
Dissertations

Summer 7-24-2023

The Perception of Army Counselors on the Impact of Emotional Intelligence Training on Army Non-Commissioned Officer Leadership Decision-Making Effectiveness

Geraldine Turituri
gturitur@mail.umassglobal.edu

Follow this and additional works at: https://digitalcommons.umassglobal.edu/edd_dissertations



Part of the [Education Commons](#)

Recommended Citation

Turituri, Geraldine, "The Perception of Army Counselors on the Impact of Emotional Intelligence Training on Army Non-Commissioned Officer Leadership Decision-Making Effectiveness" (2023). *Dissertations*. 521.

https://digitalcommons.umassglobal.edu/edd_dissertations/521

This Dissertation is brought to you for free and open access by UMass Global ScholarWorks. It has been accepted for inclusion in Dissertations by an authorized administrator of UMass Global ScholarWorks. For more information, please contact christine.bombaro@umassglobal.edu.

The Perception of Army Counselors on the Impact of Emotional Intelligence Training on
Army Non-Commissioned Officer Leadership Decision-Making Effectiveness

A dissertation by
Geraldine Turituri

University of Massachusetts Global

A Private Nonprofit Affiliate of the University of Massachusetts

Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

June 2023

Lisbeth Johnson, Ed.D. Committee Chair

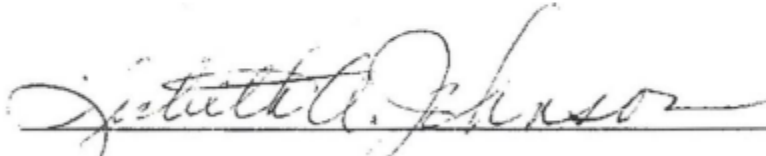
Raymond Hanna, Ed.D.

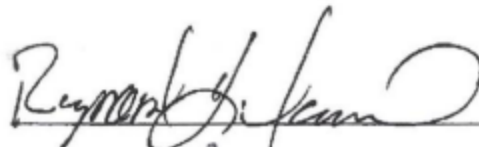
Michael Maley, Ed.D.

University of Massachusetts Global

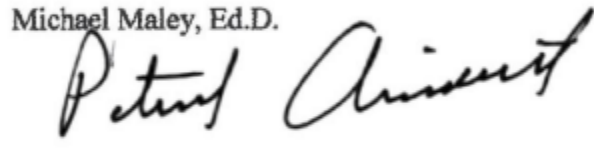
Doctor of Education in Organizational Leadership

The dissertation of Geraldine Turituri is approved.


_____, Dissertation Chair
Lisbeth Johnson, Ed.D.


_____, Committee Member
Raymond Hanna, Ed.D.


_____, Committee Member
Michael Maley, Ed.D.


_____, Associate Dean
Patrick Ainsworth, Ed.D.

Patrick Ainsworth, Ed.D

June 2023

The Perception of Army Counselors on the Impact of Emotional Intelligence Training on
Army Non-Commissioned Officer Leadership Decision-Making Effectiveness

Copyright © 2023

by Geraldine Turituri

ACKNOWLEDGEMENTS

My journey through the Ed.D. program has been an incredible and transformative experience. From the moment I embarked on this educational path, I knew it would be a rigorous and demanding endeavor. However, little did I know the profound impact it would have on my personal and professional growth.

One of the most rewarding aspects of my Ed.D. journey has been the connections and relationships I have formed with my cohort and faculty members. The collaborative and supportive nature of the program fostered a strong sense of community and provided a platform for rich discussions, diverse perspectives, and shared learning. Engaging in group projects, seminars, and research endeavors alongside like-minded individuals has been an invaluable part of my journey, providing a network of support and lifelong professional connections.

My dissertation journey would be impossible without the support and dedication of many wonderful and supportive people in my life. My sincere appreciation to my Chair, Dr. Lisbeth Johnson; without your push, mentorship, and guidance, I could not have started or finished this dissertation journey. To my committee, Dr. Michael Maley and Dr. Raymond Hanna, thank you for your feedback and tireless support.

A sincere thank you to my amazing cohort mentor, Dr. Cheryl Marie Osbourne (CMO), whose encouragement and support were steadfast throughout the program. To the mighty Online Iota Cohort, I have learned so much tech savvy and lifelong skills from each and every one of you; thank you.

To my research study participants, thank you for accepting my invitation. Your feedback and response will help shape the many lives of Army soldiers and leaders.

Thank you!

The following are those I want to express my sincere recognition and appreciation. One foundational truth that stuck with me throughout my journey is a proverb from my motherland, “o faiva e tapuaia, o faiva e a’e manuia”, simply translated “endeavors supported are endeavors blessed and successful.” This proverb could not be of better use than in the context of this doctoral journey and the importance of having a strong support system.

To my sister friends- Honorina, Yvette, and Cassandra, Thank you. Your understanding and patience during those late nights of phone calls, studying, or working on assignments did not go unnoticed. Your willingness to listen to my academic struggles and offer words of encouragement or a helping hand has meant the world to me. Your support has reminded me that I am not alone on this journey and that I have a pillar of strength in you. Thank you!

To my spiritual parents and congregation, Reverend Elder Dr. Leatulagi and Vagai Fa’alevao, CCCAS Amouli, and Pastor Loama and Renisi Sialega, SCC Fort Benning, GA/Phenix City, AL, “Viia le Atua, i mea uma tatou te faia.” Thank you for the endless prayers. As I reflect on the depth of your influence in my life, I am filled with gratitude beyond measure. Your unwavering faith, genuine love, and steadfast support have been a beacon of light, guiding me through both joyful and challenging times, both personal and professional. Thank you, from the depths of my heart, for being my spiritual

parents. Your love and guidance have shaped me in profound ways, and I will forever carry the lessons and memories with me. Faafetai, faafetai, faafetai tele lava.

To my parent's families, Thank you for all your support and endless prayers.

To my siblings, my anchor- Bauhinea and Reverend Vili Polikapo, Felila, Ithran and Teraina, Aaran and LeeAnn, and Esther and Michael Tuimavave, and all my nieces and nephew, words cannot express the connection we have. From the very beginning, you all have been my cheerleader, motivating me to pursue my dreams and never settle for less than my best. Your belief in my abilities, even during moments of self-doubt, has given me the confidence to push through challenges and strive for excellence. Your unwavering support has been the driving force behind my achievements, and I am grateful for the countless times you all have lifted me and celebrated my milestones.

Thank you, from the bottom of my heart, for being there for me. Your support, encouragement, and love have been the foundation on which I have built my educational success. I am grateful for the ways in which you all have helped me grow, both academically and personally. Your belief in me fuels my determination and gives me the strength to reach for the stars. I am forever grateful to have you all by my side, cheering me on and sharing in my joys and triumphs.

Last but not least, to Mom and Dad- My rock, pride, and joy. This is for you both. Mom, I love you, and I miss you oh so dearly. I still remember the day when you were so sick in your hospital bed, and I was struggling with my assignments. I remember you trying to make sense of my sentences and laughing when my paragraphs did not make sense. OH, I miss you so much, mom. But guess what? We did it. This is for you!! I love you forever.

To the man of few words, my dad. Cheers!! I want to express my deepest gratitude for the steady support and love you have shown me throughout my journey. Your presence in my life has been a guiding light, and I am truly grateful for the incredible father you are. I realize that your support has been the foundation on which I have built my dreams and aspirations. From the early days of my education, you instilled in me a belief in myself and taught me the importance of perseverance. Your firm encouragement and belief in my abilities have been a constant source of motivation, pushing me to reach higher and strive for excellence. But it is not just your words of encouragement that have meant the world to me. It is your actions and sacrifices that have truly shown me the depth of your love and dedication. You were there for me through it all.

You have taken on the responsibility of being our mom and dad since mom's passing. I want to acknowledge the immense responsibility you have taken on as the only parent left for my siblings and me. Your selflessness and dedication have been awe-inspiring. You have provided not only emotional support but also acted as a role model, demonstrating the values of resilience, hard work, and determination that have shaped us into the individuals we are today.

Thank you, Dad, for being the rock of our family and for being there for us every step of the way. Your love, support, and guidance have made all the difference in our lives. I am forever grateful to have you as my father, mentor, and role model.

Thank you all for believing in me!

"The journey of a thousand miles begins with a single step." - Lao Tzu

ABSTRACT

The Perception of Army Counselors on the Impact of Emotional Intelligence Training on
Army Non-Commissioned Officer Leadership Decision-Making Effectiveness

by Geraldine Turituri

Purpose: The purpose of this qualitative phenomenological study was to describe the perception of Army counselors in the Military Family and Life Counselor (MFLC) program about the impact of emotional intelligence (EI) training on Army non-commissioned officer (NCO) leadership decision-making effectiveness in their supervision of the soldiers they are responsible for. This study also researched the perception of these counselors about the benefits and challenges of incorporating EI leadership preparation with traditional Army training for NCOs.

Methodology: This qualitative phenomenological study explored Army counselors' perceptions about the need for EI training for Army NCOs to perform as effective decision-makers. Since EI training is not currently included in current Army training (Marsh, 2009), this study also describes the perceptions of these counselors about the benefits and challenges of implementing EI training in the Army for NCOs.

Findings: EI training has a profound impact on Army NCO leader development, as evidenced by the following key findings: improved decision-making effectiveness, increased self-awareness, enhanced communication, and greater leadership effectiveness. However, challenges arise in the form of resistance and skepticism, as well as resource allocation and time constraints when implementing EI training.

Conclusion: Findings highlight the pressing need for the Army to prioritize further research on the importance of EI in leader development. Findings address the need to

address resistance and skepticism that may exist within the Army and the importance of getting the buy-in of senior leaders to implement EI training. Findings highlight the need for the Army to adapt to the leadership needs of millennials.

Recommendations: Future research recommendations: replica of this study across other military branches to explore if EI training exists; recommend a correlation study to compare military units that have had EI training to identify the significance of performance indicators; a case study of Army NCOs with a focus on integrating EI training with tactical tasks for the new generation of soldiers; a Delphi study involving EI experts to identify specific EI skills for effective leadership; a mixed-method study to examine the impact of EI skills assisting NCOs with stress management.

TABLE OF CONTENTS

| | |
|---|----|
| CHAPTER I: Introduction | 1 |
| Background | 3 |
| Directive Style Leadership..... | 5 |
| Situational Leadership | 6 |
| Participative Leadership | 6 |
| Transactional Leadership..... | 7 |
| Transformational Leadership..... | 8 |
| Changes in Military Leadership..... | 8 |
| Generational Differences in the Army..... | 9 |
| Role of the Military Leader | 9 |
| Transformational Leadership in the Military | 11 |
| Emotional Intelligence | 12 |
| Theoretical Framework..... | 13 |
| Bar-On Model | 13 |
| Mayer and Salovey Ability Model..... | 14 |
| Bradberry and Greaves | 15 |
| Emotional Intelligence in Army Leadership..... | 17 |
| Military and Family Life Counseling | 18 |
| Statement of the Research Problem | 19 |
| Purpose Statement..... | 20 |
| Research Question | 21 |
| Significance of the Problem..... | 21 |
| Operational Definitions..... | 23 |
| Theoretical Definitions | 24 |
| Delimitations..... | 24 |
| Organization of the Study | 25 |
| | |
| CHAPTER II: REVIEW OF THE LITERATURE | 26 |
| Army Non-Commissioned Officers Leadership | 26 |
| Army Leadership Requirement Model | 30 |
| Non-Commissioned Officers History | 35 |
| Army Training and Leadership Development | 40 |
| Changes in Practices in Army Training for Leader Development..... | 43 |
| Army Counseling..... | 48 |
| Military and Family Life Counseling | 52 |
| Theoretical Framework..... | 57 |
| Emotional Intelligence Background | 57 |
| Goleman, Bradberry, and Greaves’s Theory | 60 |
| Self-Awareness | 61 |
| Self-Management..... | 62 |
| Social Awareness | 63 |
| Relationship Management | 65 |
| Army Leadership and Emotional Intelligence | 67 |

| | |
|--|-----|
| CHAPTER III: METHODOLOGY | 70 |
| Overview | 70 |
| Purpose Statement..... | 70 |
| Research Questions..... | 71 |
| Research Design..... | 71 |
| Target Population..... | 72 |
| Sampling Frame | 74 |
| Sampling Procedures | 76 |
| Purposeful Sampling..... | 76 |
| Convenience Sampling | 76 |
| Instrumentation | 77 |
| Researcher as Instrument of the Study | 78 |
| Interviews..... | 79 |
| Validity | 80 |
| Reliability | 81 |
| Pilot Test..... | 81 |
| Data Collection | 82 |
| Data Analysis..... | 83 |
| Triangulation of Data..... | 84 |
| Intercoder Reliability | 85 |
| Limitations | 85 |
| Summary | 86 |
| | |
| CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS..... | 87 |
| Purpose Statement..... | 87 |
| Research Questions..... | 87 |
| Research Methods and Data Collection Procedures | 88 |
| Population | 89 |
| Target Population..... | 89 |
| Sample | 90 |
| Presentation and Analysis of Data | 92 |
| Research Question 1 | 93 |
| Communication..... | 93 |
| Conflict Resolution | 95 |
| Teamwork and Unit Cohesiveness..... | 96 |
| Foster Trust and Loyalty | 98 |
| Strong Connection | 99 |
| Research Question 2 | 101 |
| Benefits | 101 |
| Increased Self-Awareness..... | 101 |
| Enhanced Communication and Interpersonal Skills | 102 |
| Relationship Building | 103 |
| Challenges..... | 104 |
| Resistance or Skepticism | 104 |
| Vulnerability | 104 |
| Overcoming Cultural Barriers..... | 105 |

| | |
|---|-----|
| Time Constraints | 106 |
| Triangulation of Data - Artifacts | 107 |
| Summary | 108 |
| | |
| CHAPTER V: FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS | 110 |
| Summary | 110 |
| Major Findings..... | 111 |
| Research Question 1 | 111 |
| Major Finding 1 | 111 |
| Decision-Making Effectiveness..... | 111 |
| Major Finding 2 | 112 |
| Increased Self-Awareness | 112 |
| Major Finding 3 | 113 |
| Effective Communication | 113 |
| Major Finding 4 | 114 |
| Enhanced Leadership Effectiveness | 114 |
| Research Question 2 | 115 |
| Major Finding 5 | 115 |
| Resistance and Skepticism..... | 115 |
| Major Finding 6 | 116 |
| Allocation and Time | 116 |
| Unexpected Findings | 116 |
| Unexpected Finding 1 | 116 |
| Conclusion | 117 |
| Conclusion 1. Prioritize Further Research | 117 |
| Conclusion 2. Address Resistance and Skepticism | 117 |
| Conclusion 3. Senior Leader buy-in is Paramount | 118 |
| Conclusion 4. Millennials and Younger Have Different Values | 118 |
| Implications for Action..... | 119 |
| Implication 1. Share Findings with Senior Leaders..... | 119 |
| Implication 2. Strategic Partnership With Existing Army Organizations | 119 |
| Implication 3. Implement Emotional Intelligence Training Across Military Branches..... | 120 |
| Implication 4. Evaluate Army Policies That Support Emotional Intelligence Training..... | 120 |
| Implication 5. Army Should Develop an Emotional Intelligence Program..... | 121 |
| Recommendation for Further Research | 121 |
| Recommendation 1. Replicate the Study Across All U.S. Military Branches..... | 121 |
| Recommendation 2. Conduct a Correlation Study of Comparison | 122 |
| Recommendation 3. New Generation Case Study | 122 |
| Recommendation 4. Delphi Study to Promote Productive Leadership | 122 |
| Recommendation 5. Explore the Impact of Emotional Intelligence on Non- Commissioned Officers | 123 |
| Concluding Remarks and Reflection | 123 |

| | |
|------------------|-----|
| REFERENCES | 126 |
| APPENDICES | 149 |

LIST OF TABLES

| | | |
|----------|--|-----|
| Table 1. | Alignment of Military Counselors' Certification/Master's Degree with Emotional Intelligence Training | 57 |
| Table 2. | Three Models of Emotional Intelligence | 59 |
| Table 3. | Seven Social Awareness Competences..... | 65 |
| Table 4. | Participants' Eligibility Criteria..... | 92 |
| Table 5. | Research Question 1: Major Themes with 50 or More Frequency of Responses..... | 100 |
| Table 6. | Research Question 2: Major Themes With 50 or More Frequency of Responses..... | 107 |
| Table 7. | Artifacts: Emotional Intelligence Training/Military and Family Life Counseling Certification | 108 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1. Army Values..... | 2 |
| Figure 2. Army Leadership Levels | 11 |
| Figure 3. Bar-On Emotional Quotient Inventor..... | 14 |
| Figure 4. Mayer and Salovey Emotional Intelligence Model..... | 15 |
| Figure 5. Goleman Theoretical Framework..... | 16 |
| Figure 6. Army Leadership Requirements Model | 34 |
| Figure 7. The Army Leader Development Model | 42 |
| Figure 8. Comprehensive Soldier and Family Fitness Logo..... | 45 |
| Figure 9. Warrior Ethos | 47 |
| Figure 10. Emotional Intelligence Categories and Four Aspects | 61 |
| Figure 11. Georgia Military Bases..... | 73 |
| Figure 12. Population, Target Population, and Sample | 75 |

CHAPTER I: INTRODUCTION

Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.

