



CULTIVATING EMOTIONAL INTELLIGENCE: A PATHWAY TO EFFECTIVE LEADERSHIP IN THE CANADIAN ARMED FORCES

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JCSP 49

Exercise Solo Flight

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CULTIVATING EMOTIONAL INTELLIGENCE: A PATHWAY TO EFFECTIVE LEADERSHIP IN THE CANADIAN ARMED FORCES

Leadership is not about being in charge. It is about taking care of those in your charge.

- Simon Sinek.

INTRODUCTION

Emotional intelligence (EI) has gained significant attention in the field of leadership and organizational effectiveness. Its relevance extends to the military context, where effective leadership and the ability to navigate complex emotional dynamics are paramount. The Canadian Armed Forces (CAF) implicitly recognizes emotional intelligence's importance through existing frameworks and models within its doctrine.¹ However, there is an opportunity to integrate further and explicitly incorporate EI within CAF policy and administration to enhance leadership effectiveness, promote inclusivity, and align with the government's commitment to Gender-Based Analysis Plus (GBA+).

This paper explores the integration of EI within CAF policy and administration, focusing on its relevance to leadership development, organizational culture, inclusivity, and applying GBA+. It examines the existing CAF Competency Model within the Performance and Competency Evaluation (PaCE) system and Leader Development Framework and their alignment with EI components.² Furthermore, it discusses the potential benefits of explicitly including emotional intelligence as a distinct competency or adding facets within existing competencies. The paper also highlights validated measures such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Emotional Competence Inventory (ECI) as valuable tools for assessing emotional competencies within the CAF.³ Additionally, it explores how emotional intelligence can contribute to addressing inclusivity and diversity issues within the organization, particularly in the context of the newly established Chief of Professional Conduct and Culture (CPCC) organization. Finally, the paper examines how emotional intelligence can align with the government's commitment to GBA+ and enhance the application of gender analysis within the CAF.

IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional Intelligence is vital to the success of any organization, this does not preclude the military. According to Salovey and Mayer, EI is the ability to perceive and manage emotions,

¹ Canadian Armed Forces, CF Mil Pers Instruction 01/23 – Performance and Competency Evaluation (PaCE), Annex A – CAF Competency Model and the Leader Development Framework (LDF) (Ottawa: Department of National

² Ibid

³ John D. Mayer, Peter Salovey, and David R. Caruso, "Emotional intelligence: New ability or eclectic traits?" *American Psychologist* 63, no. 6 (2008), 510 & Richard E. Boyatzis, Daniel Goleman, and Kenneth Rhee, "Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI)," in *Handbook of Emotional Intelligence*, edited by Reuven Bar-On and James D. A. Parker (Jossey-Bass, 2000), 4.

both one's own and those of others.⁴ While there is no definitive number of academically accepted frameworks of EI, this paper will briefly discuss three of the most influential models and explain which model best suits the training and development within the CAF. EI has been defined in various ways, and different researchers and authors have proposed different frameworks. Some of the most influential models of emotional intelligence include the ability model by Mayer and Salovey, the mixed model by Goleman, and Bar-On's trait model.⁵ Each of these models consists of different components that contribute to emotional intelligence, such as self-awareness, self-regulation, empathy, and relationship management. The ability model by Mayer and Salovey (1990) defines emotional intelligence as the ability to perceive, use, understanding, and manage emotions.⁶ This model consists of four branches: emotional perception, emotional facilitation, emotional understanding, and emotional management.⁷ The mixed model by Goleman (1995) defines EI as a set of personal and social competencies that influence one's ability to cope with environmental demands and pressures.⁸ This model consists of five domains: self-awareness, self-regulation, motivation, empathy, and social skills.⁹ The trait model by Bar-On (1997) defines emotional intelligence as "a collection of emotional and social skills and facilitators that affect one's general well-being and performance. This model consists of five components: intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood."¹⁰

Among these models, the Goleman theory is the most relevant to developing emotional intelligence in the CAF. This is because Goleman's mixed model emphasizes the importance of both empathy and social skills, which are particularly relevant for military leaders who must interact with people from diverse organizational and cultural backgrounds all while communicating efficiently in high-stress situations.¹¹ Goleman's model also emphasizes the role of self-awareness and self-regulation, which are critical for military leaders to manage their emotions and behaviours to inspire trust and respect among their subordinates.¹² As such, the Goleman model provides a useful framework for developing emotional intelligence in military leaders, which can enhance their ability to lead effectively and build strong, cohesive teams.

In a 2017 case study of a practical leader development program that uses EI as a framework for enhancing leadership in the Danish public organization, researches argued that EI can significantly impact leadership effectiveness, particularly in inspiring and motivating others,

⁴ John D. Mayer and Peter Salovey, "What is emotional intelligence?" in *Emotional development and emotional intelligence: Educational implications*, ed. Peter Salovey and David J. Sluyter (New York: Basic Books, 1997), 3-34, quoted in Pavitra Kanesan and Norsiah Fauzan, "Models of emotional intelligence: A review," *International Journal of Academic Research in Business and Social Sciences* 6, no. 7 (2016): 1.

⁵ Pavitra Kanesan and Norsiah Fauzan, "Models of emotional intelligence: A review," *International Journal of Academic Research in Business and Social Sciences* 6, no. 7 (2016): 2.

⁶ John D. Mayer and Peter Salovey, "What is emotional intelligence?" in *Emotional development and emotional intelligence: Educational implications*, ed. Peter Salovey and David J. Sluyter (New York: Basic Books, 1997), 3-34, quoted in Pavitra Kanesan and Norsiah Fauzan, "Models of emotional intelligence: A review," *International Journal*, 2

⁷ Ibid, 2

⁸ Ibid, 4

⁹ Ibid, 4

¹⁰ Ibid, 6

¹¹ R.A. McMichael, "Know Thyself - Emotional Intelligence and Canadian Armed Forces Leadership," Master's thesis, Canadian Forces College, 2017, 35

¹² Ibid, 63

building strong relationships, and managing conflicts.¹³ The authors draw on various sources of evidence, such as participant evaluations, interviews, observations, and surveys, to demonstrate the program's positive impact on the participants' personal growth, interpersonal effectiveness, team performance, and organizational success.¹⁴ Additionally, studies have found that mindfulness training can help leaders to develop greater self-awareness and emotional regulation, which are key components of emotional intelligence.¹⁵ Incorporating mindfulness training into leadership development programs could potentially enhance the EI and leadership capabilities of military leaders in the CAF. Given the relevance of the Goleman model and research by Barford and Bakkegaard highlighting the unique demands of military leadership, emphasizing the use of EI in policy, professional development, and training within the CAF could prove particularly effective in enhancing the EI and leadership effectiveness of military leaders in the institution.

