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SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
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Executive Summary

Title: Implementing Emotional Intelligence Domains in the United States Marine Corps *Leading Marines* Publication

Author: Major Daniel P. Chamberlin, United States Marine Corps

Thesis: The United States Marine Corps (USMC) focuses heavily on developing leaders throughout its Professional Military Education (PME) continuum. For over two centuries, the USMC has evolved its leadership doctrine, with the most recent being the January 2019 revision of Marine Corps Warfighting Publication (MCWP) 6-10 *Leading Marines*. Leaders train to handle responsibility in stressful situations ranging from time contingent garrison deadlines through deployments combined with combat operations. MCWP 6-10 focuses on three key leadership concepts: USMC Ethos, Foundations of Leadership, and Overcoming Challenges. There is a noticeable gap pertaining to personal and social competence in this 122-page read. It does not capture prerequisite leadership qualities such as self-awareness, self-management, social awareness, and relationship management. These four Emotional Intelligence (EI) domains must be integrated into MCWP 6-10 to help Marines reach their full leadership potential. EI is a missed fulcrum in building a leader's framework in the USMC. EI attributes, competencies, and domains are critical for Marines to establish a genuine connection with the Marines they are privileged to lead daily. This study focuses on what EI is, how it has evolved in various global leadership contexts, how it is positively impacting both business and military management, and how it should be integrated into United States Marine Corps Leadership PME publication.

Conclusion: It is imperative to the organizational health of the USMC that EI is integrated into the USMC leadership PME. The starting point will be to implement EI domains into MCWP 6-10 *Leading Marines*. The integration of EI into USMC leadership PME will fill a critical gap missing in leadership sustainment, social interaction, and positive persuasion that modern leaders must exemplify in their daily interactions with the Marines, Sailors, and Civilians they lead.

Preface

In my twelve years of military experience, I have been fortunate to serve under many different military and civilian military leaders. From Captains to General Officer, I have witnessed firsthand a commander's ability to influence positive and negative command environments. The lessons I have learned from my leaders have developed how I evolved my leadership style from Second Lieutenant through my current rank of Major.

Commanders in tune with their emotional disposition, coupled with a resonant leadership style, enabled Marines and Sailors to work effectively. I found myself wanting to emulate leaders who consistently displayed a composed temperament and consistent emotional state. I found that leaders who built trust, and sustained a consistent emotional disposition were more approachable, receiving detailed and genuine feedback from subordinates, positively effecting unit morale and work effectiveness. Self-aware and socially aware leaders foster an environment of resiliency and open conversation between all ranks that could achieve mission accomplishment, and troop welfare better than commanders who create environments of zero-sum failure, and dissonance while displaying an inconsistent emotional disposition. When I took Company Command, I read the book *Primal Leadership: Realizing the Power of Emotional Intelligence* by Daniel Goleman, Richard Boyatzis, and Annie McKee. Revisiting the book while a student at USMC Command and Staff College, it resonated with my leadership journey in the USMC, reinvigorating my examination of EI as a necessary leadership model.

As a Company Commander I had my Marines conduct multiple resilience, and leadership courses, including EI specific trainings to support their positive development in everyday life. Some programs allowed Marines to focus on what type of personality they are, discuss how they think they interact with others, and learn how they truly interact with others. Through this

training I realized this was the first time I had seen in practice Marines trying to figure out emotional self-awareness, emotional social awareness, and tie it to work relationships. Marines must be exposed to the concepts of EI earlier in training. A critical component to achieving this is to integrate the key components of EI into military leadership publications that are disseminated to and read by all ranks.

This paper will focus on instilling Emotional Intelligence and the value of the related accompanying skills and abilities into United States Marine Corps (USMC) Literature. Including EI into the well-known and utilized leadership publication Marine Corps Warfighting Publication *Leading Marines* would assert EI into a location to influence leaders of all ranks, enabling a pathway for its necessary recognition, and advancement into formal and informal learning institutions in the USMC.

