing men in such a manner as to accomplish the mission" (DA, 1973, p. 1-3). In the early 1990's, the US Army's official leadership definition became less patriarchal, and recognized the enduring reality that the organization also had female members. Thus, the word men was changed to others within the US Army's official perception about the phenomena of leadership. In addition, the US Army's 1990 definition provided some guidance on how to ensure mission success by delineating the following: "leadership is the process of influencing **others** to accomplish the mission **by providing purpose, direction, and motivation**" (DA, 1990, p. 1).

The organization's formal definition of leadership evolved again in 1999 under the guidance of General Eric Shinseki. A decade after the end of the Cold War, the US Army officially changed the label of the institution's leadership doctrine from Military Leadership to Army Leadership, Hence, signifying a reality that the Army's understanding and application of leadership was unique compared to America's other military services. In 1999, the Army also temporarily removed the idea that leadership was a process. Yet, one enduring change to the Army's leadership definition was the additional purpose of leadership to go beyond just mission accomplishment with the added task to improve the organization. For the purpose of this essay, the most significant change to the Army's leadership definition was the replacement of the

## Forging Emotionally Intelligent Warriors

external word “other” with the universal word “people.” This change is reflective of the ideology that leadership is both interpersonal and intrapersonal, and that leadership is innately a human endeavor. Hence, a significant difference between management and leadership. You manage things, and you lead people. The following is the US Army’s 1999 definition: “leadership is influencing **people** by providing purpose, direction, and motivation while operating to accomplish the mission and **improving the organization**” (DA, 1999, p. 1-4). The current US Army definition for the word leadership is fundamentally the same as the 1999 version, but minus the “while operating” terminology helping to highlight the reality that leadership is a constant and not something that only happens on game day (DA, 2012L). The implications of our seasoned leadership definition is that US Army leaders improve the organization by enhancing both their intrapersonal and interpersonal skills and abilities. Thus, Army leaders not only need to understand and influence others, but they must also understand and lead themselves.

### **Win in a Complex World & Trust**

US Army leaders are required to serve in complex roles and environments, within complex partnerships and coalitions, against complex threats, using complex technology and systems, all while operating in the complex land domain of the modern world (DA, 2012m; DA, 2014f; DA, 2014g). Hence, the US Army’s most recent operating concept “Win in a Complex World” (DA 2014b). For the first time in the US Army’s history, our organization’s current operating concept “focuses on all three levels of war; tactical, operational, and strategic” (p. iii). In this context, the word “win” occurs at the strategic level and involves more than just the application of combat land power. “Win” requires the successful application of leadership at all

## Forging Emotionally Intelligent Warriors

three levels of war. “Win” also requires the collective application of leadership within the following four instruments of national power to achieve the nation’s strategic objectives: diplomatic, informational, military, and economic (DD, 2011). The four instruments of national power are often referred to as DIME. Inherently, the US Army’s role as a national instrument of power primarily fits within the military construct of DIME, but US Army leaders typically serve in roles and environments that directly either enable or hinder the nation’s DIME outcomes (DD, 2013). US Army leaders of all ranks are required to work directly or indirectly in support of the nation’s multifaceted diplomatic, economic, and informational domains (DA 2014b). The American war efforts in Vietnam and the unknown strategic outcomes of the current war against terrorism provide recent examples of how the US military could win every battle at the tactical level, and not win the war at the strategic level (Paret, 1986; DA, 2012m). US military and civilian leaders at the highest levels of government are required to help translate national strategy as outlined by America’s civilian political leaders (DD, 2013). Yet, US Army leaders at all levels are required to apply the operational art of end, ways, and means to create adaptive options to help solve complex strategic, operational, and tactical problems (DD, 2011; DD, 2013).