In an article on the importance of EI for inspiration leadership and management excellence, authors Chopra and Kanji (2010) infer that EI is critical in leadership effectiveness as it allows leaders to understand, manage, and motivate themselves and their subordinates.¹⁶ The authors suggest that leaders with high EI are better equipped to handle stress, build positive relationships, and inspire others to achieve their goals. Additionally, they argue that leaders who demonstrate EI are more likely to create a positive work culture, as they are able to communicate effectively, empathize with their team members, and foster a sense of belonging and commitment.¹⁷ Several other sources further support this claim, such as the ability model by Mayer and Salovey, which emphasizes the importance of emotional management in leadership, which involves regulating one's emotions and responding appropriately to the emotions of others.¹⁸ Chopra and Kanji further argue that leaders can develop their EI through training and practice, such as mindfulness training, which can enhance self-awareness, self-regulation, and empathy.¹⁹ The authors suggest that organizations can benefit from incorporating EI development programs into their leadership development initiatives, leading to improved performance, greater employee engagement, and increased job satisfaction.

In a CFC Defence Research Paper regarding the importance of developing EI within the CAF, McMichael argues EI is essential for leaders in the military to effectively manage the stresses of combat and maintain the trust and respect of their subordinates.²⁰ Leaders who are self-aware and able to regulate their emotions are better equipped to handle high-pressure situations and make rational decisions. Additionally, leaders who exhibit empathy and social

¹³Jakob Rømer Barford and Bjarne Bakkegaard, "Practical Leader Development Program Using Emotional Intelligence," *Flow beyond Systems: Development through Somatic Intelligence* 6, no. 2 (2017):, 1142

¹⁴ *Ibid*, 1147

¹⁵Silke Rupprecht et al., "Mindful Leader Development: How Leaders Experience the Effects of Mindfulness Training on Leader Capabilities," *Frontiers in Psychology* 9 (2018), 2

¹⁶ Parvesh K. Chopra and Gopal K. Kanji, "Emotional Intelligence: A Catalyst for Inspirational Leadership and Management Excellence," *Total Quality Management & Business Excellence* 18, nos. 1-2 (2007), 971

¹⁷ *Ibid*, 972

¹⁸ John D. Mayer and Peter Salovey, "What is emotional intelligence?" in *Emotional development and emotional intelligence: Educational implications*, ed. Peter Salovey and David J. Sluyter (New York: Basic Books, 1997), 7

¹⁹ Parvesh K. Chopra and Gopal K. Kanji, "Emotional Intelligence: A Catalyst for Inspirational Leadership and Management Excellence," *Total Quality Management & Business Excellence* 18, nos. 1-2 (2007), 971

²⁰ R.A. McMichael, "Know Thyself - Emotional Intelligence and Canadian Armed Forces Leadership," Master's thesis, Canadian Forces College, 2017, 34

skills are able to build stronger relationships with their subordinates, leading to higher morale and increased performance.²¹ Furthermore, Chopra and Kanji argue that leaders who demonstrate EI are more likely to create a positive work culture, which aligns with the CAF ethos of fostering a culture of excellence, professionalism, and respect.²² A positive work culture is critical for building resilient teams and ensuring the organization adapts and thrives in changing environments. By developing EI in its leaders, the CAF can strengthen its leadership capacity and build a more resilient and inclusive organization.

Moreover, the cultivation of Emotional Intelligence not only enhances leadership capacity but also plays a significant role in promoting positive organizational culture in the military workforce. This is supported by Oliver (2018) who emphasizes the importance of development of subordinates' EI for team success. When individuals can recognize and regulate their emotions, they can better communicate effectively with others and build stronger relationships.²³ This leads to increased trust and a more positive work environment, ultimately improving performance. Moreover, Chopra and Kanji argue that EI catalyzes inspirational leadership and management excellence. Leaders who exhibit a high level of EI can inspire their subordinates to perform at their best, leading to increased job satisfaction and commitment.²⁴ These leaders can also navigate conflicts effectively, leading to less tension in the workplace and more productive outcomes. In the military, these skills are essential for building trust and maintaining morale among troops.

EI is a crucial component of success in the military workplace. The ability to perceive and manage emotions, both one's own and those of others, is essential for effective leadership, positive organizational culture, and improved performance. Individuals with high levels of EI are better equipped to handle the stresses of military life, can build strong relationships with their subordinates, and are able to communicate effectively to promote a more positive cultural environment.²⁵

THE INTEGRATION OF EMOTIONAL INTELLIGENCE WITHIN CAF LEADER DEVELOPMENT PROGRAMS

The CAF has several foundational documents that guide its leadership development programs, including the *Leadership in the CAF*, the *CAF Professional Development Framework*, and the *CAF Ethos: Trusted to Serve*. *Leadership in the CAF* establishes the principles and concepts that underpin effective leadership, while the *CAF Professional Development*

²¹ Ibid, 35

²² Canadian Armed Forces, "CAF Ethos: Trusted to Serve," Canada.ca, February 16, 2022, <https://www.canada.ca/en/department-national-defence/corporate/reports-publications/canadian-armed-forces-ethos-trusted-to-serve.html>.

²³ Tiffany Oliver, "The Importance of Subordinate Emotional Intelligence Development in the Workplace," *Journal of Organizational Culture, Communications and Conflict* 23, no. 1 (2019), 164.