-Jack Welch

The emotionally intelligent leader is more likely to effectively manage work and personal relationships in a crisis and recognize when other emotions influence their thinking (Tracy, 2017). Imperative in the overall realm of leadership, emotional intelligence (EI) keeps and aids in building strong personal and professional relationships, provides ways to address conflict, helps achieve career and personal goals, and promotes overall personal wellness (HelpGuide, 2021). Moreover, EI also helps to connect one's feelings to make informed decisions about what matters most.

According to research, developing leaders in the business industry benefit from being emotionally intelligent because of their learned skills in relationships, creating a shared vision, and promoting superb work performance (Shahhosseini, 2012). Conversely, little is known about the impact of EI on military leadership.

Today's military leaders train, fight, and operate in an entirely new era of tactical, practical, and cultural challenges that were nonexistent a decade ago, all demanding high emotional intelligence (U.S. Army, 2013). Historically, however, military leadership has been reluctant to leverage EI, mainly because of perceptions that EI will potentially weaken military leaders in their task performance (Aguilar & George, 2019). Researchers, however, suggest that the inability to promote and foster EI in the military may result in leaders having difficulty empathizing with their soldiers, difficulty understanding soldier concerns regarding personal issues, struggle connecting with their soldiers, and accepting soldier feedback (Aguilar & George, 2019).

Leadership is an indispensable tool for military organizations. Leadership in any military organization necessitates responsibility through a strict flow of command. Consequently, military organizations have some of the stiffest and most stringent rules for leadership (Kark et al., 2016). Military leadership is incomparable because it involves responsibilities for making dire analytical decisions under high-pressure situations, such as giving orders to soldiers to fire their weapons or to launch a missile for an attack (Kark et al., 2016). General Odierno expressed that the finest leaders create environments that allow subordinates to develop and grow (U.S. Army, 2019).

Founded in Army values, leadership development is purposeful, constant, and a gradual process that builds and develops soldiers into loyal, competent, and dedicated professional and trained leaders of character (U.S. Army, 2013) (see Figure 1). Army senior leaders, such as generals, have high leadership expectations for non-commissioned officers (NCOs), which include expectations for teaching, coaching, and mentoring soldiers to become future leaders in the United States Army. Utilizing EI training would add another valuable leadership tool that all levels of leadership could benefit from.

Figure 1

Army Values



Note. Adapted from “LDRSHIP,” Wikipedia, 2021. <https://en.wikipedia.org/wiki/LDRSHIP#/media/File:USArmyValuesPoster.png>

Army leadership development could be strengthened with EI awareness and training. In fact, according to Shaaban (2018), one of the crucial traits of an effective leader is to develop and understand emotional intelligence. Batool (2013) agrees with Shaaban and argues that the most effective leadership styles that incorporate EI effectively are transformational and transactional leadership approaches. Daniel Goleman (2006a), one of the most significant contributors to the concept of EI and leadership, argues that leaders with high EI are essential key players in an organization as the organization attempts to reach its goals.

NCOs are the pivotal leaders of an Army unit and have responsibility for a platoon of soldiers. In the current NCO leadership training guidance for Army soldiers, there is no mention of the importance of EI. There is no training on how leaders will be more efficient and effectual operationally and successful in developing sound and passionate organizations that value cohesive teamwork if they apply and incorporate EI in their leadership and soldier development training (U.S. Army, 2019).

Background

Horner (1997) expresses that for leaders to excel, they should allow their subordinates to unleash their potential and abilities instead of depending only on their subordinates to blindly imitate just the traits of their superiors. NCOs gain and see the potential and abilities of followers by developing trust, focusing effort, clarifying objectives, inspiring confidence, and building teams. These leaders are expected to demonstrate leadership which requires sacrifices on a daily basis to implement the mission and to demonstrate that they are effective team members (Ulmer, 2010). Hamad (2015) also identified two established and demonstrated leadership styles that the highest-

ranked leaders in the Army, like generals, can adapt to sustain military operations among troops. These styles are transactional and transformational leadership.

Transactional leadership theory defines the relationship between subordinates and leaders as a relationship where there is reciprocity in the relationship. Leaders not only influence their subordinates but allow feedback from them to influence their own decisions (Khan, 2016). Transformational leadership approaches produce transformation in organizations by inspiring internal resources (Powe, 2020). In the 21st century Army, Gen Z is becoming the larger population of soldiers. Gen Z is different from other generations of soldiers. Gen Z thinks differently, operates differently, and is soldiering in a digital era as compared to other generations; therefore, the Army needs to connect with this generation by shifting leadership styles and training (Riebeling, 2023). Army leaders must be aware that retaining Gen Z soldiers will require different approaches to the quality of life for their recruits and for soldier leadership training.

Due to the nature of the organization, the Army's typical leadership style is transactional; however, the soldiers in the 21st century Army are not accustomed to this type of supervision and leadership. Therefore, 21st century soldiers will benefit and thrive if Army leaders also apply transformational leadership skills in their supervision by bringing understanding, empathy, and connecting and communicating more effectively. (U.S. Army, 2019). In discussing leadership style options for the military to incorporate and include EI into training soldiers, there are several styles that could be added to improve military leadership training.

Beyond transactional and transformational styles, there are other leadership styles used by the military that, if combined with EI training, military leaders will be more

equipped to be more understanding, empathetic, inspiring, become better communicators, and interact and manage relationships in a positive approach. These leadership styles are directive, situational, and participative. Gardner and Stough (2002) expressed that transformational leadership and EI leaders are powerfully related. Transformational leaders will gain the trust and respect of their people by being effective in expressing their emotions in a meaningful way, resolving issues, and making important decisions while recognizing that common values and beliefs are of great importance to the organization. The various leadership styles that are used and that could be useful in the Army will be summarized in this chapter.

Directive Style Leadership

In the late 1960s, Hersey and Blanchard first introduced directive leadership and stated the leader provides clear and specific instructions on roles and tasks to their followers and is the only one who makes the decision. The directive leadership style is the initial and basic level of leadership (Whitehead, 2016). The directive leadership style is the most used approach in the military (Ford et al., 2016). A directive leadership style centers around the leader who seldom asks for input from subordinates but rather issues detailed instructions on what to do and what instructions to follow (Shonk, 2022). A directive leadership style puts more emphasis on tasks and less focus on employee/manager relationships (Shonk, 2022). Pearce and Conger (2003) believe that the directive leadership style shows team members the way, provides structure, and establishes clear channels of communication while seeking to consolidate information that only they know. Directive leadership is commonly used when soldiers are on the

ground in combat, under fire, or when dealing with unmotivated or inexperienced soldiers.

Situational Leadership

Situational leadership is used daily in the military (Halloran, 2015). The Army's methodology for situational leadership is to train leaders to be able to adjust and adapt to surroundings that are always changing. An example of situational leadership in the Army is when training has been planned for an outdoor setting, but due to inclement weather, leaders are expected to adjust and plan to conduct training in another setting, such as indoors. In preparation for leaders to face these challenges, the construct of situational leadership is used by the Army to train and educate them (Army Leader Development, 2013). Northouse (2016) explains that situational leadership is proven, practical, perspective in nature, and emphasizes flexibility. Hays and Thomas (1967) agree that leadership in the military adjusts depending on the situation. A leader's full potential may not present itself until they lead their soldiers into combat and complete a mission.

Participative Leadership

The concept of participative leadership was introduced in the 1930s by Hawthorne Works in Illinois. The participative approach in leadership is a strategy for teams of leaders and subordinates working together in a team-based approach to move a project forward (WGU, 2021). According to a study conducted in the 1950s, in a theory posed about human motivation, the concept of participative leadership identified that a person's motivation to complete a task is inspired by both their personality and what that person feels their needs are (WGU, 2021). The concept of utilizing participative leadership is relatively new, and the style is used for process improvement events (Wagner, 2015). For

example, in the military, participative leadership encourages subordinates to share their ideas about how organizational processes can be improved (Savage, 2020). Participative leaders are not obligated to follow the input provided by subordinates, but subordinates' contributions will assist in making the final decision.

Transactional Leadership

Leadership is paramount in military operations. The military emphasizes a transactional approach to foster trust and confidence in soldiers to complete the mission. Transactional or “telling” leadership is a leadership style that provides structure and motivation to subordinates to meet goals and rewards subordinates based on a recognized system (Lutkevich, n.d.). Khan (2016), the transactional theory is based on an exchange between the leader and the follower where a leader not only impacts and influences the follower, but the follower is also subordinate to this influence but can provide feedback to his/her senior officer. Transactional leadership concentrates on the leader-follower relationship. Researchers explain that transactional leadership is a trade process where leaders identify goals and needs for their followers and use consequences and punishment to achieve a task (Daft, 2011).

Researchers further explain that transactional leadership emphasizes the following behaviors: (a) passive management-by-exception, (b) contingent reward, and (c) active management-by-exception (Northouse, 2016). Kuhert and Lewis (1987) further expand on these ideas by sharing that transactional leadership theory is based upon the idea of leaders giving employees what they want in return for what they want done. Additionally, their theory suggests that workers require motivation, instruction, structure, and

monitoring to accomplish tasks on time. This type of leadership fits well with a top-down approach, including some input from subordinates favored by military organizations.

Transformational Leadership

Leadership approaches depend heavily on the situation at hand. Transformational leadership approaches produce transformation in organizations through engaging internal resources (Powe, 2020). Researchers identify that transformational leadership is an internal development that produces a substantial change in an organization (Daft, 2011; Northouse, 2016). In its ideal form, Burns (1978) explains that transformational leadership produces valuable and productive change by enhancing morale, motivation, and the performance of followers through a comprehensive approach with the end goal of making them great leaders.

Powe (2020) illustrates transformational leadership approaches focus on organizational cultural changes through empowering creative and innovative employees. Researchers explain that transformational leadership produces the best results and consequently inspires others to work together while inspiring individuals toward self-improvement (Bass & Avolio, 1994). A transformational leader leads not in seclusion but relates to others through a sense of identity and their identity to the unit (Burns, 1978).

Changes in Military Leadership

The Army's leadership requirements follow the United States standard of excellence and democratic foundation. A focus in Army training has been to provide skills for NCOs who are responsible for 1 to 8 soldiers per squad, and the training emphasizes teamwork. In addition, it is essential for the future of the Army to provide adaptable skills for NCOs on how leaders treat and develop the soldiers they are

responsible for. If EI training was also included in the Army leader training exercises, adaptability skills would also be improved. The Army has had to acknowledge that the fast-paced evolution in security threats, social change, and technology necessitates that there is an ever-increasing need for soldiers and their leaders to learn skills in adaptability (Munteanu, 2016).

Generational Differences in the Army

Generational differences have been recognized in many fields, such as education, business, and medicine. Boyle et al. (2018) share that it is crucial to learn how to manage the different generations in the workplace. In the workplace, five generations exist—traditionalist, baby boomers, Generation X, millennials, and Generation Z (Boyle, 2018). Colonel Roff, a former commander of the 315th Mission Support Group, stated, “As military members, it has become increasingly necessary to consider generational differences within our ranks” (Roff, 2015, p. 1). Generational differences play a part in how the military communicates, their values, and what motivates military members. Each generation has a unique collective experience, and they each bring something new and improved to the development of the military forces. Leaders must learn how to understand and effectively manage generational differences for the purpose of attempting to engage talent at all levels.

Role of the Military Leader

The success of the U.S. Army depends upon its soldiers. Though Army officers and NCOs are responsible for professional and personal growth, they, too, are responsible for developing the character of their subordinates (Munteanu, 2016). The Army Leadership doctrine (FM 6-22) describes Army leadership as the development of motivating people

by providing motivation, direction, and purpose while completing the mission (U.S. Department of the Army, 2006.). Furthermore, the U.S. Department of the Army (2006) promotes self-aware, agile leaders who have flexibility and are adaptive.

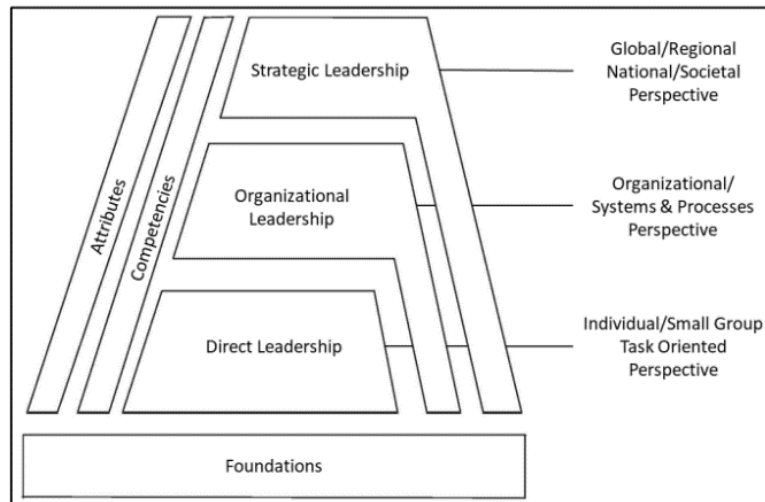
Leadership positions in the Army are divided into three levels: (a) strategic, (b) organizational, and (c) direct (U.S. Department of the Army, 2019) (see Figure 2). These three levels involve a range of leadership factors ranging from command and control, the influence of the leader in position, unit size, type of operations, and levels of echelons (U.S. Department of the Army, 2020). Leadership in the Army in this range of levels must utilize every person's potential and influence each person's ability to be a leader.

People in the Army play a vital role when assigned a duty. Everyone functions in the role of a leader or subordinate (U.S. Department of the Army, 2012). According to FM 6-22, an Army leader is one who assumes authority and inspires, encourages, and influences others to accomplish unit goals (U.S. Department of the Army, 2006). Military leaders are placed in rank structures called military ranks. Every rank has its own complexity of problems and issues, ranges of responsibility, and leadership challenges (U.S. Army, 2019).

The Army Directorate Publication (ADP) 6-22 identifies two types of leaders in the military: NCOs and officers (U.S. Department of the Army, 2019). Both levels of leaders are trained and prepared differently to assume their roles and responsibilities and have different requirements to achieve their ranks. However, each of these levels works together to accomplish any given mission.

Figure 2

Army Leadership Levels



Note. Adapted from “Army Leadership and the Profession,” by U.S. Department of the Army, 2019, pp. 1-22. https://talent.army.mil/wp-content/uploads/2020/11/ARN20039_AD-6-22-C1-FINAL-WEB.pdf

Transformational Leadership in the Military

The Army’s challenge is to promote the development of transformational leaders through a military culture that selects and advances those with imagination and an intellectual framework to support modernism (Combs, 2007, p. 1). The objective is to train transformational leaders that motivate others to go above and beyond and set inspiring expectations. This objective is imperative to today’s decentralized Army and its volatile, uncertain, complex, and ambiguous (VUCA) environment (Combs, 2007).

The Army describes transformational leadership as leaders who live the Army tradition of leading by example (U.S. Army, 2019). As the Army adapts to its ever-changing environment, its leaders must also adjust and fine-tune their leadership styles. In a constantly changing environment, a transformational leadership style fits perfectly with this philosophy because a free flow of ideas is encouraged in solving military problems, which leads to members being a team inspired to deliver results.

Transformational leaders are professionals in their fields and typically strive to improve their working environment by understanding the role of the soldiers that they are responsible for. Transformational leaders inspire their followers because of the rapport they establish and how well they create change by working with them (NCO Journal Staff, 2018). In order to influence soldiers to be their best, transformational leaders must have EI skills to be role models to the people they lead, thereby gaining their trust and respect.

