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## EMOTIONAL INTELLIGENCE: WHAT IS IT GOOD FOR?

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### JCSP 46

#### Solo Flight

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**EMOTIONAL INTELLIGENCE: WHAT IS IT GOOD FOR?**

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## EMOTIONAL INTELLIGENCE: WHAT IS IT GOOD FOR?

*If they've made a mistake, correct them gently and show them where they went wrong. If you can't do that, then the blame lies with you. Or no one.<sup>1</sup>*

- Marcus Aurelius

## INTRODUCTION

Over the past thirty years, leadership and management development, both within the military and business communities, have continued to search for ways to develop their leaders. In this quest for improvement, much of the research focused on personal traits of leaders and managers. For some, like John Antonakis, professor of business and economics at the University of Lausanne, Switzerland, the Intelligence Quotient (IQ) is the sole and best predictor of one's ability to succeed.<sup>2</sup> Others such as Daniel Goleman, Reuven Bar-On, Peter Salovey, John Mayer, Peter Caruso and many others to including Steven Stein, have argued that unlike IQ, what makes good leaders into the best leaders is Emotional Intelligence (EI). They argue that EI better predicts one's success over IQ because as human beings who deal with other human beings in their business and social settings, leaders must be able to perceive emotions in others. They also need to be able to recognize their own emotions, and manage emotions, both one's own and those around them to be successful. The literature on the topic of EI and how it applies to leadership and management has grown since the mid-1990s when, Daniel Goleman drew attention to the benefits of EI for leaders, namely in the corporate world. Although there is still

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<sup>1</sup> Marcus Aurelius, *Meditations* (New York, United States of America and Toronto, Canada: Modern Library, Random House of Canada Limited, 2003).

<sup>2</sup> John Antonakis, "Why 'Emotional Intelligence' Does Not Predict Leadership Effectiveness: A Comment on Prati, Douglas, Ferris, Ammeter, and Buckley (2003)," *International Journal of Organizational Analysis; Bowling Green* 11, no. 4 (2003): 355–61.

much debate on the issue, this paper will further explore EI and its application to a military setting. More specifically, this paper will suggest that Emotional Intelligence is critical for military leaders when leading teams in the military.

The paper will first look at Canadian Armed Forces (CAF) definitions of leadership and leadership doctrine, as well as some of leadership doctrine's integral components such as leadership characteristics. It will then look at a model through which EI can be applied in a military context. However, to best understand what EI is, the paper will then review some of the existing literature on the topic, particularly definitions, models and how EI is applied in individual and team settings. It will then draw conclusions based on this research and how such research may apply to CAF contexts.

It is important to note that whilst the debate is ongoing regarding the applicability of EI to leadership and management, the CAF has not yet adopted any formal training or education on the subject. Although 360° leadership assessment is incorporated in some of its leadership curriculum such as Joint Command and Staff Programme (JCSP) would suggest that the CAF is at least looking at making its leaders aware of their leadership abilities, the initiative is still unclear. Based on the author's experiences, and an investigation of the curriculum of the JCSP aimed at educating and developing CAF's Senior Officers, content on EI is absent. Therefore, the 360° assessment may be missing its mark as there are not follow ups with those rated, no coaching to improve and no tools or resources available for leaders to use to improve. Although there are a few well researched and highly educational and thought-provoking papers that were written by former students of the Programme, such as Lieutenant Colonel (LCol) G.D. Loos,

Major (Maj) P.W. Holst and Major R. A. McMichael<sup>3</sup>, more research must be done in order for institutions such as the CAF to fully embrace EI as an integral component in leadership development. It is author's hope that this paper will expand on this research and facilitate future decisions in making EI a valuable component of Officer development.

## **CAF LEADERSHIP DEFINITION AND THEORY**

In order to put into perspective how EI applies to CAF leadership development, it is important to first examine and elaborate on how leadership is defined in the CAF. Examination of some leadership expectations found in contemporary military settings as well as a brief look at leadership theories aimed at better understanding leadership will set the foundation for further investigation about how EI applies to military leaders.

Leadership in the CAF is defined in its doctrine as an indirect and direct influence of others by means of formal authority and personal attributes acting in keeping with one's common intent and common purpose.<sup>4</sup> The doctrine further identifies leadership characteristics which are important for leaders in order for them to succeed. For instance, CAF leaders at all levels need to have a solid understanding of interpersonal skills (including communication, persuasion, and conflict management skills), they need to have an openness to experience, have flexibility of thought and behaviour as well as "self-assurance".<sup>5</sup> These are all the dimensions that are also

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<sup>3</sup> G.D. Loos, "Toward a Practical Leadership Model and Better Leaders for the Canadian Forces: Recognizing, Fostering and Developing Emotional Intelligence" (Toronto, Ontario, Canada, Canadian Forces College, 2001), <https://www.cfc.forces.gc.ca/259/290/248/loos.pdf>; P.W. Holst, "Emotional Intelligence: Caveat Emptor" (Toronto, Ontario, Canada, Canadian Forces College, 2005), <https://www.cfc.forces.gc.ca/259/290/291/287/holst.pdf>; Reginald A. McMichael, "Know Thyself-Emotional Intelligence and Canadian Armed Forces Leadership" (Toronto, Ontario, Canada, Canadian Forces College, 2017), <https://www.cfc.forces.gc.ca/259/290/402/286/mcmichael.pdf>.