²⁴ Parvesh K. Chopra and Gopal K. Kanji, "Emotional Intelligence: A Catalyst for Inspirational Leadership and Management Excellence," *Total Quality Management & Business Excellence* 18, nos. 1-2 (2007), 973

²⁵ R.A. McMichael, "Know Thyself - Emotional Intelligence and Canadian Armed Forces Leadership," Master's thesis, Canadian Forces College, 2017, 32

Framework provides a framework for career-long learning and development.²⁶ *The CAF Ethos: Trusted to Serve* sets out the values and beliefs that shape the culture and identity of the organization.²⁷ In addition to these framework documents, the CAF offers several programs and training opportunities for leadership development, including the Joint Command and Staff Program (JCSP) and the National Security Program (NSP) under the Canadian Forces College (CFC) and the Senior Leader Development Program.²⁸ These programs aim to develop adaptable, resilient, and effective leaders in complex and rapidly changing environments. In recent years, CFC has contracted an EI assessment tool, the Emotional Quotient Inventory (EQ-i 2.0) Leadership Assessment, under the parent organization of Multi-Health Systems Inc (MHS), which provides services to public and private industries in educational and clinical research.²⁹ The EQ-i 2.0 Leadership assessment is a tool that measures EI in relation to leadership performance and consists of five composite scales and 15 subscales that measure different aspects of EI, such as self-perception, self-expression, interpersonal, decision-making, and stress management (Figure 1).³⁰ The assessment also compares the results to four key dimensions of leadership: authenticity, coaching, insight, and innovation. MHS states that EI can help leaders to build trust, communicate effectively, motivate others, manage conflict, cope with stress, and foster innovation.³¹ The EQ-i 2.0 assessment is provided on a one-time basis to students on JCSP. The students receive a structured debrief from EI facilitators and subsequently receive coaching for a duration of six months within their subsequent roles following graduation from CFC. However, beyond this assessment tool and singular coaching opportunity, the CAF lacks a formal training program that specifically addresses the influence of EI on organizational awareness or provides the necessary resources for individuals to actively develop and enhance their emotional competencies.

²⁶ Government of Canada, "Canadian Armed Forces Professional Development Framework," Canada.ca, March 8, 2023, <https://www.canada.ca/en/department-national-defence/services/benefits-military/education-training/professional-development/framework.html>.

²⁷ Canadian Armed Forces, "CAF Ethos: Trusted to Serve," Canada.ca, February 16, 2022, <https://www.canada.ca/en/department-national-defence/corporate/reports-publications/canadian-armed-forces-ethos-trusted-to-serve.html>.

²⁸ Department of National Defence, "Professional Development Framework," Government of Canada, accessed May 4, 2023, <https://www.canada.ca/en/department-national-defence/services/benefits-military/education-training/professional-development/framework.html>

²⁹ New Links Training Solutions, "EQ-i 2.0 Leadership Assessment," New Links Training Solutions, Accessed January 20, 2022, <https://www.newlinkstraining.com/eq-i-2-0-leadership-assessment>

³⁰ Ibid

³¹ Steven Stein, "The EQ-i 2.0 is the industry leading emotional intelligence test. Here's why," MHS Assessments, October 29, 2020, <https://mhs.com/the-eq-i-2-0-is-the-industry-leading-emotional-intelligence-test-heres-why/>



Figure 1 – EQ-i 2.0 Model of Emotional Intelligence

Source: The Emotional Intelligence Training Company Inc.

Recent examples in the media suggest that some senior leaders of the CAF, regardless of some minimal exposure to EI training and assessments, may still lack some of the basic emotional competencies found within EI. As exemplified by a CBC News report, it was disclosed that a military information campaign designed to exert influence over the Canadian public during the COVID-19 pandemic persisted for several months following the directive for its discontinuation by former CDS Jonathan Vance.³² The report said the campaign targeted Indigenous communities and environmental activists who opposed pipeline projects in Canada. This example highlights that there may be gaps in the current training and development of CAF leadership regarding EI, as it clearly demonstrates that key senior leaders may have failed to demonstrate empathy, respect, integrity, accountability, or ethical conduct towards their subordinates, colleagues, or the public.

In the framework document, *Leadership in the CAF*, it emphasizes the importance of situational awareness, motivation, empathy, and social skills in effective leadership.³³ EI training could help leaders develop these skills by enhancing their ability to recognize and manage their emotions, understand and respond to the emotions of others, and build positive relationships with

³² Murray Brewster, "Canadian military developing psychological operations and influence capabilities," CBC News, June 16, 2021, <https://www.cbc.ca/news/politics/psychological-warfare-influence-campaign-canadian-armed-forces-1.6079084>.

³³ Department of National Defence, *Leadership in the Canadian Forces: Leading the People* (Kingston: Canadian Defence Academy Press, 2007), 46.

their team members.³⁴ Furthermore, while research by Barford and Bakkegaard has demonstrated the positive impact of EI training on leaders' emotional competence and performance in diverse organizational settings, recent instances such as the Canadian Forces Housing Differential news release on March 21, 2023, highlight a prevailing lack of emotional intelligence (EI).³⁵ This news release was issued following the posting messages being cut to members. While the release indicated that the CFHD policy would benefit members and save the CAF \$30 million annually, it may have been perceived as insensitive or disrespectful, particularly by members facing housing challenges or affordability issues in their current or future locations.³⁶ This lack of organizational and social awareness indicates a failure to adhere to the principles of *Leadership in the CAF*, which stresses the significance of self-awareness, motivation, and empathy.³⁷ This example further highlights the importance of social awareness, a key component of EI, which entails comprehending and responding to the emotions and needs of others. A leader with high EI would be capable of empathizing with the members affected by posting and housing policies and communicating with them in a considerate and supportive manner. Conversely, a leader with low EI may lack empathy or awareness of how their actions or words can affect others, leading to frustration or resentment.³⁸