At the tactical and operational levels of war, today’s US Army leaders are asked to perform a broad range of military operations that typically go far beyond the traditional kinetic operations of offense and defense (DA, 2011a; DA, 2012e; DA, 2012f; DA, 2012h). The following are some examples of the various types of military operations that today’s Army leaders are required to help plan, coordinate, synchronize, and execute: stability operations, civil support, foreign humanitarian assistance, noncombatant evacuation, peace operations, combating weapons of mass destruction, foreign internal defense, counterdrug operations, combating terrorism, defense support of civil authorities, and counterinsurgency (DD, 2011). In most

## Forging Emotionally Intelligent Warriors

operational and tactical settings, Army leaders are asked to achieve unity of effort while working directly with other US military forces, US governmental departments and agencies, nongovernmental organizations, multinational forces, and intergovernmental organizations (DD, 2011: DA 2014e). Adding to the complexity is the reality that the most of America's military operations are conducted outside North America, and we are required to operate in foreign lands that often have cultural, political, economic, social, and information variables that are very different than America's (DA, 2014f). One of the best ways to help each leader and team member prepare for the known and unknown complexities of today's operational environment is to increase everyone's emotional intelligence.

The operational dynamics and variables of the modern world are gaining in complexity and ambiguity (DA, 2014f). "Future operational environments will be characterized by uncertainty, complexity, rapid change, and a range of potential threats" (DA 2014e, p. 8). Adding to the complexity of the traditional battlefield is a new type of mixed conventional and nonconventional warfare that is currently being conducted in the Ukraine. This new style of "Russian hybrid warfare doctrine" implements a lethal mix of cyber and electronic warfare tactics with new and old battlefield weapon systems and capabilities along with an asymmetrical insurgent, diplomatic, economic, information, and terrorist threat (Bartles, 2016). Personally, the scariest aspect of Russia's new and modern military are not related to tactical doctrine nor new technology. Instead, it is the fact that Russia is building a Noncommissioned Officer Corps. Russia has realized that one of the most significant and unique strengths of the US Army, is the professionalism and competency of our NCO corps. Thus, unlike the old Soviet Army, if (or when) we have to fight Russia, the idea of killing the Soviet Platoon Leader and cutting the head off the snake having a substantial impact on that Platoon's command and control capabilities is

## Forging Emotionally Intelligent Warriors

no longer applicable. Now the Russian platoon is similar to a US Army platoon in that our professional NCO corps prevents our formations at every level from being just one bullet away from maintaining unity of command and mission success. Like all the rest of the ranks within the current US Army formation, the way that you keep our team's NCO's the best in the world is to increase their emotional intelligence abilities and talents.

While testifying before the Senate Armed Services Committee in 2012, the US Army's Chief of Staff, General Raymond Odierno, outlined the following related to the US Army's current and future operational environment:

"Today's force is qualitatively different from the army of a decade ago.... It is more combat seasoned, more tightly integrated with the other military services...., and more technologically advanced.... The army will make sure it firmly embeds one of the most costly lessons it has learned over the last decade: how to deal with the challenge of hybrid warfare.... In the future, it will be increasingly common for the US Army to operate in environments with both regular military and irregular paramilitary or civilian adversaries, with the potential for terrorism, criminality, and other complications.... Advanced technology and the information revolution have fundamentally altered the battlefield.... Now, any activity a Soldier undertakes can rapidly evolve into a combination of combat, governance, and civil support missions, and any individual... can alter the trajectory of an operation" (Odierno, 2012, p. 31).

In order to *win in a complex world*, the US Army clearly understands that the organization must master the concept of trust, has to become more adaptive, and must develop

## Forging Emotionally Intelligent Warriors

leaders that are more agile, flexible, adaptive, and innovative (DA 2014g). Within the US Army's 2014 Strategic Planning Guidance, the organization's top strategic priority was developing "adaptive Army leaders for a complex world" (DA, 2014f, p. 18). Recent hard earned lessons while fighting hybrid threats on the asymmetrical battlefields of Iraq and Afghanistan, help to highlight the US Army's unequivocal need to make adaptive leaders who can establish and maintain mutual trust. In 2010, while directly engaged in two of the nation's most protracted land combat operations, the United States Army officially began the transformation from a centralized command and control model to a decentralized operational concept called mission command (DA, 2010a; DA, 2012k). This key doctrine change highlights an added organizational need for adaptive leaders at all echelons of the US Army (DA 2012j; DA, 2012L). According to Kotter (2012), most organizations have at least a few members who are adaptive and open to constant change, but the US Army's goal is to make "every leader more agile, flexible, adaptive, and innovative" (DA, 2014f, p. 18). How open are you to change? Openness to change is a key self-awareness and emotional intelligence variable.

