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Studies have shown a positive correlation between star performers and Emotional Intelligence. The Marine Corps has a strong leadership model in place, but there are ways in which it can be enhanced and ultimately enable further success in what appears to be a dynamic future operating environment. Many aspects of emotional intelligence can already be seen within the Marine Corps' leadership model, and if the Marine Corps takes measures to tie these aspects together under the framework of emotional intelligence, it will provide another tool for Marines to utilize as they execute their missions in the future operating environment.

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Marine Corps University
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MASTER OF MILITARY STUDIES

EMOTIONAL INTELLIGENCE: ENHANCING THE LEADERSHIP MODEL OF THE
MARINE CORPS

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF MILITARY STUDIES

MAJOR MICHAEL C. SCHMIDT

AY 16-17

Mentor and Oral Defense Committee Member: Dr. Charles D. McKenna

Approved: *Charles D. McKenna*

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Oral Defense Committee Member: Craig A. Swanson, PhD

Approved: *Craig A. Swanson*

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Executive Summary

Title: Emotional Intelligence: Enhancing the Leadership Model of the Marine Corps

Author: Major Michael Schmidt, United States Marine Corps

Thesis: By injecting emotional intelligence into the Marine Corps, it can strengthen the Marine Corps leadership model by bringing all components of emotional intelligence together in a cohesive manner, further enhancing leadership and a Marine's ability to face some of the challenges laid out in the MOC.

Discussion: With a future operating environment that has many unknowns, strong leaders will be critical to success within the Marine Corps. The Marine Corps has a strong leadership model in place, but there are ways in which it can be enhanced and ultimately enable success in the future operating environment which will likely be very dynamic. Studies have shown a positive correlation between star performers and levels Emotional Intelligence. When compared to IQ, which has been argued to be a threshold competence that is relatively fixed by the time a Marine enters active service, emotional intelligence can be improved upon, thereby improving overall abilities. This concept lends credence to the idea that training in emotional intelligence will benefit the Marine Corps, particularly if enmeshed within the standing leadership model. Many aspects of emotional intelligence can already be seen within the leadership model, and if the Marine Corps takes measures to tie these aspects together under the framework of emotional intelligence, it will provide another tool for Marines to utilize as they execute their missions in the future operating environment.

Conclusion: With a future that appears to be very complex, equipping Marines with as many tools as possible is an absolute must if they are to be ready and able to effectively solve whatever complex problem is thrown their way. Implementing a program that enables Marines to effectively manage emotions has the potential to pay dividends. Given that many of the components of EI already exist scattered throughout Marine Corps literature, the substance exists. Now, it is incumbent upon the Marine Corps to put that substance into the framework of Emotional Intelligence.

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List of Tables

	Page
Figure 1. <i>Bar-On's EQ-I 2.0 Model</i>	23

Table of Contents

	Page
DISCLAIMER	i
LIST OF TABLES	ii
TABLE OF CONTENTS	iii
FORM OMB NO 0704-0188	iv
INTRODUCTION	1
EMOTIONAL QUOTIENT VERSUS INTELLIGENCE QUOTIENT	3
EVOLUTION OF EMOTIONAL INTELLIGENCE	5
REAL WORLD EXAMPLES OF THE BENEFITS OF EMOTIONAL INTELLIGENCE	7
EMOTIONAL INTELLIGENCE IN MARINE CORPS LITERATURE	9
APPLICABILITY OF EMOTIONAL INTELLIGENCE TO THE MOC	12
WHO SHOULD RECEIVE EMOTIONAL INTELLIGENCE TRAINING	16
ARGUMENTS AGAINST IMPLEMENTING EMOTIONAL INTELLIGENCE	20
AREAS FOR FURTHER RESEARCH	21
CONCLUSION	22
BIBLIOGRAPHY	27

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<p>ABSTRACT (MAXIMUM 200 WORDS) With a future operating environment that has many unknowns, strong leaders will be critical to success within the Marine Corps. The Marine Corps has a strong leadership model in place, but there are ways in which it can be enhanced and ultimately enable success in the future operating environment which will likely be very dynamic. Studies have shown a positive correlation between star performers and levels Emotional Intelligence. When compared to IQ, which has been argued to be a threshold competence that is relatively fixed by the time a Marine enters active service, emotional intelligence can be improved upon, thereby improving overall abilities. This concept lends credence to the idea that training in emotional intelligence will benefit the Marine Corps, particularly if enmeshed within the standing leadership model. Many aspects of emotional intelligence can already be seen within the leadership model, and if the Marine Corps takes measures to tie these aspects together under the framework of emotional intelligence, it will provide another tool for Marines to utilize as they execute their missions in the future operating environment.</p>			
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“No officer should rest satisfied until he feels that he possesses that greatest of all assets - the ability to play upon the emotions of his men in such a manner as to produce that most wonderful of all harmonies – the music of the human heart attuned to great deeds and great achievement.”