To become a transformational leader in the U.S. Army, the leader must make a purposeful, time-consuming investment in nurturing and developing subordinates. Transformational leaders are charismatic, inspirational, individually considerate, and intellectually stimulating. They develop and capitalize on tomorrow's Army leaders (Hensley, 2013). Transformational leaders hold the key to growing "Army Strong" leaders for the military, as well as the future of the Nation, and effective transformational leaders must also possess EI.

Emotional Intelligence

EI is an essential quotient of leadership decision-making (Hensley, 2013). Emotional quotient, also known as EI, refers to the power to comprehend and recognize oneself and others' emotions in a situation and use situations to communicate effectively and create relationships, all the while feeling empathic towards others and their situation (Jiang et al., 2022). Mayer and Salovey (1997) illustrated EI as the capacity to notice and detect the emotional state of oneself and others and utilize it to control their behavior. Well known in psychology that emotions are essential to mankind's function and experience and include emotions such as happiness, sadness, disgust, anger, surprise, and

fear (Izard, 2013). Faltas (2017) validates that the successful use of EI training depends on individuals' openness to receive feedback and retain high confidence levels in order to improve their EI abilities.

Theoretical Framework

According to research, EI plays a vital role in a leader's development and in leadership (Goleman, 2005; Yukl, 2012). Faltas (2017) argues that the three major models in the research of EI are:

- Bar-On's emotional intelligence competencies model
- Mayer and Salovey's emotional intelligence ability model
- Bradberry and Greaves's emotional intelligence performance model

The three models center on cognitive and noncognitive skills and the abilities and competencies of an individual to recognize the emotions that drive human behaviors (Faltas, 2017). The three foundational frameworks used for measuring EI are further explained.

Bar-On Model

Swayed by Darwin's original work, the Bar-On model of emotional and social intelligence provides the foundational theory for the Emotional Quotient Inventory (EQ-i), a self-declared measurement and pinpoints of social and EI behavior providing an evaluation of one's fundamental emotional and social intelligence (Bar-On, 2006). Bar-On's (2006) concept of this component of interrelated social and emotional competencies includes the following key components:

- (a) the ability to understand, recognize, and express feelings and emotions
- (b) the ability to recognize and comprehend how others feel and connect with them;
- (c)

the ability to facilitate and regulate emotions; (d) the ability to alter, adapt and decipher difficulties of a personal and social nature; and (e) the ability to self-motivate and create change. (p. 13)

Figure 3 further illustrates the five Bar-On areas of EI found in the research.

Figure 3

Bar-On Emotional Quotient Inventor

| Five Areas of Emotional Intelligence | | | | | |
|--------------------------------------|--|--|---|---|--|
| | Intrapersonal Skills (inner self) | Interpersonal Skills (people skills) | Stress Management (deal with stress or losing control) | Adaptability (recognize/respond to diverse situations) | General Mood (overall outlook on life; enjoy oneself and others) |
| Aspects of Emotional Intelligence | <i>Self-regard</i> Respect and accept oneself as basically good | <i>Empathy</i> Aware of, understand and appreciate feelings of others | <i>Stress tolerance</i> Withstand adverse events and stressful situations | <i>Reality testing</i> Assess the difference between the expected and what exists | <i>Optimism</i> Look at the brighter side of life |
| | <i>Emotional self-awareness</i> Recognize one's feelings | <i>Social responsibility</i> Be cooperative, contributing, and constructive member of group | <i>Impulse control</i> Resist or delay an impulse, drive, or desire to act | <i>Flexibility</i> Adjust one's emotions, thoughts, and behaviors to changing settings | <i>Happiness</i> Feel satisfied with one's life, enjoy life and others |
| | <i>Assertiveness</i> Express feelings, beliefs and thoughts and defend one's rights | <i>Interpersonal relationships</i> Establish and maintain mutually satisfying relationships | | <i>Problem solving</i> Identify and define problems with potential for effective solutions | |
| | <i>Independence</i> Self-directed and self-controlled | | | | |
| | <i>Self-actualization</i> Realize one potentiality | | | | |
| | | | | | |

Note. Reprinted from “Emotional Intelligence in Nursing Students,” by E. C. Holston and J. Y. Taylor, 2016, *International Journal of Advances in Psychology*, 5, 12. 14355/ijap.2016.05.003

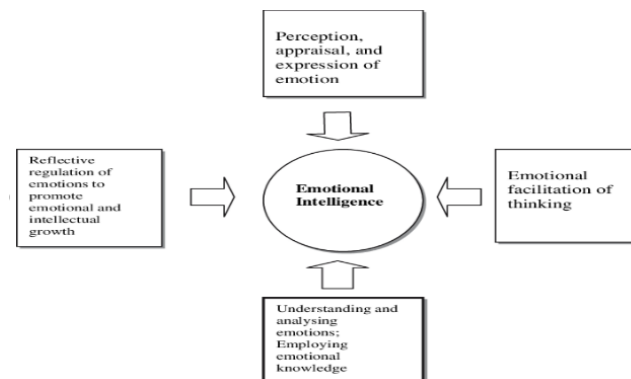
Mayer and Salovey Ability Model

The founding fathers of EI referred to prior leadership research and synthesized concepts that were not presented with other traits. According to almost 30 years of research, EI is the result of the relationship between emotion and intelligence (Mayer et al., 1990). The most cited definition of intelligence by Wechsler (1940) states, “Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” (p. 3). Mayer et al. (1990) elaborated on EI as a component of social intelligence that connects one’s ability to

observe others' feelings and use their observations to refocus their thinking and actions. Mayer and Salovey (1997) proposed that EI skills included an emotion-related ability comprised of four fundamentals: (a) use of emotion to facilitate thinking, (b) perception/expression of emotion, (c) management of emotion in oneself and others, (d) understanding of emotion and highlighting adaptation and control of emotions in self and others, Mayer et al. designed and developed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) to measure a more accurate assessment of expressing emotions. Figure 4 illustrates Mayer and Salovey's emotional intelligence model.

Figure 4

Mayer and Salovey Emotional Intelligence Model



Note. Adapted from “Emotional Intelligence: Relationships to Stress, Health, and Well-Being,” by G. L. van Heck and B. L. den Oudsten, 2007, *Biological Psychology*, 38. 10.1007/978-0-387-29986-0_7

Bradberry and Greaves

Bradberry and Greaves (2009) also describe EI as the ability to recognize and comprehend oneself and others' emotions and being able to control their behavior and interactions. TalentSmart, a test founded by Bradberry and Greaves in the year 2000, identifies specific behaviors and pinpoints emotional quotient strategies to help a person increase their EI. The Talent-Smart test measures an individual's progress in EI.

Bradberry and Greaves’ framework consists of four domains of EI competence: (a) self-awareness, (b) self-management, (c) social awareness, and (d) social management.

An additional researcher on EI, Goleman et al. (2013), explained self-awareness as understanding and knowing one’s emotions and their impact. As Goleman et al. also addressed self-management as maintaining and tending to disorderly impulses.

Furthermore, social awareness is described as detecting others’ emotions and being considerate of their viewpoint with genuine concern. Lastly, Goleman et al. illustrated relationship management as leading and inspiring through a compelling vision. Figure 5 illustrates Goleman’s emotional intelligence model. The theoretical framework for this research study brings together the foundational theories of Goleman, Bradberry and Greaves. The theoretical framework will be presented in more detail in Chapter II.

Figure 5

Goleman Theoretical Framework



Note. Adapted from “Goleman’s Emotional Intelligence Model 2002,” by Global Leadership Foundation, 2022. <https://globalleadershipfoundation.com/deepening-understanding/emotional-intelligence/>

Emotional Intelligence in Army Leadership

The Army Leader Development and Training Center is a center whose purpose is to provide opportunities for developing leaders through education, training, and involvement within a mission command climate and building upon home station training (U.S. Army, 2019). The Center's focus is on underlining the importance of leader-to-subordinate relationships, development, and teamwork. These matters require the integration of EI in Army doctrine, leader training, and leadership literature (Sewell, 2009); however, EI is not taught at this Center. The U.S. Department of the Army (2006), Army FM 6-22 is dedicated to leadership, leader development, competencies, and attributes of Army leaders. However, in its present leadership framework, the Army does not completely address the significance of the emotional side of leadership in its training, nor does it require leaders to be assessed on their EI levels when making decisions or relating to the soldiers they are in charge of.

There is an Army Leadership Requirement Model (ALRM), and the purpose of this model is to outline the required competencies and attributes of an effective Army leader. The relationship between EI elements and the ALRM is clear: "Inherent in the attributes and competencies are emotional aspects that lead to effective leadership when understood and employed" (Sewell, 2009, p. 97). Over the past decades, according to Freitas (n.d.), there have been requests by leaders from the Army War College, such as field grade majors, lieutenant colonels, colonels, and above for the Army to recognize the need to train its soldiers in EI; however, it has yet to be fully embraced and enacted. Freitas suggested considering how useful a tool EI is for leader engagement with their

subordinates. It is amazing that EI has not been integrated into Army leadership training as of yet, with such high leadership in the Army ranks recognizing this gap in training.

Military and Family Life Counseling

Based worldwide, the MFLC program provides services to soldiers and their families in the form of non-medical counseling. Non-medical counseling reports issues such as stress management, deployment integration, improving relationships at work and home, parenting, grief, loss, and much more (Military One Source, n.d.). Non-medical counseling does not address situations with alcohol, domestic violence, substance abuse, active suicidal or homicidal thoughts, acute mental health conditions, or sexual assault. MFL counselors also offer services and provide tips to soldiers on emotional wellness and how to cope with stress at work, strategies to bounce back after a trauma, ways to make positive choices, and having a productive relationship with the people they work for. Counselors must complete several years of education, including at least a master's degree or higher, to become an MLFC. The types of training and education MFL counselors receive equip them to understand EI needs and issues Army soldiers bring to them to resolve.

Besides traditional military training, MFLC provides training to soldiers and family members in crisis, and some of those issues are resolved through the EI background and training MFLC staff counselors have. Counselors commonly assist soldiers and family members with personal matters such as financial matters, marital problems, and redeployment integration. However, counselors also assist with soldier work issues like leader/subordinate relationship conflicts or peer-to-peer issues.

With the lack of EI training in the Army (Waxler, 2020) for leadership, Army counselors often take on the support role for soldiers by being a neutral party, mitigating the situation, and striving for a unified approach to restore leader/subordinate relationships when they have been severed or are toxic. Their work helps to support leaders in building cohesive teams in order to optimize mission decisiveness and soldier well-being (Waxler, 2020). When soldiers question their leadership or face conflicts with their NCO leaders, for example, and have nowhere to turn, often MFLC staff are there to help mitigate these types of issues. Sometimes these issues involve NCOs not using EI in resolving conflicts, perhaps because they have not received the appropriate training to use these types of skills, and so MFLC staff must step in.

Statement of the Research Problem

Despite leadership skills training and leadership development in the Army, there is a lack of studies documenting how Army leaders can develop and improve their emotional intelligence. U.S. Department of the Army (1990) stresses the need for leaders to be mature, control their emotions and remain calm under pressure and “in the face of danger” (pp. 2-18). The U.S. Department of the Army (1999) further explains traits of EI when applied by a leader as showing the right emotion at the right time and being able to recognize others’ emotional state.

An Army leader influences subordinates and provides direction, purpose, and motivation to enable and direct soldiers to complete a mission or task. Army Bulletin FM 6-22 explains leadership as someone who influences others by providing direction, motivation, and purpose to complete a task (U.S. Department of the Army, 2012).

Leadership plays a crucial role in any organization but is even more critical in the military because, often, a leader's decision rests on a matter of life or death. In the Army, leaders are responsible for the training, discipline, development, morale, and welfare of their subordinates. According to the U.S. Department of the Army (2019), leader development of others involves constant teaching, mentoring, developing, and assessment of retaining leaders with the potential to perform greater responsibilities. Leaders challenge soldiers by developing them, then place them in positions of authority with greater responsibility and accountability. Although the Army's dedication and support for tactical, strategic, and physical training is tremendously important, the Army has not addressed EI leadership training for its leaders, such as NCOs, who are ultimately responsible for battalions of Army soldiers.

The gap that exists in this lack of EI training, especially as Army soldiers attempt to adapt to an ever-changing world and develop leadership skills in new generations of soldiers is important for the Army to address in order to remain effective. By training Army NCOs in EI in order for them to resolve issues in their units, problems that now may be elevated to other departments or resolved by counseling staff in the MFLC may be reduced. This study endeavors to research if many soldiers' problems in the Army could be mitigated if NCOs possessed EI skills and could assist soldiers they supervise in resolving their issues.

Purpose Statement

The purpose of this qualitative phenomenological study was to describe the perception of Army counselors in the Military Family and Life Counselor Program about the impact of emotional intelligence training on Army non-commissioned officers'

leadership decision-making effectiveness in their supervision of the soldiers they are responsible for. This study also researched the perception of these counselors about the benefits and challenges of incorporating emotional intelligence leadership preparation with traditional Army training for non-commissioned officers.

Research Question

This study was guided by the following research questions:

1. How do Army civilian counselors in the Military Family and Life Counselor Program perceive that training in emotional intelligence will impact Army non-commissioned officers' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for?
2. What benefits or challenges do Army counselors in the Military Family and Life Counselor Program perceive will emerge if emotional intelligence training is incorporated into existing Army non-commissioned officers' leadership development training?

Significance of the Problem

This study aims to explore and describe the perception of Army counselors in the MFLC program on the impact of EI training on Army leadership development and decision-making. EI is a critical skill that is viewed by effective leaders in multiple establishments as a tool to aid in leader development and organizational change and effectiveness. Fraher (2011) expounds in an article that the U.S. Military desires EI leaders to expertly control frustration and control anxiety, stay motivated, and control impulses, but also possess the ability to keep emotions, such as fear and distress, under control from overwhelming their ability to think. Furthermore, Fraher explained in years

to come, America's armed forces should promote a new vision of leadership and create emotionally intelligent warriors with much less commitment to topics like gender-biased models. Troyer (2021) also shared that when a leader lacks EI and fails to set the tone in the organization, this behavior will result in lower employee involvement and a high turnover rate. Good leaders are the key to a successful organization.

There are many studies on leaders, leader effectiveness, and leadership, but limited studies have been conducted on both inclusion of EI in Army training and its benefits and or challenges. McKee et al. (2008) explained the finest leaders produce findings by audaciously striving to be the best version of themselves while making decisions that guarantee the future and safety of those they lead. Army leaders are responsible for making decisions for their organizations and those they lead. Making decisions is not an easy task for leaders because they must be aware and reflect on themselves, their passions, beliefs, and reactions. An Army leader's ultimate responsibility is to motivate and influence subordinates and others to reach organizational objectives. Army leaders motivate everyone to follow through actions and form decisions to better the organization (U.S. Department of the Army, 2006). A unit's performance, specifically led by NCOs of any rank, reflects its leadership capabilities.

Learning and understanding how to be an effective leader is not acquired in a classroom. It is a process that requires personal credibility, empathy, and logic (Horval, 2020). Horval (2020) expressed in his article entitled "Power and Influence" that military leaders who are emotionally incompetent are knotty because the lack of emotional awareness and ability will limit follower commitment and create a dent that will influence the attitudes and beliefs of others. Furthermore, when it comes to effective

leadership, emotional quotient leaders are more focused than intelligent ones. Many leaders in the U.S. Army display exceptional character, commitment, and courage; however, they lack an understanding of their own emotions and the impact they have on others.

The Army has modernized in many ways to improve how leaders lead, educate, and develop their soldiers. Yuan and Hsu (2012) mentioned EI is a skill that can be learned. If EI can be learned, this study seeks to help Army leadership also recognize the importance of leadership training programs to better prepare Army NCOs to become effective by learning and using emotionally intelligent leadership skills.

Operational Definitions

The terms below have been identified in this research and are useful to understand the U.S. Army's commonly used key terms.

Army civilian. The Army Civilian Corps is a community of civilian professionals working for the Department of the Army.

Army leadership. Army leadership is the responsibility of an officer who instills discipline, motivation, and provides purpose to the soldiers they lead.

Emotional intelligence. EI is a set of cognitive and noncognitive abilities essentially linked to the behaviors and dealings of every person, in every realm, at any level (Faltas, 2017).

Directive leadership style. This leadership style centers around the leader who seldom asks for input from subordinates but rather issues detailed instructions on what to do and what instructions to follow (Holmes, 2012).