<sup>4</sup> Department of National Defence Canada, Canadian Defence Academy, and Canadian Forces Leadership Institute, *Leadership in the Canadian Forces: Doctrine*, Leadership in the Canadian Forces; Canadian Forces Publication, A-PA-005-000/AP-003 (Ottawa: Canadian Defence Academy, 2005).

<sup>5</sup> *Ibid.*

found in EI literature, which will be discussed later, however, neither the CAF leadership doctrine, nor other CAF leadership publications (including *Leadership in the Canadian Forces: Leading the Institution* and *Leadership in the Canadian Forces: Leading People*), address EI as a separate component necessary for the development of CAF leaders.<sup>6</sup>

Similarly, in *Leadership in the Canadian Military Context*, Dr. Alan Okros, Ph.D. states that the core of leadership is the capacity to influence others. This influence is not only toward subordinates but also colleagues/peers, supervisors or external audiences such as host nation communities in deployed operations or the public at home.<sup>7</sup> Okros also states that the nature of military leadership has changed over the years, particularly since state-on-state warfare itself has evolved to encompass working with non-military partners, achieving social rather than military objectives, and aligning military practice and culture with those of the citizen's norms and expectations.<sup>8</sup> Furthermore, today's military leaders also need to have the ability to not only manage anxiety and frustrations, maintain focus, control impulses, stay motivated and think clearly, the emotional skills that military leaders possess are critical to how leaders make decisions particularly under stressful conditions.<sup>9</sup> The evolution of military leadership

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<sup>6</sup> Ibid.; Department of National Defence Canada, *Leadership in the Canadian Forces : Leading People.*, A-PA-005-000/AP-005 Canadian Forces Publication. Publication Des Forces Canadiennes Leadership in the Canadian Forces 3 (Ottawa: Canadian Defence Academy, 2007), [https://cfcc.ent.sirsidynix.net/client/en\\_GB/cfc/search/detailnonmodal/ent:\\$002f\\$002fSD\\_ILS\\$002f0\\$002fSD\\_ILS:69522/ada](https://cfcc.ent.sirsidynix.net/client/en_GB/cfc/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:69522/ada); Department of National Defence Canada and Canadian Defence Academy, *Leadership in the Canadian Forces : Leading the Institution*, Canadian Forces Publication, A-PA-005-000/AP-Draft (Kingston, ON: Canadian Defence Academy, 2006), [https://cfcc.ent.sirsidynix.net/client/en\\_GB/cfc/search/detailnonmodal/ent:\\$002f\\$002fSD\\_ILS\\$002f0\\$002fSD\\_ILS:67193/ada](https://cfcc.ent.sirsidynix.net/client/en_GB/cfc/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:67193/ada).

<sup>7</sup> Alan Charles Okros, *Leadership in the Canadian Military Context*, CFLI Monograph 2010–01 (Ottawa: Canadian Forces Leadership Institute, 2010), [https://cfcc.ent.sirsidynix.net/client/en\\_GB/cfc/search/detailnonmodal/ent:\\$002f\\$002fSD\\_ILS\\$002f0\\$002fSD\\_ILS:81343/ada](https://cfcc.ent.sirsidynix.net/client/en_GB/cfc/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:81343/ada).

<sup>8</sup> Ibid.

<sup>9</sup> Amy Fraher, "Creating an Emotionally Intelligent Warrior," *Washington Post*, November 9, 2011, sec. On Leadership, [https://www.washingtonpost.com/national/on-leadership/creating-an-emotionally-intelligent-warrior/2011/11/09/gIA5EOk6M\\_story.html](https://www.washingtonpost.com/national/on-leadership/creating-an-emotionally-intelligent-warrior/2011/11/09/gIA5EOk6M_story.html).

necessitated how leadership development is looked at in the military. CAF leadership publications identify that a leader must have flexibility, adaptability, resilience, and accountability. Further, the publications state that for a leader to be successful they must draw from a combination of position power (grounded in legitimate authority, conferred by the organization and is job specific and temporary) and personal power.<sup>10</sup> The latter is earned by the leader and it refers to the individual's ability to influence others and is transferable as it is part of the leader's personality trait. However, neither the CAF publications nor other CAF academic literature clearly articulates how a CAF leader is supposed to better develop one's personal power, nor does it provide a practical definition of what this means. The literature suggests that CAF leaders must be highly emotionally intelligent in order to lead but it comes short in stating what EI means in the CAF context.