—John A. Lejeune

Introduction

Since the early 1990’s the concept of emotional intelligence has steadily gained traction and credibility beyond the science community due to studies that have shown correlations between emotional intelligence and leadership abilities. While the study of emotional intelligence is relatively new when compared to the study of leadership, the various components of emotional intelligence are not and can be found sporadically throughout the vast amounts of leadership doctrine and theories. Emotional intelligence places emphasis on the domains of social skills and empathy, both of which are sometimes left out or glossed over in leadership models. Taking pride in the development of significant amounts of leadership literature, the Marine Corps already preaches the importance of several components of emotional intelligence, but provides little substance on how to properly apply them. Additionally, the components of emotional intelligence found in Marine Corps literature, when compared to the construct of emotional intelligence, are fragmented. The Marine Corps’ leadership model is highly regarded by many. This includes the likes of management consultant and communications coach, Helio Garcia, who references MCDP 1, *Warfighting*, in his book *The Power of Communication*. Therefore, it is important to emphasize that this paper does not question the leadership model currently

established within the Marine Corps; instead, it seeks to enhance the leadership model already in place. The newly released Marine Corps Operating Concept (MOC) lays out several focus areas that call for the development of new concepts that can confront and solve problems in the next ten years. By injecting emotional intelligence into the Marine Corps, it can strengthen the Marine Corps leadership model by bringing all components of emotional intelligence together in a cohesive manner, further enhancing leadership and a Marine's ability to face some of the challenges laid out in the MOC.

Quotes that can be heard echoed amongst Marines include phrases such as “the few, the proud,” the “first to fight” or “you don't hurt 'em, if you don't hit 'em”. These phrases are vital to maintaining the Marine Corps' ethos and fighting spirit. However, at the same time, it is this sort of “rough and tough” mentality that creates the assumption that when a Marine hears the words “Emotional Intelligence,” they will either tune out any other words succeeding the phrase or immediately discount the concept because they are not emotional creatures; they instead consider themselves razor sharp, chiseled warfighters. It is extremely important that this type of sentiment toward emotional intelligence (EI) be quelled because it is EI that will enhance their abilities in many ways and enable them to be even greater warfighters. Tapping into their emotions by way of EI will not make them weaker individuals and there is good reason for this. EI is not the ability to “wear your heart on your sleeve” or tell everyone how much you love or dislike them. Rather, EI is more commonly understood as the “ability to use emotion-related information to enhance thinking and problem solving.”¹ More Specifically, psychologists Peter Salovey and John Mayer define EI as “the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this

information to guide one's thinking and actions."² One must realize that EI will not prevent them from being firm with someone who is out of line. In fact there is a time and place for setting the record straight and can be used as an example of how EI and the Marine Corps' current practices are already intertwined. An emotionally intelligent leader will understand the correct time and place to reprimand someone and will also do it with the appropriate bearing and tact preached by the Marine Corps and enabled by EI.

Emotional Quotient Versus Intelligence Quotient

When analyzing different characteristics within the best leaders, there are many traits and qualities that are often found: smarts, technical skills, proficiency in a specific area, and intellectual skills to name a few. EI has also been referred to as "EQ," or the emotional quotient, often when being compared to the cognitive aspect of intelligence more commonly known as intelligence quotient, or "IQ." Psychologist Daniel Goleman posits that while IQ is generally fixed after a person's teen years, EQ is "largely learned and continues to develop as one goes through life."³

In a study done by Goleman, he measured 181 different competence models which showed what management in each organization believed distinguished star performers from a given job; of the 181 competence models, two out of three, or 67 percent of the distinguishing abilities were emotional competencies.⁴ Later studies have yielded similar results, one of which showed that in top leaders, "90% of their success in leadership was attributable to emotional intelligence."⁵ Further, a recent study completed at North Carolina A&T State University demonstrated that EI skills can be learned. During this study, college students completed an

emotional skills test prior to partaking in EI training and then again after having completed the training. A control group who did not complete the EI training, also took this test twice. The results of this experiment demonstrated a significant increase in test scores for the students who completed the training while the control group demonstrated no change between the first and second test.⁶