Military and Family Life Counseling Program. An Army program that provides non-medical counseling support to all Army soldiers, family members, and survivors.

Participative leadership. Participative leadership provides subordinates with an opportunity to provide their feedback to leaders who then genuinely listen to their input.

Non-commissioned officer. A Soldier in the rank of corporal to sergeant major in the U.S. Army whose utmost responsibility is to discipline, mentor, and take care of Soldiers.

Soldier. An individual in the Army who is in a professional military unit or division.

Theoretical Definitions

Stoic philosophy. Focuses on identifying what is in your control and what is not and using this to develop mental resilience (Payne, 1985).

Transactional leadership. The transactional theory is grounded on the idea that leaders give soldiers what they want in exchange for getting or doing something they want (Khan, 2016).

Transformational leadership. Transformational leadership's end goal is to make great leaders by producing positive changes through boosting morale and providing motivation.

Warriors Ethos. Sets of principles every soldier lives by. It defines who we are and who we aspire to become.

Delimitations

This study focused on leaders in the U.S. Army. For the purpose of this study, this research was delimited to MFLC working for the Department of the Army and counselors

who are trained and certified in EI. This study was also delimited to MFLCs assigned to Army Bases in the state of Georgia, both male and female, regardless of pay grade.

Organization of the Study

The study is prepared and ordered into five chapters, a reference, and appendices. Chapter I of this research aimed to provide an overview and the overall scope of the study. Chapter II presents an in-depth description of the literature. In Chapter III, the methodology of the study, research design, and a review of the population and sampling requirements is provided. Chapter IV of this study presents, analyzes, and provides the data collected and a discussion of the findings of the study. In Chapter V, a summary of the key findings, implications, and recommendations for future research are provided.

CHAPTER II: REVIEW OF THE LITERATURE

According to Roberts (2010), a literature review explores research to learn what is known and unknown about a topic. For a thorough and detailed review of the literature, a variety of sources were referred to and used by the researcher. The synthesis matrix in Appendix A lists the sources cited in this literature review and the research from existing studies and literature on Army counseling and Army leadership and development training.

This chapter begins with exploring the Army NCO leadership - different levels of leadership, its values and responsibilities, and the ALRM. Following this summary, the responsibilities, expectations for NCOs, and the history of this leadership position are discussed. Chapter II then reviews the types of leadership training in the Army, including internal Army organizations that provide NCOs with leadership tools. In this chapter, the responsibility of NCOs as counselors is outlined, and then this chapter delves into research regarding the Army MFLC offices operations as a resource for Army leaders to learn and understand the impact of EI when dealing with soldier leadership situations. This chapter then reviews the theoretical framework for this research using the four domains of EI, which are: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management. Lastly, Chapter II focuses on the evolution of Army leadership training and the gap or lack of EI training currently not required in the ALRM for the Army's leaders.

Army Non-Commissioned Officers Leadership

According to Purvis (2004), a good leader believes and lives out the Army's value of teaching soldiers to do as well; this is "from the heart" (Purvis, 2004, p. 1). Purvis

explained that a good leader is capable of mentoring a soldier's decisions in order to enhance a soldier's career path and equip a soldier to reach their highest potential. Maxwell (2005) explained that a leader's effectiveness is influenced by their ability to lead. Kolditz (2009) explained that military leadership qualities are built on an expansive strategic series of planned training, educational, and time-consuming experiential events (U.S. Department of the Army, 2013). The top military leadership holds leaders to high levels of responsibility, and these expectations are based on the construct of duty, service, and personal sacrifice.

Military leadership involves its leaders in making tough decisions in unpredictable situations that also include significant risks. Complex decisions come from asking tough questions and using strategic methods to help leaders arrive at well-informed conclusions about a situation (Tisdale, 2022). Additionally, NCOs, such as a sergeant leading a platoon of soldiers, are responsible for applying leadership that builds a cohesive team that motivates the platoon to complete a specific mission. At the same time, the Sergeant simultaneously takes on the role of protecting the platoon's welfare and safety (Norwich University Online [NUO], 2019). Payne (1985) shared that team building builds trust, resolves problems, fosters communication, and increases collaboration. Furthermore, effective team building involves a leader and team members' engagement which is excellent for a productive work environment.

The Army and its leadership requirements are grounded on standards of excellence, defined values, and the Nation's democratic foundations (Munteanu, 2016). Powerfully rooted in history, allegiance to the Nation's law, and accountability to authority and doctrine (Munteanu, 2016), Army leadership has been established for more

than 240 years to protect the American people and the interests of the Nation. The Army's leadership doctrinal manual, FM 6-22 (2019), which includes ALRM requirements, describes Army leadership as the development of a leader who provides direction, purpose, and motivation to others to complete a task. The Army acknowledges the significance of upholding the time-proven morals, standards of competence, and values that have set apart leaders throughout history. Army leadership doctrine also recognizes the continuous adaptability to technological advances, societal change, and evolving security threats (Sewell, 2009).

Whether in peace or war, a leader's role is crucial. As shared by many scholars through the shaping of military organizations, leaders build the future of their organization, and their decisions, techniques, and actions impact others (Sewell, 2009). According to Ortega (2021), the ground level of becoming a military leader is connected to leadership attributes that correspond with military and cultural values. The military classifies these leadership attributes as physical, mental, and emotional traits that permit leaders to work to advance through different levels and ranks of Army leadership (U.S. Army, 2006).

Military leadership consists of three levels, from the lowest non-officer level to the highest military commander (U.S. Army, 2019). The three levels are known as direct, organizational, and strategic. The three levels support leaders' attributes and competencies as they develop with military education and experience. Military leaders will learn and experience many levels of leadership as they advance from junior soldier to NCO and on to senior NCO levels (Ortega, 2021).

Today's Army has shifted its focus from tough and hard physical training to a combination of physical and mental toughness. A decade ago, soldiers were instilled discipline through tough physical training and hard-core discipline sessions by holding corrective training or "smoke sessions." In a smoke session, which is corrective training, if at least one soldier in the formation does not follow orders, arrives late to their appointed place of duty, or displays any disrespectful behaviors, the entire unit of soldiers might have serious consequences to face. The consequences might include push-ups, sit-ups, a one-mile lap, and other physical consequences.

Standards and discipline were at the forefront of every training. According to U.S. Army (2019), discipline or "military discipline" is the order and obedience of a soldier and their willingness to respond to guidance and command in a quick manner. In recent years, as the Army stressed the importance of including mental and psychological health in training to allow soldiers to share their thoughts and be involved in decision-making, this allowed soldiers to relax more, think about their situations, and be involved in decision-making. Soldiers can now question leadership when they are given the order to execute, whereas this questioning behavior was forbidden in the Army before.

According to the U.S. Army (2004), strong leadership and incomparable leadership development skills are central to the U.S. Army's success. Sewell (2009) identified that major changes are taking place in political, economic, and social situations in America, and for that matter, in the world. These changes affect society, government, and the military in many ways, and people and the Army must adapt quickly to these changes. Changes that society quickly adapts to can demonstrate to military leaders how

they might adapt and become self-motivated enough in order to create positive outcomes in the mission they are a part of.

Furthermore, Sewell (2009) explained Army leaders face similar changes in their daily routines, and therefore, it is important to have leaders capable of understanding the importance of managing change, as well as possessing a personal emotional balance, controlling impulses, and maintaining optimism in challenging situations. Though an entry-level NCO who is a squad leader in the Army is capable of managing information and recognizing possible changing trends, they also need to have self-awareness and veracity to stay reliable and trustworthy. Therefore, Army training on EI could equip NCOs with important skills to be more effective leaders.

Army Leadership Requirement Model

Serving the American people by protecting the National interests of the country is one of the Army's top priorities (NCO Journal, 2018). To meet these requirements, the Army developed the ALRM, which provides a general structure for conceptualizing, studying, and understanding leadership and related philosophical systems. The model is based on the key attributes required for leaders in the Army and associated core leadership competencies targeted at educating exemplary leaders capable of observing and monitoring their subordinates' efficacy and potential. However, while the ALRM is a manual designed to provide training for leaders on core competencies and attributes, EI is not included in the manual. According to Army Doctrine Reference Publication 6-22, the Army exists to protect the Nation's interests and serve the American people; with that mandate, valued-based leadership, impeccable character, and professional competence is

required; however, EI training to strengthen this competence is not provided in the Army training manual at this time (U.S. Department of the Army, 2012).

In FM 6-22, the Army illustrates and defines its leadership doctrine. Highlighted in the ALRM is the groundwork of the FM philosophy, which pinpoints the attributes and competencies essential for successful and effective leaders (Sewell, 2009). According to the U.S. Department of the Army (2017), the Army defines professional development as a purposeful and continuous method to prepare soldiers through training, education, and experience to perform all their duties in accordance with Army ethics. An Army professional is one who is an expert, an honorable servant, and a steward of the Army profession.

The ALRM outlines the Be, Know, Dos of a professional; included in the model are the required attributes of a leader. These attributes are character, presence, and intellect (U.S. Department of the Army, 2017). The ALRM was developed for leaders at all levels to inform them of the continuing capabilities required regardless of assignment, mission, and leadership level (U.S. Department of the Army, 2012). Centered around what a leader is, in their attributes, and what a leader does as a result of their character, the ALRM illustrates a leader's character, presence, and intellect as components that empower leaders to perfect primary and essential leadership competencies.

The Army's greatest responsibility is to support and defend the country through war and other kinds of support. Taking charge and leading troops in combat is the most critical mission for NCOs and the most challenging; that is why good order and discipline are very crucial. Leadership is achieving the mission while simultaneously taking care of

soldiers both in combat and at their home station. To do so, NCOs must develop their soldiers' character and competence to achieve excellence.

According to ADP 6-22, the ALRM outlines what a leader is and how they learn and behave (U.S. Department of the Army, 2019). Leader attributes are an individual representation of their morals, values, and identity (character) and the perception of their identity and character (presence). Depending on these traits, a leader will be able to influence others to follow them. If a leader is trained in EI, their character will be strengthened if trained in self-awareness, self-management, social awareness, and relationship management.

ADP 6-22 states that character includes an individual's moral and ethical qualities, assists an individual in making the right decision, and provides a purpose to do what is necessary, regardless of the consequences (U.S. Department of the Army, 2019). Furthermore, a leader's presence is determined by their words, actions, and the way in which they carry themselves (U.S. Department of the Army, 2012). Presence is not just showing up; it requires setting examples for soldiers to follow. Additionally, Army leadership portrays that an Army leader's intelligence is drawn from theoretical and critical thinking skills and is applied to their duties and responsibilities; these abilities support sound judgment and effective problem-solving.

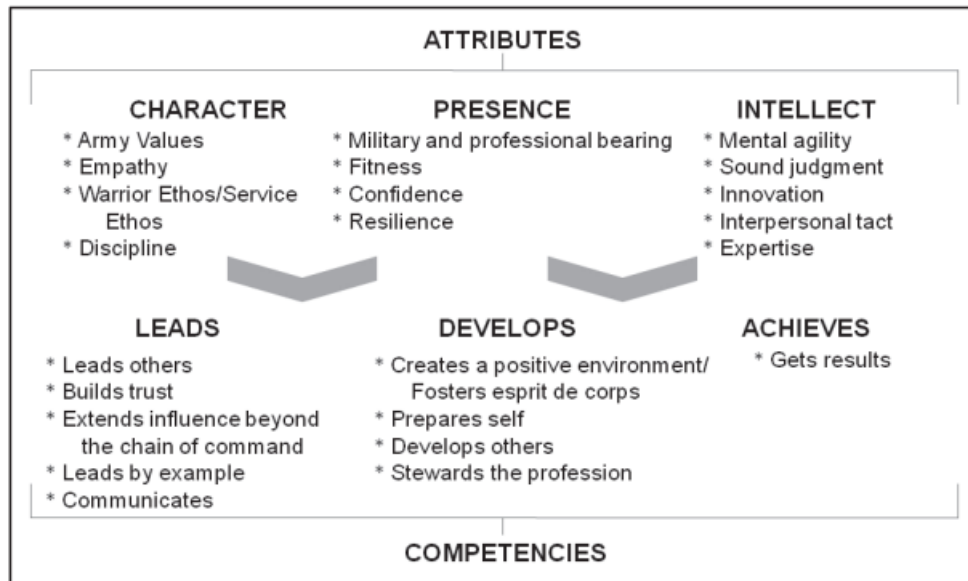
The Monitor published an article dated September 9, 2004, in which the reporter wrote about the courage of NCOs leading their soldiers in combat and expressed the following: "This is one of the truly finest examples of courage to be found" (Purvis, 2004, p. 4). The NCOs and their soldiers are spotted every day on the streets of every foreign country, fighting for their country. NCOs have proven they have trained their

soldiers with the values and skills to focus on the mission and perform their duties as directed. Purvis (2004) further explained U.S. soldiers achieved similar actions in conflicts the U.S. has been engaged in, and the NCO as a leader has been the vanguard of these actions. “Without the NCOs none of these endeavors would have succeeded, or even existed” (Purvis, 2004, p. 5). NCOs are the core of Army organizations; they make things happen, they implement and carry out orders, and they provide a positive influence on soldiers in both peace and war; it is their responsibility.

Developing a balanced combination of professional experience, realistic training, and self-development, the Army’s core leader competencies outline a clear and steady way of communicating expectations for Army leaders (U.S. Department of the Army, 2012). The basic competencies are acquired at the basic level of leadership and developed as the leader progresses in Army leadership ranks and positions. Leaders improve and sustain the competencies through performing missions and through Army training (U.S. Department of the Army, 2019). Furthermore, for proficiency improvement, Army leaders can benefit from opportunities to gain experience by asking questions, conducting self-assessments, seeking training opportunities, and requesting performance critiques. This ultimate approach to learning under the guidelines of the Army’s ALRM includes the principles shown in Figure 6 and ensures leaders remain viable as professionals.

Figure 6

Army Leadership Requirements Model



Note. Adapted from “ADP: 6-22: Army Leadership,” by U.S. Department of the Army, 2012, pp. 1-5. https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN20039_AD206-22%20C1%20FINAL%20WEB.pdf

The ALRM attributes must be a part of every Army NCO. These attributes can develop them to become better leaders and lead them to a higher level as a leader through self-assessment, mentorship, and honest efforts. An NCO’s competence development is a mixture of self-development, time, learning in military schools, training, and personal experience. The basic competencies are gained at the direct level of leadership as a junior soldier or NCO. NCOs strive for new learning opportunities to challenge and improve their ability to lead and achieve daily. Maxwell (2002) stated, “The secret of our success is found in our daily agenda” (p. 8). All tasks, duties, and responsibilities of an Army NCO are performed and improved daily in pursuit of mission accomplishment and the welfare of soldiers.

While attention to character and the mission are the priorities in the training of NCOs, the Army also needs leaders who consider additional values such as empathy, warrior ethos,

discipline, and humanity. A prominent leader is qualified in the essential functions of military competencies, for example - fostering a positive climate, following orders, and leading by example (NCO Journal, 2018). The ALRM's vision of effective leadership implies developing critical leadership qualities in one's subordinates as well. The well-balanced implementation of the leadership requirements helps Army leaders to establish highly efficient and cohesive organizations to protect the Nation successfully. Evaluation and understanding of ALRM increases one's effectiveness as a leader due to the crucial role of leadership knowledge that boosts mental agility and interpersonal tact and core attributes of ALRM. Army leaders should constantly advance their leadership proficiency to perform military duties with a global mindset and provide guidance at the national level. Such an approach guarantees that Army leaders will remain effective as a professional corp.

Non-Commissioned Officers History

Leadership development has been in the Army since its founding in 1775. The first mention in the history of NCOs dates back to 1775 when NCOs served in the Continental Army, described to be the first formal military in the United States representing the 13 colonies. While the specific duties of NCOs were not formally defined in that era, a Blue Book of Regulations in 1778 loosely identified standards for the order and discipline of military leaders such as NCOs and was further developed through the centuries (U.S. Department of the Army, 2019). Clay-Williams and Braithwaite (2009) explained becoming an NCO today requires knowledge of the corps' history and is necessary before joining the Army Corps. Clay-William and Braithwaite further explained learning the NCO history provides insight into how the NCO Corps was developed and how to deal with difficult situations as leaders.