The US Army labels enduring organizational first order problems as Army Warfighting Challenges (AWFCs). As of December 2015, the US Army had 20 defined warfighting challenges. Any research conducted on trust and the US Army directly relates to AWFC #10 and #19. AWFC #10 is titled "Develop Agile and Adaptive Leaders" (DA, 2015a). AWFC #10 asks the following; "how to develop agile, adaptive, and innovative leaders who thrive in conditions of uncertainty and chaos and are capable of visualizing, describing, directing, leading, and assessing operations in complex environments and against adaptive enemies" (DA, 2015a). AWFC #19 is labeled "Exercise Mission Command" and addresses "how to understand, visualize, describe, and direct operations consistent with the philosophy of mission command to



## Forging Emotionally Intelligent Warriors

seize the initiative over the enemy and accomplish the mission across the range of military operations” (DA, 2015a). Change inherently requires individuals and teams to learn something new and “unlearn” something old, and the unlearning process is the source of most resistance to change (Schein, 1995). What does the US Army need to change in order to produce more adaptive, self-aware, and emotionally intelligent leaders, and what does the organization have to unlearn in order to become more adaptive and innovative?

How does an organization develop adaptive leaders? Plus, how do organizations like the US Army measure if each individual leader is truly becoming more agile and adaptive? How is trust interwoven into our development of adaptive leaders? Is adaptive leadership a thinking (cognitive domain) or an emotional (affective domain) psychological phenomenon, or are the traits related to adaptability an applied mixture of both emotions and thinking? The answers to these challenging questions have far-reaching strategic, operational, and tactical importance to the sustained national defense of America. A study on the neurological basis for leader complexity conducted in partnership with West Point’s Department of Behavioral Sciences and Leadership, indicates that “adaptability is contingent upon leaders having the requisite cognitive and affective complexity to facilitate effectiveness across a wide domain of roles” (Balthazard et al., 2010). Furthermore, adaptive leadership requires both “advanced cognitive and emotional capacity” (Balthazard et al., 2010). The reality is that most of the Army’s current leadership requirements within FM 6-22 are all related to emotional intelligence. Thus, attributes (what a leader is) and competencies (what a leader does) can be enhanced in every member of the Army team by increasing emotional intelligence of each team member.

In recent years, the US Army implemented institutional wide doctrine, education, and training changes that directly address the defined organizational need to develop adaptive leaders

## Forging Emotionally Intelligent Warriors

(DA, 2011b, DA, 2012n). The organization transitioned from a task, conditions, standards training and education concept to an outcomes based model designed to foster adaptability and flexibility (DA, 2011c; DA, 2012m). In June of 2015, the US Army published an updated leadership field manual that addresses adaptive leadership, and connects adaptability with self-awareness, comfort with ambiguity, and a few other key individual leader traits (DA, 2015b). Also during 2015, the US Army's Combined Arms Center began an initiative called Army University, "where the stovepipes of the 86 schools inside the Army will be broken down to increase the rate of innovation and foster partnerships outside the Army" (Hames, 2015). In December of 2015, Army University conducted a symposium of over 200 American colleges and universities focused on the topic of getting better "in the human dimension elements of the Army's new doctrine about critical thinking, adaptability, and innovation" (Walleman, 2015). Thus, after making significant institutional education, training, and doctrine changes, perhaps the US Army is currently successful at the task of developing agile and adaptive leaders, and the organization only needs a means or a battery of instruments that measure the traits related to adaptability? The US Army currently uses leader evaluation and counseling instruments, a web-based 360 degree review instrument, and an annually required training instrument called the Global Assessment Tool (GAT) 2.0, but do those instruments accurately measure growth on the various traits that are directly and indirectly related the thinking (cognitive) and the emotional (affective) traits related to adaptability? At this point in time, the US Army does not have a developmental instrument that purposefully measures the affective traits related to adaptability. Specifically, the US Army does not use an instrument that measures the emotional intelligence scores of leaders and team members within the organization. Thus, the problem defined is the reality that the US Army not only needs to continue testing various ways of developing more

## Forging Emotionally Intelligent Warriors

adaptive leaders, but the organization also needs instruments and tools that measure adaptability growth from both a cognitive and affective domain perspective. As of 2016, the US Army's current top priority under General Milley is "readiness, but the development of adaptive leaders is still our number two priority, and the organization needs instruments that provide personalized, reliable, valid, accurate, and trustworthy feedback to each individual leader specific to the traits related to adaptability. The US Army needs an instrument or a battery of instruments that purposefully measure adaptability and provide enlightening feedback that enhances self-awareness about the traits related to adaptability and building trust. Perhaps, the US Army needs an emotional intelligence instrument that will enable US Army leaders to develop themselves while improving their ability to develop others.