If EQ and IQ are both types of the “smart” characteristics, then this is critical to note because it leaves EQ or EI as the variable that can be improved to make a stronger leader. Most professionals agree that a certain level of IQ is necessary but primarily as a threshold competence that one must have in a given job pool.⁷ In fact, when IQ test scores were correlated with how well people performed in their careers, the highest estimate of how much difference IQ accounts for is about 25%.⁸ To provide a hypothetical scenario that demonstrates the notion that IQ does not matter as much as other factors such as social skills, consider the situation in which you have a highly intelligent person in your unit, Person 1. Person 1 can grasp extraordinary amounts of information. Thus, they are known within your unit as the subject matter expert and the person with strongest grasp of the technical aspects of the job. However, when interacting with other members of the unit, Person 1 is disliked and lacks respect from most because of his arrogance and lack of interpersonal skills. On the other hand, you have another member of the unit, Person 2, who is not as knowledgeable as Person 1 but still holds a respectable degree of knowledge and proficiency and meets the threshold requirement for the job. Person 2 has a keen ability to interact and engages with other members of the unit in a positive way. Because of this, Person 2 earns a much higher degree of respect within the unit and, while not the subject matter expert, is more often sought out for guidance from subordinates or is placed in leadership

positions, by superiors, ahead of Person 1. Can you think of a similar situation that you have encountered within your unit? Person 2 is the type of person that likely has more EI and is viewed as a better leader despite having less cognitive intelligence.

Because cognitive intelligence accounts for a small portion of job success and is relatively fixed by the time Marines enter service, logically it makes sense to seek out the other areas that can be exploited to capitalize and foster success in service to the United States. These studies lend credence to the idea that training in emotional intelligence will benefit the Marine Corps, particularly if enmeshed within the standing leadership model. Furthermore, as described in one study, “the skills and processes of emotional intelligence may be utilized as the balancing mechanism among interests to achieve the desired outcomes and results for the benefit of customers.”⁹ If true, this concept can undoubtedly benefit the entire Marine Corps should it choose to train its Marines in EI. However, because of vast amounts of training that already occur, the training should be worked in to target those who are relatively low in total time in service, but will be placed in leadership positions that affect larger groups such as entry level officers and newly promoted Noncommissioned Officers (NCO).

Evolution of Emotional Intelligence

Psychologists Peter Salovey and John Mayer laid the foundation and developed the theory of EI in their 1990 piece called “Emotional Intelligence.” In this piece, they present the foundational skills of what they call EI and elaborate on how the application of these skills fosters flexible planning, creative thinking, positive mood redirection and motivation. In this piece, they provide a conceptualization of EI, describing it as a set of mental processes that

“include: a) appraising and expressing emotions in the self and others, b) regulating emotion in the self and others, and c) using emotions in adaptive ways.”¹⁰ They go deeper and provide a description of the ongoing processes that comprise these three skills which were further developed by psychologists Reuven Bar-On and Daniel Goleman.

Bar-On is often referenced in pieces related to EI for his Emotional Quotient Inventory (EQ-i), an EI assessment based on his model. The complexity of his model is probably the reason why his assessment, vice the daily application, is more often noted than Goleman’s Emotional Competence Inventory (ECI). Nonetheless, Bar-On posits that “emotionally intelligent people are able to effectively manage personal, social, and environmental change by realistically and flexibly coping with the immediate situation and solving problems of an interpersonal nature.”¹¹ Bar-On’s EQ-i 2.0 model is made up of five composite scores: 1) Self-Perception, 2) Self-Expression, 3) Interpersonal, 4) Decision Making, and 5) Stress Management.¹² Each of these composite scores are further divided into a total of fifteen subscales which are depicted in Figure 1.

Daniel Goleman developed another model based on personal and social competencies. The first model presented by Goleman in his book “Emotional Intelligence” included five components: 1) emotional self-awareness, 2) managing emotions 3) harnessing emotions productively, 4) empathy, and 5) handling relationships.¹³ He later combined these components into four: 1) self-awareness, 2) self-management, 3) social awareness, and 4) relationship management.¹⁴ In short, the personal competencies of self-awareness and self-regulation deal with the ideas of recognizing emotions in oneself and the effects they generate and then controlling these emotions, helping to ensure they are put to proper use. In the realm of the

social competencies, social awareness focuses on the ability to empathize, not necessarily sympathize. Further, an individual with social awareness is an “expert at reading the currents of office politics”, and ultimately, “understands how their words and actions make others feel and change them when they realize the impact is negative.”¹⁵ It is very important to reinforce the fact that empathizing and changing words or actions does not imply being nice or “going easy” on someone. There are many times where the best interaction between a leader and subordinate occurs in the form of criticism, but it is the proper delivery of the criticism in the form of words or actions that has the positive impact. This leads into the last component, relationship management, which Goleman describes as the “ability to communicate clearly and convincingly.”¹⁶

Real World Example of the Benefits of Emotional Intelligence

With a better understanding of EI and its components, a closer look can be taken at a study completed by the Johnson & Johnson Consumer & Personal Care Group as well as the implementation of a leadership development program for the Johnson & Johnson Medical Products company. Both the study and effects of the leadership program demonstrated intriguing results. Should the Marine Corps desire to pursue the implementation of an EI program, this real-world example may provide an excellent example for the Marine Corps to follow.