For over 243 years, the NCOs were responsible for training enlisted soldiers at the unit level. These unit levels were involved in tactical training to prepare for. By virtue of rank, all Army NCOs are leaders. NCOs are enlisted personnel in the Army who have been promoted to leadership roles starting from the rank of corporal to command sergeant major (U.S. Department of the Army, 2020). The NCO Corps is the backbone of the Army. NCOs are responsible for order, discipline, training, and leading soldiers. NCOs are the most experienced of their soldier team, and they have spent years in military training, both tactical and technical, to develop soldiers. Every soldier in the Army, except for officers, is under the leadership of an NCO; this is the ultimate reason the role of an Army NCO is extremely crucial.

Taylor (1977) explained when a soldier becomes an NCO, they are empowered and are trusted leaders in America's all-volunteer force. As a steward and technical expert, an NCO enhances organizational effectiveness and directly contributes to mission success. Critical to all levels of leadership, NCOs are leaders who provide indispensable and irreplaceable connections between command orders and mission accomplishment. NCOs are leaders with wisdom who are well-trained and educated in military missions because if they were incompetent, this could be extremely detrimental to the organization's success. NCOs live by their creed daily: "No one is more professional than I." It is the NCOs duty to reference the NCO Creed when in doubt with training, leadership, and position.

Ulmer (2010) explained intelligent military leaders clarify objectives, develop trust, provide clarity, inspire confidence, and build teams. An Army leader is someone who is an asset and is assigned duties and responsibilities to accomplish Army missions.

Army leaders strive to motivate all soldiers to focus on the mission, perform their duties, and make choices for the betterment of the organization. Furthermore, the Army elaborates that being a leader is a lot more multiplex than just giving orders; it is a leader's influence, words, deeds, and values that set the example for soldiers to follow (U.S. Army, 2019).

One of the Army's key changes in leadership training was the NCO Education System (NCOES), a system focused on three areas of NCO development, talent management, and stewardship (Moore, 2018). In the 2011 *Center for Army Leadership Annual Survey of Army Leadership*, data showed NCOs significantly lacked in critical thinking, problem-solving, ability to apply skills in operational settings, leadership, interpersonal, communication, and management (Center for Army Profession and Leadership [CAPL], 2022, p. 2). The data in this report showed NCOs who lack in these areas have the tendency to also lack in their abilities to lead soldiers. With this data, the Army would definitely benefit from incorporating leader development training that would help NCOs lead soldiers more effectively.

The Army's aim is to develop and improve the next generation of committed and knowledgeable NCOs. Therefore, to train and develop NCOs to have the skill sets and the ability to lead soldiers, the Army would benefit from incorporating comprehensive training such as EI that builds and restores relationships, provides guidance on effective communication, and preparation on how to solve problems that are not tactically related and also how to build relationships with the soldiers NCOs lead (U.S. Department of the Army, 2019).

In addition to Army leader responsibilities, soldier and leader development is crucial. Leaders at all levels are depended on to develop the characters of their subordinates actively and continuously. Leaders should have a long-term focus on developing leaders who can continue to sustain and improve the institution (U.S. Department of the Army, 2019). At the basic level of Army leadership, direct leadership, leaders develop soldiers through teaching, coaching, mentoring, and counseling. Direct leaders' direct actions, assigned tasks, encouragement, and guidance ensure tasks are completed, and the mission is a success. Examples of direct leadership tasks are equipment maintenance, coaching soldiers on marksmanship fundamentals, and performance counseling.

Appendix B includes the Army NCO Creed, which serves as a code of conduct for all NCOs. The NCO Creed is a guide that reinforces the values of the new generations of NCOs. NCOs' primary responsibility is soldier welfare, accountability, and tactical and technical development. They mentor, coach, and teach the soldiers they are responsible for. NCOs are stewards of the Army profession, enforcing its standards as ambassadors to the world (National Defense University, 2013, p. 2).

According to the U.S. Department of the Army (1990), an NCO is charged with many responsibilities that can include the accomplishment of the mission and the welfare of soldiers. Mission accomplishment is preeminent; however, to ensure mission accomplishment, the welfare of soldiers is an even greater responsibility. It is the NCO's responsibility to continually evaluate and assess their element (squad, platoon, company, etc.) for esprit de corps, morale, proficiency, and discipline (Horn, 2002). This

assessment provides a realistic approach to identifying problems that exist in the unit, effectiveness as a leader, and the possible effectiveness of the organization.

NCOs must build and create cohesive teams that are fit, disciplined, highly trained, and ready to fight and win. NCOs conduct performance-oriented, standards-based, and battle-focused training, all to ensure mission success. NCOs empower, inspire confidence, build trust, and connect with their soldiers to overcome stressors and challenges both on and off the battlefield and in training (Horn, 2002). Horn (2002) explained NCOs are responsible for the majority of the daily operation in the organization. NCOs are experts and are expected to perform and conduct tasks to achieve unit goals, as well as care for the well-being of soldiers. NCOs are to live the Warrior Ethos. Furthermore, it is the NCO's primary goal to train, teach, and mentor soldiers to demonstrate the Army values in their time in the military and continue the Army traditions as they, too, will become leaders themselves one day.

Kreie (2014) explained that NCOs should love their soldiers, and it requires a moral responsibility to frankly love soldiers in ways that are appropriate for leader/subordinate relationships. He further explained the purest form of providing for the welfare of soldiers is to provide first-class training to survive and prevent casualties. Therefore, the Army could benefit from having EI training to help NCOs gain self-awareness, self-management, social awareness, and relationship management to learn how to love their soldiers in ways that are appropriate for leader/subordinate relationships as well as to develop and enhance the characters and traits of the soldiers they lead.

Sergeant Major in the Army, Richard A. Kidd (2018), summed it up when he explained that leaders are soldiers whom Army personnel look up to for everything; they

learn to be good leaders from good leaders. Leaders must be frank, committed, courageous, and competent. If leaders genuinely care, they are all the above, and most importantly, they take care of their peer or subordinate soldiers and their families.

Army Training and Leadership Development

The military spends a fortune on training and developing its leaders (Purvis, 2004). At the forefront of leadership training and development, being an effective leader is critical (Dayton, 2021). Developing leaders is complex because it is a human effort—demanding continuous assessment, involvement, and refinement (U.S. Department of the Army, 2020). It is critical to the Army's success in developing its leaders. It is an investment for the Army's future because training can build team cohesion and stronger relationships, increase trust in the unit, and strengthen the Army's readiness for successful missions.

The U.S. Department of the Army (2020) also stresses the operational processes of training, coaching, teaching, mentoring, and approaches required for developing Army leaders. Developing leaders requires thoughtful, determined, and honest engagement by leaders, mentors, trainers, support personnel, and the individual, and not just organizational policies. The Army's competitive advantage is its leaders that neither technology, platforms, nor advanced weaponry can replace.

According to Crowley et al. (2013), leader development and training are different but have connected functions. Training is classified as a planned and organized learning process designed to improve the fitness, skills, and ability of an individual or unit to achieve their assigned tasks or goals (Crowley et al., 2013). An increase in training improves an individual's performance, competency, knowledge, and physical

and mental skills. Additionally, leader development is a thoughtful, sequential, and continuous progressive process rooted in Army values that develops a Soldier into a confident and competent leader (Crowley et al., 2013). Leader development is accomplished through a life-long mixture of skills, knowledge, experience, and education gained through self-development, operational assignments, and institutional training.

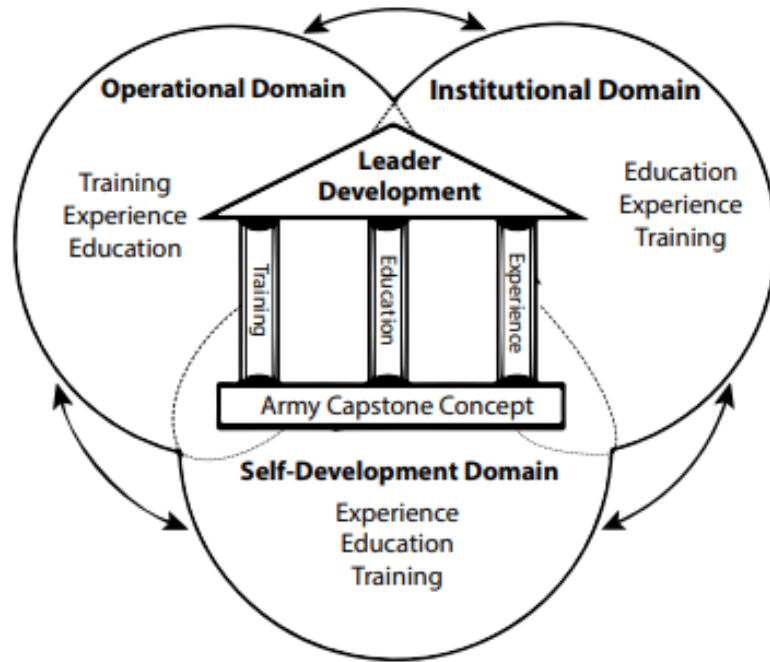
Army leadership training develops the skills required for effective decision-making, teamwork, and mentoring. However, there is a lack of training to develop the EI skills required for leaders relating to the people they supervise. The Army provides information and training on soldier military occupational specialty, tactical training, and combat training, but there is no known training on skills to empathize, relate, and understand soldiers and their issues. In Army training development, there are three pillars the Army refers to for strategic planning and performance: (a) unit responsibilities, (b) individual and group roles within the organization, and (c) an individual's growth through training, education, and experience (Dayton, 2021). However, the Army is missing training on EI, a component that is relevant in order to promote improved relationships grounded in teamwork and trust (Santos, 2022).

Figure 7 illustrates the Army leader development model, which includes the Army training domains, operations, institutions, and self-development. The Army leader development model pictures how a leader develops within an organization and the education, experience, and training in each learning domain (Kreie, 2014). Similar to the training leader development model, the Center for Army Profession and Leadership (CAPL), a center dedicated to research and development of doctrine and materials for leader development, provides leaders with skills and services when dealing with

leader/subordinate matters to strengthen relationships and better the climate and culture within the Army unit.

Figure 7

The Army Leader Development Model



Note. Adapted from “Improving Leader Development in the Operational Domain,” by K. M. Kreive, Lt. Col., U.S. Army, 2014, p. 62. *Military Review*. https://www.armyupress.army.mil/Portals/7/military-review/Archives/English/MilitaryReview_20140430_art013.pdf

The CAPL is a training center whose focus is conducting studies, improving and developing Army practices, conducting assessment programs, and building products and services to improve leadership development. CAPL’s objective is to strengthen the Army leadership organization to achieve positive command climates and mission-ready units (U.S. Army, 2022). The CAPL reflects Army leadership priorities to reform organizations and drive efficiencies. CAPL is a central location for resources for leader development.

Some resources for leader training and development in CAPL consist of Project Athena, which is an Army program designed to enlighten and influence soldiers to embrace personal and professional development. Developing Leaders, Interactive Leader Development Guide, Counterproductive Leadership Tools, Command Climate Navigator, and Army Counseling Enhancement Tools are all tools and guides CAPL provides for Army leaders. CAPL resources and tools were designed to assist and provide leaders guidance for collaborative, interactive, two-way conversations for the purpose of soldier development and improved soldier and platoon performance.

Changes in Practices in Army Training for Leader Development

‘Our emotions are a big part—maybe the biggest part—of what makes us human,’ says Marc Brackett, ‘and yet we go through life trying hard to pretend otherwise.’

-Anthony Smith, 2020

“If today’s leaders do not adequately develop their subordinates through personal example, counseling, and mentorship, then today’s leaders have not succeeded in accomplishing tomorrow’s mission” (Kreie, 2014, p. 63). Allen (2015) argues that military leaders are tunnel-visioned in developing individual and unit military competence when it should have been equally divided between military competence and moral character. Griffin (2020) explains as a leader of soldiers it is a daily task to take care of soldiers’ well-being and, most importantly, to prepare them for one day when they will become leaders themselves.

Army leaders at the institutional level recognize that the Army experiences constant change: (a) managing and training new soldiers, (b) taskings, (c) technologies, (d) mission, (d) equipment, and (e) information; therefore, to meet Army mission requirements, they must aggressively address change (U.S. Department of the Army,

2019). However, it is the unit leader's responsibility, and the Army as a whole, to continue to develop their subordinates for operational domains to function.

Acknowledging the need for change, the Army has begun to develop and implement changes to challenge, improve, and educate leaders for a greater Army.

Shifting its traditional face-to-face training, the Army plans to utilize distance learning. Recognizing its distance learning operations need improvement, the Army is developing changes to address the new needs of today's learners, which include the "why" of learning, understanding the new shift in learning, a desire to contribute to the new learning experience, and applying the new learning to real-life scenarios.

Furthermore, recognizing a need for improvement in training and the education system, the Army published in 2011 its TRADOC Pamphlet 525-8-2, which is the U.S. Army Learning Concept, called the Army Leader Model, a step-by-step guide on how the Army will shift its training and education system.

This Army Leader Model pamphlet guidance demands a new educational model to enhance soldier adaptability and critical thinking skills to assist soldiers in being able to operate in complex situations. Stafford and Thornhill (2012) explain that the Army Leader Model presents a nonstop modification learning model that inspires 21st century soldier abilities through a learner-centric environment that enables long-lasting and sustained adaptation.

Focusing on comprehensive soldier training, the Army has slowly shifted its focus to include research in order to understand the soldier psychologically. In response to the increasing stress for soldiers in recent decades of long-drawn-out wars, the Army's Comprehensive Soldier and Family Fitness Manual (CSF2) was developed. CSF2 was

intended to build resilience and improve the performance of the Army family. CSF2 offers training and self-development skills for Army families to be able to deal with adversity, stressful situations, and excel in life. CSF2 is a program that provides evidence-based training to help soldiers and family members that are facing life adversities such as combat and separation from loved ones. CSF begins a new period for the Army. Its goal is to comprehensively equip soldiers to take advantage of their abilities and confront the physical and psychological challenges of continued missions. The training also seeks to improve coping skills and resilience, enabling soldiers to mature and succeed in today's Army (Casey, 2011). Figure 8 displays the CSF2 campaign logo, which promotes and encourages physical and psychological fitness as well as personal and professional growth.

Figure 8

Comprehensive Soldier and Family Fitness Logo



Note. Adapted from “Preparing Army Communities Today for the Hazards of Tomorrow,” by U.S. Army [website]. https://ready.army.mil/ra_csf.htm

Alongside CSF2 is the Battlemind training program which augments the Army's long-standing tough physical training. From the moment new soldiers join the Army, they are trained to understand that to achieve missions completely, they must maintain and operate an essential weapon system. Traditionally, the development of a soldier includes hard physical conditioning together with practical technical and tactical training. This preparation has constantly shaped a force of flexible, confident, and equipped soldiers capable of winning wars and succeeding in military operations (Orsingher et al., 2008).

Battlemind, on the other hand, is a training developed for the mental preparation of soldiers before combat and when they transition upon returning home. Battlemind provides skill sets to help soldiers to build upon demonstrated and shown combat skills and mental strength, for truly, the Army cannot lead soldiers' bodies where their minds are not prepared to go (Orsingher et al., 2008). Battlemind is a must training for Army leaders to ensure soldiers are focused, and their mind is in the right space.

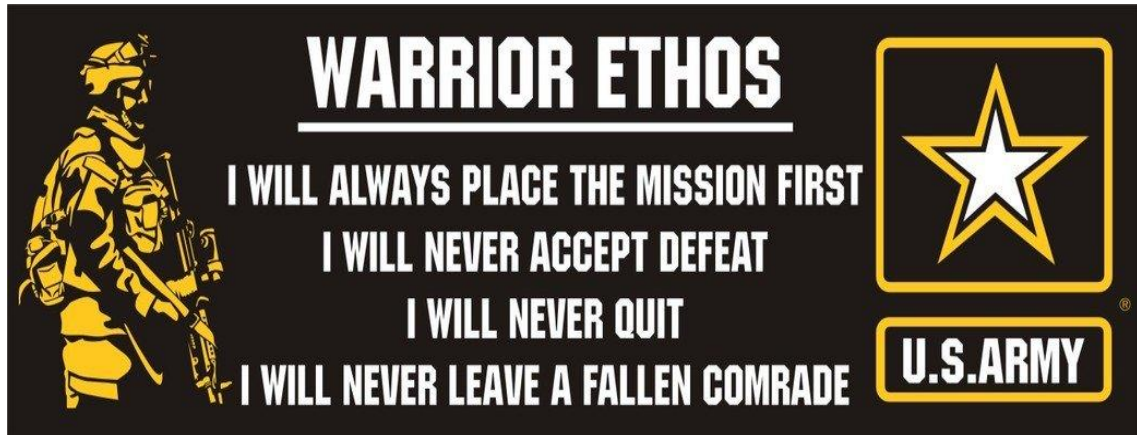
In addition to mental health training, the Army also developed a training program that utilized emotive behavior as therapy. Designed to help soldiers battling with posttraumatic stress, Warrior Resilience Training (WRT) is an instructive class structured to improve resilience and posttraumatic growth for soldiers deployed to combat. Jarrett (2013) explained WRT uses Army leadership principles, positive psychology, and rational emotive behavior therapy (REBT) for individuals to apply resilient philosophies coined from Stoic philosophy, Army Warrior Ethos, and the survivor and resiliency literature.