The Professional Development System offered by the CAF serves as a platform for continual career growth, focusing on formal education, on-the-job training, and self-directed learning. However, the current system may benefit from integrating EI training within its core curriculum. This training has the potential to equip leaders with the ability to flexibly navigate unpredictable situations, construct high-performing teams, and motivate individuals to attain their objectives. For example, a study by Boyatzis and McKee (2005) found that leaders who used EI competencies, such as empathy and inspiration, were more effective at developing high-performing teams through intrinsic motivation and strong interpersonal skills.³⁹ Leaders who demonstrate high levels of EI will find it easier to inspire and motivate their team members, resulting in a more productive and successful team. Furthermore, a study by Kozlowski et al. (2019) explored the impact of EI in the military workplace in Poland. The study surveyed 1,200 military personnel and found that EI competencies, such as self-regulation, motivation, empathy, and social skills, positively influenced their job satisfaction, organizational commitment, work engagement, and psychological well-being.⁴⁰ Their enhanced understanding of emotions in themselves and others allow them to establish more positive and supportive relationships with team members and effectively communicate and resolve conflicts while adapting their leadership style to meet their individual needs and motivations. These qualities epitomize the traits the CAF

³⁴ Jakob Rømer Barford and Bjarne Bakkegaard, "Practical Leader Development Program Using Emotional Intelligence," *Flow beyond Systems: Development through Somatic Intelligence* 6, no. 2 (2017), 1150

³⁵ *Ibid.*, 1147

³⁶ Murray Brewster, "Canadian Armed Forces to Get New Housing Benefit," *CBC News*, December 15, 2020, <https://www.cbc.ca/news/politics/canadian-armed-forces-new-housing-benefit-1.6787686>.

³⁷ Department of National Defence, *Leadership in the Canadian Forces: Leading the People* (Kingston: Canadian Defence Academy Press, 2007), 46.

³⁸ Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam Books, 2005), 57.

³⁹ R. E. Boyatzis and A. McKee, *Resonant leadership: Renewing yourself and connecting with others through mindfulness, hope, and compassion* (Harvard Business Press, 2005), 46.

⁴⁰ Deyanira Garcia Zea, Sarayu Sankar, and Nuzulul Isna, "The impact of emotional intelligence in the military workplace," *International Journal of Human Resources Development and Management* 19, no. 3/4 (2019), 9.

should foster within its institutional leaders, capturing the essence of compassionate leadership and promoting a more supportive organizational culture.

Numerous studies have demonstrated the effectiveness of EI training programs in enhancing emotional competencies. These programs often employ a combination of theoretical knowledge, experiential exercises, and feedback mechanisms to facilitate self-awareness, empathy, emotional regulation, and social skills development.⁴¹ Through systematic training initiatives, individuals can better understand emotions, their impact on behaviour, and strategies to effectively manage and utilize emotions in various contexts.

Educational institutions and organizations have the capacity to provide well-structured training programs and comprehensive resources focused on emotional intelligence (EI), catering to a wide range of individuals including leaders, managers, and team members. Given this, it is imperative for the Canadian Armed Forces (CAF) to consider offering comparable resources and programs to its members. It is important to develop initiatives that specifically address essential emotional intelligence (EI) competencies, including self-awareness, self-regulation, motivation, empathy, and social skills. These initiatives should be tailored to target these fundamental aspects of EI. By engaging participants in practical tools, techniques, and exercises, such training programs facilitate the cultivation and refinement of emotional competencies, resulting in enhanced interpersonal relationships, decision-making abilities, and overall psychological well-being.⁴²

However, the effectiveness and validity of EI training programs and resources have been subject to scrutiny and debate. Detractors raise concerns regarding the clarity and reliability of the concept of EI, suggesting that it lacks a robust definition and standardized measurement.⁴³ Furthermore, some critics contend that EI may not represent a distinct construct per se, but rather a repackaging of well-established psychological concepts such as personality traits, general intelligence, and social skills, commonly associated with the practice of transformational leadership.⁴⁴ These reservations highlight the need for a comprehensive review of the theoretical foundations and empirical evidence underlying EI training initiatives to ensure their credibility and alignment with contemporary leadership development practices.⁴⁵ Moreover, some critics contend that the claims about the benefits of EI are overblown and unsupported by empirical evidence.⁴⁶ They suggest that EI is a repressive and manipulative tool that serves the interests of corporate management and neoliberal ideology rather than the well-being and empowerment of individuals.⁴⁷ Therefore, EI training programs and resources may not be as effective or beneficial

⁴¹ Inmaculada Valor-Segura et al., *Predicting Job Satisfaction in Military Organizations: Unpacking the Relationship Between Emotional Intelligence, Teamwork Communication, and Job Attitudes in Spanish Military Cadets* (Cham: Springer International Publishing, 2020), 3 & Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam Books, 2005), 62

⁴² Ibid

⁴³ Mary J. Fambrough and Rama Kaye Hart, "Emotions in Leadership Development: A Critique of Emotional Intelligence," *Advances in Developing Human Resources* 10, no. 5 (2008), 749

⁴⁴ Ibid, 749

⁴⁵ Ibid, 750

⁴⁶ Merve Emre, "The Repressive Politics of Emotional Intelligence," *The New Yorker*, April 12, 2021, <https://www.newyorker.com/magazine/2021/04/19/the-repressive-politics-of-emotional-intelligence>.

⁴⁷ Ibid

as they are purported to be and could potentially have negative consequences for individuals and organizations.

Nevertheless, proponents of EI argue that EI is a well-defined and a valid construct that captures a set of emotional and social skills that are distinct from cognitive abilities and personality traits, which holds true in the private, public, and military workspace.⁴⁸ They also provide ample evidence for the benefits of EI for individuals and organizations, such as improved physical and mental health, academic and professional achievement, interpersonal relationships, decision-making, and leadership.⁴⁹ They assert that EI is not a repressive or manipulative tool, but a positive and empowering one that enables individuals to enhance their well-being and performance and contribute to a common institutional or organizational goal.⁵⁰ Therefore, EI training programs and resources are valuable and beneficial for individuals and organizations and may even have positive spillover effects for many public and private organizations or institutions.