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Introduction

The Integration of Emotional Intelligence (EI) into Department of Defense (DoD) leadership was initiated well over a decade ago. As noted by renowned Psychologist Dr. Daniel Goleman, “Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas...Great leadership works through the emotions.”¹ Each military branch has sought to improve its leader’s emotional self-awareness, self-management, social awareness, and relationship skills, but they have not introduced the concept of EI as the glue that brings these initiatives together in general leadership publications. Marines are trained and prepared for the rigors of stress in combat operations, engraining the importance of leadership, the USMC ethos, and core values. The USMC focuses a large timeframe on developing a leader. Eleven leadership principles are deep-rooted in all Marines, knowing that as they mature and promote, they must be ready to lead a small or larger unit of Marines and Sailors. One of the eleven principles, “Know Yourself and Seek Self Improvement” is achieved by improving weaknesses and utilizing personal strengths, seeking opinions of friends and supervisors, learning by studying success and failures of leaders, and mastering effective writing and speech. One noticeable gap is that USMC publications lack a description of how to improve or facilitate a Marine’s self-awareness, self-management, and social integration of their emotions. USMC publications lack a specified description that teaches Marine resilience with interpersonal relationships judiciously, empathetically, and maturely. This gap impedes Marines from evolving personally, and professionally, hindering a Marine’s evolution in achieving the USMC leadership objectives of mission accomplishment and troop welfare. As noted in LtCol Hodgson’s article, “Training Marine Leaders,”² EI can “...help prevent many of the social ills that plague commanders...” and “...leaders who are more socially

aware can better help their subordinates understand and get past social events.” Paralleling the two USMC leadership objectives, the U.S Army defines leadership as “the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission, and improve the organization.”³ The ability to influence people in a positive way through emotional intelligence is a critical component to a leaders’ ability to achieve mission and improve the organization through its people. EI can directly help with Marines of all ranks achieving the mission and taking care of each other. To start this process universally in the USMC, the USMC must look at recognizing EI as a priority in its top-down approach publications and doctrinal writings.

As the USMC changes how it develops its leaders, it must start in the leadership publications that all Marines are administered for formal or informal Professional Military Education (PME). The integration of the four leadership domains of EI into Marine Corps Marine Corps Warfighting Publication (MCWP) 6-1 *Leading Marines* is a logical next step for the USMC to streamline access and knowledge of EI to all Marines. In the pages to follow, this paper will [1] examine the inception and evolution of EI, [2] identify the ways in which EI has impacted leadership in both military and civilian work environments, [3] discuss the benefits and concerns of EI implementation, and [4] argue for why it is essential to add the four EI leadership domains into Marine Corps Warfighting Publication *Leading Marines*.

The Inception of Emotional Intelligence

The term Emotional Intelligence (EI) was formed by Dr. Peter Salovey and Dr. John Mayer in the early 1990s⁴. EI was brought to a wider audience around the world by Dr. Daniel Goleman in his foundational book *Emotional Intelligence*.⁵ Through its development, EI has been defined by scholars as one’s ability to recognize, understand, and manage one’s own

emotions, and recognize, understand, and influence the emotions of others.⁶ U.S. business institutions quickly recognized the value of Dr. Goleman’s EI scholarship and sought to integrate it across diverse workforces. The ability to foster a work environment where people are emotionally and socially aware enhances communication and the overall results of an institution.⁷ As businesses investigated how EI could fit into their construct, the question was raised how it could tie into being a leader.

Dr. Goleman initially highlighted five key elements of EI: emotional self-awareness, emotional self-regulation, self-motivation, awareness of other’s emotions, and handling relationships – which, he argues, are critical to balancing both rational and emotional portions of the brain.⁸ As Dr. Goleman further integrated his EI theories into modern life, he sought out ways to integrate EI into leadership specifically with domains and competencies.

Evolution of Emotional Intelligence in Leadership

In his work *Primal Leadership: Realizing the Power of Emotional Intelligence*,⁹ Goleman and his colleagues extended their work to include four EI domains and 19 competencies: As noted in table 1-1, Dr. Goleman highlights four domains into the categories of personal and social competence, finishing with specific competencies for each of the four domains. For reference, some authors of EI will identify the domains of EI as abilities, concepts, or just competencies.¹⁰ The four domains are directly tied to how a person should

Emotional Awareness Intelligence Domains	Competencies
Self-Awareness (Personal Competence)	<ul style="list-style-type: none"> • Emotional Self Awareness • Accurate Self-Assessment • Self Confidence
Self-Management (Personal Competence)	<ul style="list-style-type: none"> • Emotional Self Control • Transparency • Adaptability • Achievement • Initiative • Optimism

Social Awareness (Social Competence)	<ul style="list-style-type: none"> • Empathy • Organizational Awareness • Service
Relationship Management (Social Competence)	<ul style="list-style-type: none"> • Inspirational Leadership • Influence • Developing Others • Change Catalyst • Conflict Management • Building Bonds • Teamwork and Collaboration