Soldiers in WRT are taught to focus on their character, virtue, and emotional self-regulation to create self-resiliency that highlights virtue, rationality, critical thinking, and

Warrior Ethos. Figure 9 is the Warrior Ethos graphic demonstrating the WRT motto. WRT is training the Army needed as a shift from solely physical fitness education for leaders but also guidance in mental fitness and stability.

Figure 9

Warrior Ethos



Note. Adapted from RalleyPoint [website], 2023. <https://www.rallypoint.com/topics/warrior-ethos>

The Army has leadership training at all levels in both the enlisted and officer ranks (Dayton, 2021). Common in leadership development, training for NCOs combines a variety of approaches to make soldier development easier and more enjoyable. Barling et al. (2000) illustrate leaders who have the ability to understand followers' needs and manage to inspire and motivate followers are more productive and passionate leaders. It is imperative for leaders to know and comprehend their followers' emotions in order to inspire them to solve problems. Additionally, the more a leader understands the effects their emotions can have on others in difficult situations, the better chance a leader is able to positively inspire others to overcome challenges and unit issues.

Although the Army recognizes the importance of connectedness, relationship building, and leaders understanding their followers' emotions, the Army lacks providing

EI training to its leaders in spite of this recognition. If the Army leadership training included EI, the skills and techniques learned could create a more balanced and comprehensive soldier as well as leaders (Taylor-Clark, 2015).

Army Counseling

Leaders at every level must make sure their Soldiers operate within the laws of war and the rules of engagement (Department of the Army, 2014). Commanders and their workforces make sure their assessments, evaluations, choices, and decisions comply with host nations, America's military requirements, and international laws and regulations. Since its existence, the Army has implemented, developed, evaluated, and re-evaluated its approach to leadership through training and counseling. Counseling is a technique used by leaders to examine a junior soldier's displayed performance. Counseling, a crucial professional development and leadership responsibility, allows Army leaders to provide soldiers with knowledge and skills to become better prepared for ongoing and future responsibilities (Department of the Army, 2014).

Army leaders are expected to counsel. A four-stage counseling process is used by Army leaders to conduct counseling which includes the following steps: (a) prepare and (b) identify the demand for counseling, (c) conduct the counseling session, and (d) follow up. Success in counseling is dependent on the Army leader's preparation prior to the occurrence of the counseling session. To conduct counseling, the counselor outlines a clear purpose for the counseling situation and creates a plan of action (Department of the Army, 2014). The counselor utilizes a Department of the Army Form 4856 (see Appendix C) to record all counseling sessions. Effective counseling requires good planning and organization in the following areas:

- Appropriate location for the counseling
- Scheduling the time
- Notifying the counselee in advance
- Preparing a counseling agenda
- Organizing the counseling information and flow
- Identifying a counseling strategy
- Beginning with establishing rapport and maintaining rapport throughout the counseling session

In addition, leaders must continually conduct assessments and support their soldiers in creating a plan of action that matches the purpose of the counseling. A more productive measure to ensure the plan of action is appropriate is to conduct follow-up counseling, inform the chain of command, or recommend punishment if appropriate (Department of the Army, 2014).

NCOs at every level are responsible for counseling their soldiers. Counseling occurs as often as needed; however, the required timeline is monthly for all soldiers and quarterly for all NCOs. The Army provides counseling tools to enhance the leader and subordinate relationships during counseling sessions. The Counseling Enhancement Tool was a tool designed to assist NCOs to build on and have meaningful dialogue with soldiers that support junior NCO professional development. To continue the development of leaders and others, the Army requires routine counseling to ensure success. Army leaders, specifically NCOs, carry the huge responsibility of preparing future leaders for greater responsibilities; the Army's future and legacy rely on it. (Department of the Army, 2014).

Army leaders must know and comprehend the importance of effective counseling as it helps accomplish set goals and expectations and contributes to the overall improvement of the organization. To be successful, counseling is a combined effort. Leaders help subordinates identify their strengths and weaknesses and develop a plan of action. Subordinates then must follow through and be sincere in their own assessments and goal setting (Department of the Army, 2014).

Counseling is a tool utilized by NCOs to communicate professional growth, upcoming events or events that have occurred both positively and negatively, and address performance and behavioral conduct. In most counseling sessions, the Army recommends two-way communication, where the NCO and soldier participate in a conversation-like setting. In some cases, a one-way conversation in counseling occurs from leader to soldier; this type of counseling normally happens in cases of insubordination, disrespect, or a soldier who fails to follow an order.

Army leaders conduct counseling to build subordinate capacity, improve behavior and performance, and help soldiers become better team members, all in preparation to become greater leaders in the future. While some counseling sessions are not easy to hold, a leader's self-awareness and adaptable approach will enhance personal effectiveness as a counselor (U.S. Department of the Army, 2019). As a coach and mentor of soldiers, it is important for NCOs to become aware of their emotions and be able to positively regulate their emotions in order for communication to flow smoothly and have the ability to offer unbiased feedback and support to make lasting changes. Leaders are required to conduct monthly counseling for their soldiers; however, the Army has not developed training to teach and educate NCOs on how to

properly conduct counseling sessions. When handling difficult emotional situations, emotional intelligence, as well as counseling training, would help NCOs with the skills necessary to hold productive counseling sessions with their soldiers.

Army leaders should also embody and model specific characteristics and traits to be effective counselors. These characteristics and traits include credibility, empathy, respect, trustworthiness, self-awareness, and cultural awareness (Department of the Army, 2014). To counsel effectively, the skills and approaches applied should fit the purpose of the counseling and subordinate expectations. However, different approaches to counseling will be used only to provide information, while in other circumstances, a different approach is used if addressing a subordinate's performance or behavior, both positive and negative. In cases of difficult situations that require structured counseling, referrals to outside agencies are also an option.

The Army strives for excellence and perfection in its leaders. Army leaders perfect their counseling abilities by studying their subordinates and leaders, understanding various situations, and developing people skills. Skills that are crucial for leaders to understand how to deal with situations include active listening, responding, and appropriate questioning (Department of the Army, 2014). In cases where NCOs need support other than counseling, Battlemind, and CSF, while it helps, it does not equip NCOs with the EI skills to counsel the soldiers they are responsible for effectively. There is a need for self-awareness, self-management, social awareness, and relationship management skills in the Army for NCOs to better provide counseling for their soldiers (Oden et al., 2015).

A known service the Army offers to support NCOs and leaders, among many support systems in the Army, is the MFLC. MFLC provides NCOs with training such as “Understanding Yourself and Others” and “Relationships in the Workplace,” as well as others, that are comprehensive training relatable to soldiers and their issues. In resiliency and life skills training for the Army, MFLC also offers company-level units opportunities to learn about anger management, stress management, relationship issues, conflict resolution, and decision-making skills. While several of these opportunities may touch on the skills inherent in EI training, specific courses in EI have not traditionally been a part of this training. Specifically, EI training could empower NCOs by giving them EI skills such as: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management and help them to be more effective as they fulfill their responsibilities to offer counseling sessions to the soldiers they supervise.

Military and Family Life Counseling

Sometimes the care of friends and family is not enough to get through a difficult period in life. Committed to promoting resilience and readiness in military members and their families, the Military OneSource offices offer counseling through the MFLC programs (Military One Source, n.d.). The Department of Defense (DoD) funds many programs like this to support and assist its employees and soldiers in meeting its mission. The MFLC is one of its many programs in counseling that offers up to 12 confidential, short-term, non-medical counseling sessions per person, per issue (U.S. Department of the Army, 2019).

Non-medical counseling addresses situations such as stress management, redeployment integration, improving relationships at home and work, parenting, grief or

loss, and more. Non-medical counseling does not address sexual assault, homicidal or suicidal thoughts, substance or alcohol abuse, child abuse, domestic violence, or serious mental health conditions. Other services are provided through the Army when serious issues arise. MFLCs do, however, provide tips to soldiers on emotional wellness, resiliency, how to cope with stress at work, making positive choices, and how to have positive relationships with the people they work for.

The MFLC program is a 24 hours and seven days a week connection to resources, information, and support to help soldiers and family members overcome challenges, reach goals, and excel. All military members and their families are eligible to utilize this DoD-funded program anytime, anywhere. Military OneSource (n.d.) offers a plethora of individual consultation and non-medical counseling in all aspects of the military, both work and home. Additional services offered by these programs include tax services, webinars and online training, spouse employment support, health and wellness coaching, deployment tools, family relocation, and much more. A brochure showing the MFLC program information is provided in Appendix D.

MFLC can and does assist NCOs through one-on-one sessions to learn and adapt the skills they can use in counseling sessions to accurately manage situations they face with their soldiers. MFLC's primary purpose is to help, support, and provide non-medical counseling services for service members and their families. MFLC provides briefings and counseling services to families of deployed soldiers, marriage counseling, or assistance in family relocation. In leader/subordinate situations, it is common for MFLC to address cases such as lack of communication, lack of NCO leader empathy,

inability to understand soldiers and their situations, and the lack of training on EI (Military One Source, n.d.).

Military OneSource (n.d.) reports that MFLC effectively manages and decreases conflicts in both work and daily routines. The confidential nature of the MFLC operation encourages service members and their families to seek help for any issues that may interfere with force retention, family stability, force readiness, health and wellness, and satisfaction. MFLC staff are trained to identify signs of emotional distress and also provide coping mechanisms to deal with stressors.

Army commanders have reported that having MFLCs readily available at their unit locations is highly recommended and beneficial in reducing the stigma associated with seeking help (U.S. Department of the Army, 2019). The MFLC program is working with Army leadership to gather recommendations from commanders on their perspective of the easy access to confidential help to decrease and ultimately eliminate the stigma of seeking help. Embedding and having MFLC services readily available in military units to offer on-the-spot counseling services is beneficial to both service members and the readiness of the organization. These on-the-spot counseling's assist leaders to understand and relate to issues their soldiers are going through. A lot of the issues that arise are due to the lack of understanding and lack of leader empathy for the soldier's situation. Leaders understanding soldiers and the emotions they are going through when dealing with a situation is truly important. With the lack of EI training in the Army (Waxler, 2020), Army counselors often take on the role of support by being a neutral party, mitigating the situation, and striving for a unified approach to restore leader/subordinate relationships and build cohesive teams and assist leaders in not only focusing on the

mission but also paying attention to the health and welfare of their soldiers (Dos Santos, 2022).

Since NCOs and other leaders are not trained in EI in the Army, the only Army staff that possesses backgrounds in EI skills in the Army are these MFLC staff. Counselors must at least hold a master's degree or higher to become an MLFC. The qualifications and skills required also include a unique understanding of military family issues. MFLC positions typically require a master's degree in social work, behavioral health, social work, or a related field. Counselors must obtain an appropriate security clearance, marriage and family therapist (MFT), and must be licensed in both professional counseling (LPC) and as a clinical social worker (LCSW) (Military OneSource, n.d.). Some of the training counselors receive includes possessing a clinical military counselor certificate aimed at professionals who need further training in assessment, diagnosis, and other treatments. In addition to training, a graduate certificate in military resilience designed to equip counselors in assessing trauma (PTSD and emotional) and provide counselors with counseling and mental health support tools is commonly held by MFLC (Telehealth, 2022).

Although EI courses are not specifically titled as such in any military counselors' education and certification, MFLC counselors have the background training in their courses and skills as well as the issues they resolve, are frequently related to the EI domains of: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management. According to Telehealth (2022), clinical military counseling certificate programs have five training modules that offer comprehensive learning for military and family members. These five training modules are, in no particular order: (a)

military culture, (b) medical and psychosocial aspects and military families, (c) mental health and substance use disorders, (d) vocational rehabilitation and military transition, and (e) cultivating military resiliency of the mind, body, and spirit.

Each state may have different university requirements for a counselor required to earn a master's degree in counseling. Some counselors at the MFLC in Georgia have attended Pepperdine University to attain a master's degree in counseling and their counseling credentials. Reviewing the Pepperdine University (2022a) social work requirements, as one university example, to become a licensed professional counselor, one must graduate with a master's degree in clinical psychology and conduct fieldwork hours. Courses included in a clinical psychology degree include: (a) assessment of individuals, couples, and families; (b) theories of counseling and psychotherapy; (c) diagnosis and treatment of mental health disorders; (d) interpersonal skills; and (e) group therapy, and much more (Pepperdine University, 2022).

According to the social worker license website, after a student completes their bachelor's degree in social work, there are specific characteristics and skills a student develops which are expected to transition them over to the completion of their master's degree in the social work program. These skills include: (a) active listening, (b) empathy, (c) cultural competence, (d) organizational development, (e) critical thinking, (f) patience, (g) advocacy, and (h) professional commitment (Pepperdine, 2022b). Table 1 shows the four EI areas that compose EI characteristics and the course content areas, or similar courses, that counselors who receive master's degrees in counseling in order to be qualified in a formal counselor role. The researcher identified this information by reviewing master's in counseling courses.

Table 1

Alignment of Military Counselors' Certification/Master's Degree with Emotional Intelligence Training

| Emotional Intelligence Training | Military Counselors Courses Aligned with Emotional Intelligence Training |
|---------------------------------|---|
| Self-Awareness | Individual counseling assessment protocols, behavioral principles and theories of learning resilience, reflection practices |
| Self-Management | Goal setting, behavior monitoring, risk management, self-management, emotional strength training |
| Social Awareness | Active listening, selective listening, social awareness in the workplace, social skills |
| Relationship Management | Interpersonal skills |

Note. Adapted from “Online Master’s in Psychology Programs,” by Pepperdine Online Programs. <https://onlinegrad.pepperdine.edu/psychology/>

MFLC counselors come with diverse skills and experience to help not only the soldiers they counsel but also NCOs in learning about how EI can assist them in being effective leaders who look out for not only the tactical training of the soldiers they are responsible for but also their mental health fitness.

Theoretical Framework

Emotional Intelligence Background

Izard explained (2013) humans experience and recognize emotions such as fear, surprise, anger, sadness, disgust, and happiness. Thorndike (1936), known for his intelligence (IQ) work, attempted to measure individual social intelligence as a component of one’s IQ (as cited in Korschinowski, 2018). Years later, in his research, he argued that social intelligence is key to a person's success in life (Goleman, 2006a). Decades later, with Gardner’s work in *Frames of Mind* (1983), he challenged Thorndike’s philosophy explaining that there are multiple intelligences beyond intellectual IQ. Gardner (2006) explained that an important ability to live an abundant life

is to have interpersonal intelligence - a skill to comprehend and understand one's current emotions. Therefore, EI theories known today were influenced by the research works of Thorndike and Gardner.

Zirkel (2000), a researcher in EI, began by assessing and defining EI. Over time and more recently, scholars shifted their focus to the role emotions play and the importance of interpersonal behavior in effective leadership (Taylor-Clark, 2015). Mayer and Salovey (1997) are said to use the original term EI as a part of social intelligence research. Furthermore, while some researchers believe EI is a natural characteristic, others believe it can be learned and improved (Goleman, 2006c), unlike academic intelligence (Goleman, 1998).

Mayer and Salovey (1997) explained the concept that emotions, motivation, and cognition are necessary for mental operations in leadership. In their research in 1997, and later popularized by Daniel Goleman in the 1990s, Mayer and Salovey described EI as the ability to comprehend and control one's emotions and be able to control the emotions of others (Goleman, 2006a; Mayer & Salovey, 1997). Stripling (2019) summarized EI as the ability to acknowledge and decipher one's emotions and recognize how they affect others. Stripling further mentioned it is important to express and control one's emotions; however, it is even more important to know, recognize, understand, and respond to the emotions of others.

Researchers provide examples such as the skill to understand when an acquaintance is feeling unhappy or woeful, and this is what EI relates to (Stripling, 2019). Table 2 identifies the three EI models, their definitions, and what each model has in common in terms of skills and with detailed examples.

