

## Should Army leadership doctrine include emotional intelligence?

*A U.S. Army Center for Army Leadership position paper*

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Leaders who are emotionally self-aware and empathetic are more likely to be effective leaders than those who do not have such characteristics. In fact, Army leadership doctrine identifies several emotionally relevant characteristics that contribute to leadership effectiveness, such as emotional regulation, empathy, and interpersonal tact. These characteristics are some of many individual features that reliably differentiate effective from ineffective leaders.

Emotional intelligence, also called EI or EQ, is the ability to evaluate emotions of oneself and others and to use knowledge of emotions to affect social interactions and reach desired end states.<sup>1</sup> It was originally proposed as an additional type of intelligence to help explain lower achievement in highly intelligent people who lacked social and emotional competence. EQ differs from the emotional characteristics included in Army leadership doctrine as it is thought to be a comprehensive ability that includes all emotionally relevant characteristics. Here, we argue there is little evidence to support this unitary conceptualization of emotional abilities. While EQ is a popular concept among Army leaders and some proponents claim it is the key to effective leadership, there remains little to no research evidence to support this relationship, despite decades of research. The conceptualization of EQ remains contested in terms of definition, measurement, and utility, which limits its real-world application.<sup>2</sup>

### Definitions of Emotional Intelligence

A fundamental issue with EQ is the lack of a widely accepted, well-bounded definition.<sup>3</sup> In general, the definitions fall into three categories: the *ability model*, the *mixed model*, and the *trait model*.<sup>4</sup> These categories not only distinguish the various definitions, but also have implications for how EQ is measured, as discussed in a later section.

#### ***Ability Model***

As the name implies, the ability model proposes EQ is an ability that is a subset of intellectual or cognitive abilities.<sup>5</sup> This definition proposes EQ is a set of cognitive processes that include: appraisal and expression of one's own emotions; appraisal, identification, and empathy with other's emotions; and regulation and use of emotions.

As a cognitive process, EQ's relation to other cognitive processes is poorly understood. There is evidence of significant overlap between measures of the ability model and general measures of cognitive abilities,<sup>6</sup> meaning that people who score high on tests of memory and decision making also score high on measures of EQ. This may mean that people who are more intelligent use their high cognitive abilities to better process emotional situations. In other words, EQ abilities may just be the cognitive abilities, such as memory and decision making, that we already know about. To be useful, EQ research needs to establish that while EQ is a separate ability.

#### ***Trait Model***

The trait model views EQ as a personality construct and proposes EQ is "emotion-related self-perceptions and dispositions" (p. 273) and contains the components: well-being, self-control, emotionality, and sociability.<sup>7</sup>

As a personality trait, EQ's relation to other personality constructs is poorly understood. There is evidence of overlap between trait-based measures of EQ and all the Big Five personality factors. For example, people who score high on measures of agreeableness also score high on measures of EQ. This may mean that people who are generally in more positive emotional states are better able to understand and empathize with the emotions of

others. In other words, EQ abilities may just be the results of personality factors we already know about. This again calls into question the unique contribution of EQ as a mental construct.<sup>8</sup>

### ***Mixed Model***

Mixed models include elements of both personality traits and cognitive abilities. Using this framework, EQ is described as 12 elements organized under four domains: self-awareness, self-management, social awareness, and relationship management.<sup>9</sup>

Thus, EQ theory is still in the early hypothesis-testing stage in which an overall theory of EQ is built by testing many opposing models of the construct.<sup>10</sup> Unfortunately, the three working models give very different definitions of EQ, which makes it difficult to understand what EQ is, measure EQ, and research EQ with consistent practice. Until further theory refinement is completed, the construct of EQ will be difficult to use in an applied setting.