Table 1-1

incrementally develop into an emotionally intelligent leader. The first step is for a person to be aware of who they truly are. Without this “gut check” a leader is trying to lead out of their element or own capability. Self-Awareness is an essential step and building block to being able to manage one’s self. Self-Management is the next domain, only truly achievable once you obtain Self-Awareness. Self-Management will complete a person’s personal competency of not just knowing oneself but how to control oneself, be resilient, and manage one’s strengths and improve on competencies an individual is weak on implementing. The third domain is Social Awareness. Social Awareness introduces the critical competency of empathy. With empathy, one can genuinely relate and positively connect with those they work or live with daily. The competency of organizational awareness also appears in the third domain. Organizational awareness is the process of establishing a social, emotional relationship with those in your organization, connecting with them in a positive and effective way for an organization’s benefit. Once a person can master the third domain of Social Awareness, a person can focus on the fourth and final domain of Relationship Management. Relationship Management is the pinnacle of practically applying leadership based emotional intelligence in the workplace in a positive and effective manner. It is the supervisor or boss that can give the right speech or say the right thing at the right time. It is the ability to positively and unselfishly influence superiors to send the company in the right direction or to enable subordinates to fully trust their leaders and establish

genuine loyalty connections. In relationship management you can manage conflicts, build bonds, and establish sustained collaboration and teamwork. A key takeaway from the four domains is they build off one another. It is impossible to master long term relationship management if a person does not understand one's self in personal competence.

Goleman's *Primal Leadership* study also focused on two specific types of leadership: resonance and dissonance.¹¹ To exemplify these concepts, he offers a case study when British Broadcasting Corporation (BBC) laid off 200 employees of an experimental Journalistic Division. Employees were informed of their termination by an executive with a gruff disposition, who obviously boasted of just returning from vacation and highlighted other news agencies outperforming this journalist division. This poor delivery coupled with the news of job termination, resulted in BBC security receiving a phone call to escort the executive from a situation deteriorating towards physical conflict. It was a prime example of a leader who did not encompass the mastery of the four domains of leadership. The next day another executive spoke to the demoralized staff, speaking genuinely from the heart coupled with emotional precision. The second executive highlighted the importance of the staff to BBC's pilot program, their contribution to journalism, and ensured the staff that their release was due to economic tides and was not due to their lack of effort or outputs. The executive thanked the employees for dedication and their genuine sacrifice, time, and valued contribution placed into BBC. This inspiring transitional speech resulted in applause from nearly 200 people that one day earlier were on the brink of fistcuffs. The second executive was a leader who resonated with their employees who were in a vulnerable state. The second executive was in tune with relationship management, identifying the wounded employees yearned for a leader who exhibited, gratitude for their efforts, work ethics, and sacrifices made taking the risk to join the BBC pilot program.

Goleman's leadership example solidified a key difference in a leader of *resonance* and the toxic results of a leader exhibiting *dissonance*.¹² This case study depicts how a leader who has mastered the understanding of the four leadership domains can make a positive and lasting effect on employees. Emotionally intelligent individuals demonstrate the type of influence that leaders seek in the training of our United States Marines but have never captured it fully in USMC publications. Capturing the four domains into a USMC publication would be first step to ensuring Marines are exposed to these critical leadership-building competencies.

EI in Leadership expands to the Non-Military Work Environment

After the publication of Dr. Goleman's initial EI book, and by the early 2000s, EI research expanded into the realms of business and commerce. Business institutions sought to practically apply EI into everyday operations for the betterment of employees and customers. This growth and customization of the EI framework was supported by the 2019 book release of Susan Packard, the former Chief Operating Officer at Home and Garden Television (HGTV).¹³ Susan Packard's overarching belief in *Fully Human: 3 Steps to Grow Your Emotional Fitness in Work, Leadership, and Life*, is that "Emotions drive workforce happiness, and happiness powers people to success."¹⁴ Susan Packard utilized the EI framework to produce her "emotional fitness" construct, a framework she used to train and engage her employees to enjoy their work and reduce the requirement for a supervisor's motivation. By learning about themselves (the employees), and how they were able to connect with other employees, their employers, and potential customers in modern social environments, Susan Packard's employees reported increased levels of enjoyment in their work and became highly effective in their performance. Under Susan Packard's leadership as Chief Operating Officer, HGTV evolve to a 15-billion-dollar market value company. Utilizing EI to shape her emotional fitness framework, Susan