EI has been taught in corporate, public/non-profit organizations, and education (Boivin, 2013; Neale et al., 2011). Additionally, a leader's progress in EI development is thought of as critical to leadership amongst leadership and management researchers (Korschinoski, 2018). Researchers McEnrue and Groves (2006) argued that EI training effectiveness relies solely on receptiveness to feedback and confidence to work towards improving their EI. EI is crucial in leadership training to ensure decision effectiveness and build teamwork and cohesion.

Table 2

Three Models of Emotional Intelligence

| MAYER, SALOVEY & CARUSO (1997) | BAR-ON (1997) | GOLEMAN (1005) |
|---|--|---|
| Emotional intelligence is the set of abilities that account for how people's emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in themselves and others. | Emotional intelligence is ... And array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressure. | The abilities called here emotional intelligence, which include self-control, zeal and persistence, and the ability to motivate oneself. There is an old-fashioned word for the body of skills that emotional intelligence represents: character. |
| MAJOR AREAS OF SKILLS AND SPECIFIC EXAMPLES | | |
| <i>Perception and expression of emotion:</i> *Identifying and expressing emotions in one's physical states, feelings, and thoughts * Identifying and expressing emotions in other people, artwork, language, etc. | <i>Intrapersonal Skills:</i> *Emotional self-awareness Assertiveness *Self-regard *Self-actualization *Independence | <i>Knowing One's emotions:</i> *Recognizing a feeling as it happens *Monitoring feelings from moment to moment |
| <i>Assimilating emotion in thought:</i> *Emotions prioritize thinking in productive ways. *Emotions generated as aids to judgement and memory | <i>Interpersonal Skills:</i> *Interpersonal relationships *Social responsibility *Empathy | <i>Managing emotions:</i> *Handling feelings so they are appropriate *Ability to shake off rampant anxiety, gloom, or irritability |
| <i>Understanding and analyzing emotion</i> *Ability to label emotions, including complex emotions and simultaneous feelings *Ability to understand relationships associated with shifts of emotion | <i>Adaptability scales:</i> *Problem solving *Reality testing *Flexibility | <i>Motivating oneself:</i> *Marshalling emotions in the service of a goal *Delaying gratification and stifling impulsiveness *Being able to get into the flow state |
| <i>Reflective regulation of emotion:</i> *Ability to stay open to feelings *Ability to reflectively monitor and regulate emotions to promote emotional intellectual growth | <i>Stress-Management scales:</i> *Stress tolerance *Impulse *Control | <i>Recognizing emotions in others</i> *Empathetic awareness *Attunement to what others need or want |
| | <i>General Mood:</i> *Happiness, optimism | <i>Handling relationships</i> *Skill in managing emotions in others *Interacting smoothly with others |

Note. Adapted from “Emotional Intelligence Model for Directors of Research Centers in Mexico,” by M. M. T. Flores and L. A. Rivas Tovar. *estud.genenc* [online], 2008, 24(106),13-30. http://www.scielo.org.co/scielo.php?pid=S0123-59232008000100001&script=sci_arttext

Goleman, Bradberry, and Greaves's Theory

A well-known international psychologist and science journalist who capitalized on the EI work of Mayer and Salovey, researcher Daniel Goleman (2006) described EI as the ability to recognize, understand, and develop responses, feelings, and emotional awareness and the ability to influence emotions carefully to encourage intelligent and emotional progress. Travis and Greaves (2009) later defined EI as a person's ability to accept and recognize emotions in self and others. Moreover, researchers believe a person with a high EI can predict and understand information collected to influence actions, interactions, and thinking (Bradberry & Greaves, 2009; Mayer & Salovey, 1990).

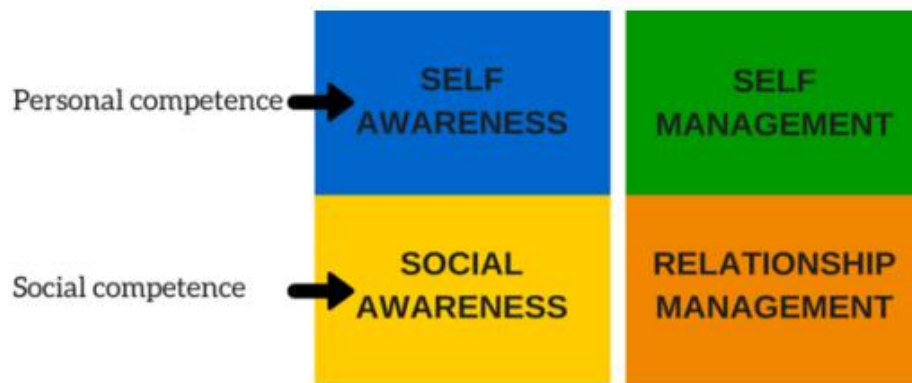
Goleman (1995) suggested in his bestselling book, *Emotional Intelligence*, that EI in the workplace is far more important now than prior research indicated since prior research was primarily based on linear and logical thinking (Niemeyer, 2021). Goleman indicated that 80% of a person's success comes from indicators other than their IQ. To better define and understand Goleman's concept of EQ, he focused on four capabilities: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management (Goleman, 2006). Inspired by Goleman et al. (2009) assessed and divided the four components of EI into two categories. These two categories were comprised of self-awareness and self-management, personal competence, social awareness, and relationship management, which is also social competence.

Figure 10 illustrates the four domains of EI identified by Bradberry and Greaves (2009), including: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management, which form the theoretical framework for this research. Self-awareness is described by Goleman et al. (2013) as understanding and recognizing one's

emotions and their impact. Goleman et al. described self-management as containing and keeping destructive emotions under control. Social awareness is illustrated as detecting and comprehending others' emotions and being empathetic to their issues. Lastly, Goleman et al. explained relationship management as leading and influencing with a compelling vision.

Figure 10

Emotional Intelligence Categories and Four Aspects



Note. Adapted from “Emotional Intelligence 2.0,” by T. Bradberry and J. Greaves, 2009. Talent Smart.

Self-Awareness

Since the birth of EI, there have been many definitions of self-awareness. Self-awareness, the first element in EI, is the ability to recognize an individual's emotional state on different occasions (Bradberry & Greaves, 2009; Goleman, 1995). Self-awareness is the ability to take control of one's emotions and behaviors (Gill et al., 2015). Atwater and Yammarino (1992) summarized self-awareness as the skill possessed by an individual to assess and evaluate others' behavior and emotions and incorporate these assessments into the self. Self-awareness is defined by Cherniss (2006) and Goleman (1995) as an in-depth understanding of an individual's own motivation, strengths, and

flaws. Self-awareness is said to be a profound knowledge of one's awareness of their impact on others. Atwater and Yammarino (1992) explained self-awareness is one's ability to comprehend and reflect on self and relationships with others.

Sutton et al. (2015) illustrated the concept of self-awareness as people are aware of their personal state and their encounter or connection with others. This concept is the process where a person subconsciously compares themselves to others to an internal standard (Silva & Duval, 2001). Walton (2012) suggested that aspects like a person's beliefs, background, values, and individual motivations play a critical role in how they respond to situations. Goleman (1998) also identified signs of having high self-awareness, including those with the ability of self-confidence, to self-assess, and an extreme sense of humor. Bradberry and Greaves (2009) explained that leaders who are self-aware are in touch with how others make them feel. Bradberry and Greaves also suggested in order to use self-awareness, one must know and understand self-management. Bradberry and Greaves provided numerous approaches to help facilitate self-awareness with a main strategy of devoting one's personal time to understanding what emotion caused them to react. Therefore, having self-awareness will assist leaders in making better choices in managing their own behavior and relationships.

Self-Management

Hardwired into people's biology, emotions are regulated however long a person stays in an emotional state (Bradberry & Greaves, 2009; Goleman, 1995). When a person encounters an outburst, Walton (2012) summarized that a person can train themselves to regulate and self-manage the magnitude of their expression. Bradberry and Greaves (2009) explained self-management as an individual's ability to become aware of their

emotional state and be flexible in regulating and directing positive behavior. According to Goleman (1998), the ability to have self-awareness helps people focus their emotions in helpful ways. Lambert (2018) explained positive interactions with others are critical in the management and maintaining control of an individual's emotions and behaviors. Strategies that are effective for self-management include directing attention to being open rather than being limited, making rushed decisions without taking a moment to think decisions through, and creating an emotion-versus-reason list to compare.

Social Awareness

Empathy, essential to social awareness, is explained by Roseberry (2018) as precisely sensing, understanding, and picking up on someone else's emotional state and realizing what is really going on. Social awareness is the knowledge to accurately describe the emotional state of a person (Bradberry & Greaves, 2009; Goleman, 1995; Walton, 2012). Goleman et al. (2013) define social awareness as "sensing others' emotions, understanding their perspective, and taking an active interest in their concerns" (p. 39). Furthermore, Bradberry and Greaves (2009) explained social awareness as the ability to correctly recognize displayed emotions in other people and understand their current state, which often means knowing what others feel and think.

Goleman et al. (2013) explained cognitive empathy provides us the power to understand others' points of view, and considering their thoughts, helps people understand their way of thinking. Walton (2012) summarized that social awareness increases a person's ability to recognize and understand others' thoughts, feelings, and emotions. Haley (2020) explained that listening and observing are skills needed to connect with others in order to recognize their true in-the-moment emotions. Leaders

with high empathy skill sets tend to have high-performing employees because they can relate to and motivate them (Goleman, 2011). Goleman (1995) illustrated that people who are socially aware normally excel in the areas of negotiating solutions, organizing groups, personal connections, and social analysis. Social chameleons, as Goleman refers to them, are people with the aforementioned skills who often socialize in large groups, communicate greatly, and connect with no problem (Haley, 2020). Bradberry and Greaves (2009) indicate for people to be socially aware, they should effectively be present and live in the moment, greet and address people by their name, and observe others' body language (Bradberry & Greaves, 2009). Goleman described socially aware individuals as possessing seven competencies (see Table 3).

People who possess social awareness competencies can easily pick up on verbal and nonverbal clues to provide awareness of a situation (Bradberry & Greaves, 2009). Effective social awareness permits an individual to recognize the emotions in the situation without taking in the emotion and not permitting the interaction and situation to remain unchanged (Bradberry & Greaves, 2009). The consciousness of a person's surroundings and others is critical to the safety and security of those in extremely emotional situations as it provides them time to take personal protective measures before they reach a serious and dangerous point (Urdang, 2010).

Table 3*Seven Social Awareness Competences*

| Competence | Characteristics |
|---------------------|--|
| Empathy | <ul style="list-style-type: none"> • Are attentive to emotional cues and listen well • Show sensitivity and understand others' perspectives • Help based on understanding other people's needs and feelings |
| Service Oriented | <ul style="list-style-type: none"> • Understand customers' needs and match them to services or products • Seek ways to increase customers' satisfaction and loyalty • Gladly offer appropriate assistance |
| Developing Others | <ul style="list-style-type: none"> • Grasp a customer's perspective, acting as a trusted advisor • Acknowledge and reward people's strengths, accomplishments, and development • Offer useful feedback and identify people's needs for development • Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills |
| Leverage Diversity | <ul style="list-style-type: none"> • Respect and relate well to people from varied backgrounds • Understand diverse worldviews and are sensitive to group differences • See diversity as opportunity, creating an environment where diverse people can thrive • Challenge bias and intolerance |
| Political Awareness | <ul style="list-style-type: none"> • Accurately read key power relationships • Detect crucial social networks • Understand the forces that shape views and actions of clients, customers, or competitors • Accurately read situations and organizational and external realities |

Note. Adapted from "Working with Emotional Intelligence," by D. Goleman, 1998. Bantam Books.

Relationship Management

Similar to self-awareness, social awareness is considered an introductory skill for relationship management. Relationship management is the capability to influence, inspire, initiate activities, and become a change agent to foster relationships and build positive relationships (Emmerling & Goleman, 2003; Goleman et al., 2013). Relationship management is best understood when an individual is proficient in the previous three components of EI. Bradberry and Greaves (2009) further explained relationship management is the most challenging skill to exercise in times of stress. Roseberry (2018)

explained relationship management demands time to truly adopt a genuine bond to understand and connect with others. Bradberry and Greaves explained disagreements at the workplace worsen when employees inadvertently avoid problems because they lack the skills to confront the other person in a constructive conversation. Bradberry and Greaves expressed to properly manage conflict and have a safe work environment, relationship management, along with the aforementioned EI components, must be present in the working environment. Roseberry summarized effective relationship management strategies are showing care for others, having an open-door policy, and being open and cognizant.

Relationship management provides influence, motivation, and the capability to help leaders improve conflict resolution strategies and EI (Lamber, 2018). Relationship management is having the time to connect with others in order to understand them. Bradberry and Greaves (2009) expressed that a huge contribution to conflicts festering at work is that employees lack the skills required to start direct and positive conversations. Relationship management is effective when using skills to prevent quarrels, such as empathy, having respect for one another, good communication, and creating a safe work environment (David, 2002).

De Loach (2018) explained no matter how proficient someone is in relationship management, misunderstandings, work problems, and ambiguities are issues people will deal with daily. Mastering relationship management skills can make issues less stressful (De Loach, 2018). Goleman et al. (2013) explained relationship management allows leaders to commit to a firm ambition to guide and inspire themselves and others.

Army Leadership and Emotional Intelligence

In Chapter I, the researcher examined six leadership styles that the Army utilizes in training its soldiers. These leadership styles included:

- Transactional (Khan, 2016)
- Directive (Hersey & Blanchard, 1969)
- Situational (Northouse, 2016)
- Participative (Savage, 2000)
- Transactional (Kuhert & Lewis, 1987)
- Transformative (Powe, 2020)

Chapter I discussed the role of five of these styles and the benefits leaders experience when they use these styles with their soldiers. For example, situational and participative leadership is commonly used by Army leaders when planning an exercise and requires peer and subordinate feedback for a better decision. Directive and transactional leadership is mainly used by Army leaders to explain and express their leadership philosophy and outline subordinate mission tasking. Lastly, Army leaders of all levels widely use transformative leadership to support, serve, and encourage their subordinates to excel in whatever they want to achieve.

However, in the 21st century, with new generations of soldiers who require opportunities for feedback in organizations, it is critical for the Army to develop leaders such as NCOs as transformational leaders who can motivate and provide purpose and direction for their soldiers. EI training can assist Army leaders in becoming transformational leaders because they will have the capability to understand their

soldiers, can empathize more effectively, and manage their relationships in a positive way.

Assanova and McGuire (2009) reported studies indicating a justifiable EI connection as related to an individual's leadership style, decision-making, motivation, job performance, and successful management. Assessing the productivity of emotions and identifying people's needs in the workplace is a way to find the gap that connects to higher work performance and increased motivation (Reed, 2005). Bardach (2008) explained a leader with the ability to recognize the influences within him/herself and others more than likely experiences greater levels of success than those who lack in that area. A leader who has EI skills exhibits and demonstrates an attitude of service through devotion, respect, cultivating trust, and encouragement (Goleman et al., 2013). Currently, this type of EI training or education for NCOs is not being conducted.

Daniel Goleman (1995) illustrated that most leaders reach the top of an organization through intelligence, work, and other qualities and proficiencies (Dos Santos, 2022). However, many fall short when they reach command positions because the required intelligence quotient and EI may fall short of what is required in leadership responsibilities. Dos Santos (2022) asserted that Army leaders need to have integrity and self-awareness to stay dependable, reliable, and in sync. To be effective, Army leaders must also have a balance between attention to self and to others. Therefore, EI presents itself as one of the most crucial skill development areas for an Army leader.

The exercise of EI skills promotes and advances the growth of attributes and competencies that expands leaders' authority and strengthens positive practices with their team (Dos Santos, 2022). Dos Santos (2022) explained through the exercise of EI, Army

leaders will grow in self-awareness, recognize, and understand their emotions, the impact of self-motivation for daily operations, and the importance of empathy and interpersonal relationships. By learning and adopting EI skills, leaders will understand how to positively deal with their feelings and the feelings of others, build teamwork and collaboration, and develop people skills.

While EI is a necessary skill for NCOs, there is also a recognition that there is an appropriate time for a leader to use EI skills versus tactical skills in the field. When tactical direction is necessary, soldiers need to follow orders without emotional reflection, such as when they are engaged in combat or in urgent missions. However, there is currently a gap in the training NCOs need in order to be effective as leaders. NCOs need training in both tactical and EI skills in order to navigate their changing responsibilities as leaders effectively.