In the late 1990’s Johnson & Johnson senior management took interest in the emerging concept of EI and decided to fund a study that would “assess the leadership success across the company,” specifically in the areas of the “emotional, social and relational competencies identified by Goleman and other EI theorists.”¹⁷ The study looked at three hundred and fifty-

eight randomly selected managers across Johnson & Johnson Consumer & Personal Care Group. These participants completed a one hundred and eighty-three question multi-rater survey that was developed around the Johnson & Johnson Standards of Leadership (SOL) and the ECI. Additionally, the participant's performance ratings from the previous two years were evaluated in order to provide a rating on a scale of 1.0 to 5.0, labelling performers with a score of 4.1 or higher as "high-performing" (HiPR).¹⁸ The results of this study "revealed a strong relationship between HiPR leaders and emotional competence, supporting theorist's suggestions that the social, emotional and relational competency set, referred to as EI, is a distinguishing factor in leadership performance."¹⁹ The study also revealed that these leaders outperformed in each of the four EI components of self-awareness, self-management, social skills and relationship management.

The Leadership Development Program (LDP) implemented at Johnson & Johnson "sought to increase the individual and collective competence in the engagement causing leadership models of EI, the Johnson & Johnson Global Standards of Leadership, and coaching skills."²⁰ The LDP was implemented from the 3rd quarter of 2004 until the 2nd quarter of 2005 and included 112 participants. Six months following completion of the LDP, in the form of a 360-degree review, employees completed an Impact Assessment which assessed the behavior change that they perceived in themselves, their peers, their immediate supervisors, and any direct reports as a result of participating in the LDP.²¹ Results of these assessments were favorable with the most significant impact occurring in engagement behaviors, management skills and coaching competencies. Furthermore, when comparing 2001 Johnson & Johnson employee Credo surveys to 2005 surveys, five categories congruent to LDP learning demonstrated

improvements of over twenty points: Teamwork, Rewards & Recognition, Job Demands, Goals & Objectives, and Communications.²² According to Goleman, the development and improvement of EI are not measured the same as typical cognitive learning. It requires sincere desire and concerted effort, and therefore, companies have wasted time and money because they implemented improper training.²³ Keeping in line with this, Johnson & Johnson recognized this requirement and utilized a critical mass in order to facilitate behavior change within the company so as to ensure a shared language permeated regular discussion.²⁴

Emotional Intelligence in Marine Corps Literature

Marine Corps literature is filled with ample amounts of excellent leadership advice, techniques, and real world examples. One area that is highly neglected throughout most of this literature is the emotional aspect, an aspect that is naturally present within the everyday interactions between leaders and their subordinates. While not completely ignored, there are isolated instances in which emotions and their relation to leadership are referenced. A majority of these references typically stem from the writings of Lieutenant General John Lejeune, who recognized the importance of emotions with regards to leadership in his piece “A Legacy of Esprit and Leadership,” found in Marine Corps Training Publication (MCTP) 6-10B. However, scattered throughout the literature, the various concepts of EI presented by Goleman and Bar-On can be found. For the scope of this paper, Goleman’s four components of self-awareness, self-regulation, social skills and relationship management will be utilized to frame the topic of conversation with regards to what currently exists in the prominent Marine Corps leadership

literature, specifically: “Warfighting”, “Leading Marines”, and “Marine Corps Values: A User’s Guide for Discussion Leaders.”

In Marine Corps Doctrinal Publication (MCDP) 1, “Warfighting,” the discussion on emotions is found scattered among three pages, yet the implications behind the effects of emotions as stated is profound. Specifically, MCDP 1 states “since war is an act of violence based on irreconcilable disagreement, it will invariably inflame and be shaped by human Emotions.”²⁵ Further, it goes on to describe the various physical, moral and mental forces that characterize war, within which it specifically lists emotions as one of the moral forces.²⁶ Interestingly enough, the last sentence in the discussion on these forces claims “any doctrine or theory of war that neglects these factors ignores the greater part of the nature of war.”²⁷ Beyond this, MCDP provides no guidance on how to properly handle or manage emotions.