Packard also created five competencies for building trust between an employer and employees. She found that all employees must be self-aware, leading them to communicate honestly with one another. This encourages an employee to put processes in place to ensure they understand a skill or topic, and to clearly communicate when something is not intuitive to the individual or group. Susan Packard used the example of slowing down a large brief to have the presenter explain “metadata”, because she knew she did not know the term, and judging by other people’s speculative reactions, there was group-level uncertainty.¹⁵ She revealed that a leader must foster an environment where people are personally and socially aware of their work environment, forming a conducive environment to active communication. Susan Packard then elaborated on other competencies evolving from EI, including “be steady,” and maintain a patient disposition. Her last two competencies are dependability and proactiveness.¹⁶ All of these build off EI domains and competencies by Dr. Goleman. Packard’s framework is direct proof that EI domains and competencies can evolve into useable constructs for the betterment of the people of an institution. Such domains and customized framework could be integrated into Marine Corps leadership publication and help develop a Marine’s outlook of EI self-awareness as a cornerstone of leadership. MCWP 6-10 is lacking a baseline of EI domains and competencies which build Marines to achieve a higher conceptual understanding of group communication or leadership. Susan Packard successfully integrated a customized EI framework that made her business successful. The USMC needs to integrate EI domains and competencies into *Leading Marines* through a customized framework to produce better leaders and engage Marines with EI’s importance through its top-down approved leadership publication.

Additional business institutions have furthered the relevance and effectiveness of EI domains and competencies into their modernization of leadership and teamwork communication.

In 2013, Google went on a mission to identify the social formula to form what they described as the “perfect team.”¹⁷ This team was based on the Philosopher Aristotle’s belief that it is possible to have a whole that is greater than the sum of its parts. The Aristotle Project returned with two critical traits that distinguished good teams from deficient teams. One finding from the project was that good teams spoke effectively with each other and everyone from the team spoke for nearly the same amount of time in presenting materials and ideas. This insight allowed personnel to feel a sense of contribution, and that their contribution was at a minimum heard and, in many cases, critical to the team’s results. The second trait was that the team members exhibited “social sensitivity, and psychological safety.”¹⁸ Successful teams felt safe taking risks around one another, knowing they wouldn’t be embarrassed or punished for admitting a mistake, asking a question, or offering a new idea.”¹⁹ The Aristotle Project, compiling three years of data, determined trust was the number one factor in the creation, sustainment, and overall success of organized teams.²⁰

As noted in Table 1-2, Trust was determined to be the fulcrum enabling other characteristics to support the sustainment of a successful and organized team. The integration of EI factors into



Table 1-2

Google’s Aristotle Project furthered the Collective Intelligence (CI) of the group, and the influence of EI competencies into modern leadership and communication. Characteristics from the study closely paralleled EI domains and competencies. This study from Google further proves that an institution can formulate prerequisite

skills for leadership and team-building that can enhance an institution. The perfect team mindset highlighted a work environment of genuine trust, it increased the team's ability to focus on task, on its goals, and achieve it by pulling the best out of everyone involved. The Google case study could be paralleled back to EI and the four domains of leadership, highlighting personal and social competences that allowed a great team to be formed. As the USMC looks to build great teams, foster trust, and develop leaders, it must look at fostering literature that recognizes emotional intelligence domains and competencies that will help Marines at all ranks foster environment for the USMC version of the perfect team. The integration of the four EI domains into the publication *Leading Marines* will further the development of well-rounded leaders.

Reservations against EI implementation

While there is a large amount of positive support for the integration of Emotional Intelligence into modern day businesses and the military, many analysts caution that people may use EI as a negative target of opportunity. Dr. Adam Grant is an organizational psychologist at the University of Pennsylvania's Wharton's school of Business. In his article, *The Dark Side of Emotional Intelligence*, Dr. Grant claims that like any skill, EI can be utilized for good or evil. His concern was that a Machiavellian with a high emotional intelligence skillset would use EI against individuals for personal gain.²¹ He annotated that historian Roger Moorhouse noted that one of the most influential leaders of the 20th century spent hours studying the effect of body language and emotional deliveries. This spellbinding public speaker who overtly and covertly used portions of the EI framework to manipulate millions of people to commit atrocities and immoral acts that just a decade earlier were unprecedented in the toxic leader's nation. The spellbinding speaker and toxic leader was Adolf Hitler. Dr. Grant's concern is that EI will be manipulated by people in power for their own devious or malevolent benefits.