THE INTEGRATION OF EMOTIONAL INTELLIGENCE WITHIN CAF POLICY AND ADMINISTRATION

While it has been noted that the CAF could benefit from EI training and development, existing frameworks and models within the CAF doctrine indirectly relate to EI. The CAF Competency Model and the Leader Development Framework (LDF) presented in the Performance Appraisal and Competency Development (PaCE) document are great examples. The CAF Competency Model includes the meta-competency of flexible and articulate social capacities, which can be associated with emotional intelligence.⁵¹ This meta-competency, illustrated in Figure 2, encompasses competencies such as Communication, Interpersonal Relations, and Partnering.⁵² Communication includes the ability to "listen and respond effectively to both oral and written communication," which requires awareness and understanding of one's and others' emotions.⁵³ Interpersonal Relations include the ability to "establish and maintain effective working relationships," which can involve empathy and emotional regulation.⁵⁴ Partnering includes the ability to "work with others to achieve results that benefit the organization," which can involve recognizing and responding to others' emotions.⁵⁵ The model also includes the meta-competency of strong cognitive/thinking capacities, encompassing analytical thinking, ethical reasoning, and envisioning competencies.⁵⁶ Analytical thinking includes the ability to "apply critical thinking and analytical skills to complex problems", which can involve recognizing and regulating one's emotions to avoid bias and make

⁴⁸ Deyanira Garcia Zea, Sarayu Sankar, and Nuzulul Isna, "The impact of emotional intelligence in the military workplace," *Human Resource Development International* 26, no. 1 (2020), 87

⁴⁹ Tiffany Oliver, "The Importance of Subordinate Emotional Intelligence Development in the Workplace," *The International Trade Journal* 34, no. 1 (2020), 170

⁵⁰ *Ibid* 162

⁵¹ Canadian Armed Forces, CF Mil Pers Instruction 01/23 – Performance and Competency Evaluation (PaCE), Annex A – CAF Competency Model and the Leader Development Framework (LDF) (Ottawa: Department of National Defence, 2023).

⁵² *Ibid*

⁵³ *Ibid*

⁵⁴ *Ibid*

⁵⁵ *Ibid*

⁵⁶ *Ibid*

rational decisions⁵⁷. The CAF Competency Model also includes Ethical Reasoning, which is the ability to "demonstrate sound ethical principles," which requires awareness and understanding of one's own and other's emotions in moral decision-making⁵⁸.

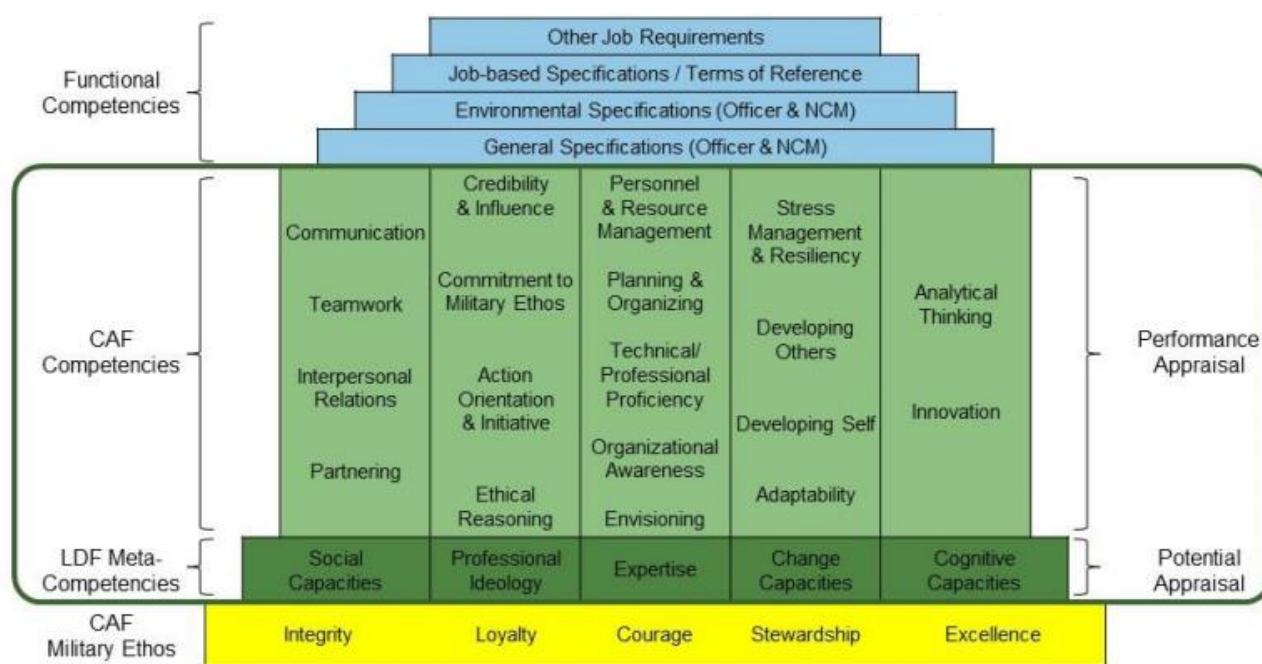


Figure 2 – The CAF Competency Model (Leadership)

Source: CF Mil Pers 01/23 – Performance Appraisal and Competency Development (PaCE)

⁵⁷ Stéphane Côté and Christopher T. H. Miners, "Emotional Intelligence, Cognitive Intelligence, and Job Performance," *Administrative Science Quarterly* 51, no. 1 (2006): 8.

