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# KNOW THYSELF - EMOTIONAL INTELLIGENCE AND CANADIAN ARMED FORCES LEADERSHIP

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**ABSTRACT**

**KNOW THYSELF – EMOTIONAL INTELLIGENCE AND CANADIAN ARMED FORCES LEADERSHIP**

By Major Reginald A. McMichael

The study of Emotional Intelligence is in its third decade and as it gains visibility in mainstream publications and academic and scholarly study its relationship to human behavior and cognitive reasoning becomes increasingly evident. The idea of emotional information being processed in the same manner as cognitive information, set within the context of the relationship between the emotional and executive centers of the human brain, gives credence to the idea of reasoning about emotional information from an individual's environment. Where abstract reasoning is a hallmark of cognitive intelligence, if one is reasoning about emotional information, and utilizing the resulting conclusions to make decisions and solve problems, then it refers to the idea of demonstrating an emotional intelligence. This intelligence, framed using the original definition and model proposed in the early 1990s, can be related to the study and application of Canadian Armed Forces leadership, and its development. By demonstrating the linkages between the competencies associated with emotional intelligence and the responsibilities expected of leaders, one can establish that there is a significant role to play for emotional intelligence in building better Canadian Armed Forces leaders, and educating current leaders to improve performance in an ever evolving, complex and emotive environment. This paper advances the perspective that emotional intelligence and its competencies are interwoven and integral to effective Canadian military leadership.

**CHAPTER ONE – INTRODUCTION**

> As far as you can, get into the habit of asking yourself in relation to any action taken by another; 'What is his point of reference here?' But begin with yourself: examine yourself first.
>
> - Marcus Aurelius, Meditations

The study of the modern paradigm of Emotional Intelligence (EI) in its current form is just under 30 years old.[1] Prior to the seminally renowned article published by Dr Peter Salovey (Department of Psychology, University of New Hampshire) and Dr. John D. Mayer (Yale College Dean's Office, Yale University) in 1990[2], the concept of intelligence about emotions was represented in numerous studies, from Socrates famous warning to "know thyself", to work by Charles Darwin on the importance of emotional expression for survival.[3] As the concept of emotional intelligence, is linked to the study of intelligence writ large, it is necessary to highlight that the study of intelligence itself has often been fraught with debate and controversy, as one would expect in the pursuit of reliable conclusions on the fundamental aspects of the human condition.[4] Throughout the last few centuries, the definition, and categorization of intelligence evolved but a longstanding delineation germinated out of the psychometric and often philosophical debate. This categorization included separation of intelligences along verbal/propositional and perceptual/organizational areas.[5] This division, while widely accepted, was also acknowledged to be limited in that it didn't account for all of the differences in an individual's mental abilities, therefore, scientists had long believed there to be the existence of a

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[1] Jim McClesky,. "Emotional Intelligence and Leadership: A review of the progress, controversy and criticism". *International Journal of Organizational Analysis.* Vol 22, No. 1 (2014): 76
[2] P. Salovey, and John D. Mayer, "Emotional Intelligence": *Imagination, Cognition and Personality.* Vol 9, No.3 (1989-1990): 185
[3] Reuven, Bar-On, "The Bar-on Model of emotional-social intelligence (ESI)". *Psicothema.* Vol 18 (2006): 13
[4] John D. Mayer, P. Salovey, and D.R Caruso. "Emotional Intelligence: New Ability or Eclectic Traits?" *American Psychologist*, Vol 63, No. 6 (Sep 2008): 503
[5] Ibid., 505

third (or more) type of intelligence.[6]  One such study, by R.L. Thorndike (1920), suggested the existence of a social intelligence that involved "the ability to understand and manage men and women, boys and girls – to act wisely in human relations"[7].  This idea of a social intelligence and a relationship between emotional and cognitive information centers in the brain is in some respects the primogenitor of the concept of emotional intelligence.  The notion that emotional information and cognitive information exist as an interwoven construct in the human mind, lays the foundation for considering how that fusion influences human behavior and performance.  Specifically, as it pertains to the thrust of this research paper, how EI influences and enables military leadership is of particular importance.

The study of military leadership as its own topic, however, has a long history, with humanity formally or informally contributing to its observation and study through millennia of warfare; be it proto-human communities imposing their wills on each other or modern conflict with all of its myriad complexities.  Contemporary interest in leadership dates back to the nineteenth-century, with Galton's "Hereditary Genius" of 1869 introducing the idea that leadership was a combination of special attributes bequeathed by genetics that manifested in extraordinary individuals whose decisions had the potential to alter human history.[8]  Other studies evolved the concept, moving away from the purely hereditary and immutable nature of leadership traits, and proposing a more inclusive framework including well known ideas of decisiveness, judgement, speech fluency and interpersonal abilities, as a start.[9]  This trait perspective of leadership came to be defined as, "coherent and integrated patterns of personal characteristics, reflecting a range of individual differences, that foster consistent leadership

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[6] Ibid., 505
[7] Ibid., 504.
[8] McClesky, *Emotional Intelligence and Leadership: A review of the progress, controversy and criticism…*, 80
[9] Stephen J. Zaccaro, "Trait-Based Perspectives of Leadership". American Psychologist. Vol 62, No. 1 (Jan 2007),7

effectiveness across a variety of…situations."[10]  Even so, there are hundreds of definitions and perspectives on leadership, and thousands of papers published, thus this study will contextualize the consideration of military leadership from a specific perspective, that of the Canadian Armed Forces (CAF).

For any assessment of efficacy related to consideration of EI and CAF military leadership, one must frame the lens through which to conduct the discussion.  For this research paper, that lens is the military leader themselves.  Like any system, Canadian military success is a result of the components that comprise it.  One of those components, potentially one of the most critical, is effective military leadership, and within that, effective military leaders.  If that is accurate, then one could logically conclude that producing military leaders, and making them the best version of themselves they can be, would be of paramount importance. While a great deal of time and resourcing is spent developing the cognitive and technical proficiencies of military leaders, the focus on deliberately developing interpersonal, social and emotional proficiencies is left to individual experience, natural talent, mentoring and often times, chance.   The formal component of developing these skills can be enhanced, expanded and in some cases, created. Fundamentally, EI would seem to play a key role within this context, and offers options to decision makers for implementing best practices and improving leader performance.

The purpose of this paper then, is to show that emotional intelligence is a key component of effective CAF leadership.  Through examination of the concept of emotional intelligence this paper will show that it is in fact a viable form of intelligence, and the frameworks governing perspectives on it are represented by models that are relevant to the idea of creating better leaders.  Further, it will show that emotional intelligence competencies are interwoven within the

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[10] Ibid., 7

functional areas of CAF leadership doctrine. Additionally, this paper will put forward the idea that competency in emotional intelligence is integral to leader performance and behavior. Finally, it will illustrate that incorporating EI evaluation into the development of current and future CAF leaders, will be setting the institution up for success, and ensuring that versatile, well-rounded leaders are able to meet the ever evolving social, emotional, cognitive and operational challenges they will face.

**Research Questions**

In order to enable confirmation of the above thesis, three areas of research questions were developed. The first area of questioning concerned the idea of EI from a holistic approach, as an introductory and evidentiary review of scholarly material. It is focused on what exactly EI is, what it is related to and how it has evolved. It asks what, if any, are the different perspectives associated with EI, as well as identifying the controversies. Finally, the research question explored what perspectives on EI are relevant for comparison with CAF leadership. The second area of questions concerned the relationship between EI and CAF leadership doctrine. It asks what modern CAF leadership doctrine consists of, and how is it related to the concept of EI. Further, it asks what the common ground is between the two concepts and if there is any substantial overlap. The third and final series of questions concern the application and incorporation of EI into CAF leader development. It asks what means there are currently to evaluate EI and how these relate to the attributes of CAF leaders. It asks what interpersonal development currently is used within CAF leadership training, and does EI competency evaluation have a role to play. Finally, it asks what areas could potentially benefit from further study on the efficacy of EI.

**Limitations**

This study is limited in that it doesn't include any formal consultation with strategic or political leaders, nor operational or tactical level commanders, beyond minor incorporation of the author's experience within those areas.  As well, the purely qualitative nature of the study limits definitive confirmation through data collection via experimentation.  This study focuses on confirmation and acceptance of the concept of EI and their relation to CAF leadership rather than focused areas of application and methodologies.  This paper very much sets the stage for accepting that EI is a viable concept that warrants further study in a number of specific focus areas, rather than the empirical study required to determine direct correlation (though that would be a further area of interest).  This paper is focused on making the definitive point that there is potential benefit for further study into the efficacy of EI, rather than conducting evaluations and experimentation to provide psychometric correlational data to garner acceptance of the psychological/scientific proof, all of which were beyond the resources allocated and scope of the intent of this paper.

**Methodology and Outline**

As outlined above this research paper is primarily qualitative in nature.  While quantitative scholarly material forms a basis for the analysis, the discussion and comparative analysis within this study is focused on suggested relationships and conceptual efficacy, rather than empirical demonstration of psychometric data. This paper sequentially narrows the focus of the discussion on the validity of EI as it relates to CAF leadership, progressing from a review of the conceptual ideas, to a comparative discussion on proposed linkages, and finally to a discussion on viability for evaluation and application within the CAF and proposed areas of

further study and recommendations.  The sources considered cover the spectrum from first to third hand, with focus on the work conducted by the foremost minds in the field of study concerning EI as well as the formal publications concerning CAF leadership doctrine.  The majority of the sources consulted are psychological studies, peer-reviewed journal articles, books, academic journals and government publications.

The paper is structured in five chapters.  Chapter One is the introduction, including research questions, methodology, outline and limitations. Chapter Two is concerned with EI and its validity.  The intent of the chapter is to develop a common understanding of the concept of EI through review of its context, history and conceptual origins.  This is accomplished via a review of scholarly literature and focuses on definition of the major themes: emotion, intelligence and EI itself.  As well as introducing and reviewing the major families of models and perspectives on the types of EI (ability, mixed-model and trait-based EI), this chapter also presents the prominent controversy surrounding it.  Chapter Two finishes with a discussion on, and selection of, the model of EI that is appropriate for comparison with CAF leadership, as well as a definition. Chapter Three builds on the review of the previous section to introduce and review contemporary CAF leadership doctrine.  It will present a perspective on those attributes that make up effective CAF leaders before relating these attributes to the competencies of EI via the concept of influence represented by transformational leadership.  Transformational leadership is discussed in terms of providing an overlap between CAF leadership doctrine and EI competencies. Through suggestion of this relationship Chapter Three makes the point of observing that there is potential for EI competency to positively impact the performance of CAF leaders alongside technical proficiency and cognitive intelligence, and setting conditions for discussion on efficacy of evaluation and inclusion within CAF leader development. Chapter Four will examine the

evaluation of ability-based EI and how this relates to current evaluative processes concerning

CAF leadership and professional military education.  Further, this chapter will offer implications

for ability-based EI within strategic CAF direction to its leaders, before offering a perspective on

where and how EI could be incorporated effectively into existing practices.  The final chapter of

this study, Chapter Five will summarize the perspectives presented within the scope of this

research paper, making reference to some ideas for implementation of EI competency training,

and offering concluding remarks.

**CHAPTER TWO – EMOTIONAL INTELLIGENCE**

**Overview**

Any scientific examination of a concept as nascent as emotional intelligence, must begin with a confirmation of its fundamentals, and selection of a definition and model(s). In order to determine the validity of the concept of EI it is necessary to provide context. One might ask the question "What exactly is Emotional Intelligence?" and "Why does it matter?" Solidification of understanding will then permit a determination of its efficacy as it pertains to its applicability for the military, and specifically, military leadership. This chapter then, will provide that common understanding, and enable progression into determination of viability for military application. It will provide a foundation for the idea of emotion itself, as well as intelligence, before introducing EI as a concept. It will review the prominent families of EI frameworks and review the most widely used models. It will address controversy and criticism of the concept of EI and between its various models. Finally, this chapter will set conditions for the transition to an examination of the CAF perspective on leadership, having created a clear understanding of the idea of EI.