### **Measurement of Emotional Intelligence**

One of the consequences of an ill-defined concept is its difficulty to measure. To be useful in research and in applied settings, a measure must have good reliability (i.e., consistency) and validity (i.e., the items are measuring what the researcher intends). (See table 1 for technical definitions.) These concepts provide confidence in the accuracy of measurement results and are legally required when assessments are used to make personnel decisions.<sup>11</sup> In a series of three studies to examine the utility of measures of EQ, it was found that “the status of the emotional intelligence construct is limited by measurement properties of its tests”.<sup>12</sup> More recent reviews have come to similar conclusions.<sup>13</sup>

**Table 1**

<b><i>Term</i></b>	<b><i>Definition</i></b>	<b><i>Importance</i></b>
<b>Validity</b>	Instrument measures what it is intended to measure	Measures of EQ should actually measure EQ, as defined by theory
<b>Construct validity</b>	Instrument measures only what it is intended to measure and avoids measuring other things	Measure of EQ should measure EQ and not general intelligence, personality, or emotionality
<b>Criterion validity</b>	Instrument is related to outcome or performance measures	People with higher EQ should have more social contacts
<b>Incremental validity</b>	Instrument provides unique information over existing measures	EQ should measure something more than emotional regulation
<b>Convergent validity</b>	Instrument is correlated with other related measures	EQ should be related to measures of emotionality
<b>Reliability</b>	Instrument produces consistent results across trials	Taking an EQ test many times should yield about the same score each time
<b>Factor analysis</b>	An analysis used to determine how items within an instrument are related to one another	A factor analysis of an EQ measure should align with a theory of EQ. If the theory has 3 components, the measure should have 3 factors
<b>Meta-analysis</b>	A method of research review that combines data from multiple studies to produce a stronger statistical analysis	Meta-analyses provide strong evidence for or against proposed theories

Most ability EQ measures are performance-based assessments, similar to other cognitive or intelligence tests. One of the most commonly used assessments in this category is the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which is composed of problem-solving items.<sup>14</sup> The MSCEIT is scored by expert opinion or by consensus, such that the response chosen by the most people is scored as the correct response. This scoring method has raised concerns by several researchers in the field, particularly as there is not always convergence between the two sources (i.e., experts do not agree with the consensus).<sup>15</sup> The MSCEIT has reasonable reliability, overall, but low reliability for some subscales, meaning the subscales often produce

inconsistent results.<sup>16</sup> Additionally, the MSCEIT has low convergent validity, as the MSCEIT is only weakly correlated with other validated measures of emotionality,<sup>17</sup> low incremental validity, as the MSCEIT does not predict academic success over cognitive abilities and personality,<sup>18</sup> and low predictive validity, as there is no correlation between leaders' scores on the MSCEIT and their effectiveness as leaders.<sup>19</sup>

In contrast, trait-based tests of EQ rely on self-report assessments, similar to other personality tests. Self-report measures make two important assumptions that may be particularly problematic for EQ. First, self-report measures assume individuals are aware of their own tendencies. In the case of EQ, it is unlikely someone low in EQ would possess self-awareness of their deficiencies. Second, self-report measures assume (given self-awareness) individuals will answer honestly. Socially desirable responding, or responding according to what is socially acceptable, is a concern with most self-report measures, but especially among measures of EQ that ask individuals about their emotion- and social-related tendencies and behaviors. One of the most commonly used assessments in this category is the Emotional Quotient Inventory (EQ-i).<sup>20</sup> The EQ-i has reasonable reliability, overall, but low reliability for some subscales.<sup>21</sup> Furthermore, the EQ-i has low incremental validity, as the EQ-i is highly correlated with measures of personality<sup>22</sup> and low predictive validity, as the EQ-i does not predict important outcomes, such as academic performance.<sup>23</sup>

Lastly, the emotional competency inventory (ECI) and updated versions (ECI 2.0 and ESCI) are widely used measures of EQ based on mixed models.<sup>24</sup> A benefit of this measure is it draws input from the individual, as well as those close to the individual (e.g., supervisors, peers, subordinates), to avoid the potential limitations of self-reporting. Unfortunately, there is little published research on the reliability or validity of this very popular measure. In fact, in a recent study, a factor analysis of the ECI 2.0 found 6 of the 18 components of the measure did not meet minimum criteria and were removed from further analyses. The remaining 12 components did not directly align with current models of EQ and did not reliably predict outcomes of interest (i.e., leader performance).<sup>25</sup>

The different measures of EQ have clear weaknesses.<sup>26</sup> Therefore, identifying the most valid and useful way to measure EQ requires further research and development. This is an alarming point, as these assessments are promoted in influential publications, such as *Harvard Business Review*<sup>27</sup> and books, such as *Emotional Intelligence: Why it can Matter More than IQ*,<sup>28</sup> and are used in workshops and trainings around the world for industry leaders.