Leadership theories have also developed over the years to better understand key leadership styles including transactional, situational, path-goal, charismatic, transformational, etc. Transformational and transactional leadership theories, however, have been addressed at length in CAF leadership doctrine and publications. Transformational leadership is also known as charismatic, inspirational and visionary leadership, and it refers to leaders engaging with their subordinates through motivation and inspiring them to commit to the common goals of the organization.<sup>11</sup> Transactional leadership on the other hand is characterized by an exchange between leaders and subordinates, and is based on rewarding the subordinate for completing tasks or engaging in specific behaviours.<sup>12</sup> Between the two theories, transformational leadership focuses on leader's ability to motivate the followers through raising their awareness of

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<sup>10</sup> Okros, *Leadership in the Canadian Military Context*.

<sup>11</sup> Holly Livingstone, Maria Nadjiwon-Foster, and Sonya Smithers, "Emotional Intelligence & Military Leadership," *Canadian Forces Leadership Institute*, March 11, 2002, 54.

<sup>12</sup> *Ibid.*



organizational goals and inspiring them to fulfill the interests of the organization rather than their own self-interests. Furthermore, transformational leaders are characterised as: charismatic, inspirational, innovative, and considerate.<sup>13</sup> Based on leader's characteristics such as being able to provide consideration for all subordinates and being able to understand what the subordinates' needs are through effective communication, it is argued that transformational leaders need to have a high level of EI. CAF's current initiative to change its culture in the context of diversity and gender inclusion as well as CAF's involvement in multidimensional conflict, counterinsurgency (COIN) operations, diplomacy, etc., CAF's leadership model required a shift from transactional to transformational model. As illustrated previously, the change in how CAF operates today requires leaders to have high level of EI. As will be demonstrated later in this paper, leaders with high EI have skills that relate very closely to transformational leaders who base their leadership on their ability to understand those around them and inspire action. To further understand where EI fits in the military leadership context, one needs to look at a command model that will provide a theoretical basis for this paper.

## **COMMAND MODEL**

There are several command models that one can draw from to illustrate how and where EI fits in the context of military leadership. For the purposes of this paper and to illustrate where EI for military leaders best fit in, this paper will discuss three command models and determine which model is best suited to be applied in the context of EI and military leadership.

Eliot Cohen and John Gooch's command model is a decision-making, layered analysis perspective of analyzing the failures of militaries. This command model is specifically focused

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<sup>13</sup> *Ibid.*: 24.

on how and why military failures occur. They state that the reasons for some historic failures, for instance the lack of the initiative to prevent the attack on Pearl Harbor, were based on the military's failure to learn, failure to anticipate and failure to adapt.<sup>14</sup> The authors state that military failure is based on a variety of factors that affect decision making, such as different biases that are present in leaders and within the system as a whole. Although the model is good to use when analyzing military failures, and perhaps even successes, it is not very useful when discussing emotional intelligence and leadership. While the authors speak of specific leadership failures in each domain, their research does not extend to listing specific leadership characteristics that are necessary to prevent military failure. Furthermore, readers can make an inference of leader's characteristics and draw parallels to emotional intelligence however, without greater detail from the model, one may not be able to fully support the argument that EI is necessary for leader success.

David Alberts and Richard Hayes' *Power to the Edge* model is a systems perspective command model designed to address contemporary military environments. It is a different approach to command when compared to Cohen/Gooch and Pigeau/McCann models. This model pushes the execution of the tasks, responsibilities, resources and the decision making down to the lowest level of command, whilst permitting an organization to be as agile as possible.<sup>15</sup> This model argues that leadership is an "essential ingredient for success" however, the challenge which exists is in the specific role that leadership (or leaders) have in creating the conditions for success.<sup>16</sup> Due to the fact that responsibilities and resources are pushed down to the lowest levels

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<sup>14</sup> Eliot A. Cohen and John Gooch, *Military Misfortunes: The Anatomy of Failure in War*, 1st Free Press pbk. (New York, NY: Free Press, 2006).

<sup>15</sup> David S. Alberts and Richard E. Hayes, *Power to the Edge: Command, Control in the Information Age*, Information Age Transformation Series (Washington, DC: CCRP Publication Series, 2003).

<sup>16</sup> David S. Alberts, "Agility, Focus, and Convergence: The Future of Command and Control," *The International C2 Journal* 1, no. 1 (2007): 32.: 26.

of command, the model implies that the leaders at the lowest levels are required to have considerable leadership abilities to perform independently. This also suggests that these leaders, by the very nature that they operate relatively independently, must personally address issues and challenges affecting their teams and those they work with. Therefore, this assumes that in order to be most effective leaders must have a high level of emotional intelligence in order to achieve success. Although Alberts and Hayes' model could be used to illustrate how EI can apply to leadership, the model does not clearly speak to human competencies but rather the process. As such, readers are left to assume that the leaders operating in this command organizational model already have the necessary competencies required to succeed.