**Emotion, Intelligence and Emotional Intelligence**

Emotion

Increasingly, the study of cognitive behavior has led researchers to consider those inputs that affect an individual's capacity to employ it. Within this domain of research, it is more frequently being suggested that emotions, and their longer incarnations, moods are central to cognitive processes and behavior.[11] If moods are characterized by their lower intensity and

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[11] Jennifer M. George, "Emotions and Leadership: The role of Emotional Intelligence". *Human Relations*. Vol 53, No. 8 (Aug 2000): 1029

longer term, emotions are identified by their shorter duration and much higher intensity.[12] Some

critics posit that emotions are autonomous manifestations of subconscious feeling sets and values

(impulses), and are a reflection of the stored beliefs about entities, people and situations (and

everything else).[13] The idea behind the view being that because emotions are automatic

responses of the subconscious mind to stimuli, they cannot be valid in assessing the reality of the

situation they are experienced in, and as such, are not valid methods for conducting reasoning

(the core of intelligence).[14] More positive views maintain that while emotions are high-intensity

triggered responses to stimuli, they are designed to focus attention, and interrupt cognitive

processes and behaviors to force decisions.[15] From another perspective, emotions are, "organized

mental responses to an event that includes physiological, experiential and cognitive aspects…"[16]

that allow a reasoning decision to be reached on the stimuli. A final definition is that emotion

pertains to the feeling and its distinctive thoughts, psychological and biological states, and range

of propensities to act.[17]

From a neurological perspective, emotions have a very real basis in human evolution, that

some suggest has evolved to interweave cognition with emotion.[18] This interweaving becomes

interesting when considered next to the primacy between cognitive reasoning and emotional

impulsiveness, the flight or fight response, so often described in situations of intense emotional

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[12] Ibid., 1029.
[13] Edwin A. Locke, "Why Emotional Intelligence is an Invalid Concept". *Journal of Organizational Behavior*. Vol 26 (2005): 427
[14] Ibid., 427
[15] George, *Emotions and Leadership: The role of Emotional Intelligence…*, 1029
[16] John D. Mayer, P. Salovey, D.R. Caruso, D.R, and G. Sitarenios, "Emotional Intelligence as a Standard Intelligence." *Emotion*, Vol 1, No. 3 (2001): 234
[17] Daniel Goleman, "Emotional Intelligence: The 10th Anniversary Edition". *Bantam Books, New York (2005)*: Appendix A: 452.
[18] D. Goleman, R. Boyatzis, and A. Mckee, "Primal Leadership: Unleashing the Power of Emotional intelligence". *Harvard Business Review Press*. Boston, Mass (2013): 7

stimuli.[19] Whereas the ability of the amygdala (limbic brain structure) to commandeer the cognitive portions of the brain is useful from a survival perspective, its power in the modern context cannot be discounted.[20] This is where the connection between emotion and rational intelligence becomes evident. Humans have a brain designed for solving physical emergencies (hunting food, fighting off enemies/predators), but in the modern world, it is confronted with complex and subtle social situations that require more complex responses.[21] The visceral, primal ability of the amygdala to override the rational areas of the neocortex would be damaging if not for the filtering performed by the prefrontal areas of the brain, the executive center which analyzes inputs from the rest of the brain and enables decision making.[22] This center permits an individual to override the emotional response and make a cognitively based decision on the input. It allows a person to reason about an emotional stimulus in order to solve a problem. Without the supervision from the executive centers of the brain, the primal impulses of the amygdala would be acted upon without hesitation (and sometimes are – for better or worse).[23] The implication is clear; feelings and emotions are fused with the way individuals form thoughts, make decisions and ultimately, act.[24] Emotions then are driven by an individual's relationships with other individuals, objects or stimuli.[25] In other words, emotions drive the cognitive centers of the brain and vice versa to conduct reasoning about problems.[26]

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[19] Ibid., 73.
[20] Ibid., 73.
[21] Ibid., 74.
[22] Ibid., 75.
[23] Ibid., 76.
[24] Goleman, D. "Emotional Intelligence: The 10th Anniversary Edition". *Bantam Books, New York (2005)*: 37
[25] John D. Mayer, P. Salovey, D.R. Caruso, D.R, and G. Sitarenios, "Emotional Intelligence as a Standard Intelligence." *Emotion*, Vol 1, No. 3 (2001): 234
[26] Jennifer M. George, "Emotions and Leadership: The role of Emotional Intelligence". *Human Relations*. Vol 53, No. 8 (Aug 2000): 1030

Intelligence

The relationship between the primal and executive portions of the human brain are clear, and in as much as it is fundamental to define emotions, so to, the requirement to define intelligence. In order to validate the acceptance of EI as an important component related to performance and leadership (military or otherwise) intelligence itself and the idea of intelligence about emotions must be discussed. While the aforementioned debate on the nature of intelligence has created different perspectives, generally intelligence concerns the capability to think abstractly concurrent to learning and adapting to a given environment.[27] This capacity for thought is often considered through the lens of the type of information being considered. Recall from the introduction mention of the two broad delineations of intelligence, verbal-propositional and perceptual-organizational. The nature of information considered gives better definition – in that the ability to understand vocabulary, sentences and text pertains to verbal-propositional while pattern recognition, the ability to see missing parts of pictures and to put puzzles together pertains to perceptual-organizational as well as spatial intelligence.[28] Regardless of the type intelligence, it has been considered that the first major component of any intelligence is abstract reasoning, or the capacity to see differences amongst objects, analyze and correlate pieces of a whole, and reason within the domain of information characterizing the intelligence.[29] This is assisted by other functions, including input (the thing being reasoned about), a robust, comprehensive body of knowledge on the information to be processed and a methodology for

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[27] J.D. Mayer, P. Salovey, and D.R. Caruso, "Emotional Intelligence: Theory, Findings and Implications". *Psychological Inquiry*, Vol 15, No. 3 (2004): 198

[28] Ibid., 198

[29] Mayer, J.D, Salovey, P, Caruso, D.R, and Sitarenios, G. "Emotional Intelligence as a Standard Intelligence." *Emotion*, Vol 1, No. 3 (2001): 233

utilizing the intelligence in broader life, sometimes referred to as meta-cognitions.[30] Put in a less

restrictive manner, "Intelligence is the aggregate or global capacity of the individual to act

purposefully, to think rationally, and to deal effectively with their environment"[31] This rational,

cognitively focused ability to judge and reason, and interweave concepts in order to problem

solve[32] forms the basis for the discussion on being intelligent about emotion, or having emotional

intelligence.

Emotional Intelligence (Ability, Trait and Mixed)

Definitively, there is a relationship between the emotional and cognitive centers of the

human brain, in that stimulus from the external or internal environment can elicit a

correspondingly intense emotion, which then triggers the prefrontal area of the neocortex of the

brain to make an executive determination on a course of action.  In effect, there is a cognitive

reasoning event, pertaining to an emotion.  It has been proposed then, that emotions typically

occur within the paradigm of a relationship (individual or object or event), which suggests that

the type of information generated for the individual would be emotional information.[33]  The idea

of emotional intelligence then is linked to these relationships, and how it is linked is the topic of

debate that has been ongoing since the concept of emotional intelligence was introduced as a

contemporary topic by Dr Mayer and Dr Salovey in their articles of 1990. [34]

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[30] Mayer, J.D, Salovey, P, Caruso, D.R, and Sitarenios, G. "Emotional Intelligence as a Standard Intelligence."
*Emotion*, Vol 1, No. 3 (2001): 233.
[31] Salovey, P, Mayer, John D. "Emotional Intelligence"*Imagination, Cognition and Personality*. Vol 9, No.3 (1989-1990): 186
[32] Salovey, P. and Sluyter David J. "Emotional Development and Emotional Intelligence: Educational Implications".
*Basic Books (1997)* : 4
[33] Mayer, J.D, Salovey, P, Caruso, D.R, and Sitarenios, G. "Emotional Intelligence as a Standard Intelligence."
*Emotion*, Vol 1, No. 3 (2001): 234
[34] Salovey, P, Mayer, John D. "Emotional Intelligence"*Imagination, Cognition and Personality*. Vol 9, No.3 (1989-1990): 186

Over the almost three decades of debate and research three prominent frameworks for EI

have materialized.  The first of these is the ability-based concept of researchers like Dr Salovey

and Dr Mayer.[35] This deals with the idea that EI is, "the ability to reason validly with emotions

and with emotion-related information, and to use emotions to enhance thought."[36] As well, their

definition included the "ability to perceive and express emotion, assimilate emotion and thought,

understand reason with emotion, and regulate emotion in the self and others…"[37] A permutation

of this model involved ranking the components of Salovey and Mayer's model in order of

importance and demonstrating a cascade effect, which became the name for the model by Joseph

and Newman.[38]  A second group of researchers thinks of EI in terms of competencies, both social

and emotional, related to skill.  One such definition, Bar-On in 1988 referred to EI as a  "cross

section of interrelated emotional and social competencies, skills and facilitators that determine

how…we express ourselves, understand others and relate with them and cope with daily

demands."[39]  Others, such as Daniel Goleman, popularized the competency model of EI, also

known as the mixed model of EI with the idea of four clusters of competencies within which an

individual can recognize and develop EI and then apply it to work, life and leadership.[40] More

recently, a third family of thought concerning EI has developed, trait-based EI, primarily from

researchers such as K.V. Petrides and Adrian Furnham, who view EI as a "constellation of

emotional self-perceptions located at the lower levels of personality hierarchies and measured via

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[35] Ibid., 186

[36] Salovey P, Mayer JD and Caruso DR. "The Ability Model of Emotional Intelligence: Principles and Updates". *Emotion Review*, Vol 8, No. 4 (October 2016)

[37] McClesky, Jim. "Emotional Intelligence and Leadership: A review of the progress, controversy and criticism". *International Journal of Organizational Analysis.* Vol 22, No. 1 (2014): 78

[38] Joseph, Dana L and Newman, Daniel A. "Emotional Intelligence: An Integrative Meta-Analysis and Cascading Model". *Journal of Applied Psychology.* Vol 95, No. 1 (2010): 54

[39] Joseph, Dana L and Newman, Daniel A. "Emotional Intelligence: An Integrative Meta-Analysis and Cascading Model". *Journal of Applied Psychology.* Vol 95, No. 1 (2010): 78.

[40] Goleman D, Boyatzis, R and Mckee, A. "Primal Leadership: Unleashing the Power of Emotional intelligence". *Harvard Business Review Press*. Boston, Mass (2013). 65

the trait emotional intelligence questionnaire."[41] Within which, they identified 15 components of

trait-based EI that can be self-reported.[42] Regardless of which camp researchers fall into, most of

the contemporary definitions, constructs and models incorporate interpretations of the same basic

components: recognizing, understanding and expressing emotions and feelings, understanding

the feelings and relating to them in others, managing and controlling emotions, problem solving,

and generating positive affect and motivation.[43]  This foundational perspective on emotional

intelligence drives the examination of the prominent models that govern its efficacy.

**Ability-based EI and the Four-Branch Model (Salovey, Mayer, and Caruso)**

If emotional information changes with the relationship of the individual to the person or

object, then the ability of an individual to recognize meanings of emotional cues within these

relationships as a foundation for reasoning and problem solving, is the essence of the first and

perhaps more widely accepted concept of emotional intelligence this chapter will examine.[44]

The pre-eminent example of ability-based EI is that of Mayer, Caruso and Salovey, who

suggested that the correlation between a person's skill in the four broad branches of EI and their

ability to problem solve with respect to emotion, in fact referenced aptitude with a broader ability

to reason about emotions, or an emotional intelligence.[45]

With that in mind, the table 2.1 outlines the current aspects of ability based EI: managing

emotions, understanding emotions, facilitating thought using emotions and perceiving emotion,

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[41] Petrides, K.V. "Trait Emotional Intelligence Theory". *Industrial and Organizational Psychology.* Vol 3 (2010): 136

[42] Petrides, K.V, Furnham A and Frederickson, N. "Emotional Intelligence".*Psychologist*. Vol 17, No. 10 (Oct 2004): 574

[43] Bar-on, R, "The Bar-on Model of emotional-social intelligence(ESI)". *Psicothema.* Vol 18 (2006): 14

[44] Ibid, 234.