The concern that a person with a deceitful personality could abuse the trainings of EI for self-gain, or questionable objectives must be considered when implementing EI into an institution. However, this should not stop its integration for the purpose of producing positive, and well-rounded leaders who can better serve and manage their organizations. EI can be utilized to determine personality flaws such as this and promote personnel to utilize EI for good. Recent research suggests a positive correlation between emotional intelligence and leadership, academics, and physical achievement.²² The overall good that can be brought upon an organization of trained EI employees would far outweigh those with narcissistic, or Machiavellian ideals, producing an institution of strong leaders, with effective communication skills and a proper moral compass. There is no question that the USMC needs leaders who possess all these qualities.

Some Marines may hear the term Emotional Intelligence and assume it is sensitivity training that will destroy a unit's ability to maintain bearing, chains of command, and good order and discipline. This concern could not be farther from the truth. Increased levels of EI will help Marines of all ranks interact better within chains of command, holding professional, and genuine conversations without fear of reproach, enhancing timeliness for work results, improve short-term and long-term planning, and balance mission accomplishment and troop welfare. Chains of command would not be circumvented; the USMC already has a request mast procedure allowing Marines to bypass a chain of command that is unable to resolve the Marine's issue after being given a chance to do so. The intent is to have people remain in command chains from Private through General recognize their emotional triggers, know their peers and subordinate's emotional triggers, and use this positive influence towards one another to foster a trustworthy work environment and build a more cohesive combat effective unit. EI provides the framework

for a Marine to emotionally develop, mature, and sustain EI practices throughout a career. This is not just something for an O-5 Commander and above to focus on.

The Need for EI in the United States Marine Corps

The discussion of EI integration into the United States Marine Corps dates to the early 2010s. Lieutenant Colonel Hodgson, a USMC Logistics Officer, noted the deficiency in EI integration as far back as 2012. She noted that “In stable, predictable environments, transactional (supervisory) leadership works fine, but in fluid, complex environment such as irregular warfare, these styles lead to missteps.”²³ Further, she highlights, “...literature on leadership indicates that transformational, pragmatic, and authentic leadership styles are more appropriate than the transactional style...these styles fall into the realm of what psychologists call Emotional Intelligence (EI).”²⁴ LtCol Hodgson focuses on EI and tactfully challenges the mechanical nature of military leadership. Her overall look into EI furthers a cultural acknowledgment in even the early 2010’s that USMC leadership was engaged in EI theory and wanting to add it to Marine development.

Another USMC proponent of EI integration is Major Joseph Goodrich, a KC 130J Pilot, who furthers the EI integration case in the Marine Corps Gazette in 2016, highlighting “...a leader who can manage his own emotions and have empathy for others will be more effective...”²⁵. His article focuses on resiliency, social awareness, and situational awareness to reinforce the need for leaders who know themselves, know their Marines, and know how to interact with their subordinates to foster a cohesive work environment of genuine trust.

The concept of highly engaged leadership with emotional intelligence was reinforced by the Thirty Seventh Commandant of the Marine Corps, General Neller, who adopted an integration of assessment tools to identify “toxic leadership.” The Commandant wanted better enlisted and

officers, focusing on the implementation of 3,600 emotional intelligence tests for Fiscal Year 2018 and beyond.²⁶ This additional metric works in two different ways: first, it aids in retaining personnel who create the conditions necessary for emotionally intelligent Marines to thrive in the workplace. Second, the EI tests recognize those who exhibit the characteristics of a potential toxic leader and seeks for the exhibitor to reflect and seek self-improvement. These tests identify personnel deficient in some personal and social skills required in modern military leadership. The EI based tests also reflect a gap in training Marines to execute EI domains in leadership *prior to assessing* their current dispositions in these categories. Integrating EI fundamentals (along with lessons learned and best practices from EI implementation) into Marine Corps publications will allow Marines to proactively improve their EI leadership skills, as opposed to simply reacting to assessments. Adding EI concepts to publication will foster the mindset of a Marine as they develop to integrate, and over time successfully implement EI into their leadership style. It is literally teaching the student the material before the test, rather than administering a test they may not have been fully prepared for nor cognizant of assessment criteria. The United States Marine Corps has begun to utilize formal assessments to determine promotion progression and future military assignments, but it still lacks the proactiveness to educate Marine Corps wide in EI before Marines are overtly and covertly assessed and evaluated later in their careers. “Show what right looks like,” is a mantra in the USMC, and integrating EI into Leadership Publication MCWP 6-10 would be a progressive step towards proactively promoting the value of EI in the development of Marine leaders prior to evaluating leaders in EI.