Marine Corps Warfighting Publication (MCWP) 6-10, “Leading Marines”, has no direct reference to emotions as it relates to EI. However, there are several key tenets and concepts that provide an excellent framework in which the different aspects of EI can be injected. For example, within the Leadership Principles, Goleman’s concept of self-awareness can be embedded within the idea of “know yourself and seek self-improvement.”²⁸ His concept of self-regulation easily falls within the purview of several of the fourteen Marine Corps Leadership Traits, to include “Integrity” and “Tact,” which per MCWP 6-10, “tactful leaders treat everyone with respect and courtesy and possess the ability to handle difficult situations with respect and decorum.”²⁹ The “Morale” section within MCWP 6-10 discusses physical and mental endurance and can be another place where emotional intelligence can be injected and discussed. Military academic Gerald F. Sewell makes a similar argument relating to EI in which he posits that

“understanding the competencies of EI and applying them to life increases comprehensive fitness and resiliency.”³⁰ These are just a few examples of where EI can be embedded within MCWP 6-10. As one continues through the publication, they will see that there are many more areas in which EI can be directly seeded.

Of all the Marine Corps publications reviewed for this research piece, Marine Corps Training Publication (MCTP) 6-10B, “Marine Corps Values: A User’s Guide for Discussion Leaders” has the most references to emotions and the various components of EI. It goes so far as to say that “each Marine must be physically, mentally, morally, spiritually, and *emotionally* trained” in its discussion of ethics, another area in which EI can undoubtedly be embedded.³¹ When discussing both individual and unit morale, MCTP 6-10B defines *morale* as “an emotional and mental state of the individual.”³² If so, one could deduce that the level of EI present in an individual will directly affect their emotional state and subsequently their morale because they are better able to recognize and understand their emotions in an effort to maintain a more positive outlook. Similar to *morale*, MCTP 6-10B defines *Esprit de Corps* as the “mental and emotional state of an entire unit.”³³ EI will serve to benefit unit *Esprit de Corps* as it aligns nicely with Goleman’s position that the basic skills of EI are important in “teamwork, cooperation and in helping people learn how to work more effectively.”³⁴ In preparing leaders on the psychological factors that their Marines may face in combat, MCTP 6-10B discusses the emotion of fear and some of its sources and further goes on to state that no peacetime training can ever fully prepare a Marine for the “carnage or emotional impact of combat.”³⁵ As discussed earlier with regards to resiliency, Marines with higher levels of EI will have more resiliency to these conditions and will be better able to cope. The last area in which the idea of emotions is

discussed in MCTP-6-10 is an appendix which provides a piece written by then Lieutenant General John A. Lejeune. This piece, published in the *Marine Corps Gazette* in 1979, well before the concept of EI was developed, provides the most insight and emphasis on the importance of emotions and a leader's potential for success should he properly manage emotions. Utilizing stories such as Moses' quest to conquer Palestine, Hannibal's preparation for the Second Punic War and the United States' rapid development of "military ardor and fighting spirit," Lieutenant General Lejeune points out the common fact for these feats, namely, the ability of a leader to instill a feeling of high morale and esprit within his people.³⁶ If EI serves as an enabler for morale and Esprit de Corps, then it is likely that Lieutenant General Lejeune would be a proponent of the relatively new concept of EI.

After a review of Marine Corps leadership literature, it is clear that the Marine Corps acknowledges the fact that emotions play a significant role in developing leaders. However, the trend that is witnessed throughout most of these publications is the fact that the importance of emotions is pointed out, but there is little to no discussion on how leaders can utilize emotions to their benefit. It is most often prescribed in this literature that the best means to manage emotions is through realistic training. While critical, that is not the only means to learn how to manage emotions and lends further credence to the idea of injecting EI into our leadership framework.

Applicability of Emotional Intelligence to the "Marine Corps Operating Concept" (MOC)

The Marine Corps recently replaced "Expeditionary Force 21" with the MOC, a guiding document for how the Marine Corps will conduct the range of military operations in accordance with its Title 10 responsibilities over the course of the next ten years. Within this guide, there are several areas in which EI can have a positive impact and provide further justification for the

introduction of EI into the Marine Corps. In the Commandant's opening remarks, he states "Our people have always been the Marine Corps' center of gravity and the key to our success as warfighters."³⁷ Given this, it is important that Marines are provided any tool that will further enable their success; physical, mental, and moral. Reflecting on what has already been discussed with regards to emotions, the reality is that the emotions of a Marine will directly affect the mental and moral aspects which will also indirectly affect how the Marine utilizes many of the physical tools he has been provided. The scope that emotions cover is very broad and therefore highlight the importance for a Marine to recognize, understand and properly channel his emotions.