⁵⁸ Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 29

The CAF competency model resembles the theoretical framework of EI competencies proposed by prominent EI scholars. The identified competencies within the CAF, such as Communication, Teamwork, Commitment to Military Ethos, Planning & Organizing, Developing Others, Interpersonal Relations, and Adaptability, align closely with the core components of EI as outlined by well-established EI researchers.⁵⁹ For instance, Mayer (2008) proposed a model of EI comprising competencies such as emotional perception, emotional understanding, emotional facilitation of thinking, and emotional management. These components share strong similarities with the competencies emphasized within the CAF competency model, which emphasize effective communication, collaboration, adaptability, and the ability to develop others. As previously depicted, this merging between the CAF competencies and the theoretical foundations of EI suggests that the CAF has implicitly recognized the importance of emotional intelligence in leadership and organizational effectiveness. However, the PaCE could better evaluate emotional intelligence by explicitly including it as a competency or facet rather than indirectly relating it to competencies similar to EI theory. This could involve adding a new competency focused on EI or including facets within existing competencies specifically addressing EI, such as Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills⁶⁰. Additionally, using academically accepted competencies to assess emotional intelligence in the PaCE system would contribute to a more positive and supportive organizational culture. By incorporating these competencies, individuals in the organization would be better informed and equipped to understand and manage their emotions based on sound academic research and analysis. This approach would ensure that EI is systematically evaluated, leading to a work environment where individuals have the necessary skills to navigate their emotions using an evidence-based approach to developing these skills.⁶¹

One potential counterargument against including emotional intelligence in the PaCE system is the difficulty in measuring or assessing EI. The measurement of EI has been a subject of debate and criticism due to its complex and multifaceted nature. Critics argue that emotional intelligence lacks a clear and universally accepted definition and operationalization, making it challenging to develop valid and reliable measurement tools within the PaCE system.⁶² However, there are validated measures of EI that can address this concern. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Emotional Competence Inventory (ECI) are commonly used instruments that assess different aspects of emotional intelligence within the workplace.⁶³

⁵⁹ Canadian Armed Forces, CF Mil Pers Instruction 01/23 – Performance and Competency Evaluation (PaCE), Annex A – CAF Competency Model and the Leader Development Framework (LDF) (Ottawa: Department of National Defence, 2023).

⁶⁰ Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam Books, 2005)

⁶¹ Tiffany Oliver, "The Importance of Subordinate Emotional Intelligence Development in the Workplace," *International Trade Journal*, no. 34 (2020): 162-172

⁶² Michael A. Brackett et al., "Relating emotional abilities to social functioning: A comparison of self-report and performance measures of emotional intelligence," *Journal of Personality and Social Psychology* 91, no. 4 (2006), 782.

⁶³ John D. Mayer, Peter Salovey, and David R. Caruso, "Emotional intelligence: New ability or eclectic traits?" *American Psychologist* 63, no. 6 (2008), 510 & Richard E. Boyatzis, Daniel Goleman, and Kenneth Rhee, "Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI)," in *Handbook of Emotional Intelligence*, edited by Reuven Bar-On and James D. A. Parker (Jossey-Bass, 2000), 4.

The MSCEIT is a performance-based measure of emotional intelligence. It assesses an individual's ability to perceive, use, understand, and manage emotions in problem-solving tasks.⁶⁴ The MSCEIT measures four branches of emotional intelligence: perceiving emotions, facilitating thought with emotions, understanding emotions, and managing emotions (Figure 3).⁶⁵ By incorporating the MSCEIT within the PaCE system, leaders' ability to handle and regulate their emotions in various workplace situations can be evaluated, providing valuable insights into their emotional competence and informing their performance appraisal.



Figure 3 - The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

Source: Multi-Health Systems Inc. (MHS)

The ECI is a self-report questionnaire that assesses various emotional and social competencies related to emotional intelligence.⁶⁶ It measures self-awareness, self-management, social awareness, and relationship management. By including the ECI as an assessment tool within the PaCE system, leaders' self-perceived emotional and social competencies could be captured, providing a comprehensive understanding of their emotional intelligence in the workplace. Integrating the MSCEIT and ECI within the PaCE system could contribute to a more holistic evaluation of EI among CAF leaders. The MSCEIT objectively assesses leaders' emotional abilities, while the ECI captures their self-perceptions and self-reported competencies. Combining these measures could enhance the accuracy and reliability of emotional intelligence assessment within the CAF context.

⁶⁴ John D. Mayer, Peter Salovey, and David R. Caruso, "Emotional intelligence: New ability or eclectic traits?" *American Psychologist* 63, no. 6 (2008), 507

⁶⁵ *Ibid*, 507

⁶⁶ Richard E. Boyatzis, Daniel Goleman, and Kenneth Rhee, "Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI)," in *Handbook of Emotional Intelligence*, edited by Reuven Bar-On and James D. A. Parker (Jossey-Bass, 2000), 4



Figure 4 – Emotional Competency Inventory

Source: AGLER Consulting LCC

These assessments can inform the PaCE process by providing valuable insights into leaders' emotional competencies, strengths, and areas for improvement. Leaders who demonstrate higher EI may exhibit better interpersonal skills, conflict management, adaptability, and resilience, which can positively impact their job performance, job satisfaction, and overall effectiveness in the CAF.⁶⁷ By incorporating these validated measures within the PaCE system, the CAF can better understand leaders' emotional intelligence and utilize the information to guide leadership development, training, and career management initiatives. It is worth noting that these measures could be used consistently with the guidelines and standards set forth by CF Military Personnel, in accordance with the PaCE Instruction, Annex A, which provides specific guidance on competency assessment and evaluation processes, ensuring fairness, transparency, and reliability in evaluating leaders' emotional intelligence within the organization.⁶⁸

EMOTIONAL INTELLIGENCE AND INCLUSIVITY, CULTURE CHANGE, AND GBA+ WITHIN THE CAF

Emotional Intelligence can serve as a valuable tool for the CAF in effectively addressing the prevalent challenges related to inclusivity and diversity within its ranks, as underscored by recent revelations of sexual misconduct, racism, discrimination, and harassment.⁶⁹ With the support of qualified facilitators, emotional intelligence training can contribute to a positive organizational culture within the CAF. This positive culture would integrate diversity, inclusion,

⁶⁷ John D. Mayer, Peter Salovey, and David R. Caruso, "Emotional intelligence: New ability or eclectic traits?" *American Psychologist* 63, no. 6 (2008), 512

⁶⁸ Canadian Armed Forces, CF Mil Pers Instruction 01/23 – Performance and Competency Evaluation (PaCE), Annex A – CAF Competency Model and the Leader Development Framework (LDF) (Ottawa: Department of National Defence, 2023).