## **Emotional Intelligence and Effective Leadership**

The success of influential books and trainings on emotional intelligence rely on the idea that high EQ contributes to high leader effectiveness. Despite claims of a significant relationship between EQ and leader performance, there is limited evidence EQ predicts important leader outcomes. Studies that support the relationship between EQ and leader outcomes generally use small sample sizes ( $n = 41$ ),<sup>29</sup> unsuitable statistical comparisons (e.g., inappropriate statistical analyses),<sup>30</sup> or often go unpublished and therefore are not peer-reviewed.<sup>31</sup> On the contrary, there is strong, peer-reviewed evidence *against* the existence of a relationship between EQ and leader effectiveness. For example, a review that combined data from 62 studies in a meta-analysis, found a non-significant correlation between EQ and leadership behaviors.<sup>32</sup> Another meta-analysis found the relationship between EQ and general job performance was inconsistent and dependent on the nature of the job.<sup>33</sup> These meta-analyses pool data from many published studies on the topic to provide a stronger analysis of the data. Therefore, despite strong claims in popular books and training programs, there is little to no research evidence of a relationship between any of the models of EQ and leader effectiveness or performance.

## **Army Doctrine, Emotional Intelligence, and the Army Leadership Requirements Model**

Army doctrine is the Army's body of professional knowledge and describes the conduct of operations by Army forces.<sup>34</sup> The purpose of Army doctrine is to establish a common professional language, provide a coherent vision of the organization, enhance operational effectiveness, contribute to unified action, and foster desirable traits of leaders and Soldiers. Some Army leaders have suggested EQ should be incorporated into Army leadership

doctrine to help identify and foster desirable traits in leaders and Soldiers. However, the absence of the concept EQ as a whole in doctrine is intentional, due to the conceptual and measurement issues discussed previously.

Army Doctrine Publication (ADP) 6-22 describes what leaders should be and do.<sup>35</sup> The Army's leadership requirements model (LRM) described in ADP 6-22 outlines specific characteristics and behaviors required to be a successful leader. The competencies and attributes that compose the Army's LRM were developed with scientific rigor and are based on empirical evidence. During initial model development, researchers relied on several sources including well-supported leadership theory, subject matter experts' predictions of future environments and corresponding requirements of leaders, and competency models from other military branches.<sup>36</sup> The model components were then refined through a structured iterative process involving Army leadership experts. Thus, each factor in the LRM predicts leadership effectiveness, as evidenced by rigorous scientific research.

The LRM identifies three core attribute categories and ten core competencies that each predict effective leadership. Attributes are characteristics and knowledge most effective leaders have. A leader's *character*, *presence*, and *intellect* are enduring attribute categories that are molded with experience over time. Competencies are behaviors that most effective leaders exhibit. *Leads others*, *leads by example*, *creates a positive environment*, *communicates*, *builds trust*, *develops others*, *prepares self*, *gets results*, *stewards the profession*, and *extends influence* are competencies leaders can develop through observation, feedback, and reflection (ADP 6-22). Each of the competencies and attributes in the LRM have been associated with overall leader effectiveness and risk of mission failure across multiple studies.<sup>37</sup>

### **Measurement of the Army Leadership Requirements Model**

Several instruments have been developed based on the LRM, including the Leader 360, Leader 180, Army Commander Evaluation Tool, Army Leader Assessment Tool, and their use over several years has allowed considerable data to be collected regarding their psychometric properties. These instruments consistently demonstrate high reliability and validity. Even with these positive findings, the instruments are continually monitored for opportunities to further improve the psychometrics and functioning.<sup>38</sup> The end result is robust measures of the LRM that have been widely used in the Army.