Later, the MOC explicitly states that the Marine Corps' operating concept is: "The 21st century Marine Air Ground Task Force (MAGTF) conducts maneuver warfare in the physical, and cognitive dimensions of conflict to generate and exploit psychological, technological, temporal, and spatial advantages over the enemy."³⁸ Marines as individuals and as a collective entity with higher levels of EI, will be better prepared to navigate these dimensions as they relate to themselves and the enemy. Here, there is an argument that they will have a greater bias for action, as it has been stated that, emotions have the potential to act as "motivating forces; processes which arouse, sustain, and direct activity" and forces that "act as an organizing response because they adaptively focus cognitive activities and subsequent action."³⁹ This also supports what the Marine Corps identifies as an essential ingredient of mission success: "the competence of the individual Marine to think and act effectively under chaotic, uncertain, and adverse conditions."⁴⁰

The Marine Corps believes that its ability to successfully execute the operating concept depends on the “extent to which it has designed and implemented manpower systems, policies, and processes to attract, develop, retain, and support highly qualified Marines and civilian employees.”⁴¹ To bring this idea to bear, there are several areas that need to be focused on. First, the ability to attract highly qualified individuals is a cumbersome task that involves far more than just EI. However, the Marine Corps Recruiting Command (MCRC) already has an excellent program in place that the Marine Corps could incorporate into its EI curriculum should it ever choose to create one. That program is the Marine Corps Communication, Consulting, Coaching, and Counseling (MC5) program. An emotionally intelligent individual on recruiting duty is better equipped to recognize those individuals with higher levels of EI, thereby potentially increasing the number of emotionally intelligent people within the ranks. Establishing an EI training curriculum within the Marine Corps will also increase the total number of emotionally intelligent people. By embracing the concept and working it into Marine Corps culture, EI has the potential to make for more cohesive units, translating into better work environments. This in turn will further enable the Marine Corps’ ability to retain more highly qualified individuals.

The Marine Corps envisions it will be operating in the urban environment over the course of the next decade. The MOC expresses the importance of all Marine’s ability to “maneuver in the human dimension of conflict” which “requires a thorough understanding of the relationships, culture, politics and objectives of the people and organizations that populate the battlespace.” This desire falls directly into the scope of EI, particularly in relation to the expression of emotion, a more in depth aspect not yet discussed. In this regard, Marines properly trained in EI,

will have a greater understanding of verbal and nonverbal cues which will “allow for the accurate appraisal and expression of feelings which are necessary for adequate social functioning.”⁴² In environments where language may act as a barrier for Marines, being more in tune with the nonverbal cues may enhance their decision making and judgment in a difficult situation.

The MOC identifies another critical requirement that the Marine Corps must fulfill in the future, namely, the successful “management of talent to improve return on training/education investment.”⁴³ One of the roles of the Monitor, the Marine responsible for filling duty station vacancies, is to evaluate the talent and desires of a Marine and place them in the appropriate position where their potential is maximized. This is a genuine art but what is also important is the ability to effectively read a Marine’s emotions when interacting with them. Ultimately the needs of the Marine Corps will always prevail. But, if a monitor can effectively read a Marine’s emotional response and empathize, he will be better able to identify potential issues and more effectively place Marines in positions where they will best serve the Marine Corps and themselves.

One of the final points made in the MOC is the Marine Corps’ need to “develop Marines for complexity,” specifically stating the following requirements:

- Review our education and training curricula to ensure we are developing Marines with the agility and perspectives to manage uncertainty, think critically, and solve complex problems.

- Continue to refine and exploit the use of a Live, Virtual, and Constructive (LVC) Training Environment to enhance training vertically and horizontally across the MAGTF.
- Expand collective training opportunities at all levels, incorporate greater complexity in training constructs and leverage Combined/Joint opportunities to increase warfighting effectiveness.
- Revitalize programs such as Combat Hunter to emphasize specific skills to better prepare Marines to operate in the human terrain.⁴⁴

The first requirement, a review of training and education curricula, should include an analysis of when, where and how and why EI training can be included. Given the scope of this essay, it merely scratches the surface for the justifications as to why EI training should be included in the Marine Corps' curricula. To facilitate the adoption of EI within the Marine Corps, the latter three training requirements must be viewed through the lens of EI. For example, an LVC training evolution that creates a scenario in which EI training is embedded will force a Marine through the mental process of EI while also attaching a physical event, further reinforcing the concept.