### **Developing Others & Trust**

In most scenarios, enlisted, commissioned, warrant, and civilian members of our Army are promoted from within ranks of the organization. Hence, the US Army relies heavily on the enduring practice of having current leaders develop future organizational leaders (DA, 2012L). Starting in 2005, the Center for Army Leadership (CAL) began conducting annual surveys that assess and track the trends in Army leader attitudes about leader development, the quality of leadership, and the contribution of leadership to mission accomplishment (Riley et al., 2013). Of all the leadership variables measured by the Annual Survey of Army Leadership (CASAL), the leader competency of "Develops Others" has consistently been the organization's most significant weak area (Riley et al., 2014). Hence, based on the US Army's explanation of "Develops Others," a decade of CAL surveys indicate that sustained perceptions throughout the leadership ranks of the US Army are that either supervisors, raters, and senior raters do not

## Forging Emotionally Intelligent Warriors

sincerely care about developing the leadership capabilities of their subordinates, or that the majority of Army leaders are not very effective at developing others (DA, 2012L). Of course, a key variable in the developing others is the aspect of “others” and the willingness and openness to being developed. Thus, our defined weakness at developing others is not just a leader or “push” issue. In fact, developing others is also a follower and peer issue, or a “pull” issue. Are the “others” regardless of context, title, rank, or position able to receive the developmental message, internalize and process the message, and actually make adjustments to thinking and behavior? This question is even more significant when the feedback is critical and triggers either a truth, trust, or identity response in the person that is receiving the message. According to Stone and Heen (2015), everyone has “blind spots” or aspects about themselves that they cannot see, and the only way to gain awareness about these blind spots is to actively seek and internalize critical feedback. Do you actively seek critical feedback, and what are your normal reactions when you receive harsh yet developmental feedback? Does your inner dialog say any of the following: No, that is not true about me; I do not “trust” the person giving me this information, nor do I “trust” their motives for giving me this information?

Is our team’s weakness at developing others related to the issues of trust and mutual trust? Are these types of sustained organizational challenges a cognitive domain (thinking) issues, or are 10 years of a quantifiably measured organizational weaknesses at developing others an affective domain (emotional) issue, or a complex mixture of both domains? When measuring organizational perceptions, do surveys like the CASAL measure just thoughts, just feelings, or both thoughts and feelings? Neurological research has established that different parts of the brain have different roles and functions, but each part of the brain works jointly, and contrary to popular belief, feels and perceptions are not generated in the heart or in the gut (Craik et al.,

1999; Nolte, 1988). Perceptions and biases resonate in the human brain, and (once again) all humans have emotions.

### **Trustworthiness & Leadership**

“Without trust, without becoming trustworthy, leaders in organizations will have a difficult time developing one of the most essential characteristics virtually required for success – *influence*” (Cangimi, Kowalski, Miller, & Holloper, 2005, p. v). The US Army’s current definition for leadership is the following: “leadership is influencing people by providing purpose, direction, and motivation to accomplish the mission and improving the organization” (DA, 2012c). Trustworthiness has always been an important leadership attribute within the US Army, and our organization’s increased need of “mutual trust” to facilitate decentralized mission command puts an added premium on trustworthiness in all team members. One of the best ways to improve our organization is to better understand on both the individual and collective levels the interpersonal and intrapersonal dynamics of trust.