[45] Salovey P, Mayer JD and Caruso DR. "The Ability Model of Emotional Intelligence: Principles and Updates". *Emotion Review*, Vol 8, No. 4 (October 2016): 290

and specifically includes the areas of reasoning they each pertain to.  The delineation of the branches is hierarchical, in that it progresses through more complexly integrated and cognitively interrelated problem solving.  Each branch then, is a set of skills from basic to difficult that allows for the evaluation of an ability to execute the problem solving, and thusly demonstrate emotional intelligence to one degree or another.[46]   This model of EI is based on seven guiding principles that its creators feel operationalizes the theory of ability-based EI, and guide research and confirmation of it.[47]

The first and perhaps most prevalent is the assumption that EI is a mental ability and falls into the category of intelligence because it deals with the core foundation of an intelligence; abstract reasoning (reasoning between two different concepts and understanding meanings), and also, as a system of mental abilities[48].  The next principle holds that EI is best measured as ability; that is, having individuals solve problems and observing the resultant answers for patterns.   The underlying assumption is that individuals are dubiously capable of estimating their own levels of intelligence, and thus any kind of self-reporting will be based on other factors, mostly non-intellectually based (to include self-confidence, self-esteem and even wishful thinking).[49] The next perspective is that intelligent problem solving does not necessarily correspond to intelligent behavior.[50]  The suggestions is that there is a distinction between intelligence and behavior and that a person may be incredibly emotionally or analytically intelligent, but not employ it; or, a person may be emotionally stable, extroverted and agreeable but have low emotional intelligence.   In the end, ability within a domain of intelligence will

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[46] Ibid., 293
[47] Ibid., 294
[48]Ibid.,  291
[49]Ibid.,  291.
[50] Ibid., 291.

more accurately predict potential and not necessarily correlate to short-term behaviors.[51] Next,

any measurement via testing, specifically a test's content (the area of problem solving being

evaluated) must be correlated specifically as a measurement of mental ability.[52] There are two

components of this principle, first, ensuring that the content itself is from a representative group

of problems to be solved (sentence comprehension, etc. for verbal reasoning), and secondly, that

an individual's ability is reflected in the correlation (or lack thereof) of responses between a

sample of individuals across the test questions.[53] Another principle of ability-based EI is that any

kind of valid testing must have well-defined subject matter, which draws out relevant mental

ability. Broadly, a test must accurately describe the emotional problem solving as well as the

ability of individuals to employ it to solve problems.[54] The next guideline, and perhaps one of

the more poignant, is that EI falls within the definition of a broad intelligences with the "three-

stratum-model" from Cattell-Horn-Carroll[55]. Specifically, after testing executed in relation to

various models, EI was found to fit within a class of broad intelligences that are specifically

linked to the sensory system they relate to.[56] Finally, the authors of the four branch model of EI

view intelligences in two broad categories, *hot* and *cold*. Logically, cold intelligences are within

the cognitive and impersonal analytical sphere, whilst hot intelligences pertain to information of

significance to the individual. EI fits into the hot category primarily because it deals with sensory

inputs that are important to the individual.[57] Table 2.1 provides the four-branch model of EI, with

added areas of reasoning for a more visual representation of the above discussed

conceptualization.

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[51] Ibid., 291.
[52] Ibid., 291.
[53] Ibid., 291.
[54] Ibid., 292
[55] Ibid., 292.
[56] Ibid., 292.
[57] Ibid., 293.

**Table 2.1 – Mayer, Salovey and Caruso: Ability Based Emotional Intelligence**

| Mayer, Salovey and Caruso Ability-based Emotional Intelligence | |
|---|---|
| **The Four Branches** | **Types of Reasoning** |
| Perceiving Emotions | Identify deceptive or dishonest emotional expression |
| | Discriminate accurate vs inaccurate emotional expressions |
| | Understand how emotions are displayed depending on context and culture |
| | Express emotions accurately when desired |
| | Perceive emotional content in the environment, visual arts, and music |
| | Perceive emotions in other people through their vocal cues, facial expression, language, and behavior |
| | Identify emotions in one's own physical states, feelings and thoughts. |
| | |
| Facilitating thought using Emotion | Select problems based on how one's ongoing emotional state might facilitate cognition |
| | Leverage mood swings to generate different cognitive perspectives |
| | Prioritize thinking by directing attention according to present feeling |
| | Generate emotions as a means to relate to experiences of another person |
| | Generate emotions as an aid to judgement and memory. |
| | |
| Understanding Emotions | Recognize cultural differences in the evaluation of emotions |
| | Understand how a person might feel in the future or under certain conditions (affective forecasting) |
| | Recognize likely transitions among emotions such as from anger to satisfaction |
| | Understand complex and mixed emotions |
| | Appraise the situations that are likely to elicit emotions |
| | Determine the antecedents, meanings and consequences of emotions |
| | Label emotions and recognize relations among them |
| | |
| Managing Emotions | Effectively manage others' emotions to achieve a desired outcome |
| | Effectively manage one's own emotion to achieve a desired outcome |
| | Evaluate strategies to maintain, reduce, or intensify an emotional response |
| | Monitor emotional reactions to determine their reasonableness |
| | Engage with emotions if they are helpful; disengage if not |
| | Stay open to pleasant and unpleasant feelings, as needed and to the information they convey. |

Source: Mayer, Salovey and Caruso, "The Ability Model of Emotional Intelligence", 294

**Competency-based/Skill based & Mixed Model EI (BAR-ON/Goleman)**

In contrast to the ability-based perspectives detailed above, a second and equally wide-spread perspective is that of competency or skill-based EI.  They are known both as emotional and social competency models, or mixed-models of EI.[58]  The first of these, the Bar-On model of Emotional-Social Intelligence (ESI), is separated into five broad categories of competence, on a scale known as the Emotional Quotient Inventory (EQ-i), developed by Reuven Bar-On in 1988 as part of his unpublished doctoral dissertation.[59]  The five categories consist of intrapersonal, interpersonal, stress management, adaptability and general mood, and have a number of competencies associated with each broad category.  This includes competencies such as self-awareness and self-expression, social awareness and interpersonal relationships, emotional management and regulation, change management and self-motivation.[60]

The core feature of the EQ-i, and its inherent validation of the Bar-On model itself, lies in its self-reporting measurement in order to estimate emotional-social intelligence.[61]  In brief, over almost three decades of rigorous development, spanning testing of thousands of individuals from multiple agencies, countries, and demographics, the Bar-On model demonstrates that within its construct, EI is a spectrum of interconnected emotional and social competencies and skills that influence an individual's ability to manage emotions (recognize and perceive), relate to others emotional indicators and solve problems internally and externally.[62]  It goes on to demonstrate

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[58] McClesky, Jim. "Emotional Intelligence and Leadership: A review of the progress, controversy and criticism". *International Journal of Organizational Analysis.* Vol 22, No. 1 (2014): 79

[59] Bar-on, R, "The Bar-On Model of emotional-social intelligence(ESI)". *Psicothema.* Vol 18 (2006): 14

[60] Ibid., 23.

[61] Ibid., 15.

[62] Ibid., 22.

that it can be a viable predictor of behavior and performance and is both teachable and
learnable.[63]

Another perspective of competency-based EI, is that of Goleman and Boyatzis who built
on the perspectives of Salovey and Mayer, but expanded it to include a wider range of
competencies in what they termed clusters, with a view to relating it directly to predictions of
performance within the workplace, and later leadership. [64] This perspective was perhaps the best
marketed of the models, in that it was released as a non-scientific publication and bypassed some
of the original rigor associated with the study of EI.  Though this model has as well endured
criticism for anecdotal evidence and unsubstantiated claims (addressed later on in this chapter), it
is also largely the most widely disseminated and accepted in popular society and culture for
various reasons (good and bad).  Controversy aside, Goleman's model of EI is based on four EI
domains, within which reside associated competencies.  Evaluation of these competencies is then
used to predict potential and performance in a variety of environments.[65] The four broad clusters,
as they are often referred to, are separated into two categories, personal competence and social
competence.  Personal competence refers to how an individual manages themselves, while social
competence indicates how an individual manages others.  Personal competence is then sub-
divided into self-awareness and self-management, while social competence is delineated by

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[63] Ibid., 22.
[64] McClesky, Jim. "Emotional Intelligence and Leadership: A review of the progress, controversy and criticism".
*International Journal of Organizational Analysis.* Vol 22, No. 1 (2014): 80
[65] Goleman D, Boyatzis, R and Mckee, A. "Primal Leadership: Unleashing the Power of Emotional intelligence".
*Harvard Business Review Press*. Boston, Mass (2013). 77

social awareness and relationship management.[66]  Finally, various attributes, traits and values are

grouped under the four domains to permit evaluation, demonstrated by table 1.2 below:[67]

**Table 2.2 – Emotional Intelligence Domains and Associated Competencies (Goleman)**

| Emotional Intelligence Domains and Associated Competencies | |
|---|---|
| Personal Competence – These capabilities determine how we manage ourselves | |
| Self-Awareness | Emotional Self-Awareness – reading own emotions and recognizing impact |
| | Accurate Self-Assessment – knowing one's strengths and limits |
| | Self-Confidence – A sound sense of one's self-worth and capabilities |
| Self- Management | Emotional Self-Control – controlling impulses and disruptive emotions |
| | Transparency – Displaying honesty and integrity; trustworthiness |
| | Adaptability – flexibility in adapting to situations and overcoming obstacles |
| | Achievement – drive to improve performance and meet inner standards |
| | Initiative – readiness to act and seize opportunities |
| | Optimism – seeing the upside in events |
| Social Competence – These capabilities determine how we manage relationships | |
| Social Awareness | Empathy – sensing others emotions, understanding perspective, and taking active interest in concerns |
| | Organizational Awareness – reading currents, decision networks, politics |
| | Service – meeting follower, customer, client needs |
| Relationship Management | Inspirational Leadership – guiding and motivating with a compelling vision |
| | Influence – wielding a range of tactics for persuasion |
| | Developing Others – bolstering others' abilities through feedback and guidance |
| | Change Catalyst – initiating, managing and leading in a new direction |
| | Conflict Management – resolving disagreements |
| | Teamwork and Collaboration – cooperation and team building |

Source: Goleman, Boyatzis, and Mckee, "Primal Leadership: Unleashing the Power of
Emotional Intelligence", 49

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[66] Goleman D, Boyatzis, R and Mckee, A. "Primal Leadership: Unleashing the Power of Emotional intelligence". *Harvard Business Review Press*. Boston, Mass (2013). 77

**Trait-Based EI**

Arising from controversy concerning the ability and mixed models of EI, K.V. Petrides and his colleagues proposed a model that has been characterized as the third family of EI. The impetus for this development was dealing with what Petrides referred to as the "inherently subjective nature of emotions", in that emotional experience cannot be objectified in order to be wedged into the paradigm of traditional IQ.[68] The previously mentioned definition of trait-based EI referred to it as a constellation of emotional self-perceptions and table 1.3 outlines the different facets (traits) of this model of EI and the "right" answers that the self-reporting questionnaire results in.[69]

**Table 2.3 – The domains of Trait Emotional Intelligence theory**

| The Domain of Trait Emotional Intelligence | |
|---|---|
| Facets | High Scorers view themselves as… |
| Adaptability | Flexible and willing to adapt to new conditions |
| Assertiveness | Forthright, frank, and willing to stand up for their rights |
| Emotion Expression | Capable of communicating their feelings to others |
| Emotion Management (others) | Capable of influencing other people's feelings |
| Emotional Perception (self and Others | Clear about their own and other people's feelings |
| Emotion regulation | Capable of controlling their emotions |
| Impulsiveness (low) | Reflective and less likely to give in to their urges |
| Relationships | Capable of maintaining fulfilling personal relationships |
| Self-esteem | Successful and self-confident |
| Self-motivation | Driven and unlikely to give up in the face of adversity |
| Self-awareness | Accomplished networkers with superior social skills |
| Stress management | Capable of withstanding pressure and regulating stress |
| Trait empathy | Capable of taking someone else's perspective |
| Trait happiness | Cheerful and satisfied with their lives |
| Trait optimism | Confident and likely to "look on the bright side" of life |

Source: Petrides, "The Emotional Intelligence Theory", 136

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[68] Petrides, K.V. "Trait Emotional Intelligence Theory". *Industrial and Organizational Psychology.* Vol 3 (2010): 136

Essentially, this model of EI attempts to reconcile what is viewed as the low-scientific nature of

evaluating EI, and the understanding that emotions are intuitive and disruptive to cognitive

thought.[70] Proponents of trait EI don't believe that it is even classifiable as a distinguishable

intelligence, and have advanced the idea of "emotional self-efficacy", despite the pull to use the

moniker EI, to stay competitive with popularized views on it.[71] The originators of this model

view the intent as focusing on the relationships between the facets above, and personality traits,

through self-reporting, rather than difficult to validate maximum performance from inherently

flawed "correct" answers.[72] While not as prevalent as the other two models, trait-based EI has

the advantage (from its supporters perspectives), of being a more general aggregate of data to

interpret responses on a wider range of evaluations/questionnaires, rather than being beholden to

more empirical performance models, when the inherent idea of trait-based EI is that it is not in

fact a separate intelligence, and thus not required to conform to the same rules.[73]