Emotional Intelligence Integration into the U.S. Military

Emotional Intelligence has been integrated into the Department of Defense over the last decade with each military branch integrating EI with various methods. At the Resident

Command and Staff College at Marine Corps University, Majors were asked to reach back to their previous unit and receive no less than 10 feedback surveys for an LPI 360 study. The study's intent was to give students a self-analysis from the Self Awareness domain and compare it with how they really conduct themselves in From Self-Awareness through the cycle of Relationship Management. Marine Corps Command and Staff College Commanding Officer Colonel Tom Gordon envisioned and directed the procurement and dissemination of LPI 360 assessments to Majors and Major Selects positively identifying it as a larger pool of leaders to influence prior to the rank of Lieutenant Colonel through General Officer. The results from the LPI 360 helped students see where they are deficient in the Emotional Intelligence construct. Colonel Gordon saw this as a perfect opportunity to influence over 200 Major selects and Majors from all DoD military branches and our international allied community. He saw the test to be another critical tool in helping officers identify EI deficiencies before they return to their next operational tours, filling critical leadership billets following one year of formal learning center training. The value of the 360, is that it polls those who know us best, allowing someone to discover the discontinuity between our actual self (how we are perceived) and our ideal self. This outstanding assessment is very in depth and some commands may not be able to afford these tests for a large pool of Marines. However, there are multiple survey assessments that are free online. Some of them include *Mind Tools*, which gives a baseline understanding of your own EI, and *TalentSmart's EI Appraisal*, focusing on pinpointing strategies to increase one's EI.²⁷ Both are backed by the Harvard Business Review, the international and inter-academic agency that expanded Daniel Goleman's EI theory internationally. Integration of EI into the Marine Corps Warfighting Publication *Leading Marines*, would ensure that EI is formally recognized and integrated into Marine Corps Publications as a critical skill to the creation, development, and

continual sustainment of leaders from the beginning ranks to the most senior ranks of officers and enlisted.

In the United States Army, you see a key integration of Emotional Intelligence domains in *The Red Team Handbook*.²⁸ The book covers Self Awareness and Self Reflection. It covers multiple competencies of EI to include an entire chapter dedicated to cultural empathy. The first seventeen pages cover EI, Temperament (Similar to the LPI 360), and the theories of interpersonal communication, conflict, and introspection. This is important because it puts into writing in a military publication EI as itself. It acknowledges EI and even gives quantifiable methods to influence others positively through emotional speaking, and body language combined.²⁹ It spells out in a military publication how to effectively use EI in many situations. The gap that remains is this is an intelligence publication. Its dissemination is to a list of personnel in the army intelligence community, joint United States service intelligence personnel, and leaders who are interested in red team tactics. This is not an actual leadership publication that is disseminated to an entire military audience outside of the Intelligence military occupational specialty (MOS), and interested adjacent MOS.

Emotional Intelligence has finally been added to some informal training resources in the USMC. The *Marine Mindset: USMC Values Building for Junior Marines*, focuses on resilience of Marines working in a toxic leadership environment. It seeks to “... deliberately reverse destructive trends found in Junior Marines (including ongoing issues such as sexual assault, substance abuse, social media misuse, and hazing).³⁰” While this training is a step in the right direction, it is not fully integrated into training for all Marine ranks and skips the integration of EI into publications. Integrating EI into a leadership publication in the USMC, such as *Leading Marines* is critical to the advancement of acknowledging EI in the ranks of the USMC and

setting a path for its indoctrination into formal and informal learning environments. This would show a top-down approach acknowledgement of EI and its importance of shaping Marine leaders of all ranks.

Integrating Emotional Intelligence into Marine Corps Warfighting Publication *Leading Marines*.

In 2019, Headquarters United States Marine Corps updated its MCWP 6-10. The only

Emotions	11
Bond	6
Team	21
Initiative	5
Confidence	14
Self Confidence	1
Optimism	1
Relationships	14

Table 1-3

modification was to change the last sentence of the Staff Non-Commissioned Officer Creed. In General Amos’s foreword, he does highlight the publication “...describes the leadership philosophy that distinguishes the U.S. Marine Corps. This publication is not meant to be a ‘how

to’ guide on leadership, rather, it provides broad guidance in the form of concepts and values.”³¹

The forward was written by General Amos, who departed as the Commandant of the United States Marine Corps in 2016. In MCWP 6-10, the work does produce some terms that tie to domains, competencies, and sub-categories of Emotional Intelligence. Noted in Table 1-3, self-confidence only appears once, self-awareness is not present, and the word “emotion” appears three times (and once to highlight the importance of handling one’s bearing should s/he get emotional when hearing the Marine’s hymn.) The publication lacks an emphasis on teaching a leader to understand the value that an emotional intelligence framework can provide. This gap prevents Marines from integrating self-awareness, self-confidence, awareness of emotional state, and activation of self-assessment into their daily leadership cycle. The USMC must update

MCWP 6-10 with EI domains that help to build a leader and a leader's ability to lead their Marines, Sailors, and Civilians.