⁶⁹ Department of National Defence, "Launch of an Independent External Comprehensive Review of the Department of National Defence and the Canadian Armed Forces," Government of Canada, April 29, 2021, <https://www.canada.ca/en/department-national-defence/news/2021/04/launch-of-an-independent-external-comprehensive-review-of-the-department-of-national-defence-and-the-canadian-armed-forces.html>.

cultural change, and GBA+ into strategic management and public policy administration. Dr. Venessa Brown's work on CAF culture change emphasizes promoting diversity and inclusivity in the armed forces. Emotional intelligence training aligns with these objectives by fostering understanding, empathy, and appreciation for diverse perspectives.⁷⁰

Furthermore, EI can play a pivotal role in supporting the newly established Level 1 organization of Chief of Professional Conduct and Culture (CPCC), which was created in April 2021 with the aim of unifying and integrating all culture change activities across the Department of National Defence (DND) and the Canadian Armed Forces (CAF).⁷¹ The CPCC is responsible for realigning policies and programs that address elements of systemic misconduct, enhancing reporting and “tracking mechanisms, strengthening support for those who have experienced misconduct and leading institutional efforts to develop a professional conduct and culture framework that tackles all types of discrimination, harmful behaviour, biases and system barriers”.⁷² EI can enhance the CPCC’s work by providing a common language and framework to understand and address the emotional aspects of misconduct and culture change, such as empathy, self-awareness, self-regulation, motivation and social skills.

By introducing EI into the work of the CPCC, the CAF can effectively address both the structural and procedural aspects of culture change and the emotional dimensions underlying misconduct and discrimination.⁷³ This comprehensive approach acknowledges the significance of emotional intelligence in promoting a respectful and inclusive culture within the organization.⁷⁴ Moreover, integrating EI into professional development programs and training initiatives can equip CAF members with the necessary skills to recognize, understand, and manage emotions effectively, thereby contributing to a healthier and more supportive work environment.⁷⁵

Emotional Intelligence can also contribute to the CAF by aligning with the Government of Canada's commitment to employing Gender-based Analysis Plus (GBA+) in policy and program development. GBA+ endeavours to ensure that decisions and initiatives consider the varied experiences and effects on diverse groups of individuals.⁷⁶ EI can complement GBA+ by understanding how emotions influence decision-making processes and outcomes for diverse

⁷⁰ Venessa Brown, *Improving Diversity and Inclusion in the Canadian Armed Forces*, Report of the Standing Committee on National Defence, Stephen Fuhr, Chair (Ottawa: House of Commons Canada, 2019), https://www.queensu.ca/cidp/sites/cidpwww/files/uploaded_files/D1-P2-Brown.pdf.

⁷¹ Department of National Defence, “Chief of Professional Conduct and Culture,” Government of Canada, <https://www.canada.ca/en/department-national-defence/corporate/organizational-structure/chief-professional-conduct-culture.html>.

⁷² Ibid

⁷³ Richard E. Boyatzis, Daniel Goleman, and Kenneth Rhee, "Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI)," in *Handbook of Emotional Intelligence*, edited by Reuven Bar-On and James D. A. Parker (Jossey-Bass, 2000), 6

⁷⁴ John D. Mayer, Peter Salovey, and David R. Caruso, "Emotional intelligence: New ability or eclectic traits?" *American Psychologist* 63, no. 6 (2008), 511

⁷⁵ Richard E. Boyatzis, Daniel Goleman, and Kenneth Rhee, "Clustering Competence in Emotional Intelligence: Insights from the Emotional Competence Inventory (ECI)," in *Handbook of Emotional Intelligence*, edited by Reuven Bar-On and James D. A. Parker (Jossey-Bass, 2000), 6

⁷⁶ Department of National Defence, “Gender-based Analysis Plus (GBA+),” Government of Canada, <https://www.canada.ca/en/department-national-defence/corporate/reports-publications/departmental-plans/departmental-plan-2022-23/supplementary-information/gba-plus.html>.

groups.⁷⁷ By enhancing emotional skills such as empathy, perspective-taking, critical thinking, creativity, and adaptability, EI can help policy-makers and institutional leaders effectively apply GBA+ in their work⁷⁸. For instance, EI enables them to empathize with the needs and experiences of diverse groups, consider multiple perspectives when designing solutions, challenge their own biases, generate innovative ideas, and adapt to changing contexts.⁷⁹

To facilitate the integration of EI into the GBA+ process, it is essential to provide training programs and resources to policy-makers, curriculum developers, and analysts involved in this area of expertise. These training initiatives should focus on developing emotional intelligence skills and fostering an understanding of how emotions interact with gender-related issues. By equipping individuals with the necessary emotional competencies, they can approach GBA+ with greater sensitivity and awareness of the emotional dimensions inherent in gender analysis.⁸⁰ Moreover, incorporating EI assessment tools or measures into the GBA+ process can further enhance the development of emotional skills among individuals.⁸¹ This integration would ensure that EI is consistently considered throughout the analysis and decision-making processes, providing a framework for evaluating and enhancing emotional competencies throughout the change management and policy implementation process. Regular assessment of emotional intelligence can enable policy-makers and institutional leaders to identify areas for improvement and provide targeted support to enhance emotional skills relevant to GBA+.⁸²

Creating a supportive organizational culture that values and encourages the application of emotional intelligence within the GBA+ process is crucial. This can be achieved by fostering leadership support, promoting clear communication, and recognizing emotional intelligence as an essential component of gender analysis. By nurturing a culture that recognizes the significance of EI, policy-makers, program managers, and analysts can feel empowered to incorporate emotional skills into their work and contribute to a more comprehensive and impactful GBA+ process.⁸³