Adding the word “trustworthiness” to the US Army’s current Leadership Requirements Model will help us focus more on the complex variable of trust. Yet, more important than small adaptations to our proven leader development doctrine is the official recognition by the organization that aspects of emotional intelligence science are valid and reliable, and that aspects of emotional intelligence should be incorporated into our adaptive leader development game plan. Specifically, the US Army needs to embrace aspect of emotional intelligence that help each team member increase self-awareness. As an organization, we fundamentally teach leadership via modeling. Hence, the importance of leading by example and role modeling, but modeling is fundamentally just acting. We have all witnessed the leader who steps outside

## Forging Emotionally Intelligent Warriors

themselves trying to emulate a leadership style or method that clearly did not represent their sense of identity or natural personality. Authentic leadership and trust begin at the core and truly being a life-long learner about the one topic you assume you know the most about—yourself. Authentic leadership and trust require consent reflection and the deliberate goal to gain in self-awareness.

Future research on the nested topics of trust, adaptive leader development, and mission command should center on determining the emotional intelligence levels of current team members throughout the US Army. Hence, the debate within the emotional intelligence community related to whether emotional intelligence a trait or ability? Ability EI instruments tend to have right or wrong answers, and they measure an individual's "ability" to identify and label emotions based on depictions of human facial features. Many of the ability EI instruments have proven to be valid and reliable. Yet, in regards to emotions, is there such thing as a right or wrong answer? On the other hand of the EI debate are the trait gurus who have developed self-reporting instruments that measure EI as a menu of traits. Regardless of the EI measuring instrument, at this point in time, we don't know the average EI level of our ranks. Ability, trait, or mixed EI measuring instruments help the individual better understand the phenomenon of human emotions, and regardless to how hard core the warrior, all warriors have emotions. Without emotions, the Army Values and Warrior Ethos are just abstract words that cannot be internalized nor implemented into our daily decision making process.

In closing, if anyone actually reads this essay, I want to thank you for allowing me to share some ideas and opinions about trust and leader development with the team. The next time you get the opportunity to counsel, mentor, coach, or just talk with another team member, try implementing into the conversation the concept of self-awareness. Usually, you will be very

## Forging Emotionally Intelligent Warriors

surprised at how that type of conversation journey will meander into places of your self-awareness that still need exploration. Plus, remember that the purpose of the journey is to consistently calibrate and validate your moral compass and skills as a human while helping others to trust in their ability to help lead this nation and our organization into the complex and challenging future.

## Forging Emotionally Intelligent Warriors

### References

- Bartles, C. K. (2016, January-February). Getting Gerasimov Right. *Military Review: The Professional Journal of the U.S. Army*. 30-37.
- Bennis, W., & Nanus, B. (2007). *Leaders: Strategies for taking charge*. New York, NY: Harper Business.
- Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart.
- Bradberry, T., & Greaves, J. (2012). *Leadership 2.0*. San Diego, CA: TalentSmart.
- Brouwer, P. J. (1964). The power to see ourselves is vital to the fulfillment of executive potential  
<https://hbr.org/1964/11/the-power-to-see-ourselves>
- Cangimi, J., Kowalski, C., Miller, R., & Hollopeter, T. (2005). *Developing trust in organizations*. New York, NY: McGraw-Hill.
- (CMA) Center of Military History (2016). *U.S Army center of military history web site*. Retrieved from <http://www.history.army.mil/search/index.html>
- Covey, S. R. (1989). *The 7 habits of highly effective people*. New York, NY: The Free Press
- Crow, R. (2010). *Evolve or die: seven steps to rethink the way you do business*. Hoboken, NJ: John Wiley & Sons, Inc.
- DeGregorio, W. A. (2005). *The complete book of United States presidents*. (6<sup>th</sup> ed.). New York, NY: Random House.
- Department of the Army, (1951). *FM 22-10 Leadership*. Washington, DC: United States Government Printing Office.
- Department of the Army, (1958). *FM 22-100 Military Leadership*. Washington, DC: United States Government Printing Office.



## Forging Emotionally Intelligent Warriors

Department of the Army, (1973). *FM 22-100 Military Leadership*. Washington, DC: United States Government Printing Office.

Department of the Army, (1990). *FM 22-100 Military Leadership*. Washington, DC: United States Government Printing Office.

Department of the Army, (1999). *FM 22-100 Army Leadership: Be, Know, Do*. Washington, DC: United States Government Printing Office.

Department of the Army, (2006). *FM 22-100 Army Leadership: Competent, Confident, and Agile*. Washington, DC: United States Government Printing Office.