### **Validity of the Army Leadership Requirements Model**

Annual Army studies conducted since 2008 consistently demonstrate the LRM significantly predicts leader, unit, and subordinate outcomes. For example, survey data used to track criterion-related validities across years suggest the attributes and competencies of the LRM predict between 73 and 80% of the differences in ratings of leader effectiveness and between 66 and 72% of the differences in leadership ability.<sup>39</sup> Thus, the LRM explains most of the differences in leader outcomes.

Additionally, strong support for the LRM comes from criterion-related validation studies that test the relationship between measures of the LRM competencies and actual leadership performance. For example, subordinate ratings of leader behaviors are related to supervisor ratings of performance.<sup>40</sup> To measure LRM competencies, 140 subordinates rated the extent to which their leaders were performing below, at, or above expectations on 87 behavioral items that encompass the competencies, such as "Conveying the significance of the work." To measure actual leadership performance, 140 supervisors provided ratings of the leaders' performance on 17 behavioral items, such as "Succeeding in all of his or her assignments." Results showed a significant relationship between the predictors (i.e., ratings of the competencies) and the outcome (i.e., ratings of leader performance), suggesting leaders who demonstrate more behaviors encompassed by the LRM competencies generally perform better in their leadership roles.

### **Conceptual Overlap Between Army Doctrine and EQ**

Among the scientifically supported concepts in Army doctrine, there is conceptual overlap with some subcomponents of the various EQ models. Table 2 (see page 5) summarizes the attributes and competencies related to emotional intelligence. Further, table 3 (see page 6) includes 58 examples in which concepts from EQ (in bold) are used in Army doctrine and regulation.

**Table 2. Summary listing of Attributes and Competencies associated with emotions**

Category	Attributes	Category	Competencies
Character	Empathy	Leads	Builds Trust
	Discipline		Communicates
Presence	Confidence	Develops	Creates a Positive Environment
			Prepares Self
Intellect	Interpersonal Tact		Develops Others
			Stewards the Profession

Most notably, Army leadership doctrine regards emotional regulation, a key component in all three definitions of EQ, as a critical component of Army leadership, as part of the Interpersonal Tact attribute:

*Effective leaders control their emotions. Emotional self-control, balance, and stability enable leaders to make sound, ethical decisions. Leaders must remain calm under pressure and expend energy on things they can positively influence rather than those things they cannot affect. An Army leader's level of self-control greatly influences how they interact with others, particularly during periods of crisis when things are not going well. Leaders understand that emotional energy sparks motivation and endurance. Enthusiastic leaders, who are in control of their emotions, will be able to energize others to rise above difficult conditions.*

*Effective leaders can read others' emotional states to employ the right balance of interpersonal tact and candor in a particular situation. They draw on experience to provide subordinates the proper perspective on unfolding events. They possess a range of attitudes, from relaxed to intense, from which to choose appropriately for the circumstances they face. Balanced leaders know how to convey urgency without throwing the entire organization into chaos.<sup>41</sup>*

As seen in the various theoretical approaches, models of EQ combine related concepts based on theorized conceptualizations. These amalgamations make EQ difficult to conceptualize and measure. In contrast, Army doctrine uses specific constructs in a manner supported by scientific research. This allows for the inclusion of useful terms from EQ, without the inclusion of the poorly defined concept as a whole.

## Conclusion

EQ is a popular concept among Army leaders and some proponents claim it is the key to effective leadership. It is reasonable to think leaders who are emotionally self-aware and empathetic are more likely to be effective leaders than those who do not have such characteristics and many of these specific relationships are supported by research. However, there is little scientific evidence for emotional intelligence as a unitary construct. The concept of EQ remains plagued by issues with definition, measurement, and utility of the construct. Large differences in definition have led to the lack of a sufficient measure of EQ. Because of these serious issues in conceptualization and measurement, the practical utility of EQ is not supported by research. Specifically, there is little to no evidence of a relationship between EQ and leader effectiveness, making it an invalid tool for identifying and training Army leaders.

In contrast, the principles in Army doctrine and specifically in the LRM are based on research and continue to be supported by empirical evidence. Some of the leadership competencies and attributes codified in the LRM are conceptually similar to the constructs included in various EQ models, a fact in-and-of-itself would make including EQ in doctrine redundant.