Ross Pigeau and Carol McCann's Competency, Accountability and Responsibility (CAR) model is best suited to use when discussing emotional intelligence application to leadership. The model suggests that a leader can achieve success as if they have balance between Competencies, Authorities and Responsibilities.<sup>17</sup> The model describes *Competencies* for military members that are necessary to accomplish a mission and include emotional and interpersonal competencies. As military members are exposed to a variety of emotions such as guilt, anxiety, anger, frustration, boredom, grief, fear and depression, leaders require significant emotional competency, which the authors associate with resilience, hardiness and the ability to cope under stress. They state that: "the ability to keep an overall emotional balance and perspective on the situation is critical, as is the ability to maintain a sense of humour".<sup>18</sup> Interpersonal competency, they argue, is an essential element that permits one to interact effectively with those around them at all levels, both internally and externally to their own (subordinates, peers, superiors, the media, other

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<sup>17</sup> Okros, *Leadership in the Canadian Military Context*.

<sup>18</sup> Ross Pigeau and Carol McCann, "Re-Conceptualizing Command and Control," *Canadian Military Journal*, no. Spring (2002): 12.

government organizations and departments). The basis for this competency is skills that are developed throughout one's life to include perceptiveness, trust and empathy which also serve to promote successful teamwork. For interpersonal interactions to be effective one must be able to articulate one's thoughts, ideas and vision through effective communication skills, both written and verbal.<sup>19</sup> One can add to the interpersonal competency a leader's ability to recognize own bias. Being aware of one's own bias can, arguably, set the conditions for developing stronger levels of one's EI.

*Authority* within the model distinguishes between command authority formally assigned to an individual by a recognized authority (i.e. government) and personal authority which is, as the authors of the model argue, earned by the virtue of personal credibility. Pigeau and McCann state that the latter is earned from superiors, peers as well as subordinates, and is most effective in motivating others.<sup>20</sup> As personal authority is based on interactions between people, it can be argued that it is closely related to each individual's interpersonal and emotional competency.

The last component of the model is *Responsibility*. The authors distinguish between extrinsic (or externally motivated/imposed) and intrinsic (internally generated) responsibility. Extrinsic responsibility involves an obligation of a leader to be publicly accountable and is closely related to personal authority as it implies that the individual is accountable to all of those, they are responsible to and for (subordinates and superiors).<sup>21</sup>

As can be seen from both CAF literature and the command model, leaders in the CAF are expected to be able to lead with and apply a high degree of emotional intelligence. This prompts

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<sup>19</sup> *Ibid.*: 59.

<sup>20</sup> *Ibid.*

<sup>21</sup> *Ibid.* 59-60.

the need to dig deeper into a detailed definition of EI, and how it applies in a wide variety of military contexts. The next section will look at various literature surrounding EI, with focus on how it is applied in civilian as well as military domains.

## EMOTIONAL INTELLIGENCE

Before defining what EI is, one needs to understand what is meant by emotions.

According to neurological research, emotions make an integral part of our human cognitive reasoning. Without the latter, the human brain cannot make decisions based on the priorities it sets.<sup>22</sup> Further, emotions are a mental state which relates to our thoughts, feelings and behaviour. They are “what move and motivate us to respond and take action” and influence the way we manage our lives (how we deal with and manage relationships, decision making and problem solving).<sup>23</sup> EI on the other hand, is about the ability to understand emotions in oneself and others, be able to effectively and constructively express them, and use them to aid in thinking, problem solving and leading.<sup>24</sup> As such, emotional intelligence plays an integral part in one’s ability to lead and work with others. To better understand what role EI has in leaders, having an overview of different leading models provides an opportunity to better understand how EI can determine a leader’s success.

### *EI Models*

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<sup>22</sup> Antonio Damasio, *Descartes’ Error: Emotion, Reason, and the Human Brain* (New York, NY: Avon, 1994); Fredrick Muya Nafukho et al., “Developing Emotional Intelligence Skills among Practicing Leaders: Reality or Myth?,” *Performance Improvement Quarterly* 29, no. 1 (2016): 71–87, <https://doi.org/10.1002/piq.21215>.

<sup>23</sup> Ann Holland, “Council Post: The Emotional Intelligence Factor In Leadership Development,” *Forbes*, accessed March 14, 2020, <https://www.forbes.com/sites/forbescoachescouncil/2019/04/17/the-emotional-intelligence-factor-in-leadership-development/>.

<sup>24</sup> Peter G. Northouse, *Leadership: Theory and Practice*, 8th ed. (Thousand Oaks, California, United States of America: SAGE Publications, Inc., 2019).

There are three leading models of EI which serve as mechanisms for determining one's level of EI and can also serve as a basis for developing a leadership development plan. Whilst the models may seem to be competing with one another, Petrides and Furnham indicate that the models should not be viewed in isolation from one another. Rather they suggest that to achieve the best results, the models should be used together.<sup>25</sup> Models that will be discussed are:

- Bar-On model of emotional-social intelligence,
- Mayer-Salovey-Caruso EI ability model; and
- Goleman's social emotional competencies model.