The integration of the four domains of Emotional Intelligence into the leadership publication would be essential to explaining to Marines how to enable the Marine Corps leadership principles into their leadership style and into their subordinates. Starting with self-awareness, this section can highlight the need for self-aid. Marines must be taught to not wait until they are stressed out to seek help. We are supposed to train our Marines to seek help and talk with peers and mentors to maintain a stable mental sustainment. Marines must understand that without self-awareness, they cannot fully obtain self-confidence and an understanding of their emotional state. An accurate self-assessment through peers, superiors, and assessment tests can result in a highly confident, motivated, and stress-reduced Marine. A recent study conducted by Harvard determined that 95% of people think they are self-aware, but only 10-15 percent were truly self-aware.³² Focusing on obtaining self-awareness within our Marines is the first step in building a strong leader, giving them the baseline to excel in the second EI leadership domain of self-management. The second domain of EI leadership of self-management quantifies how to manage one's self. Moving beyond initiative, it also encompasses transparency, adaptability, and optimism. Self-Management must be spelled out as the ability to manage your emotions, particularly in stressful situations, and maintain a positive outlook despite setbacks. Specifically adding this to the *Leading Marines* publication will give the appropriate terminology to help Marines seek emotional sustainment in a proactive manner. That verbiage and take away is not fully present in the current *Leading Marines* publication.

The next step is adding the two social competence domains of social-awareness and relationship-management. Adding social awareness covers three critical competencies of

empathy, organizational awareness, and service. The recent ranking from Global Leadership Development study ranks empathy as the number one leadership skill, revealing that leaders who master empathy perform more than 40 percent higher in coaching, engaging others, and excel in decision making.³³ Last but not least is the EI leadership domain of relationship management. The domain encompasses the competencies of Inspirational Leadership and Influence.

The integration of the four domains of leadership EI into *Leading Marines* will further solidify the USMC's commitment to EI as a critical component of developing and sustaining continual growth in its leaders. Publications are the first place to start, followed later by recognition and then quantifiable and qualitative methods on EI integration in formal and informal professional military education. But what does effective EI look like in a military leader? The following short vignettes illustrate examples and non-examples of EI in specific USMC contexts.

Emotional Intelligence Military Vignette

Emotional Intelligence is an active skill that directly and indirectly affects a leader's ability to lead their employees or unit effectively. The following is a vignette focusing on a recent example of two separate military leaders and how their Emotional Intelligence influenced their unit for better or worse. The names, and year of the following vignette have been altered for the sake of anonymity. In 2009, LtCol Jason took charge of Battalion Bravo. In his first few weeks, he asked pointed questions of his staff in a loud and abrasive tone, exhibiting to his Marines that they needed to prove their worth to him. He went into his Battalion Executive Officer and Battalion Operations Officer daily to reschedule battle rhythm events that were hours to days out, throwing off the unit's ability to maintain momentum to meet its mission. His unit deployed to the Philippines to install communications for an exercise. Two days after

completing the install, the unit tore down in anticipation of a typhoon. Battalion Bravo was able to restore the unit's communication equipment within one day following the storm. Further, the re-established communications architecture supported humanitarian missions across the Philippines. Over 100 Marines were exhausted, many had not had more than four hours of sleep in two days building a humanitarian support network from the ground up. When briefed at a staff meeting of this achievement, and that his Marines had setup services successfully in the commander concluded his briefing with, "We've done okay, but we have a lot of work to do." While Battalion Bravo received accolades for achieving their objectives by Group and Regimental level units, their own Battalion Commander could not enthusiastically give them a win. From the top down, an environment of dissonance was fostered. If the unit did something good, officers would clammer to be the first to bring the Battalion Commander good news in hopes it would change the BC's perception of that officer. Gone was the environment of unselfishness. Marines entering the unit would find that many Marines at Battalion Bravo knew the exact number of days until their Permanent Change of Station, instead of focusing on mission and how long they could still influence the command. An Inspector General (IG) complaint was submitted, and the Marine Expeditionary Force Headquarters sent in an IG team to assess. Within the first day of interviews, enough information was received for the Battalion Commander's higher to reconsider the length of LtCol Jason's command. Two months after the IG assessment, a "soft" relief occurred, with the current battalion commander ending his command time two months early with his already selected command replacement, LtCol Anson. LtCol Anson's positive change was immediate. He called his officers and Staff Noncommissioned Officers on his first day in command to thank them and congratulate them on the achievements of Battalion Bravo. He then asked them to work on awards for their Marines