Department of the Army, (2006). *Military Operations: Soldier as a system*. TRADOC Pamphlet 525-97. Fort Monroe, VA: U.S. Army Training and Doctrine Command. Retrieved from <http://www.tradoc.army.mil/tpubs/pamndx.htm>

Department of the Army, (2010a). *The United States Army functional concept for mission Command 2016-2028*. TRADOC Pamphlet 525-3-3. Fort Monroe, VA: U.S. Army Training and Doctrine Command. Retrieved from <http://www.tradoc.army.mil/tpubs/pamndx.htm>

Department of the Army. (2011). *The United States Army learning concept for 2015*. TRADOC Pamphlet 525-8-2. Fort Monroe, VA: U.S. Army Training and Doctrine Command. Retrieved from <http://www.tradoc.army.mil/tpubs/pamndx.htm>

Department of the Army, (2012a). *ADP 1 the Army*. Washington, DC: Author. Retrieved from [http://armypubs.army.mil/doctrine/DR\\_pubs/DR\\_a/pdf/adp1.pdf](http://armypubs.army.mil/doctrine/DR_pubs/DR_a/pdf/adp1.pdf)

Department of the Army, (2012b). *ADP 6-0 mission command*. Washington, DC: Author. Retrieved from [http://armypuArmybs.army.mil/doctrine/DR\\_pubs/dr\\_a/pdf/adp6\\_0c2.pdf](http://armypuArmybs.army.mil/doctrine/DR_pubs/dr_a/pdf/adp6_0c2.pdf)

Department of the Army, (2012c). *ADP 6-22 army leadership*. Washington, DC: Author.

## Forging Emotionally Intelligent Warriors

Retrieved from [http://armypubs.army.mil/doctrine/DR\\_pubs/dr\\_a/pdf/adp6\\_22.pdf](http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adp6_22.pdf)

Department of the Army, (2012d). *The U.S. Army capstone concept*. TRADOC Pamphlet

TRADOC Pamphlet 525-3-0. Fort Monroe, VA: U.S. Army Training and Doctrine

Command. Retrieved from <http://www.tradoc.army.mil/tpubs/pamndx.htm>

Department of the Army, (2012e). *Operational Environments to 2028: The Strategic*

*Environment for Unified Land Operations*. TRADOC Pamphlet TRADOC

G-2. Fort Monroe, VA: U.S. Army Training and Doctrine Command. Retrieved

From [http://www.defenseinnovationmarketplace.mil/resources/TRADOC2028\\_Strategic\\_Assessment.pdf](http://www.defenseinnovationmarketplace.mil/resources/TRADOC2028_Strategic_Assessment.pdf)

Department of the Army, (2014b). *The U.S. Army operating concept: Win in a complex world*.

TRADOC Pamphlet 525-3-1 with change 1. Fort Monroe, VA: U.S. Army Training and

Doctrine Command. Retrieved from <http://www.tradoc.army.mil/tpubs/pamndx.htm>

Department of the Army, (2014c). *The U.S. Army human dimension concept*. TRADOC

Pamphlet 525-3-7. Fort Monroe, VA: U.S. Army Training and Doctrine Command.

Retrieved from <http://www.tradoc.army.mil/tpubs/pamndx.htm>

Department of the Army, (2014d). *The Soldier's blue book*. TRADOC Pamphlet 600-4. Fort

Monroe, VA: U.S. Army Training and Doctrine Command. Retrieved from

<http://www.tradoc.army.mil/tpubs/pamndx.htm>

Department of the Army, (2014g). *Army Vision: Force 2025 White Paper*. Washington, DC:

Author. Retrieved from [http://www.arcic.army.mil/app\\_Documents/USArmy](http://www.arcic.army.mil/app_Documents/USArmy)

[WhitePaper\\_Army-Vision-Force-2025\\_23JAN2014.pdf](http://www.arcic.army.mil/app_Documents/USArmy_WhitePaper_Army-Vision-Force-2025_23JAN2014.pdf)

Department of the Army, (2015a). *Army Warfighting Challenges (AWFC)*. Washington, DC:

Author. Retrieved from <http://arcic.army.mil/Initiatives/army-warfighting->

## Forging Emotionally Intelligent Warriors

[challenges.aspx](#)

Department of the Army, (2015b). *FM 6-22: Leader Development*. Washington, DC:

Author. Retrieved from <http://www.armystudyguide.com/>

[content/publications/field\\_manuals/fm-622-army-leadership-co.shtml](#)

Department of Defense, (2013). *Joint publication 1: Doctrine for the Armed Forces of the United*

*States*. Washington, DC: Author. Retrieved from [http://www.dtic.mil/doctrine/new\\_](http://www.dtic.mil/doctrine/new_pubs/jp1.pdf)

[pubs/jp1.pdf](#).