These models can be grouped into *ability* and *mixed* models. The *Ability* model, such as Mayer and Salovey, views EI from an intelligence lens and determines that EI is something that is developed over time, can be correlated with the measures of IQ and can be measured using a test based on performance.<sup>26</sup> The *Mixed* model, on the other hand, does not solely correlate to IQ, rather it looks at individuals who are able to apply their cognitive skills in any situation effectively.<sup>27</sup> These models have three things in common: they all address emotional awareness, recognition of emotions both in oneself and in others, and lastly emotional regulation.

#### *Bar-On emotional-social intelligence model*

Reuven Bar-On defines EI as “a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express

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<sup>25</sup> K. V. Petrides and Adrian Furnham, “Trait Emotional Intelligence: Psychometric Investigation with Reference to Established Trait Taxonomies,” *European Journal of Personality* 15, no. 6 (December 11, 2001): 425–48, <https://doi.org/10.1002/per.416>.

<sup>26</sup> Nafukho et al., “Developing Emotional Intelligence Skills among Practicing Leaders.”: 73.

<sup>27</sup> *Ibid.*

ourselves, understand others and relate with them, and cope with daily demands”<sup>28</sup> Bar-On suggests that emotional-social intelligence (ESI) is comprised of several emotional and social competencies, skills and facilitators that when combined, determine effective human behaviour, understanding of one’s self and how we understand and relate to others whilst coping with daily life demands.<sup>29</sup> Included in these competencies, skills and facilitators are five key domains: intrapersonal (these include: self-regard, assertiveness, independence), interpersonal (empathy, social responsibility, interpersonal relationship), stress management (tolerance to stress and impulse control), adaptability (flexibility, problem solving and reality testing) and general mood (optimism and happiness).<sup>30</sup> Each of these domains, when measured in the Bar-On model’s ESI test, suggest that strong relation between one’s emotional-social intelligence and one’s cognitive intelligence are not present and that these are likely two separate constructs.<sup>31</sup>

The Bar-On model offers an opportunity to assess leaders’ emotional abilities unrelated to the IQ but rather one’s ability to interact with others based on their personal competencies. It consists of interviews as well as an assessment of several raters on leader’s competencies. Combined these would ideally provide an understanding of leader’s own emotional capacity and how they will be able to work with others.

#### *Mayer-Salovey-Caruso EI ability model*

John Mayer and Peter Salovey are two of the pioneers in the research of emotional intelligence. They define EI as: The abilities to accurately perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge,

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<sup>28</sup> Reuven Bar-On, “The Bar-On Model of Emotional-Social Intelligence (ESI),” accessed March 27, 2020, <http://www.psicothema.com/english/psicothema.asp?id=3271>.

<sup>29</sup> *Ibid.*:15

<sup>30</sup> *Ibid.*; Nafukho et al., “Developing Emotional Intelligence Skills among Practicing Leaders.”

<sup>31</sup> Bar-On, “The Bar-On Model of Emotional-Social Intelligence (ESI).”: 17.

and to reflectively regulate emotions so as to promote emotional and intellectual growth”.<sup>32</sup>

Mayer and Salovey’s understanding of EI is an ability model based on one’s intelligence and one’s experience. The model’s test, Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) evaluates, what they refer to, four dimensions of EI:

- Perception, appraisal and expression of emotion;
- Emotional facilitation of thinking;
- Analyzing and understanding emotional information; and
- Management and regulation of emotion.<sup>33</sup>

In each of these dimensions there are four abilities such as: maintain openness to feelings, monitor and judge one’s own emotions and the emotions of others reflectively, manage emotions in others and oneself through the reduction of negative emotions and increase of positive emotions.<sup>34</sup> The authors of the model argue that when evaluating emotions, understanding them and being able to interpret them, can lead to better interactions, decision making and/or forming judgements.<sup>35</sup>

#### *Goleman’s social emotional competencies model*

Daniel Goleman’s book on Emotional Intelligence in 1995 was arguably the root of contemporary interest in the EI research. He described EI as the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions effectively

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<sup>32</sup> Nafukho et al., “Developing Emotional Intelligence Skills among Practicing Leaders.”: 5.

<sup>33</sup> Mary Pat McEnrue and Kevin Groves, “Choosing among Tests of Emotional Intelligence: What Is the Evidence?,” *Human Resource Development Quarterly* 17, no. 1 (2006): 9–42, <https://doi.org/10.1002/hrdq.1159>.

<sup>34</sup> *Ibid.*: 14.