**Controversy**

The review of the models above, within the community of people interested in EI, has

resulted in a great deal of controversy. The fact that there are three different models in use,

speaks to the divergent perspectives on what exactly EI is. As a fairly new concept, it is also

plagued by a lack of historical data, and reviewed work that is only now just being resolved. It is

essential to outline some of the major criticisms, in order to understand what measures have been

developed to mitigate, address or deconstruct the controversy, and perpetuate the validity of the

idea of emotional intelligence. As the oft-described primogenitors of the modern framework of

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[70] Petrides, K.V. "Trait Emotional Intelligence Theory". *Industrial and Organizational Psychology.* Vol 3 (2010): 138.
[71] Petrides, K.V, Furnham A and Frederickson, N. "Emotional Intelligence".*Psychologist.* Vol 17, No. 10 (Oct 2004): 575
[72] Ibid., 576
[73] Petrides, *Trait Emotional Intelligence Theory…*138

EI lamented, "the only thing worse than the fallible data we have on these topics today, is the nearly total absence of relevant data we had in 1990."[74]

One of the loudest criticisms of EI is a lack of clarity on what it actually is. Within that, there is criticism on whether EI is even intelligence. Critics draw attention to the fact that the four major components of EI, as defined above, are merely manifestations of cognitive intelligence, applied to specific areas of perception, rather than a different domain of intelligence.[75] One notable critic, Lee Cronbach had early in the history of proto-emotional intelligence study concluded in 1960 that after "fifty years of intermittent investigation, social intelligence remains undefined and unmeasured…"[76]

Further, there is a perspective that broadening the definition of intelligence, in order to include habits and skills, is merely a popularized attempt to create equality, so that everyone is intelligent in their own way.[77] One of these critics, perhaps the most vocal, Dr. Edwin Locke, also points out that the continually expanding definition and blanket inclusion of abilities, traits, skills and perceptions within the concept of EI, has diluted its credibility to the point of being untenable. The idea being that if so much is included in the definition of EI, what is EI not.[78] Locke felt that fundamentally, EI is a contradiction in ideas, specifically that one cannot "reason with emotion" only about it. In this way normal cognitive intelligence can reason about emotion. If true, then it means there is no such thing as emotional intelligence, the concept is the

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[74] P. Salovey, JD Mayer, and DR Caruso, "The Ability Model of Emotional Intelligence: Principles and Updates". *Emotion Review*, Vol 8, No. 4 (October 2016): 298

[75] Edwin A. Locke, "Why Emotional Intelligence is an Invalid Concept". *Journal of Organizational Behavior*. Vol 26 (2005): 426

[76] Salovey, P, Mayer, John D. "Emotional Intelligence"*Imagination, Cognition and Personality*. Vol 9, No.3 (1989-1990): 188

[77] Locke, *Why Emotional Intelligence is an Invalid Concept*…426.

[78] Ibid., 426.

application of abstract reasoning (intelligence) to the specific domain of emotion.  The debate, or confirmation of ability about that intelligence, is a skill, not EI.[79]

Scoring of the various models of EI, and the constructs for measuring have also drawn criticism, citing the variation and unreliability of self-reporting evaluations, and the non-comprehensively tested, and ambiguous validity of performance based testing.[80]  Finally, and perhaps most troubling, is the idea of a "dark side" of EI.  There is a lack of attention applied to the negative aspects that can manifest from ability to reason about emotions.  What in one respect is inspiration, guidance and mentorship, can equally be manipulation and coercion.  It is important then, that while effort is applied to the conceptualization of what is known as "pro-social" behavior in delivering reliable paradigms of EI, equal effort must be devoted to determining how and when it can be used to fuel narcissism, dominance and in some cases, Machiavellianism.[81]

The major proponents of EI have offered a number of recommendations for dealing with the criticism levelled against their theories, even welcoming it in certain cases.  Some, point out that a great deal of the controversy is levelled at the more popularized incarnations of EI, whereas the scientific rigor and theory behind their psychometrically founded ideas are in fact deeply rooted in past and current psychological literature.[82] The discrepancy in reporting (self and ability measurements) is a function of the point of the test, and that non-performance based testing may deal more with personality assessments, rather than with traditional, intelligence-

[79] Locke, *Why Emotional Intelligence is an Invalid Concept…*427.

[80] DR Caruso, H Bhalerao, and S. Karve, "Special Issue on Emotional Intelligence." *Business Perspectives and Research* 4 (2016):  *forward*

[81] Jim, McClesky,"Emotional Intelligence and Leadership: A review of the progress, controversy and criticism". *International Journal of Organizational Analysis.* Vol 22, No. 1 (2014): 86

[82] J.D. Mayer, P. Salovey, and DR Caruso, "Emotional Intelligence: Theory, Findings and Implications". *Psychological Inquiry*, Vol 15, No. 3 (2004): 209

based performance assessments.[83]  They also point out that the criticism of there not being

enough evidence to support the validity of assessment does not mean that it isn't valid, just that

more work needs to be completed and until then, valid testing must be conducted within a

narrow spectrum of proven tests.[84]  In the end, any new or relatively new field of study will

attract criticism, but it is the ability of those studying the concept to embrace the controversy and

arrive on the other side with factual evidence to support the theory, or invalidate it.  The reality is

that the concept of EI, in whatever form one chooses to embrace, is not losing any of its interest,

and as more contributors and researchers finish studies, and make refinements, a deeper and

clearer understanding is inevitable.  EI then, will continue to be based on fundamental ideas:

emotions play an important role in daily life, people vary in their ability to perceive, use and

manage emotions and these variances affect capability within a wide spectrum of application for

the individual.[85]

It is clear that there are competing viewpoints on the specifics of EI.  Even so, the models

are predicated on the common idea of emotional competency.  For the purposes of this research

paper, the following definition and model will be utilized to enable further discussion and

comparison.  First, the definition created by Dr Mayer, Dr Salovey and Dr Caruso, where EI is

characterized in the context of reasoning about emotions as the ability to, "(a) perceive emotions

accurately, (b) use emotions to accurately facilitate thought, (c) understand emotions and

emotional meanings, and (d) manage emotions in themselves and others,"[86] is the most

appropriate, in that it deals specifically with ability-based competencies related to performance

of tasks associated with emotional problem solving. As such, the associated model is from the

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[83] Ibid., 211.
[84] Ibid., 211.
[85] McClesky, *Emotional Intelligence and Leadership: A review of the progress, controversy and criticism…*88
[86] Salovey, Mayer, and Caruso*, The Ability Model of Emotional Intelligence: Principles and Updates…*, 291

same ability perspective, where the definition is expressed in terms of four branches of emotional competency of the same names, expanded with associated areas of reasoning.

**Summary**

Within this chapter, an exploration of the major components of EI as well as the most prevalent concepts and models has suggested it's viability as a construct.  It has established that emotion is a driving, primal facet of the human condition, and that it is interwoven with cognition and the executive centers of the brain in manner that cannot be separated outside of major trauma.  It is clear that emotion fuels the cognitive centers and vice versa, and that synergy between these areas is critical for the modern individual.  Cognition is founded in abstract reasoning, which itself is the core of what is thought of as intelligence.  This reasoning, and what it is focused on, is the basis for thought on the idea of emotional intelligence.  Emotional Intelligence can also be viewed through numerous lenses, both as a cognitive ability-based capability, as well as a skill-based competency and even as a collection of personality traits that can provide insight into potential.  This chapter has highlighted the controversy and criticism levelled at the theories of EI, and dealt with the community's collective response.  It has focused on ability-based EI research, the four-branch model of EI, and its focus on performance evaluation, as the appropriate methodology for further discussion, with the updated definition of EI as, "the ability to reason validly with emotions and with emotion-related information and to use emotions to enhance thought."[87] In the end, this chapter has reviewed theoretical perspectives on the idea of EI.  It has selected a definition and comparative model for use in discussing linkages with CAF leadership, and with the contextual framework established it will

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[87] Salovey, Mayer, and Caruso, The Ability Model of Emotional Intelligence: Principles and Updates…,295

be possible to consider these concepts in relation to the focus on the next chapter, CAF military

leadership.

**CHAPTER THREE – EMOTIONAL INTELLIGENCE AND CAF LEADERSHIP**

**Overview**

The previous chapter reviewed the literature concerning the conceptual (historical) framework, controversy and core ideas of EI. The next portion of this study is focused on reviewing CAF leadership doctrine in order to facilitate the establishment of a relationship between the characteristics, attributes and traits of CAF leaders, and the competencies of the ability model of EI. This chapter will review CAF leadership's doctrine in a comprehensive fashion, with attention given to the attributes that make up successful CAF leaders. It will then relate these attributes to the competencies of EI discussed in chapter two with the intent of suggesting a relationship between the branches of the ability-based models of EI and large components of contemporary CAF leadership. With the relationship theoretically established this chapter will conclude with the notion that aptitude in EI competencies, alongside cognitive and technical proficiency, will provide option space for emergent and established leaders to improve their proficiencies.

**Canadian Armed Forces Leadership**

Context

Clarity is paramount for any discussion concerning conceptual ideas, particularly so within the realm of leadership, and perspective on it. While certain concepts of leadership have remained consistent, the understanding of it has become better defined and more broadly discussed. Despite the fact that aspects of it have remained unchanged for centuries (the art of motivating people to achieve a goal), it is necessary to establish what exactly one is talking about when they refer to Canadian military leadership and where it was generated from. As mentioned

in the overview, there are several theories of leadership, but the evolution from the "great man" perspective of early thinkers has evolved to include more definable perspectives. Of note, this evolution in thought morphed to encompass personal attributes (as well as technical, interpersonal and conceptual skills) and later to include behavioral (autocratic/directive and democratic/consultative) styles and then into situational constructs of leadership.[88] The idea was that situational context governed which attributes/behaviors were relevant for that specific situation (controversial in that they suggested specific leadership considerations for specific scenarios, vice a panacea approach of a comprehensive model for all situations.)[89] One of the contemporary approaches concerns more comprehensive approaches that combine traits, power models, situational variables and other considerations – the idea of overarching aptitude that is relevant across the spectrum of leadership frameworks.[90] From another perspective, leadership is classified within five broad categories of theory: trait approaches (personality and values), behavioral approaches (activities and responsibilities evaluation), power-influence approaches (possession and exercise of power, directive/participative), situational approach (contextual factor influence) and finally integrative perspectives (the combination of frameworks into a holistic model).[91]

Current CAF doctrine combines a multitude of academic thought on the nature of leadership, and is the product of concerted work by academics and military leaders in the late 1990s and early 2000s to update, and evolve doctrinal perspectives on leadership as it pertains to Officers and Non-Commissioned Officers (NCOs). The impetus, bluntly, was that previous

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[88] Tim A. Mau,and Alexander Wooley. "An Integrative Model for Assessing Military Leadership". *Canadian Military Journal*. (Summer 2006), 48
[89] Ibid., 49
[90] Ibid., 49
[91] Peter, Bradley, and Danielle Charbonneau. "Transformational Leadership: Something New, Something Old." *Canadian Military Journal*. (Spring 2004). 8

documents had not appreciably changed since the early 1970s, and there were clear cultural and philosophical deficiencies within the obsolete doctrine. The first such gap was the lack of a volume for senior officer guidance, worrisome in its own right. The second was inconsistency between the doctrine for NCOs and that of Officers, a difference in ideology no longer reflected in the egalitarian approach of contemporary CAF leaders (NCOs or otherwise). The third recognized deficiency was the archaic nature of the text on leadership style, in that it had been generated out of a 1960s perspective that emphasized coercion and threats by leaders in order to create motivation. [92] The motivation for change took place during the 1980s and 1990s, culminating in the 1997 Defense Minister report to the Prime Minister, *Defense Strategy 2020*, which clarified the obsolete and unsupported state of military leadership, and making it abundantly clear that a comprehensive rewrite of CAF leadership doctrine was required. [93] That work, culminated in four doctrinal publications: *Leadership in the Canadian Forces: Conceptual Foundations, Leadership in the Canadian Forces: Doctrine, Leadership in the Canadian Forces: Leading the People and Leadership in the Canadian Forces: Leading the Institution*, with varied other publications being produced around them.[94] These publications then, specifically *Conceptual Foundations*, form the basis for theoretical thought on CAF leadership as it currently stands, and is the background that this chapter will utilize to enable transition to discussion on the efficacy of embedding EI competencies within its development.