**Table 3. Emotional Intelligence Components in Leadership and Leader Development Doctrine and Regulation**

<i>Term</i>	<i>Source/ Location</i>	<i>Item</i>
<i>Relationship Management (Goleman, 2017)/Understanding and Using Emotions (Mayer et al., 2016)</i>	<b>ADP 6-22</b>	<b>2-25</b> Army leaders recognize <b>empathy</b> includes nurturing a close relationship between the Army and Army Families.
		<b>4-13</b> Leaders understand <b>emotional energy sparks motivation and endurance</b> . Enthusiastic leaders, who are in control of their emotions, will be able to energize others to rise above difficult conditions. (composure/self-control)
		<b>5-17</b> Inspirational appeals occur when the leader creates enthusiasm for a request by <b>arousing strong emotions</b> in support of a decision they must make or have already made.
		<b>5-61</b> Use meaningful communication among involved parties to inquire, acknowledge, and advocate by demonstrating active listening and understanding while <b>shaping perceptions and emotions</b> of all parties.
		<b>5-71</b> Good listeners will understand the message being sent in terms of its content, urgency, and the <b>emotion with which it is communicated</b> .
	<b>FM 6-22</b>	<b>1-22</b> Teamwork increases when teams operate in a positive, engaging, and <b>emotionally safe environment</b> .
		<b>Table 6-2</b> Fitness: Developmental need: Fitness level unable to support emotional health and conceptual abilities under prolonged stress. Standard: Strength and endurance support <b>emotional health</b> and conceptual abilities under prolonged stress. Strength: Strength and endurance support emotional health and conceptual abilities under prolonged stress. Energetic attitude conveys importance of fitness to others.
		<b>Table 7-22</b> Listens actively. Underlying causes: Unskilled at accurately <b>perceiving feelings</b> and reading body language. Practice: During conversations, offer brief summary statements of the person's statements and associated feelings.
		<b>Table 7-27</b> Encourages fairness and inclusiveness: Feedback: Dedicate time during the duty day to meet subordinates one-on-one to ask about their feelings regarding fairness in the unit. If a team member says you are unfair, ask about their feelings.
		<b>Table 7-24</b> Listens Actively. Underlying causes: Feels uncomfortable with the topic, information, or emotions the speaker is sharing.

**Table 3. Emotional Intelligence Components in Leadership and Leader Development Doctrine and Regulation (continued)**

<i>Term</i>	<i>Source/ Location</i>	<i>Item</i>
<b>Self-awareness and Self-management (Goleman, 2017)/Managing Emotions (Mayer et al, 2016)</b>	<b>ADP 6-22</b>	<b>Table 3-1</b> Confidence: Demonstrating composure and outward calm through <b>control over one's emotions</b> .
		<b>3-2</b> Confidence: projecting self-confidence and certainty in the unit's ability to succeed in whatever it does; able to <b>demonstrate composure and outward calm</b> through steady control over emotion.
		<b>Table 4-1</b> <b>Interpersonal tact:</b> Recognizing diversity and displaying self-control, balance, and stability
		<b>4-13</b> <b>Emotional self-control, balance, and stability</b> enable leaders to make sound, ethical decisions. Leaders must remain calm under pressure and expend energy on things they can positively influence rather than those things they cannot affect. (composure/ self-control)
		<b>4-13</b> Self-control: Effective leaders control their emotions. Emotional self-control, balance, and stability enable leaders to make sound, ethical decisions. Leaders must <b>remain calm under pressure</b> and expend energy on things they can positively influence rather than those things they cannot affect.
		<b>4-13</b> An Army leader's level of <b>self-control</b> greatly influences how they interact with others, particularly during periods of crisis when things are not going well.
		<b>4-13</b> <b>Emotional self-control, balance, and stability</b> enable leaders to make sound, ethical decisions
		<b>4-14</b> A leader's emotional state influences subordinates' emotions. <b>Balancing the right level and mix of emotions for a situation</b> provides confidence. (composure/ self-control)
		<b>4-14</b> Leaders who lose their composure cannot expect subordinates to maintain theirs. <b>Practicing composure</b> in garrison and training events provides the experience a leader can draw upon during crisis. (composure/ self-control)
		<b>4-16</b> (Stability sub-heading) Effective leaders are steady, <b>levelheaded</b> when under pressure and tired, and calm when facing danger.
		<b>Table 5-4</b> Summary of the competency Leads by example. Leads with confidence in adverse situations: Displays <b>self-control, composure, and positive attitude</b> .
		<b>5-65</b> Leading with confidence requires a heightened self-awareness and <b>ability to master one's emotions</b> .
		<b>Table 6-1</b> Maintains mental and physical health and well-being: <b>Removes emotions from decision-making</b> . Applies logic and reason to make decisions or when interacting with emotionally charged individuals.
		<b>6-17</b> Self-critique can be as simple as posing questions about one's own behavior, knowledge, or <b>feelings</b> or as formal as answering a structured set of questions about an event.
		<b>6-19</b> Adjusting one's thoughts, feelings, and actions without prompting from others is <b>self-regulation</b> .