<sup>35</sup> Livingstone, Nadjiwon-Foster, and Smithers, “Emotional Intelligence & Military Leadership.”



in ourselves and others.<sup>36</sup> Goleman proposed a model of EI which, according to him, would predict the effectiveness of individuals and outcomes in organizations. He bases his model on four dimensions which is also subdivided into additional 20 competencies. For instance, dimensions and competencies include:

- Self-awareness – emotional self-awareness, accurate self-assessment and self-confidence;
- Social awareness – empathy, service orientation, organizational awareness;
- Self-management – self-control, trustworthiness, adaptability, initiative, drive, conscientiousness; and
- Relationship management – developing others, influence, communication, conflict management, leadership, teamwork, collaboration.<sup>37</sup>

Goleman uses a 360° test (referred to as Emotional Competence Inventory 2.0 (ECI 2.0)) where the competencies are measured based on raters other than the leader themselves. The testing method compares subordinates', supervisor's and peer's perceptions of the leader's competencies to the perceptions of the leader being assessed.<sup>38</sup>

Although some critics state that Goleman's model is not based on scientific evidence as it also includes anything that can predict successful functioning life<sup>39</sup>, the model should not necessarily be discarded when reviewing EI models. It could still provide some valuable information of one's own abilities and an opportunity to receive a feedback. Furthermore, the

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<sup>36</sup> Daniel Goleman, *Working with Emotional Intelligence* (New York, NY: Bantam Books, 1998), [https://cfcc.ent.sirsiidynix.net/client/en\\_GB/cfc/search/detailnonmodal/ent:\\$002f\\$002fSD\\_ILS\\$002f0\\$002fSD\\_ILS:72313/ada](https://cfcc.ent.sirsiidynix.net/client/en_GB/cfc/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:72313/ada).

<sup>37</sup> Pablo F. Berrocal, and Natalio Extremera, "Emotional Intelligence: A Theoretical and Empirical Review of Its First 15 Years of History," *Psicothema*, 2006, <http://www.psicothema.com/english/psicothema.asp?id=3270>.

<sup>38</sup> *Ibid.*

<sup>39</sup> Livingstone, Nadjiwon-Foster, and Smithers, "Emotional Intelligence & Military Leadership.": 14.

model also provides additional opportunity to expand training plans that would permit organizations to further develop their leaders.

As the definitions of CAF leadership as well as research by Okros illustrate, military leaders, more so today than in the past, are required to be aware of their emotions due to their involvement in achieving not only military objectives but also social objectives, as well as managing and fulfilling citizen expectations.<sup>40</sup> EI definitions and accompanying models, as seen in the previous paragraphs, offer some of the ways in which emotional intelligence can be assessed and developed. The following section will examine how EI relates to military leadership and how leaders can benefit from effective EI practices.

*“This is it said that one who knows the enemy and knows himself will not be endangered in a hundred engagements”<sup>41</sup>*

- Sun Tzu

## **EMOTIONAL INTELLIGENCE AND MILITARY LEADERSHIP**

As was seen in the preceding sections, it is suggested that one’s level of emotional intelligence impacts how one leads. Additional research also indicates that emotional intelligence is important in leadership effectiveness. For instance, emotional intelligence can contribute to leaders’ development of vision for their teams and organization by using their emotions to improve their processing of information regarding challenges and issues facing the team or the

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<sup>40</sup> Alan Charles Okros, *Leadership in the Canadian Military Context*, CFLI Monograph 2010–01 (Ottawa: Canadian Forces Leadership Institute, 2010), [https://cfcc.ent.sirsidynix.net/client/en\\_GB/cfc/search/detailnonmodal/ent:\\$002f\\$002fSD\\_ILS\\$002f0\\$002fSD\\_ILS:81343/ada](https://cfcc.ent.sirsidynix.net/client/en_GB/cfc/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:81343/ada).

<sup>41</sup> Sun Tzu-, *The Art of War* (New York, NY: Barnes & Noble Inc., 1994).

organization.<sup>42</sup> For instance, leaders with positive moods tend to engender a greater amount of creative thinking, and therefore these leaders can create and communicate their vision, ensuring that it is understood by all those within their organization. Here, leaders with high emotional intelligence can rely on their ability to evaluate how their subordinates feel and thereby influence subordinates' emotions so that they are supportive and receptive to their goals.<sup>43</sup> Furthermore, for leaders to be able to excite, motivate and inspire, they need to be able to evaluate how their subordinates feel and anticipate what reactions their subordinates may have when faced with challenges. In addition, leaders must have good emotional self-control, be realistic, think creatively, be able to manage stress and constant change, have good communication skills, and empathy.<sup>44</sup> This argument suggests that emotional intelligence plays an important role in leaders' ability to lead as a transformational leader effectively.

As additional research is still required to determine why some leaders are able to be more transformational than others and what really distinguishes one leader's success from another, it is suggested that emotional intelligence plays an integral role in leaders' ability to be charismatic or transformational. Research indicates that leaders' emotional intelligence contributes to their transformational leadership. The ability to understand the emotions of oneself and those around them as well as EI in general, are found to be related to inspirational motivation which is part of transformational leadership.<sup>45</sup> This suggests that military leaders with high levels of emotional

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<sup>42</sup> Jennifer M. George, "Emotions and Leadership: The Role of Emotional Intelligence," *Human Relations* 53, no. 8 (August 2000): 1027–55, <https://doi.org/10.1177/0018726700538001>.

<sup>43</sup> *Ibid.*: 1040.