Department of Defense, (2011). *Joint publication 3-0 joint operations*. Washington, DC: Author.

Retrieved from [http://www.dtic.mil/doctrine/new\\_pubs/jp3\\_0.pdf](http://www.dtic.mil/doctrine/new_pubs/jp3_0.pdf)

Donnelly, W. M. (2007). *Transforming an Army at war: Designing the modular force*

*1991-2005*. Washington, DC: Center of Military History.

Duhigg, C. (2014). *The power of habit: why we do what we do in life and business*. New York:

NY: Random House

Fisher, R., & Shapiro, D. (2005). *Beyond reason: Using emotions as you negotiate*. New York,

NY: Penguin Group.

Fisher, R., Ury, W., & Patton, B. (1991) *Getting to yes: Negotiating agreement without giving*

*in*. New York, NY: Penguin Group.

Gardner, H. (1985). *Frames of Mind*. New York, NY: Basic Books. xi. 25-30, 237-76.

Gardner, M. R., George, M. E., & Kweisi, M. (2003). *Harry Truman and Civil Rights: Moral*

*Courage and Political Risks*. Carbondale, IL: SIU Press.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. London, England:

Bloomsbury.

Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.

## Forging Emotionally Intelligent Warriors

- Goleman, D., Boyatzis R., McKee, A. (2013). *Primal Leadership: Unleashing the power of emotional intelligence*. Boston, MA: Harvard Business School Publishing.
- Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MASS: Harvard Business Press.
- Holm, J. (1982). *Women in the military: An unfinished revolution*. New York, NY: The Random House Ballantine Publishing Group.
- Kotter, J. P. (2012). *Leading change*. Boston, MA: Harvard Business School Press.
- Nelson, H. (2001). *The Army*. Arlington, VA: The Army Historical Foundation.
- Northouse, P. G. (2013). *Leadership theory and practice* (6<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications.
- Northouse, P. G. (2016). *Leadership theory and practice* (7<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications.
- Paret, P. (1986). *Makers of Modern Strategy: from Machiavelli to the Nuclear Age*. Princeton, NJ: Princeton University Press.
- Riley, R., Hatfield, J., Freeman, T., Fallesen, J., & Gunther, K. (2014). *2014 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Military Leadership Findings* (Technical Report 2015-01). Retrieved from <http://usacac.army.mil/sites/default/files/documents/cal/2014%20CASAL%20Military%20Leader%20Findings%20Report.pdf>
- Robbins, S. P. (2013). *The Truth About Managing People*. Upper Saddle River, NJ: Pearson Education, Inc.
- Rogers, E. (1995). *Diffusion of innovations* (4th ed.). New York: The Free Press.
- Schein, E. (1995). *Organizational culture and leadership* (3rd ed.). San Francisco: Jossey-Bass.

## Forging Emotionally Intelligent Warriors

Sewell, G. F. (2014). *Emotional intelligence for military leaders: The pathway to effective Leadership*. ISBN—10: 1500742856.

Sherman, S. (1994). Leaders learn to heed the voice within in the fast-moving new economy, you need a new skill: reflection. Major companies are helping their people acquire it.

[http://archive.fortune.com/magazines/fortune/fortune\\_archive/1994/08/22/79648/index.htm](http://archive.fortune.com/magazines/fortune/fortune_archive/1994/08/22/79648/index.htm)

Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. London, England: Penguin Group.

Sinek, S. (2012). *Leaders eat last: Why some teams pull together and others don't*. London, England: Penguin Group.

Stone, D., & Heen, S. (2015). *Thanks for the feedback: The science and art of receiving feedback well*. New York, NY: Penguin Group.

Wren, J. T. (1995). *The Leaders Companion; Insights on Leadership Through the Ages. What Leaders Really Do*. New York, NY: The Free Press.