From the perspective of this paper, integrating emotional intelligence within CAF policy and administration can significantly enhance leadership effectiveness, foster a positive organizational culture, promote inclusivity, and align with the government's commitment to GBA+. The existing CAF Competency Model and Leader Development Framework already align with emotional intelligence components, indicating implicit recognition of its importance. However, there is a need to explicitly incorporate emotional intelligence as a distinct competency or add facets within existing competencies to provide a more targeted evaluation.⁸⁴

⁷⁷ Parvesh K. Chopra and Gopal K. Kanji, "Emotional Intelligence: A Catalyst for Inspirational Leadership and Management Excellence," *Total Quality Management & Business Excellence* 21, no. 10 (2010), 999

⁷⁸ *Ibid*, 999

⁷⁹ *Ibid*, 999

⁸⁰ *Ibid*, 981

⁸¹ *Ibid*, 981

⁸² John D. Mayer, Richard D. Roberts, and Sigal G. Barsade, "Human Abilities: Emotional Intelligence," *Annual Review of Psychology* 59 (2008), 523

⁸³ Parvesh K. Chopra and Gopal K. Kanji, "Emotional Intelligence: A Catalyst for Inspirational Leadership and Management Excellence," *Total Quality Management & Business Excellence* 21, no. 10 (2010), 980

⁸⁴ John D. Mayer and Peter Salovey, "What is emotional intelligence?" in *Emotional development and emotional intelligence: Educational implications*, ed. Peter Salovey and David J. Sluyter (New York: Basic Books, 1997), 3-34,

To assess emotional competencies objectively, the integration of validated measures such as the MSCEIT and the ECI within the Performance Appraisal and Competency Development (PaCE) system is recommended.⁸⁵ These measures can provide valuable insights into leaders' strengths and areas for improvement, guiding leadership development, training, and career management initiatives. In the context of supporting the recently established CPCC organization, emotional intelligence can serve as a shared language and framework to comprehend and address the emotional dimensions associated with misconduct and cultural transformation.⁸⁶ By incorporating emotional intelligence within the CPCC's work, the CAF can effectively address the structural and emotional dimensions underlying misconduct and discrimination. Furthermore, emotional intelligence can enhance the application of GBA+ by understanding how emotions influence decision-making processes and outcomes for diverse groups. By developing emotional competencies and incorporating emotional intelligence assessment tools within the GBA+ process, the CAF can effectively apply GBA+ with greater sensitivity, awareness, and consideration of the emotional dimensions inherent in gender analysis. Incorporating emotional intelligence within CAF policy and administration requires leadership support, clear communication, training programs, and a supportive organizational culture that values and encourages the application of emotional intelligence. By embracing emotional intelligence, the CAF can create a more respectful, inclusive, and professional environment that reflects the values and principles of the CAF as well as the expectations of society.

CONCLUSION

In conclusion, integrating emotional intelligence within CAF policy and administration is a strategic imperative that can significantly enhance leadership effectiveness, promote a positive organizational culture, foster inclusivity and diversity, and align with the government's commitment to GBA+. By explicitly incorporating emotional intelligence within the CAF Competency Model, utilizing validated measures to assess emotional competencies, and integrating emotional intelligence training and development initiatives, the CAF can cultivate a cadre of emotionally intelligent leaders who are equipped to navigate complex emotional dynamics, build cohesive teams, and effectively address issues related to misconduct and discrimination. Based on the research of this paper, the following are recommendations for further study and implementation within the CAF and DND:

- Explicitly incorporate emotional intelligence as a distinct competency within the CAF Competency Model or add facets within existing competencies to evaluate emotional competencies more effectively.⁸⁷

quoted in Pavitra Kanesan and Norsiah Fauzan, "Models of emotional intelligence: A review," *International Journal of Academic Research in Business and Social Sciences* 6, no. 7 (2016): 1.

⁸⁵ John D. Mayer, Peter Salovey, and David R. Caruso, "Emotional intelligence: New ability or eclectic traits?" *American Psychologist* 63, no. 6 (2008), 509

⁸⁶ Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam Books, 2005), 101

⁸⁷ John D. Mayer, Peter Salovey, and David R. Caruso, "Emotional intelligence: New ability or eclectic traits?" *American Psychologist* 63, no. 6 (2008), 504

- Integrate validated measures such as the MSCEIT and the ECI within the PaCE system to assess emotional competencies objectively and guide leadership development initiatives.⁸⁸
- Develop and implement comprehensive emotional intelligence training programs for leaders at all levels, emphasizing self-awareness, self-management, social awareness, and relationship management.⁸⁹
- Foster a supportive organizational culture that values and encourages the application of emotional intelligence, providing opportunities for leaders to practice and develop their emotional competencies in real-world scenarios.⁹⁰
- Integrate emotional intelligence within the newly established CPCC organization to address the emotional aspects of misconduct and culture change, providing a common language and framework for understanding and addressing these issues.
- Incorporate emotional intelligence within the GBA+ process to better understand and address the emotional dimensions inherent in gender analysis, enhancing the sensitivity, awareness, and effectiveness of GBA+.⁹¹

By implementing these recommendations, the CAF can harness the power of emotional intelligence to strengthen its leadership capabilities, create a more inclusive and respectful organizational culture, and align with contemporary societal expectations, ultimately enhancing its operational effectiveness and serving as a model for other organizations.

⁸⁸ John D. Mayer, Peter Salovey, and David R. Caruso, "Emotional intelligence: New ability or eclectic traits?" *American Psychologist* 63, no. 6 (2008), 507

⁸⁹ Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam Books, 2005), 101

⁹⁰ Venessa Brown, *Improving Diversity and Inclusion in the Canadian Armed Forces*, Report of the Standing Committee on National Defence, Stephen Fuhr, Chair (Ottawa: House of Commons Canada, 2019), https://www.queensu.ca/cidp/sites/cidpwww/files/uploaded_files/D1-P2-Brown.pdf.

⁹¹ Parvesh K. Chopra and Gopal K. Kanji, "Emotional Intelligence: A Catalyst for Inspirational Leadership and Management Excellence," *Total Quality Management & Business Excellence* 21, no. 10 (2010), 980

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