<sup>44</sup> *Ibid.*: 1041; Carmen Luminita Cojocaru, "Emotional, Situational and Multicultural Awareness - an Essential Condition of Military Team Leadership Efficiency," in *Defense Resources Management in the 21st Century; Brasov* (Brasov, Romania, Brasov: Romanian National Defense University, Regional Department of Defense Resources Management Studies, 2013), n/a, <http://search.proquest.com/docview/1477778919/abstract/7BDA9AE3B8F640D2PQ/1>.

<sup>45</sup> William Leban and Carol Zulauf, "Linking Emotional Intelligence Abilities and Transformational Leadership Styles," *Leadership & Organization Development Journal; Bradford* 25, no. 7/8 (2004): 554–64, <http://dx.doi.org.cfc.idm.oclc.org/10.1108/01437730410561440>.

intelligence are able to motivate and inspire those they lead, and arguably are also able to influence those they work for (superiors) and work with (peers).

Considering the individual levels of EI, additional research suggests that the level of emotional intelligence within a team construct is related to the team's performance and results. When looking at the relationship between emotional intelligence in teams, Jordan and Troth's research suggests that teams comprised of individuals with high emotional intelligence will perform better than the teams with lower levels. Furthermore, they explain that the reason why teams with high levels of emotional intelligence are able to be more successful is because team members are able to address their own emotions, making them more inclined to listen to alternative points of view, and providing them with the ability to seek alternative solutions and not be worried about being wrong.<sup>46</sup> This suggests that if leaders are exposed to, developed and are able to effectively apply emotional intelligence, they, as U.S. Army LCol (ret'd) George Sewell says, "will be more effective and successful in building strong organizations and teams".<sup>47</sup>

## DISCUSSION

Considering the research discussed thus far, there is a significant amount of evidence to suggest that the level of one's emotional intelligence is related to one's ability to lead effectively. CAF leadership doctrine as well as studies examining leadership characteristics, support the notion that leaders require emotional intelligence to lead teams effectively. Although CAF publications do not explore emotional intelligence nor do they provide any guidelines on how

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<sup>46</sup> Peter J. Jordan and Ashlea C. Troth, "Managing Emotions During Team Problem Solving: Emotional Intelligence and Conflict Resolution," *Human Performance* 17, no. 2 (April 1, 2004): 195–218, [https://doi.org/10.1207/s15327043hup1702\\_4](https://doi.org/10.1207/s15327043hup1702_4).

<sup>47</sup> Gerald F. Sewell, "EMOTIONAL INTELLIGENCE and the Army Leadership Requirements Model," *Military Review; Fort Leavenworth* 89, no. 6 (December 2009): 93–98.

leaders can prepare to lead teams, corporate research as well as military literature produced by the CAF's closest ally, the U.S., should permit the CAF to explore further the role EI has on its leaders. The CAF should be able to update its current leadership doctrine to include emotional intelligence. From a standpoint of an individual leader, results of research on emotional intelligence has indicated that leaders with a high level of EI are able to:

- Communicate effectively with their team members, peers, and those with whom they engage;
- Can resolve conflicts effectively by understanding the emotional motivations of each party involved;
- Can build team cohesiveness and teamwork through understanding the strengths and weaknesses of each team member and be able to employ in the roles where they would thrive;
- Build confidence, enthusiasm, optimism and trust in and between people around them;
- As leaders with high EI are flexible, they would be open to new experiences and ideas therefore, thinking outside of the proverbial 'box' would be encouraged thus allowing both the team and the organization to always be at the forefront of innovation and relevancy;
- Build strong and productive teams who would share the same goals and purpose.

Considering the individual's level of emotional intelligence and the benefits from having a high level of EI, it should not be surprising that successful outcomes depend on how emotionally intelligent leader is.

Further, as the research discussed earlier by Jordan and Troth as well as Sewell indicates, teams that have high level of emotional intelligence tend to do better than those lacking it, it

stands to reason then that EI matters in team settings as well. It is argued that teams with high EI are able to manage conflicts better amongst each other as well as others, are able to cope with stressful situations better and able to be more flexible and open to experiences and ideas leading to better and more innovative results. A question may be posed as to how can teams be able to regulate team emotions? Research suggests that building team spirit is one of the ways to do so.<sup>48</sup> In the military, group physical training as well as non work-related outings (for instance informal social activities) can build and maintain team spirit. Creating an positive environment is another way to regulate team emotional states.<sup>49</sup> Having an optimistic outlook, giving praise for a job well done, or just supporting the team in their efforts; deliberately changing the environment for the better if there are negative influences on the team; enable opportunities and set the conditions where team members can relieve stress. These are not uncommon ways to go about building teams in the military however, it is argued that this is not a norm and that it may be leader/individual based. Considering the changing environment that contemporary militaries operate, having teams and leaders who have a high level of emotional intelligence can only lead to greater successes on operations and daily garrison activities.