that were back logged into the awards system, and said that no one, including them, could work past 1700 without him knowing from his Operations section and why (this was done so LtCol Anson could stop by and check on the team working late). One week after taking command, the battalion had 30 awards given out at a battalion formation for junior enlisted and noncommissioned officers, with the commander praising his Marines for their efforts. LtCol Anson, always had a smile on his face, thanking his staff at the end of every meeting, and sought out their advice with a positive resonance. He would walk through the battalion daily, smiling, genuinely caring about what the Marines were doing. LtCol Anson rarely adjusted the battle rhythm unless there was a critical reason to do so, allowing operations to work effectively and consistently. LtCol Anson would ask his officers and enlisted at the beginning and end of a brief what their concerns were, and LtCol Anson would receive genuine feedback because no one thought they were to receive a verbal slashing for trying to echo an issue requiring battalion visibility. Marines were able to tell their loved one's days to weeks out when they would be home. One Sergeant told LtCol Anson, "Sir, if I could sum up the battalion, we're busy, but we've got smiles on our faces while working." That was the win. Marines knew the schedule and could balance it with their personal lives. From top leadership, down, Marines knew they were appreciated, and an environment of unselfish hard work was achieved. The unit went on to receive multiple individual and unit awards within just one year of the change of leadership. In the true sense of Emotionally Intelligent leadership, it was night and day.

The leadership styles of the two Lieutenant Colonels were vastly different. LtCol Jason lacked self-awareness. His staff was nervous about bringing up concerns due to his reactions and inconsistent temperament. LtCol Jason lacked emotional self-control, optimism, and transparency with his staff. His personal competence was highly lacking. This bled into his

further inability to master social competence. He could not emit genuine empathy consistently. His organization awareness was lacking, and he could not inspire his staffs. He was not positively developing others, could not build bonds, and stifled any true teamwork and collaboration for the betterment of the mission. He fostered an environment where some Marines said they drove the long way to work in the morning just to have a few more minutes of calm before entering an inconsistent and EI challenged workplace encompassed them. The opposite EI effect was prevalent under LtCol Anson. He knew his own personality well enough that he could provide optimism and communicate consistently with full the emotionally stable and consistent control expected of a battalion commander. His mastery of personal competence allowed him to resonate with his Marines, inspire them, and foster an environment where they did not mind coming to work and wanted to positively contribute to mission. Command Climates were opposites within one year, going from negative to outright positive. The fostering nature of LtCol Anson made Battalion Bravo a desired place to work.

The Emotional Intelligence of a leader can change the dynamics of an institution in no time for better or worse. The integration of what EI is, and how it ties to military leadership is paramount to building Junior Marines through General Officers with the EI awareness and application like LtCol Anson. EI should not be reserved for just senior leaders. Instilling EI into counseling and immersing Marines of all ranks can help an entire unit focus on mission accomplishment while supporting its troops through proper EI awareness. Integration of EI leadership domains and competencies into leadership PME publications such as *Leading Marines* is an important first step towards directing the USMC on this proper track.

Conclusion

Emotional Intelligence has existed in writing since the early 1990s. Many business and civilian based institutions have already implemented EI into their workplaces for sustained teamwork and leadership. Companies such as *Google* have conducted detailed research into making highly effective teams and leaders, emphasizing EI domain competencies as essential to the results. The DoD has been integrating assessments of EI competencies into programs and training for years, but it has not been characterized within a warfighting publication as EI. Adding the domains to the Marine Corps publication is essential to establishing the foothold required to get this critical terminology into PME. The USMC must integrate EI domains and succinct examples of how they have been successfully implemented into the *Leading Marines* publication. The publication must include the EI domains of self-awareness, self-confidence, self-management, relationship-management, and some of the EI competencies to proactively support the development of EI amongst United States Marine Corps leaders. The effort will better position the USMC to modernize the force and prepare its leaders for the challenges of modern-day leadership, management, and sustainment under highly stressful conditions in garrison and on deployment.

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