**Table 3. Emotional Intelligence Components in Leadership and Leader Development Doctrine and Regulation (continued)**

<i>Term</i>	<i>Source/ Location</i>	<i>Item</i>
<i>Self-awareness and Self-management (Goleman, 2017)/Managing Emotions (Mayer et al, 2016)</i>	<i>FM 6-22</i>	<b>1-37</b> <b>Self-management</b> and self-preparation are important steps in preparing for the initial leadership responsibilities.
		<b>3-76</b> Mentoring Skills: <b>Reduce emotional reactions</b> (such as anger or excitement) to the mentee's comments.
		<b>4-18</b> By <b>knowing how personal actions affected the situation</b> and the thoughts and feelings associated with those actions, leaders can work to become more self-aware and choose the most productive actions.
		<b>Table 6-2</b> Confidence: Developmental need: Inconsistently <b>displays composure or a calm presence</b> . Allows a setback to derail motivation. Displays a less than professional image of self or unit. Standard: Displays composure, confidence, and mission-focus under stress. Effectively manages own emotions and remains in control of own emotions when situations become adverse. Strength: Models composure, an outward calm, and control over emotions in adverse situations.
		<b>Table 7-16</b> Exemplifies the Warrior Ethos/Service Ethos. Strength indicators: Demonstrates physical and <b>emotional courage</b> . Study: Research historical figures who demonstrated physical and emotional courage and the will to succeed. Identify ways to relieve stress to manage emotional reactions while at work (such as taking deep breaths, counting to ten, or thinking before acting).
		<b>Table 7-16</b> Study: Identify ways to relieve stress to <b>manage emotional reactions</b> while at work (such as taking deep breaths, counting to ten, or thinking before acting).
		<b>Table 7-18</b> Leads with confidence in adverse situations. Need indicator: <b>Allows anger or emotion to compromise a situation</b> .
		<b>Table 7-28</b> Encourages open and candid communications. Underlying causes: Has <b>difficulty adapting (emotionally or cognitively) to unforeseen problems</b> , bad news, or conflicting information.
		<b>Table 7-34</b> Maintains mental and physical health and well-being. Strength indicators: <b>Removes emotions from decision making</b> . Applies logic and reason to make decisions when interacting with emotionally-charged individuals. Need Indicators: Allows personal emotions to drive decisions or guide responses to emotionally charged situations. Underlying causes: Keeps emotions contained and does not find opportunities to release them. Feedback. Ask a trusted leader for feedback on your performance in handling emotionally-charged issues or decisions. Are you able to remain logical and objective, or do emotions drive decisions?
		<b>7-57</b> <b>Self-aware leaders know themselves</b> , including their traits, <b>feelings</b> , and behaviors.
		<b>4-58</b> Reflective journaling goes beyond a personal AAR including periodic entries on self-awareness of personal strengths, developmental needs, values, <b>feelings</b> and perceptions, and questions and ideas about leadership situations.
		<b>4-71</b> (progress assessment) Subjective measures are things that cannot be easily observed or expressed in numbers, including feelings of satisfaction, accomplishment, personal growth, or difficulty.
		<b>Table 7-18</b> Leads with confidence in adverse situations. Strength indicators: Displays <b>self-control and composure</b> in adverse conditions; remains calm under pressure.
		<b>Table 7-8</b> Balance mission and welfare of others
		<b>Table 7-34</b> Maintains mental and physical health and well-being
	<i>AR 600-100</i>	<b>1-11e (1)</b> Incompetent managers: They possess inadequate cognitive or <b>emotional fitness</b> or have inadequate prior experience to function at their level.
		<b>1-11d</b> Counterproductive leadership behaviors can span a range of behaviors to include bullying, distorting information, refusing to listen to subordinates, abusing authority, retaliating, blaming others, poor self-control (loses temper), withholding encouragement, dishonesty, unfairness, unjustness, showing little or no respect, talking down to others, behaving erratically, and taking credit for others' work.