CAF Leadership Doctrine Perspectives

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[92] Alan, Okros, *Leadership in the Canadian Military Context*, Department of Defense Studies, CFLI Monograph, 2010. 1
[93] Ibid., 2
[94] Ibid., 2

Leadership in the Canadian Forces, at its core, has been described as a social influence applied to achieve an intended outcome, and is linked directly to the truisms of military leadership that have persisted for centuries of human civilization.[95]   There are five specific perspectives on CAF leadership, based on the following definition delivered by a former Chief of Defense Staff (CDS), who said leadership was the act of, "directing, motivating and enabling others to accomplish the mission professionally and ethically, while developing or improving capabilities that contribute to mission success."[96] The considerations that drive the CAFs perspective on effective leadership serve to effectively constrain the discussion to the current doctrinal perspectives, and allow consideration of the applicability of EI competency as a means of developing leaders.  Further, it will allow attention to be drawn to the interwoven nature of ability-based EI and effective CAF leadership.

To begin the review, the first consideration is that a systems perspective on leadership is the means through which performance and effectiveness are achieved.  The idea is that three specific variables govern leader effectiveness: individual, group and organizational (institutional) characteristics.  These characteristics are in turn influenced by various sub-sets of considerations, such as individual skills/abilities, group structure, communication and leadership and finally operational doctrine and policy.[97]  Essentially, within a systems perspective, though leadership is one aspect contributing to performance, the leader can influence each of the levels above, and if the CAF is considered as an open system that interacts with its environment, then it is possible for the influence of the leader to span beyond their particular role, agency or circumstance.[98]  In

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[95] Okros, *Leadership in the Canadian Military Context…*, 4
[96] Canada, Department of National Defense, *Leadership in the Canadian Forces: Conceptual Foundations*. Ottawa. DND, (Canada: 2005), forward.
[97] Ibid., 3.
[98] Ibid.,  4.

effect, the leader's influence is potentially unlimited, and thus it is vital to create leaders that can maximize the positive aspects of that influence potential, and minimize the negative.

The second consideration deals with the theory of stratified systems, wherein the prominent functions of leaders become evident, through the increasing complexity of responsibilities as leaders move through the levels of an organization.[99]  The underlying theme concerns the blunt fact that what junior leaders are charged with differs in scope and focus from what senior leaders must give their attention to.  From this idea, the notion of two major functions becomes clear.  When the priority of leaders is direct, "face-to-face" influence on individuals teams, units and higher formations in order to conceive, develop and execute plans (operationally or otherwise) and solve problems in "real-time" – the function being filled is considered "leading the people".  When the focus of leaders is on creating conditions for organizational success, stewarding the professional aspects of a military, organizing and enabling formation of policy and developing strategic capability (without the need for as much direct leader influence) – the function is labelled "leading the institution".[100] These two major functional areas are critical within the context of the validity of EI, as they generate key responsibilities that can be discussed in relation to EI competencies, and will be detailed later on in this chapter.

The third consideration in the formation of CAF leadership doctrine concerns individual and distributed leadership.  Put simply, the comparison between singular individuals and leadership teams working towards a common goal.  While extraordinary individuals can make substantial contributions, and shape the institution and people within it, the broader the scope,

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[99] Ibid.,  4.
[100] Ibid., 4.

and the longer the time-frame sees the value of leadership-teams. Leadership cadres and officer-NCO teams are capable of sharing responsibilities throughout the organization, in effect, creating a better atmosphere and profession.[101]

A fourth theme is the importance of a leader's influence on the individual, group, unit, formation, etc they find themselves responsible for. Though the historical and contextual perspective gives face-to-face leadership primacy, more and more it is the way in which a leader influences the organization to set conditions for success that is recognized.[102] This influence is characterized in two fashions; the first is direct influence, the above mentioned intimate interaction that has immediate effect on the ability of the receiving entity, its motivation, behavior, attitude or psychological state.[103] The second type of influence with CAF doctrine concerns indirect influence, realized through changes made to tasks, group composition, policy, systems or other conditions in order to create effect. Though it will be the result of direct influence on a certain small group of people, the over-arching organizational or institutional impact will occur with varying degrees of separation from the initiating leader.[104] This is summarized succinctly in two principles: the "Direct Influence Principle", where leaders develop and capitalize on capabilities and are directly engaged in correcting deficiencies; and, the "Indirect Influence Principle", where the modification indicated above in the idea of indirect influence, is used to enable and enhance collective performance, and neutralize or adapt to factors that inhibit it.[105] One of the underlying truths about the nature of CAF leadership than is the perspective that it is based on the most basic aspects of humanity's heritage as a social animal, the hierarchical dominance and mutual influence the permits social co-operation. The

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[101] Ibid., 6.
[102] Ibid., 6.
[103] Ibid., 6.
[104] Ibid., 6.
[105] Ibid., 7

individuals within any given social group, which do more influencing then others, can be characterized as leading.[106]

The final consideration is the idea of command, management and leadership. It begins with the definition of command as an expression of human will based on formally delegated authority, conveyed through an intent, which results in purposeful execution of authority to accomplish goals.[107] It differs from leadership importantly, in that Command can only be executed down a chain of command or hierarchy, whereas leader influence can be exercised laterally, vertically through all levels regardless of rank or formal authority.[108] Management on the other hand, primarily concerns itself with the management of resources within the military, where as general management (from a civilian perspective) more closely approximates command. Again, management is based on formal authority and is exercised downwards, quite separate from the concept of leader influence.[109] Of note, it becomes evident within the doctrine that while leadership is a requirement for effective command and management, it is separate from leadership in general. The influence of a leader is not bounded by formal authority like command and management, and as such it's significance is potentially much more impactful.

Values-Based Leadership

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[106] Ibid., 7
[107] Ibid., 8
[108] Ibd., 9
[109] Ibid., 9

If one accepts that the ability of a leader to influence their environment directly contributes to effectiveness, a central concept in the perspectives and context above, then it is logical to acknowledge that internal and external factors influence leader's behavior, in turn modifying how that leader interacts with their environment.[110] Within a military context, external control processes can collectively be called discipline, in that they provide guidance on actions, norms and behaviors that leaders are required to exhibit, adhere to and enable. This is critical in the high-stress and emotionally charged situations that operational deployments can include, but is equally integral to the execution of duties in high-tempo, high stress, high tension environments in day-to-day duty.[111] This is only part of the formula, and self-regulation, "internal discipline" becomes paramount when leaders are required to exercise their own judgement when external control processes are invalid, irrelevant or unavailable. Internal control processes are no less tangible, including ideas of self-monitoring, self-evaluation, modification or reinforcement depending on that evaluation.[112] Through training, these processes can be taught, and output enabled and even standardized. Broadly, this concept can be thought of as the socialization of military leaders, to develop judgement, and self-regulation.[113] When these control processes are widely reinforced by the organization, and socialization of the process generates adherence and internalization of those behaviors and perspectives inculcated by the CAF, the effect is to create a value system that CAF personnel, specifically leaders, measure themselves against. This can be thought of as creating shared belief systems in order to regulate behavior, and the system, if functioning correctly, allows shared values to become essential outcomes for the organization, group, unit, individual or institution. While there is a framework

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[110] Ibid., 16
[111] Ibid., 17
[112] Ibid., 17
[113] Ibid., 18

for assessing CAF effectiveness, it can also be applied to leadership, giving the following

''Values-Based Leadership Model'', in figure 2.1:



**Figure 3.1 – Values-Based Leadership Model**

Source: Canada, Canadian Forces Leadership: Conceptual Foundations, 24

Figure 3.1 shows the relationship between the essential outcomes from the doctrine: mission success, external adaptability, internal integration, and member well-being/commitment, and the internal concepts of leader integrity, generated from military ethos. Intriguingly, the essential outcomes are straight-forward expressions of the collective CAF values. Militarily, mission success is given priority, with the other three value domains providing supporting functions (critical functions) to achieving the mission. Mission success is straight forward, and logical – incorporating the notions of unlimited liability and the primacy of operations. Member well-being and commitment is considered critical to mission success, championing concern for people and quality of life.[114] Internal integration deals primarily with coordination of CAF systems, while external adaptability refers to how the CAF fits into the larger societal, governmental framework and adapts to changes to its environment. Of particular importance is the concept of integrity as it relates to the validity of a values-based model of leadership. Within the above figure, integrity is the link between all of the domains, the glue, if one will, that enables the filtering, processing and reasoning of a leader in order to decide the right thing to do. The doctrine leaves one with the idea that the values that drive the leadership model of the CAF are not just words; they are an ethos, a creed and a belief system that permeates every aspect of CAF effectiveness. The commitment to this is expressed via a leader's integrity, and in the end, is the focal point of credibility for an effective leader.

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[114] Ibid., 20

Responsibilities of CAF Leaders

Review of the relevant philosophical and conceptual frameworks that make up CAF leadership identified two major functional areas (People and Institution) within which leaders are required to "lead". The five effectiveness domains are broken down into responsibilities, which can be used to compare to the competency areas of ability and mixed model EI, in an effort to move towards demonstrating the link between the two concepts. Table 2.1 is included below in order to represent this more visually. [115]

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[115] Ibid., 48

**Table 3.1 – Effectiveness Dimension and Leader Responsibilities**

| Effectiveness Dimensions | Major Leadership Functions | |
| --- | --- | --- |
| | Leading the People | Leading the Institution |
| Mission Success | Achieve professional competence & pursue self-improvement | Establish strategic direction & goals |
| | Clarify objectives & intent | Create necessary operational guidelines (force structure, equipment, command & Control) |
| | Solve problems; make timely decisions | Exercise professional judgment in relation to military advice & use of forces. |
| | Plan & organize; assign tasks | Reconcile competing obligations & values, set priorities, & allocate resources |
| | Direct; motivate by persuasion, example, & sharing risks and hardships | Develop the leadership cadre |
| | Secure & manage task resources | |
| | Train individuals & teams under demanding & realistic conditions | |
| Internal Integration | Structure & co-ordinate activities; establish standards & routines | Develop coherent body of policy |
| | Build teamwork & cohesion | Support intellectual inquiry & develop advanced doctrine |
| | Keep superiors informed of activities & developments | Mange meaning; use media & symbolism to maintain cohesion & morale |
| | Keep subordinates informed; explain events & decisions | Develop & maintain effective information & administrative systems |
| | Understand & follow policies & procedures | Develop & maintain audit & evaluation systems. |
| | Monitor; inspect; correct; evaluate | |
| Member well-being & commitment | Mentor, educate & develop subordinates | Accommodate personal needs in professional development/career system |
| | Treat subordinates fairly; respond to their concerns; represent their interests | Enable individual & collective mechanisms of voice |
| | Resolve interpersonal conflicts | Ensure fair complaint resolution |
| | Consult subordinates on matters that affect them | Honour the social contract; maintain strong Quality of Life & member-support systems |
| | Monitor morale & ensure subordinate well-being | Establish recognition & reward system |
| | Recognize & reward success | |
| External Adaptability | Maintain situational awareness; seek information; keep current | Gather & analyze intelligence; define future threats & challenges |
| | Anticipate the future | Initiate & lead change |
| | Support innovation; experiment | Foster organizational learning |
| | Learn from experience & those who have experience | Master civil-military relations |
| | Develop effective external relationships (joint, inter-agency, multi-national) | Develop external networks & collaborative strategic relationships |
| | | Conduct routine external reporting |
| Military Ethos | Seek and accept responsibility | Clarify responsibilities; enforce accountabilities |
| | Social new members into CF values/conduct system, history, & traditions | Develop & maintain professional identity; align culture with ethos; preserve CF heritage |
| | Exemplify and reinforce the military ethos; maintain order & discipline; uphold professional norms. | Exemplify and reinforce the military ethos; develop & maintain military justice system |
| | Establish climate of respect for individual rights & diversity | Establish and ethical culture |

Source: Canada, Department of National Defense, "Leadership in the Canadian Forces: Conceptual Foundations." 48

Table 3.1 comprises a comprehensive snapshot of critical leadership characteristics,

values sets, traits, and behaviors. From a CAF military perspective, the value for this paper is in

providing a comparative opportunity for discussion on the relationship to the competencies

within the ability and mixed models of EI.  The tables and figure, in addition to giving visual

clarity to complex ideas, makes it clear that there is a "living ethos" within the CAF.  The

requirement for this to be internalized in CAF leaders, instilled by them in others within a

fiercely guarded and regulated professional culture, all the while navigating the daily pressures

and tensions between competing values sets, and obligations makes the requirement for a robust

leader particular valid.  That robustness must exist across a spectrum of competencies, of which

technical proficiency is but one, and the requirement sets the stage for a discussion on what other

types of competencies might be relevant. The next section of this chapter will explore the

relationship between EI and leadership, and specifically elements from the aforementioned

sections on leader characteristics and responsibilities as they interweave with the competencies

of EI.