As it can be seen, the discussion regarding the importance of having leaders and teams who have high level of EI is easy to have but what can CAF actually do to cultivate EI in its leaders? Whilst there are no official publications that would guide the CAF in the emotional development of its leaders, particularly at lower ranks, research from the business world and those presented in this paper can be used to develop a CAF approach. Considering the lack of literature in the CAF on the subject, it is suggested that EI awareness and training occur for both

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<sup>48</sup> Harvard Business Review, *Everyday Emotional Intelligence: Big Ideas and Practical Advice on How to Be Human at Work* (Harvard Business Review Press, 2017).

<sup>49</sup> *Ibid.* 84

Non-Commissioned Members (NCM) and Officer corps. Awareness and training can be embedded in all of developmental periods (DP) for each corps and tailored based on the level of responsibility and rank. For instance, for NCMs EI could be introduced during the Primary Leadership Qualification where Corporals and Master Corporals (MCpl) could be exposed to it. Unit professional development events would further solidify this knowledge. In each subsequent DP, training could evolve to include mentoring and further awareness training.<sup>50</sup> Scenario-based training with emotion recognition training and regulation can be incorporated within the training program.<sup>51</sup> Similarly, for officers this training could take place as early as basic training. As officers progress in rank and responsibility, the level of training would evolve to include coaching and mentoring.<sup>52</sup> It is suggested that at the rank of Major/Lieutenant Commander and Lieutenant Colonel/Commander, leaders should be invested in coaching and mentoring sessions by qualified personnel. In addition, developing one or more emotional intelligence competencies rather than all, as some leaders may be good in some competency, but lack in others, can also contribute to leader development. For instance, if a leader desires to improve own self-awareness or self-regulation or empathy, the development plan could include training that can be centered around the areas that the leader lacks and look to enhance those competencies specifically whilst further perfecting the strengths.<sup>53</sup>

Furthermore, United States Army's Defense Technical Information Center (DTIC) "tool kit" for assessing U.S. Army's leadership performance and effectiveness is another great

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<sup>50</sup> Ivan Dabic, "Emotional Intelligence for CAF Leaders," Service Paper (Toronto, Ontario, Canada: Canadian Forces College, 2019).

<sup>51</sup> Kevin B. Oden et al., "Embedding Emotional Intelligence into Military Training Contexts," *Procedia Manufacturing* 3 (2015): 4052–59, <https://doi.org/10.1016/j.promfg.2015.07.976>.

<sup>52</sup> Dabic, "Emotional Intelligence for CAF Leaders."

<sup>53</sup> Golnaz Sadri, "Emotional Intelligence and Leadership Development," *Public Personnel Management* 41, no. 3 (September 1, 2012): 535–48, <https://doi.org/10.1177/009102601204100308>.

resource that the CAF could use as a basis for conducting its own research on the subject. The tool kit contains measures that aid in providing the assessment on leader effectiveness. A section within the tool kit is “Leader Azimuth Check II” which includes leader’s communication/influence assessment, their ability to create an atmosphere conducive to openness and honesty, “social maturity” or leader’s ability to maintain composure in stressful situations, leader’s ability to learn from their own mistakes and their willingness to consider the opinions of others.<sup>54</sup> Resource such as this would be very useful in conducting additional investigation and could influence the creation of the CAF’s own measures of leadership effectiveness that would contribute to military leader development.

An additional resource is the 360° assessment. As mentioned in the introduction, this assessment is currently used by some CAF courses, such as JCSP as well as at the General Officer/Flag Officer (GO/FO) level. It is recommended that incorporating this assessment earlier in a leader’s career, such as Captains for Officers and MCpl for NCM, would contribute in CAF leaders’ early emotional awareness and training.

#### *Additional areas for research*

Considering that there is a lack of literature about emotional intelligence of CAF leaders, it stands to reason that in-depth research in the subject is still required to be done. Greater understanding what role emotions play in CAF leadership, what role emotional intelligence plays in military leadership, how can one lead with emotions as well as how to manage one’s own emotions and the emotions of the team are all areas that would require deeper research. In addition, as the role of military leaders today has evolved significantly from the past, updating

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<sup>54</sup> Defense Technical Information Center, *DTIC ADA368448: Developing a Tool Kit for the Assessment of Army Leadership Processes and Outcomes: Version 1.0*, 1999, [http://archive.org/details/DTIC\\_ADA368448](http://archive.org/details/DTIC_ADA368448).



leadership doctrine and manuals based on the research on emotional intelligence is also required. Re-examining how the CAF prepares (this includes formal training as well as informal forms of development (mentoring, coaching, etc.)) their leaders to be successful in the current operating environment is necessary to ensure that CAF remains the most capable force.

## **CONCLUSION**

This paper has explored the role that emotional intelligence plays in leadership. Through a review of existing literature, the paper has demonstrated that emotional intelligence is an important facet of leader and team effectiveness. Although there are gaps in CAF's current literature and research on the subject of emotional intelligence and how it relates to CAF leaders, there are still opportunities that can be seized to further enhance understanding on the subject as well as to better prepare leaders for the challenges of today and tomorrow.

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