Who Should Receive Emotional Intelligence Training

Training for Marines starts from the moment they begin recruit training or Officer Candidates School and continues through their entire careers, often consuming an exorbitant amount of time. Given this, the practicality of adding EI training to syllabi throughout the entire Marine Corps is likely unrealistic. However, the Marine Corps should consider the idea of

training a critical mass of people who can champion the idea of EI while taking other measures to expose the remainder of Marines to the components of EI with the intent to increase awareness. In addition to training a critical mass, these other measures can be built into the Marine Corps and will serve to increase Marines' self and social awareness capabilities such as EI assessments and informal 360-degree surveys.

Specific training on EI does not currently occur in the Marine Corps. However, Marines are already exposed to some components of EI which are scattered throughout various syllabi. For example, at the Marine Corps Command and Staff College during the "Think, Decide, Communicate," and "Leadership in the Profession of Arms" block of classes, some of the information that is presented does not directly address EI but falls right in line with the components that Goleman speaks about. Specifically, there is one class titled "Leader's and Thinker's Self Awareness" which discusses the various personalities and behaviors of humans and the importance of recognizing these in ourselves and others. This directly relates to the concepts of self-awareness and social-awareness.

As previously mentioned, the recommended target audience who should receive this training are entry level officers and newly promoted Noncommissioned Officers (NCO). By training these Marines, they will be able put their new skillset to use as well as train a large number of the lower echelons, exposing it to them at an early point in their careers, and enabling them to carry it forward as they progress. There are undoubtedly other niches who can benefit from EI training and the Marine Corps should consider providing this training to them as well. One such example is Marines assigned to recruiting duty. The training provided on recruiting duty is another example of where some of the components of EI are being taught. During this

training, Marines receive specific, in depth instruction on social skills that include: build rapport, listen with purpose, engage, and explore (questioning someone to gain a better understanding of them).⁴⁵ If the other components of EI are worked into this training, it could enhance the recruiter's abilities to recruit young men and women and even recognize and target those men and women that demonstrate the qualities of EI.

There are many EI assessments that are available for individuals though not all fully capture the current conceptualizations of EI.⁴⁶ Some of the more commonly utilized assessments include Bar-On's EQ-i, updated to the EQ-I 2.0 in 2011, the Mayer-Salovey-Caruso Emotional Intelligence Test Version 2 (MSCEIT-2), and the updated version of Goleman's ECI, the Emotional and Social Competency Inventory (ESCI).⁴⁷ Utilizing one of these or a similar assessment can act as a tool for Marines to gain a better understanding of themselves, increase their self-awareness and provide guidance for which areas the Marine must improve upon in order to boost their overall EI capabilities. The idea of taking an assessment and then working to improve in each of the areas intrigued many people as proven by the recent #1 bestselling EI book, "Emotional Intelligence 2.0." The book, authored by Travis Bradberry and Jean Greaves utilizes Goleman's EI model. It provides an online Emotional Intelligence Appraisal test, and provides them with a baseline score in each of the four areas developed by Goleman. Once a baseline score is established in each of Goleman's four EI areas, the reader is then provided with techniques to improve in each of them. The concept is very basic but logical and can potentially help to increase one's EI and ultimately, their leadership abilities. The online assessment provided by "Emotional Intelligence 2.0" is very basic so the validity is likely questionable. It is therefore recommended that, should the Marine Corps pursue a similar approach, it should utilize

one of the more in depth assessments, such as those previously mentioned, as they will provide greater validity and value. Finally, affording all Marines the opportunity to take such an exam is a way of naturally building EI into the Marine Corps as it will enable self-awareness for those who take it and increase exposure of EI to all those who take the exam.

Another way of naturally building EI into the Marine Corps is by incorporating informal 360-degree surveys. A 360-degree survey provides a person with feedback from peers, subordinates and supervisors and ultimately provides that person with input regarding their “skills, abilities, styles, and job-related competencies.”⁴⁸ The US Army began utilizing 360-degree surveys in 2004 when they implemented the Multi-Source Assessment and Feedback (MSAF) Program.⁴⁹ The MSAF program was incorporated into the Army’s self-development training domain as a tool available to all soldiers and units in order to gain honest and open assessments of their strengths and weaknesses.⁵⁰ The Army also has the Commander 360 Program which requires Lieutenant Colonels and Colonels to complete the 360-degree survey along with a “mandatory discussion between the commander and the commander’s current rater to ensure that a plan for development and continued growth results from the assessment.”⁵¹ According to the Army, these 360-degree feedback surveys will help soldiers to better recognize their “blind spots” and unrecognized skill deficiencies and strengths, ultimately increasing their self-awareness.⁵² This also provides potential for one to identify shortcomings in the social interactions and relationships, thus allowing them to also work on improving these areas of EI. One critical component to ensuring this tool is effective is ensure it is informal, meaning that it only serves as an informative tool for the individual Marine. For integrity of the information contained in the feedback, the results should only be disclosed with the Marine and the feedback

inputs should have no bearing on a Marine's Fitness Report or promotion boards. By implementing programs such as the MSAF program and administering EI assessments, the Marine Corps will provide valuable information to the Marines who participate while also fostering the spread of EI into the Marine Corps with the end goal of having stronger leaders.