**Emotional Intelligence, Leadership and CAF Leadership**

Within EI literature, it is a popular axiom that leadership is an "emotion-laden

process".[116]  Similarly, some EI and leadership scholars propose that leadership is composed of

five essential elements: development of collective goals and objectives (and methodology for

achieving), instilling in the group requisite knowledge (and importance of behaviors), generating

enthusiasm, confidence, cooperation and trust, encouraging flexibility and creating and

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[116] Jim, McClesky, "Emotional Intelligence and Leadership: A review of the progress, controversy and criticism". *International Journal of Organizational Analysis.* Vol 22, No. 1 (2014): 81

sustaining organizational identity.[117] Other perspectives take on a more primal, visceral tone, speaking to the role leader's play in providing compelling influence to the groups they are responsive to. The leader's primary task is to drive the collective emotional state of the group to provide intent, clarity and an aim to achieve.[118] The primal nature of leadership, from this viewpoint is firmly entrenched within EI, where it is suggested that EI competencies form the foundation from which effective leadership can be improved, evaluated and expressed.[119] This motivational, charismatic magnetism is often referred to within the context of transformational leadership. [120]

CAF doctrine deals with transformational leadership as a means of combining the various types of influence mentioned earlier in this chapter. In this way, transformational leadership is a methodology for altering the perspectives of people at whatever level is necessary in order to better achieve a set goal.[121] The scope of what is considered transformational leadership has expanded since the 1980s and now includes leaders who attract respect and trust and are able to motivate their teams to extraordinary levels of performance.[122] Transformational leaders are characterized by high personal commitment to the mission, and the ability to stimulate the thinking of their team (innovation and creativity). They focus on explaining rationale and meaning behind decisions (persuasion), they inspire and exhibit optimism and they arouse powerful emotional responses from their teams (emotional-persuasive influence). Finally they focus attention on the needs of their subordinates at an individual level (emotional,

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[117] Jennifer M. George, "Emotions and Leadership: The role of Emotional Intelligence". *Human Relations*. Vol 53, No. 8 (Aug 2000): 1039

[118] D. Goleman, R. Boyatzis, and A. Mckee, "Primal Leadership: Unleashing the Power of Emotional intelligence". *Harvard Business Review Press*. Boston, Mass (2013). 21

[119] Ibid., 23

[120] M. Mathew M, and K.S. Gupta, "Transformational Leadership: Emotional Intelligence". *SCMS Journal of Indian Management*. (April-June 2015): 77

[121] Canada, Department of National Defense, *Leadership in the Canadian Forces: Conceptual Foundations…*, 67

[122] Ibid., 68

developmental, social).[123]  A particularly compelling note, is that it is accepted within CAF

doctrine that a leader's fundamental act is to, "induce people to be aware or conscious of what

they feel – to feel their true needs so strongly, to define their values so meaningfully, that they

can be moved to purposeful action."[124]  This style of leadership links directly back to the values-

based leader effectiveness framework, and fuses with CAF military ethos.[125]  Transformational

leadership also represents [126]a cross-road where CAF leadership doctrine and EI intersect.  It

deals with EI being a core component of the charisma that transformational leader's exhibit and

those emotions are the medium through which transformational leaders are able to offer

compelling vision and motivation.  Motivation is also a central facet of both transformational

leadership and EI, wherein leaders exhibit self-motivation, for example is included in both

concepts.[127]  Figure 3.2 is a proposed visual representation of the relationship between CAF

leadership responsibilities and the ability model of EI.

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[123] Ibid., 68
[124]Ibid., 68
[125] Ibid., 68
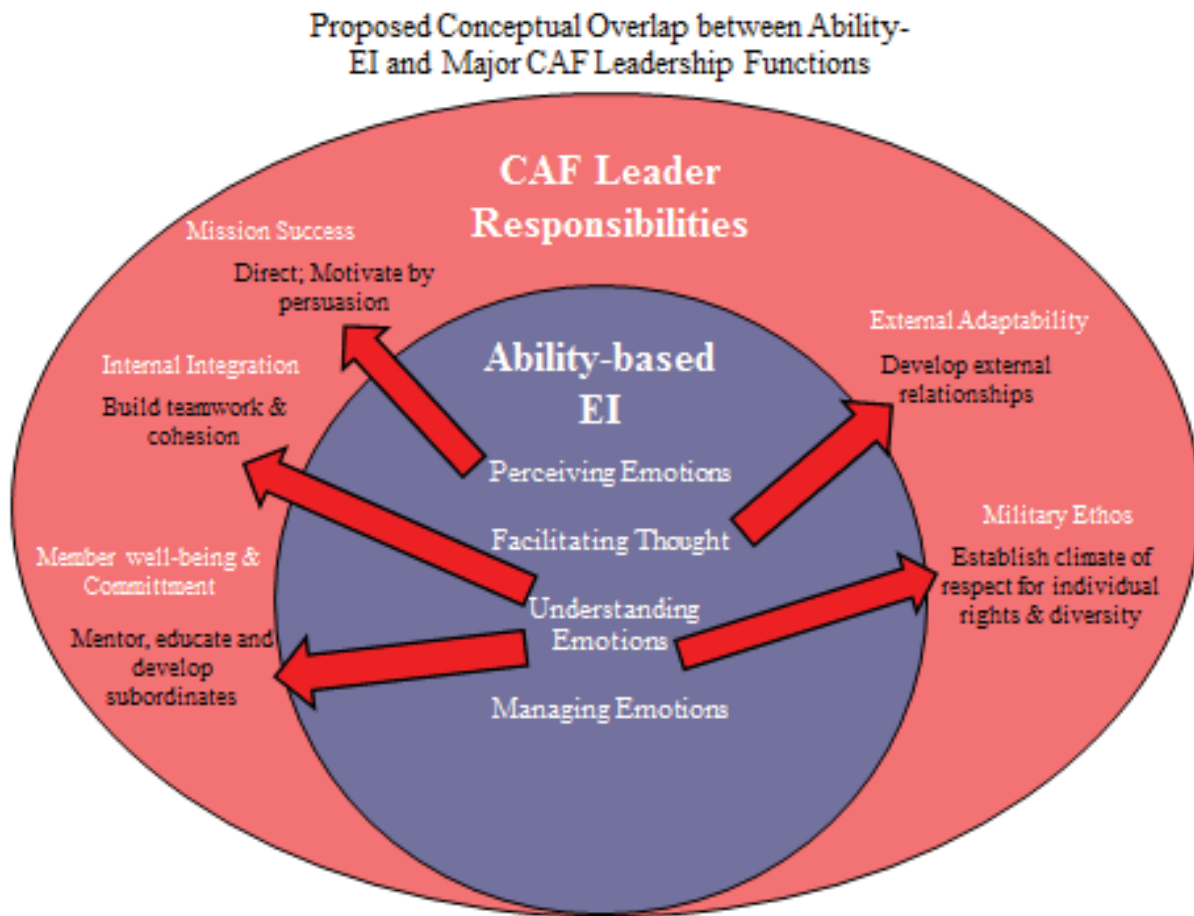[126] Ibid., 77
[127] Ibid., 77

**Figure 3.2 – Proposed Conceptual Overlap between Ability-EI and Major CAF Leadership Functions**

Figure 3.2 represents a linkage between the various requisite components of effective values-based leadership (based on the CAF military ethos), the integrity it instils in leaders through execution of responsibilities and how that core system interfaces with branches of ability-based EI.  Considering this, a number of the responsibilities appear to link to the branches and areas of reasoning of the ability-based model of EI (perceiving emotions, facilitating thought using emotions, understanding emotions, and managing emotions)[128].   The following comparison includes some of the proposed relationships, and by no means represents all the potential linkages.

Within the first branch, perceiving emotions, the ability to identify and discriminate between genuine and contrived emotional expression and understanding how emotion is displayed would seem to be related to the ability of CAF leaders to direct and motivate by persuasion within the mission success effectiveness dimension. Similarly, accurate, deliberate expression of emotion and the ability to perceive emotion in both the environment and in other people (via vocal cues, facial expression, language and behavior), would seem to be a logical component of developing a leadership cadre (mission success), in addition to monitoring morale and correcting and evaluating behavior and performance (internal integration).

The understanding emotions branch and its associated areas of reasoning are also clearly linked to CAF leader responsibilities at a number of points.  Understanding how a person could potentially feel in the future or under uncertain conditions, is directly applicable to developing realistic and demanding training for teams and individuals (mission success).  As well, the ability to recognize cultural differences when evaluating emotions, understanding complex and mixed

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[128]P. Salovey, JD Mayer, and DR Caruso. "The Ability Model of Emotional Intelligence: Principles and Updates". *Emotion Review*, Vol 8, No. 4 (October 2016), 294

emotions and appraising situations that can elicit emotions can be related to establishing a climate of respect for individual rights and diversity (military ethos), resolving and avoiding interpersonal conflicts (member well-being & commitment) and establishing an ethical culture (military ethos).

The areas of reasoning within the managing emotions branch can be compared as well, in that effectively managing others emotions to achieve a desired outcome, and managing one's own emotions towards the same end has applications for developing effective external relationships, networks and fostering collaboration (external adaptability). Also, engaging with emotions (or not) depending on the situation, monitoring emotional reactions (and their reasonableness), and evaluating strategies for influencing emotional responses is connected to a leader's responsibility to mentor, educate, and develop subordinates (member well-being and commitment), and building teamwork and cohesion (internal integration).

Finally, facilitating thought using emotions, and particularly leveraging moods (the longer versions of emotions) to promote innovation, using emotions to relate situations, information and experiences to others, and using emotions to aid judgement and memory as well as facilitating cognition can be related to clarifying objectives and intent (mission success), planning and organizing tasks (mission success), keeping both superiors and subordinates informed (internal integration) and supporting innovation while maintaining situational awareness and keeping current to one's environment (external adaptability).

Through this comparison it is possible to make the observation that a number of foundational concepts within CAF leadership doctrine are represented in the theories and concepts of ability EI. Thus, if one were to evaluate aptitude within EI competencies, it would

be theoretically possible to arm CAF leaders with competencies and education that could influence awareness and performance within them. Regardless of one's perspective on the validity of measuring EI as a means of enabling better CAF leadership (which is addressed in the final chapter of this paper), it is telling that the relationship between EI, and core responsibilities of CAF leaders appears to overlap. If anything, it bears consideration that competency within the domains of EI can possibly link with competency in effectiveness dimensions of CAF doctrine. If that is accepted as accurate, which is the proposed perspective in this paper, then attention focused on the application of EI within the CAF, can only benefit CAF leaders across the spectrum tasks they are charged with.

**Summary**

Within this chapter we have explored the context of modern CAF leadership doctrine, focusing on the evolution of leadership theory and particularly the genesis of contemporary CAF doctrinal concepts. We have reviewed the five broad conceptual perspectives that formulated the doctrine, and highlighted the doctrinal definition as a basis for framing the discussion. Additionally we addressed the values-based perspective on leadership and the five effectiveness dimensions inherent within it. These effectiveness dimensions were divided along the main functional areas of leading the people and leading the institution, so that the primary responsibilities within each could be identified. Most importantly, this chapter addressed leadership from the perspective of EI academics, and drew a commonality between the scholarly perspective on transformational leadership, and the CAFs use of the concept as a means of collecting the various forms of social influence (the bedrock of effective CAF leadership) it incorporates. The comparison between CAF leader responsibilities and ability-based EI branches provided the means for discussing the proposed links between the two concepts.