**Table 3. Emotional Intelligence Components in Leadership and Leader Development Doctrine and Regulation (continued)**

<i>Term</i>	<i>Source/ Location</i>	<i>Item</i>
<b>Social Awareness (Goleman, 2017)/Perceiving Emotions (Mayer et al., 2016)</b>	<b>ADP 6-22</b>	<b>Table 2-1</b> <b>Empathy:</b> Propensity to experience something from another person’s point of view. Ability to identify with and enter into another person’s feelings and emotions, enabling clearer communications and better guidance. Desire to care for and take care of Soldiers and others.
		<b>2-23</b> <b>Empathy:</b> Army leaders show empathy when they genuinely relate to another person’s situation, motives, and feelings. The ability to see something from another person’s point of view, to identify with, and enter into another person’s feelings and emotions, enables the Army leader to better interact with others.
		<b>2-23</b> Leaders with a strong tendency for <b>empathy</b> can apply it to understand people at a deeper level. This applies to DA Civilians, Soldiers and their Families, local populations, victims of natural disasters, and enemy combatants.
		<b>Table 5-1</b> Assesses and routinely monitors <b>effects of mission fulfillment on</b> mental, physical, and <b>emotional attributes</b> of subordinates.
		<b>Table 5-5</b> Listens actively: Tunes in to content, emotion, and urgency.
	<b>FM 6-22</b>	<b>Table 6-1</b> <b>Empathy:</b> Standard: Demonstrates an understanding of another person’s point of view. Identifies with others’ feelings and emotions. Displays a desire to care for Soldiers, Army Civilians, and others. Framing Army Values, <b>empathy</b> , Warrior/Service ethos, and discipline. Empathy: standard: Identifies with others’ feelings and emotions. <b>Empathy:</b> Strength: Breaks into training, coaching, or counseling mode when needed and role models empathy for others.
		<b>6-9</b> Leaders of character adhere to the Army Values, display <b>empathy</b> and the Warrior Ethos/Service Ethos, and practice good discipline.
		<b>Table 7-8</b> Strength indicators: Regularly assesses mission effects on the mental, physical, and <b>emotional well-being</b> of subordinates.
		<b>Table 7-8</b> Balance mission and welfare of others
		<b>Table 7-10</b> As related to building trust: Practice: Help subordinates recover from failure by <b>showing understanding and empathy</b> .
		<b>Table 7-15</b> Displays <b>empathy</b> . Strength indicators: Reads others’ emotional cues. Reacts appropriately to others’ emotional states. Need Indicators: Shows a lack of concern for others’ emotional distress. Underlying Causes: Insensitive to emotional cues of others.
		<b>7-25</b> <b>Empathy</b> is defined as the ability to share and understand someone else’s feelings. The capacity for empathy is an important attribute for leaders to possess. Empathy can allow leaders to understand how their actions will make others feel and react. Empathy can help leaders to understand those that they deal with including other Soldiers, Army Civilians, local populace, and even enemy forces.
		<b>7-35</b> Active listeners have a lot to focus on—a variety of verbal and nonverbal cues, the content of the message the speaker is trying to deliver, and the urgency and emotion of the speaker

## Notes

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