Arguments Against Implementing Emotional Intelligence

The concept of EI has raised debate and there are critics of this field of study. Perhaps the biggest point of contention lies in the validity of EI and its measurement tools. In 2003, Robert Emmerling and Daniel Goleman agreed that the "predictive validity of EI will likely vary widely depending on the context, criterion of interest, and specific theory used."⁵³ They also present the argument that other predictors of success, like traditional predictors of intelligence such as IQ, "have not been able to account for a large portion of the variance in work performance and career success."⁵⁴ Emmerling and Goleman saw the great potential in EI and go on to state that "more research will be needed to further validate claims of the relative importance that traditional intelligence and emotional intelligence hold to the prediction of specific criterion."⁵⁵ Studies are ongoing but those completed since this recommendation have continued to demonstrate correlations to EI and specific criteria. For example, Yale researchers "assert that EI allows for easier navigation through emotionally intense situations that characterize interpersonal relationships."⁵⁶ Their studies, which utilize the MSCEIT, have demonstrated that EI is positively associated with characteristics such as relationship quality, and satisfaction among friends, classmates, and romantic partners.⁵⁷ Further, other studies utilizing the MSCEIT have positively associated EI with outcomes including academic achievement, life

satisfaction, and relationship quality while also demonstrating negative relationships for deviant behaviors such as engaging in fights, alcohol, and illegal substance abuse.⁵⁸

Critics have argued against integrating EI within an organization because there have been many examples of organizations that wasted significant amounts of time and money on training programs that did not work. Goleman states that the reason for this is that their training “focused on the wrong part of the brain.”⁵⁹ Where analytical and technical abilities are learned in the neocortex, EI and its components are learned in the limbic system which “learn best through motivation, extended practice, and feedback.”⁶⁰ For this reason, it is critical that the Marine Corps bring in well trained professionals to assist in integrating an EI training program to ensure it is properly done.

Areas for Further Research on the Benefits of Emotional Intelligence to the Marine Corps

Emotions are interwoven throughout all aspects of human life. For that reason, there is an abundance of studies and research that demonstrate other potential benefits of EI which the Marine Corps can capitalize on. Further research should be conducted on the potential for EI training to benefit Marine’s ability to cope with stress, particularly Post Traumatic Stress Syndrome (PTSD) as there are already studies that have been completed demonstrating a link and a possible benefit in reducing the effects of PTSD and stress injury. Research has also been completed on EI and its effect on ethical decision making, warranting further research on this topic as it may demonstrate further justifications for EI training within the Marine Corps. Maintaining peace within a Marine’s household is critical to ensuring a Marine can accomplish his assigned tasks in fulfillment of the mission. MCRP 6-11C states several behaviors that can

be anticipated upon coming home from a deployment which include feeling anxious or fearful, feeling sad or angry, and worrying. These are just three of a long list of post deployment symptoms that all have the potential to be more easily dealt with by an individual with a high degree of EI. As one learns more about EI, they will begin to see how it ties in to so many aspects of our life and more benefits of EI will continue to emerge.

Conclusion

As the field of EI continues to develop, it appears that it will continue to gain in credibility. Because it is still a relatively new field, there are naturally skeptics and restraint is given to investing time and money into EI training programs. However, the studies out there continue to associate high degrees of EI with top leaders. While the Marine Corps has an excellent leadership program in place, it is never happy with the status quo which is why it continues to develop in all areas. With a future that appears to be very complex, equipping Marines with as many tools as possible is an absolute must if they are to be ready and able to effectively solve whatever complex problem is thrown their way. While implementing a program of this type may take an unwanted chunk out of the fiscal budget, the intangible rewards have the potential to pay dividends. Given that many of the components of EI already exist scattered throughout Marine Corps literature, the substance exists. Now, it is incumbent upon the Marine Corps to put that substance into the framework of *Emotional Intelligence*.

Figure 1

**EQ-i 2.0
MODEL**



Copyright © 2011
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Based on the
Bar-On EQ-i® model
by Reuven Bar-On.

Bar-On's EQ-i 2.0 Model⁶¹

NOTES

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