Finally, this chapter proposed the idea that if there is a relationship between CAF leader

effectiveness dimensions (responsibilities) and the branches and competencies of ability-based

EI theory, then devoting attention and thought to utilizing the methodology of EI to improve our

leaders has some degree of merit.  In the next chapter, the discussion will shift to the validity of

this concept, and the potential applications and benefits from incorporating EI into various

aspects of the CAF leader development.

**CHAPTER FOUR – IMPLICATIONS OF EI FOR CAF LEADERS**

**Overview**

The previous chapters have focused on the establishment of a conceptual understanding

of both EI and CAF leadership.  That discussion culminated in identification of the overlap

between fundamental aspects of CAF leadership components, and the branches and

competencies within prominent, ability-based EI theory.  The logical progression of this

discussion in order to permit validation of the original thesis is to identify how EI can be

evaluated, how this evaluation can be applied to CAF leaders, how incorporation of this

methodology combines with existing practices and what some of the implications are for current

and future leaders.

**Measurement of Emotional Intelligence**

Discussion of evaluation of EI has been controversial since the formal concept of EI was

introduced, with the original work by Mayer, Salovey and Caruso in 1990[129], quickly being

subsumed in continually expanding literature. This expansion added to the definition and original

areas of competency they had established.  That controversy was addressed in Chapter Two of

this study, and will not be repeated here, other than to highlight the rationale for idea that the test

that this study proposes has the most potential for further attention.  In the same way that EI is

criticized for being too inclusive, testing of EI has the same concern in that mixed models and

trait-based EI incorporate attributes more associated with personality tests and constructs.  There

are three primary perspectives on assessing EI: ability based, self-report questionnaires and

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[129] P. Salovey, and John D. Mayer, "Emotional Intelligence"*Imagination, Cognition and Personality*. Vol 9, No. 3 (1989-1990): 185

informants.[130]  Each of these has its advantages and disadvantages but the question whittles

down to the following: what is being evaluated?   Is the intent to test and establish personality

traits more associated with the "Big Five" within personality trait literature?[131]  Or, is it to assess

the ability of an individual to think intelligently with one's emotions in order to solve problems,

and enhance intelligence, as a whole.[132]  The literature suggests that performance-based testing is

distinct from other mixed perspectives in that it commits to the evaluation of "cognitive" ability

with an emphasis on abstract reasoning.  Other tests, like Reuven Bar-on's Emotional Quotient

Inventory, at the outset describe itself as a measurement of "emotional and social intelligence",

using a self-response questionnaire.  This perspective and the wide-range of interpersonal traits

test-takers report on, create a large correlation with personality testing, and the idea of "coping

with environmental demands and pressures."[133]

From the initial discussion on the concepts of EI in this study, a decision was made to use

the ability-based model of EI as a vehicle to consider implications for CAF leaders.  This model

relies on a performance test in order to establish relative ability. The defining variable in the

rationale for proposing use of performance-based testing comes from the comparison between

the three types of testing to other existing personality and well-being scales.  Put simply, mixed-

model tests overlap considerably with existing personality tests, and thus don't offer as much of

a distinct indicator of ability.[134]  Performance-based testing has considerably less overlap, if any,

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[130] Kimberly-Anne Ford, and Karen D. Davis. "Cultural Intelligence, Emotional Intelligence and Canadian Forces Leader Development: Concepts, Relationships, and Measures". *Canadian Defense Academy*. Defence R&D Canada – Centre for Operational Research and Analysis. CFLI TR-2007-01. (2007). 23
[131] Ibid., 28
[132] Ibid., 28
[133] Ibid., 26
[134] Ibid.,  29

and suggests that ability-based EI can be thought of as a definable ability, with a clearly defined construct.[135]

Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT)

The primary evaluative model for ability-based EI performance testing is the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT), with its current iteration, MSCEIT V2.0.[136] The test consists of a 141-item scale, designed to focus on the four branches of ability-based EI, with each branch being evaluated via two tasks.[137] Perceiving emotions (first branch) is evaluated via "faces and pictures" tasks.  Participants in the former task are shown a series of faces and must indicate the degree of presence of an emotion, and in the latter task they are given a series of landscapes and abstract designs, and must choose the correct cartoon face depiction of the appropriate emotion.[138] Facilitating thought using emotion (second branch), is evaluated via sensations and facilitations tasks.  The sensations task has participants generate and emotion (envy, for example) and then decide how "hot or cold" the emotion is.  In the facilitation task, participants judge the moods that best correspond to cognitive behaviors and tasks (joy as assisting in planning a party).[139]  The third branch, understanding emotions, is evaluated with blends and changes tasks.  Individuals are asked in the "blends" task to indicate which emotions can be combined to create other emotions (malice is a combination of envy and aggression, etc), whereas in the "changes" tasks, they are asked to choose which emotion results from the intensification of another feeling (depression as the result of increasing sadness and fatigue).[140]

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[135] Ibid., 29
[136] John D. Mayer, P. Salovey, DR Caruso, and G. Sitarenios, "Measuring Emotional Intelligence With the MSCEIT V2.0" *Emotion*, Vol 3, No.1 (2003): 97
[137] Ibid.,  99
[138] Ibid., 99
[139] Ibid., 99
[140] Ibid., 99

The fourth and final branch, managing emotions is measured via the "emotion management and emotional relationships" tasks. Individuals in the emotion management task are asked to evaluate the most effective actions in obtaining the required (indicated) emotional outcome for an individual in a presented story (what can a character do to reduce anger, or extend joy).[141] The final task within this branch, emotional relationships, asks individuals to judge which actions are the most effective in order to manage another person's feelings.[142] The results of the test have been evaluated in terms of reliability, criteria validity and through comparison of general versus expert consensus scoring.[143] There is general academic agreement on the benefit of using this testing method, in that the two scoring systems, general consensus versus expert consensus can offer comparative options for users of the test, and the higher comparative level of validity and reliability (compared to other self-report tests) due to its longer standing history, review and use.[144]

The MSCEIT v2.0, in and of itself is not a total predictive capability for CAF leadership, but it does have merit as a means of providing feedback and evaluating competencies that could be associated with effective leadership. Through testing, of which the example above is the proposed way forward, ability-based EI can offer a capacity to evaluate potential and current leaders' ability to verifiably understand their emotions, the emotions of the people they are responsible for, and the problems they encounter in their profession.[145] Testing of this fashion can, and should, be thought of as complementary to existing CAF personality focused evaluations, such as they are. In the same manner that CAF Leaders are evaluated for cognitive

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[141] Ibid., 99

[142] Ibid.,100

[143] Ibid., 100

[144] Stephane Cote, "Emotional Intelligence in Organizations". *Annual Review of Organizational Psychology and Organizational Behavior.* No. 1 (2014): 468

[145] Michael A. Traban, "The Relationship between Emotional Intelligence and Leader Performance." *Naval Postgraduate School*, Monterey, California (March 2002). 26

and technical proficiencies, and provided training and validation on their progress, if EI is a core

component of the competencies that are associated with effective leadership, then evaluating

aptitude and performance within these criteria is suggested as being worth the effort.  With this

complementary perspective in mind, the next section will discuss how ability-EI testing can fit

into existing CAF feedback processes.

**Ability-EI Competency evaluation and the 360 Feedback Process**

Currently, leaders within the CAF participate in 360-degree feedback as part of their

professional military education prior to the rank of Colonel.  This occurs as part of the Joint

Command and Staff Program (JCSP) and is incorporated within the curriculum as part of a

module on the study of CF leadership.[146]  The 360-degree feedback self-development process, is

conducted with the goal of helping "participants gather feedback from people within their circle

of influence, on their strengths and developmental needs."[147] It consists of three parts, a self-

assessment, a rater-assessment and a coaching session, all designed to provide feedback to the

individual CAF leader.  The goal is to highlight areas of strength and weakness, to foster

individual development and provide awareness.  Having completed that process as part of the

course, of which this study is included, the author can attest that the growing consensus amongst

JCSP students is that the process is valuable from the perspective of providing actual unfiltered

feedback on performance and conduct.[148] The 360 feedback test itself consists of a questionnaire

that is separated into a number of segments. The segments focus on the major CAF leadership

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[146] Canada, Department of National Defense, "Joint Command and Staff Course Syllabus", *Canadian Forces College*. 2017, 14.

[147] Department of National Defense. "360-degree Feedback self-development Process", *Canadian Forces College*, http://www.cfc.forces.gc.ca/125/477-eng.html

[148] JCSP students, in discussion with the author at Canadian Forces College, Toronto (3 May 2017)

doctrine functional areas: leading the people and leading the institution, as well as transformational leadership components.

The benefit to the individual respondent is in the rater feedback that is provided.  By comparing self-assessment with rater-feedback, it is possible to make observations about perceptive differences, and, when combined with the narrative portions at the conclusion of the report (separated into things the individual should continue doing, start doing and stop doing) offer a holistic view (depending on rater numbers) of how the individual is perceived by those they have worked for, worked with and been responsible for.[149]  The report, and the associated debriefing that takes place, accomplishes the goal of providing feedback to the individual receiving it.  It is with the idea of equipping military leaders with education, and awareness, that the relationship between EI evaluation and CAF leadership development can be expressed.

**Implications for CAF Leader Development**

One of the repeated attestations by JCSP students undergoing the 360 feedback process is that it was great information, great feedback, and ten years too late.[150]  This perspective highlights the problem that exists when feedback comes after a defined period of need has concluded, pointedly identifying the position that earlier use of educational, developmental, and feedback oriented evaluations can have exponential benefit to developing leaders.  EI literature would corroborate this perspective, in that from an educational stand-point, proactive schools are beginning to teach the fundamentals of emotional intelligence early on. The intent is to use the informative approach as a means of socializing young children to emotional information and

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[149] Department of National Defense, "360 Degrees Assessment Report – Winter 2017", *Canadian Forces College*, Toronto (May 2017).

[150] JCSP students, in discussion with the author at Canadian Forces College, Toronto (4 May 2017)

considerations at an early age so as they mature, and these concepts are reinforced, they will be better equipped to handle the emotional information and problems they are required to solve.[151]

Applying this thought process to CAF leader development is a simple leap, in that earlier exposure to the kinds of competencies that make up EI, has the potential to enable young leaders to lead better, in the same vein as technical proficiency, tactical acumen, and physical fitness is inculcated early on in the developmental process to facilitate better performance.  This, in the view of this paper, is where the true value of ability-based EI can be viewed as it applies to CAF leader development.  Education and evaluation of EI, alongside cognitive evaluation and technical training, can offer a method for building the CAF a greater number of emotionally well-rounded leaders.  The point to consider though, in terms of the efficacy of incorporating EI components to leader education is that in numerous CAF publications, diagrams, models, leader attribute lists, etc there is mention of the importance of being able to relate to people, perform on an interpersonal level, influence people to accomplish tasks and understand people to better lead. Even so, beyond indicating what is required of leaders, there is no formal educational process to teach prospective and current leaders how to improve their abilities, recognize their strengths and weakness and mentor others.  EI, and specifically ability-EI offers a potential capability to begin to address this.

From a CAF strategic leader perspective, the focus on a leader's ability to interface with the people they are responsible for and responsive too has never been more important.  The Chief of the Defense Staff (CDS), in his guidance to Commanding Officers in March of 2017,

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[151] P. Salovey, and David J. Sluyter David J. "Emotional Development and Emotional Intelligence: Educational Implications". *Basic Books (1997)*, xi

reiterated that he expects leaders to "put your people first".[152] Further, he delivers a series of

intent statements separated into the themes of "People First, Mission Always".  Within these

intent statements, the relationship to the competencies of ability-EI become evident, fuelling the

perspective that applying energy to developing these competencies within CAF leaders is

appropriate and further indicating a link between EI and effective CAF leadership.

Within the leadership section, the CDS indicates that CO's will lead by personal example

while leading the culture change and establishing a safe, respectful workplace that values

diversity and is committed to professional excellence.[153]  Thinking back to the four branches of

ability-EI, this would relate clearly to the "perceiving emotions" branch (expressing emotions

accurately, perceiving emotions and identifying one's own emotional states, feelings and

thoughts), as well as the "understanding emotions" branch (recognizing cultural emotional

differences, and understanding complex emotions), and finally the "managing emotions" branch

(effectively managing others 'emotions and one's own emotions to achieve a desired

outcome).[154]

Another intent statement focused on Defence ethics, and stated an expectation of leaders

to demonstrate ethical judgement, personal integrity and moral courage to deal with problems as

they arise.[155] Again, these tasks are represented in ability-EI, specifically, "perceiving emotions"

and "understanding emotions" as they relate to reasoning about appraising situations that are

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[152] Gen. John H. Vance, *Chief of Defense Staff Guidance to Commanding Officers and their Leadership Teams.*, (Office of the Chief of the Defense Staff, National Defense Headquarters, Ottawa), 20 March 2017 , 1/2
[153] Ibid.,  1/12
[154] P. Salovey, JD Mayer, and DR Caruso, "The Ability Model of Emotional Intelligence: Principles and Updates". *Emotion Review*, Vol 8, No. 4 (October 2016), 294
[155] Ibid.,   2/12

likely to elicit emotions and discriminating between accurate and inaccurate (genuine or not), emotional expression in order to generate a solution to a problem.[156]

A third example comes from the CDS intent statement for workplace conflict management, where he indicates that COs must create a climate of leadership, teamwork and collaboration required to identify and solve issues quickly where appropriate – through cultivation of a climate where subordinates can raise concerns and complaints without fear of repercussion.[157] The "managing emotions" branch of ability-EI deals with this, by measuring a leader's ability to evaluate strategies to maintain, reduce, or intensify an emotional response, related to a specific problem.[158]

Taken together, it becomes apparent that there is a relationship between the reasoning areas of ability-based EI and CAF leadership across a spectrum of considerations. Furthermore, it becomes evident that the potential benefit to utilizing performance based testing, complemented with education on the concepts of EI could be useful as a means of beginning to conceptualize methodology for addressing the gap in formal professional development within CAF professional military education, and harmonize such education with technical, and tactical proficiencies. As it is with marksmanship, soldiers receive classes on their weapons, proper firing procedure and theoretical application before going to the range. Leaders are taught tactical theory, practice it in simulation, and execute it only after repetitive rehearsal, further, they are required to complete almost annual validations of training both simulated and live-fire in order to

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[156] P. Salovey,JD Mayer , DR Caruso. "The Ability Model of Emotional Intelligence: Principles and Updates". *Emotion Review*, Vol 8, No. 4 (October 2016), 294

[157] Gen. Vance, John H. *Chief of Defense Staff Guidance to Commanding Officers and their Leadership Teams.*, (Office of the Chief of the Defense Staff, National Defense Headquarters, Ottawa), 20 March 2017, 3/12

[158] Salovey, Mayer, and Caruso, *The Ability Model of Emotional Intelligence: Principles and Updates…*,294

be declared fit to deploy on operations.[159] This same rigor is not applied to educating leaders on being better able to interface with people. The requirement to do so, despite the lack of formal education, is explicit, and contained within the leader responsibilities inside CAF doctrine[160]. It is telling to consider the potential for higher levels of performance in our leaders if as an institution, the CAF committed to developing the emotional capacity of its leaders, with the same analytical conviction that it trains the technical, tactical and physical capacities.

**Summary**

This chapter has built upon the relationships identified in chapter three to show the implications for including ability-based EI within CAF leadership training. The chapter began with an overview of the measurement of EI, focusing on the use of performance based tests as a means of evaluating individual ability to utilize the branches of EI to problem solve. Further, it reviewed the MSCEIT v2.0, its various tasks and types of testing it achieves, making the observation that it is relevant to CAF leadership training as a complement to existing evaluation, not a replacement for it. This is for a number of reasons, principally in that the MSCEIT v2.0, is distinct from personality-tests, allowing for a clear determination of ability in reasoning about emotions and enabling problem solving. Subsequently, this chapter dealt with the implications for testing for EI within the context of the CAF as a whole. Within this, it was related to current CAF evaluation and feedback mechanisms that incorporate interpersonal skills and competencies, namely, the 360-degree feedback process. A combination of data and first-hand experience concerning the process was used to point out the processes strengths, but additionally

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[159] National Defence News Release, "Canadian Army set to commence their largest and most complex exercise of 2016", Feb 2017 http://news.gc.ca/web/article-en.do?nid=1067419&_ga=1.35513058.278665467.1486321660
[160] Canada, Department of National Defense. *Leadership in the Canadian Forces: Conceptual Foundations*. Ottawa. DND, Canada: 2005, 48

highlighted a poignant gap in that once one is aware of areas for development, specifically those related to interpersonal competency, there is no formal mechanism for education and training. The study of EI offered a possible avenue for rectifying this, with further scope for inclusion earlier in an individual's career.  This emergent requirement for competency beyond the purely technical was then linked to CAF strategic leadership perspectives, specifically CDS direction to Commanding Officers, as a means of showing that the shifting primacy of "People first, Mission Always" incorporates more and more emphasis on proficiency with interpersonal skills (which are tangible manifestations of proficient within the competencies of ability-based EI), as a means of empowering people and creating the desired climates within the CAF and meeting the expectations of an evolving Canadian society.

**CHAPTER FIVE – CONCLUSION**

**Further Study**

From the perspective of this research paper, ability-EI specifically, and EI as a whole, is clearly linked to components of effective CAF leadership.  There remains a prominent avenue for further study that has potential for immediate inclusion, incorporation and exploration within the context of CAF leader development.  This has to do with the educational aspects of EI.  Awareness is a gateway to understanding, and understanding naturally leads to efficiency in application.  The validity of incorporating educational opportunities for CAF leaders at all levels bears further definition.  Additionally, small sample applications of the MSCEIT v2.0 would be an excellent avenue for empirically examining the appropriateness of ability-based evaluation.  Sample sizes of CAF leaders (as part of professional military education, high-readiness training, pre-deployment training, or even focused studies) could be tested using the MSCEIT and the results examined, even examining attempts from other militaries (USMC primarily) to gain a better understanding of how educationally, EI might be incorporated.  Previous studies have suggested the validity of examining EI for incorporation into CAF leadership training, however, the detailed examination of criteria validity, applicability within the contexts of CAF leader tasks and responsibilities, remains to be defined.  The idea of EI is now established, it is relevant and more and more being linked to competencies that enable success in highly ambiguous, human-centric conflict.  Anywhere human interaction is a considered variable, EI plays a role, examination of incorporating its teaching into CAF training, and evaluating aptitude bears further thought, consideration, study and ideally, implementation.

**Conclusion**

Leadership within the CAF is about influencing people. That notion is foundational within any discussion concerning what "good" leadership looks like. Previous expansion on the nature of leadership within the CAF has made reference to the fact that though current CAF doctrine was a much needed update after decades of stagnation, "there is more to it", now then previously.[161] That statement only gets more accurate with time and the ever-changing realities of the demands on military leaders.

This study has put forward the idea that the concept of emotional intelligence is part of the "more to it", of effective CAF leadership. It explores the study of human cognition, defining the nature of human emotion and intelligence. This definition makes it clear that purely cognitive analysis is only part of the whole solution of what exactly human intelligence is. Through this realization, this paper identifies fusion between the two concepts (emotion and intelligence), seated in psychometric evaluation and neurological study in order to make the observation that emotive and cognitive areas of the human brain are interwoven in a complex relationship that is universally crucial to human behavior. The evolution of this thought process introduces the notion that the human brain is capable of regulating emotional information in favor of cognitive input and vice versa. This filtering process points to a relationship between the primal and executive centres of human thought and is related to how an individual processes stimulus received from their environment that generates emotional information.

Further, how well an individual is able to reason about the emotional information they are receiving through communication between the emotional and executive centers of the brain,

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[161] Alan Okros, "Leadership in the Canadian Military Context". *Department of Defense Studies*, CFLI Monograph, 2010, 52

within the context of making decisions and creating solutions to the problems the information

pertains to, is concluded to be an intelligence about emotions, or EI.   The controversy associated

with the definition of EI, its measurement, and usefulness next to personality traits is ongoing;

but this study selects the originating concept of performance or ability-based EI, of Mayer,

Salovey and Caruso, with its four branch model, associated areas of reasoning, proven

methodology and psychometric validity, in order to incorporate the consideration of EI within

the context of CAF leadership.

Perspectives on CAF doctrine itself are ever changing, despite doctrinal concepts that are

close to a decade and a half old and the consideration of what CAF effective leadership is

continues to occupy the attention of military leaders and interested scholars.  The various

components of CAF leadership are diverse but they revolve around the idea of a concrete

military ethos, manifested in the integrity of the military leader, and expressed via performance

within a values-based leadership framework, related to five effectiveness dimensions and

associated functional area responsibilities.  These functional areas, leading the people and

leading the institution, and the responsibilities contained within them, are the components with

which the competencies of EI are related, manifested aptly within the influencing style of

transformational leadership, a concept that is prevalent in both EI literature and CAF military

doctrine.  After introducing a graphical representation of this relationship, this paper explicitly

relates each branch of the ability-based model of EI, and associated reasoning, to CAF leader

responsibilities within the CAF leader-functional-area responsibilities, proposing the inter-

connected nature of the two ideas.

The definition of concepts and establishment of a link are only valid if they can be related

to implementation towards a common goal.  In the case of this study, that goal is making better

CAF leaders, who are better able to navigate the emotional-social obstacles that they will encounter, and enabling individual and collective development through education, evaluation and feedback. While the CAF has a number of evaluations to determine cognitive performance, and technical proficiency, there is less of a current focus on evaluation of interpersonal proficiency and emotional competency. Therein lays the utility of implementation of an EI-centered educational and evaluative capability. Where the current 360-degree feedback process results in information that can be presented to CAF leaders, the next step is the ability to formulate a solution to the deficiencies or strengths that are identified. One possible solution is to educate military leaders on the competencies and theory of emotional intelligence, and then test it using the MSCEIT v2.0, which will generate opportunities to evaluate an individuals' ability to employ emotional problem solving. If adopted, the CAF will add a tool to the collective emotional, social, technical and cognitive repertoire of CAF leaders. The earlier that this occurs, the better able future and current leaders will be able to incorporate the considerations into their individual styles of leadership. In the same way that the CAF trains leaders to be more tactically proficient and administratively decisive, honing emotional competencies will result in more self-aware, effective CAF leaders, and make them more engaging and capable from the trenches to the boardrooms.

The importance of this is already prevalent within CAF strategic leader guidance, being transmitted directly to future command teams and their staffs as expectations from the CDS to put CAF people, first. The whole concept of EI is a means towards that end. It offers structure and scope to an otherwise nebulous understanding of how effective leaders remain effective; learn how to be effective in the first place, and how they are created. It is a prominent notion in psychological literature that general intelligence accounts for between ten and twenty percent of

individual success. It stands to reason then, that the competencies associated with the specific

concepts of EI, have a role to play in making up at least some portion of the eighty to ninety

remaining percent of what enables individuals to succeed.[162] In a profession that features the

seriousness of military operations, and the very real requirement for unlimited liability, effective

military leadership is the mechanism for what enables an individual to convince others to execute

duties in the face of that profound potential for sacrifice. But to do so effectively, to have the

unwavering loyalty of subordinates, the respect of peers and support of superiors, a CAF leader

must demonstrate excellence comprehensively as much as possible. There has to be a genuine

trust between leaders and led, a compelling belief on the part of the team that the leader has their

best interests in mind and drive to succeed. These strengths exist in harmony, and one at the

expense of another is not an advantage. The ability to relate to subordinates, sense their moods,

project one's own emotions and feelings in a deliberate, useful fashion, works towards the goal

of enabling success. There is a moment when synergy is achieved amongst a command team,

and staff – unpredictable, but wholly evident, when people are synchronized in their attitudes,

perspectives and ethics. It is in that moment when a leader knows they are providing the correct

projection of their competencies, as the team "knows" that regardless of the problem they are

faced with, they have the belief they can overcome it. That is, in the end, why the concept of an

emotional competency, represented by the theory of emotional intelligence, is so tangibly a part

of the proficiencies required for excellence in military leadership. By compelling excellence

through the process of social influence, itself an area of EI reasoning, a leader is able to maintain

focus regardless of the battle they must fight. In the end, this idea is about deciding what is best

for military leaders, and if that is excellence in body, mind and soul, as professionals we must be

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[162] P. Salovey,and David J. Sluyter, "Emotional Development and Emotional Intelligence: Educational Implications". *Basic Books (1997)*, 17

willing to fight in order to achieve it. If tactical proficiency and technical ability is the battle for

the mind, then emotional competency and intelligence is the battle for the soul.

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