CHAPTER III: METHODOLOGY

Overview

This qualitative phenomenological study explored the perception of Army counselors in the MFLC program and their perceptions about the need for EI leadership training for Army NCOs in order for these officers to perform as effective decision-makers in guiding soldiers under their command. Counselors in the MFLC program are trained in EI. They often provide counseling services for both officers and soldiers who come to them with emotional and professional issues that sometimes could be resolved by NCOs who supervise them if these officers possess EI skills. Since EI training is not currently included in the training Army leaders receive (Marsh, 2009), this study also describes the perceptions of these counselors about the benefits and challenges of implementing EI training in the Army for NCOs. Chapter III also explains the methodology and processes used to conduct this qualitative phenomenological research. It includes the purpose statement, research questions, research design, population, sample, instrument, data collection, data analysis, study limitations, and a summary of this information.

Purpose Statement

The purpose of this qualitative phenomenological study was to describe the perception of Army counselors in the Military Family and Life Counselor Program about the impact of emotional intelligence training on Army non-commissioned officers' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for. This study also researched the perception of these counselors about the

benefits and challenges of incorporating emotional intelligence leadership preparation with traditional Army training for non-commissioned officers.

Research Questions

This study was guided by the following research questions:

1. How do Army civilian counselors in the Military Family and Life Counselor Program perceive that training in emotional intelligence will impact Army non-commissioned officers' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for?
2. What benefits or challenges do Army counselors in the Military Family and Life Counselor Program perceive will emerge if emotional intelligence training is incorporated into existing Army non-commissioned officers' leadership development training?

Research Design

Creswell (2013) explained a phenomenological study depicts the significance of one's lived experience of an idea or an occurrence. Patton (2015) further explained to truly understand and learn the true essence of their lived experiences, an in-depth interview is required. Hammersley and Atkinson (1995) describe qualitative study as the activities of collecting, analyzing, developing, and modifying data. They further expounded on a qualitative study as a research design that should be a spontaneous process functioning through several stages of a project (Hammersley & Atkinson, 1995). Qualitative researchers use open-ended questions to permit contributors to convey their views and ask questions to seek an understanding of the context or setting of the participants (Bickman & Rog, 2008).

The goal of this study is to develop a description of Army counselors' perception of the impact of EI training on Army NCOs' decision-making effectiveness and the benefits or challenges to military culture. The researcher concluded that in order to describe the lived experiences and perceptions of counselors about EI training for Army NCOs, holding in-depth interviews using open-ended questions was the most appropriate data collection method.

Target Population

The population in a research study is a sample drawn from a group and corresponds to particular criteria to which the outcomes can be generalized (Roberts, 2010). In this phenomenological study, the researcher aimed to describe Army counselors' perceptions regarding the impact of EI training on Army NCOs' decision-making effectiveness and the benefits or challenges of implementing this training in military culture. There are 58 Army bases in the United States and approximately 260 MFLCs in the United States that make up the population in this study.

It was important for the researcher to understand the perceptions of Army counselors regarding the benefit of EI training for NCOs because since EI is not currently a leadership training endorsed by the Army for NCOs or other leaders, Army counselors were the only military-related personnel who had experience and skills working with soldiers on EI related issues.

There are 13 military bases in the state of Georgia. These bases are located in the following areas:

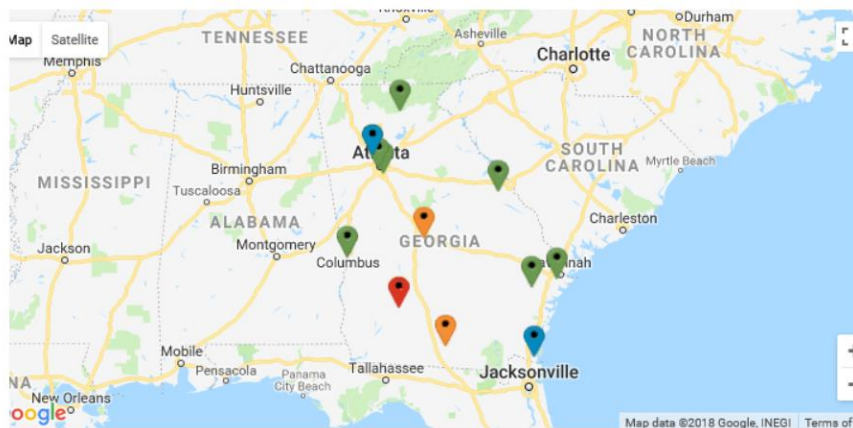
- Albany
- Augusta

- Columbus
- Dahlenega
- East Point
- Forest Park
- Hinesville
- Houston
- Kings Bay
- Savannah
- Two in Marietta
- Valdosta

Of the 13 locations, there are eight Army bases, three Air Force bases, one Navy base, and one Marine base. Of the 13 locations, there are approximately six MFLC programs which include approximately 30 counselors throughout the state of Georgia. The MFLC programs are identified in Figure 11 within the state of Georgia.

Figure 11

Georgia Military Bases



Note. Adapted from “Georgia Military Bases,” by MilitaryBases.com [website]. <https://militarybases.com/georgia/>

Sampling Frame

McMillan and Schumacher (2010) described a sampling frame as a subgroup of the studied population. Creswell (2013) further explained that a sampling frame includes persons the researcher is able to identify that have common characteristics and provides significance to the study. Ishak and Bakar (2014) described the main purpose of sampling for a qualitative researcher is to gather specific data that can refine or further the researcher's knowledge about the phenomenon under study.

The sample for this study was 15 Army counselor participants who were all employees of the Department of the U.S. Army and stationed on Army bases in the state of Georgia and who are a part of the MFLC organization that provides services for the Army. The researcher identified this sample in the state of Georgia, choosing to study a pool of 15 counselor participants working with the Army from Fort Stewart, Fort Gordon, and Fort Benning, Georgia. These 15 Army counselors worked for the MFLC organization and met the following criteria:

- Two or more years as a counselor
- A minimum of two years of experience at their current base
- Trained or certified in EI/or received training in their education that aligned with the ability to understand EI skills
- Recognition from peers or leaders as effective counselors for Army soldiers

The researcher attempted to recruit approximately an equal amount of female and male participants as possible.

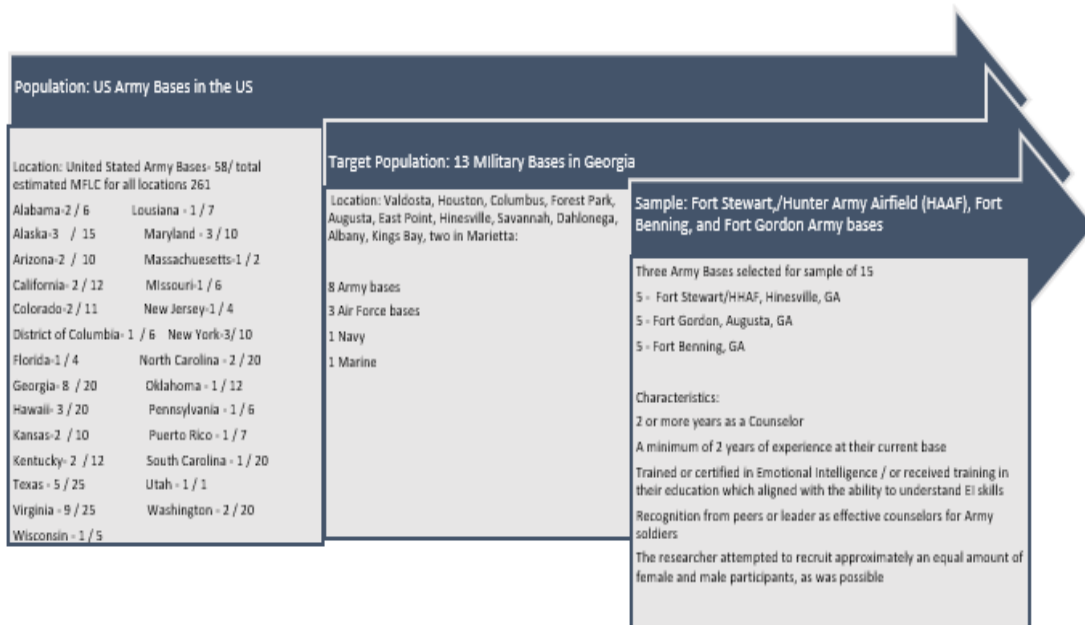
M. Patten (2014) explained the sample size quality impacts the quality of the inferences made from a sample to the population. McMillan and Schumacher (2010)

described the sample population as the cluster of participants the data is collected from. They further indicated that sampling in a qualitative study could range from one to 40 or more; however, researchers use between 10 to 26 participants in a given study. Additionally, Patton (2015) clarified that there are “no rules to sample size in qualitative studies” (p. 311). Patton further explained while quantitative research concentrates on larger sample sizes, qualitative studies are strategically selected and center on a smaller sample.

For the purpose of this qualitative phenomenological study on the impact of EI on Army NCOs’ decision-making effectiveness, 15 participants were included in the sample, as recommended by McMillan and Schumacher (2010) as an appropriate range for the sample size. The sample was drawn from three of the 13 bases, which included Fort Stewart/Hunter Army Airfield, Fort Benning, and Fort Gordon Army bases (see Figure 12).

Figure 12

Population, Target Population, and Sample



Sampling Procedures

Purposeful Sampling

Purposeful sampling is a way to identify participants who the researcher believes will provide pertinent information about the study (Patton, 1990). Purposeful sampling requires access to important informants in the field who can assist in finding and recognizing information-rich cases. In qualitative research, purposeful sampling is often used to specify rich data for the phenomenon of research (M. L. Patten, 2007) and permits researchers to recognize and classify components of the population linked to the topic of study (McMillan & Schumacher, 2010). The researcher contacted expert advisors who have the expertise as directors of MFLC at each of the three Army bases to identify potential counselors to participate in the research study. Expert advisors were also selected based on their valid credentials and vast knowledge and expertise in effective counseling strategies. Each director of each of the three Army bases nominated a maximum of five MFLC counselors, recognizing that the researcher preferred a balance of males and females who met the criteria to participate. A sample of 15 counselors working with the Department of the Army from Fort Stewart, Hunter Army Airfield, Fort Gordon, and Fort Benning, Georgia, who were selected by these experts who met the sampling frame criteria and were sent an email to invite them to participate in the study (see Appendix E).

Convenience Sampling

Convenience sampling is described by McMillan and Schumacher (2010) as selecting participants who are accessible and expedient. Convenience sampling was also utilized to gain the sample based on geographic locations and limit the sample to a certain

location. The researcher utilized this sampling method so the researcher, whose primary Army station is in Georgia, would offer the researcher maximum accessibility to the participants.

For the purpose of this study, MFLC participants were all employees of the U.S. Department of the Army in the state of Georgia. This sampling method was selected due to accessibility in geographic location but also the availability of participants virtually via Zoom to the researcher if the researcher could not conduct interviews in person.

Instrumentation

The choice of selecting the perfect research instrument to obtain data that permits inquiry that leads to the construction of credible answers to research questions cannot be selected randomly. To collect the most accurate and quality data, the right instrument must be identified and used. Some available instruments to collect data for qualitative research are interviews, focus groups, field observations, and documentaries. Adossi (2020) explained that when a researcher utilizes the interview instrument, an interview guide must be established to cover the researcher's plan of questions to ask to answer the topic covered.

The interview questions were developed from the literature and research about EI. The researcher identified the characteristics of EI as identified by Daniel Goleman in the four areas of the theoretical framework, which are: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management and constructed interview questions that aligned with each of these areas, the study's research questions and the theoretical framework (see Appendix F). The interview questions were then reviewed and verified by a UMass Global doctoral graduate with experience in the field

of qualitative research. The experienced doctoral graduate's purpose was to make certain that the interview questions aligned with the research questions and the theoretical framework. After this review, the doctoral graduate provided feedback for the interview questions and protocol, and the researcher modified the questions and protocol accordingly before conducting the interviews.

Researcher as Instrument of the Study

Xu and Storr (2012) explain that learning the researcher's role in generating and interpreting data plays a major role in understanding the complexity inherent in the research. They further explained the concept of researchers "as the primary instrument or medium through which the research is conducted" (Xu & Storr, 2012, p. 1). The researcher who conducted this study was the primary instrument in this qualitative research because the researcher created and developed interview questions (see Appendix G) to ask participants when the study began (Patton, 2015).

Pezalla et al. (2012) explained the possibility of bias in qualitative data collection if the researcher is not careful of his or her unique characteristics or potential influence. For this study, the researcher is identified as a soldier stationed at Fort Stewart, Georgia, an NCO, and a careerist. The researcher has been in various leadership positions for 11 years and currently serves as a senior enlisted advisor of a human resources company.

This experience in the Army leadership role formed a possibility for bias and influence on perceptions for the findings of the study. All of these factors were identified that could lead to bias in the data collection process. The researcher was aware of the unique influence and biases that could potentially limit data collection and acknowledged

her biases to protect the integrity of the study, and sought to develop strict protocols in the interview processes in order to reduce potential bias.

Interviews

In qualitative research, interviews are conducted and occur when researchers ask one or more participants general, open-ended questions (Patton, 2002). Creswell (2013) further explained the interviewer would record their answers and often use audiotapes to allow for more consistent transcription. McNamara (1999) illustrated that the use of interviews is to uncover the story behind a participant's experience in pursuing in-depth information about the topic.

The researcher began the interview process with open-ended questions to offer the opportunity for the interviewee to answer freely. Newcomer et al. (2015) explained semi-structured interviews as a relaxed, engaging, in-person conversational interview setting that uses a mixture of closed and open-ended questions with follow-up questions. A semi-structured open-ended interview setting was used to collect data. The semi-structured interview permitted the researcher to ask the participant to elaborate on the questions and to build a rapport with the participants. The researcher created interview questions that were investigative and exploratory, open-ended, and conversational. The semi-structured interview setting was used for all 15 participants, and the interview was anticipated to last no more than an hour.

The interview protocol was comprised of an introduction to the purpose of the study and the interview process, consent information required in dissertation research (see Appendix H), and an opportunity for the participant to ask any questions before the interview.

Validity

Patino and Ferreira (2018) explained the legitimacy of a research study is how justly the results among the study contributors represent true findings among similar contributors outside the study. Assessed by interpretation or criteria, a study's validity can be measured by content, predictable, creative, concurrent, or dissimilar measures of validity. Creswell (2013) clarified defining the goal, purpose, and objective of the study and synchronizing the assessment measures to the objectives can improve the validity of the study.

There are many approaches qualitative researchers utilize to determine the validity of their study. It includes routinely recording data, member checking, participant assessment, peer debriefing, low-inference descriptors, and triangulation (Creswell, 2013; McMillan & Schumacher, 2010). Merriam and Tisdell (2016) mentioned the four methods to triangulate data are multiple sources of data, multiple investigators, multiple methods, and multiple theories to confirm developing findings.

To ascertain the validity of this study, the researcher elicited the assistance of a counselor from the MFLC who was not included in the data analysis of this study to review the questions in the interview instrument and provide feedback as to the validity of the interview questions. Once this feedback was provided, the researcher revised the interview questions as appropriate to the feedback received.

In addition, the researcher, with the permission of the research study participant, recorded each interview (see Appendix I). Each interview participant was provided a copy of the interview transcript, providing the opportunity for the participant to review and amend their transcript for accuracy. Providing the opportunity for participants to

review and modify transcripts for accuracy and validity allows data enhancement for the study (McMillan & Schumacher, 2010).

Reliability

Golafshani (2003) described reliability as the constancy of outcomes over time and if the outcomes were a fitting representation of the total population. The researcher reviewed, compared, and maintained filed notes, transcripts, and recordings of interviews. The researcher developed a document to annotate data and keep track of the consistency of the experience of participants. Instruments in this study were precisely tested to improve reliability for consistency in results. The researcher used strict and consistent interview protocols with each participant.

Pilot Test

For this study, the researcher identified an expert in the doctoral program familiar with interviewing protocols who had qualitative research experience. The researcher developed an opportunity for a pilot test of the interview protocol and questions with a counselor from the MFLC in the presence of an additional MFLC counselor who observed the pilot interview. Both of these participants, the interviewed counselor, and the observant counselor data, were not included in the analysis of data for this study. The pilot test was used in order to examine and refine the study's instrument and to observe the protocols used by the researcher. During an interview session, the expert observed and provided interview feedback using the Interview Feedback Sheet (see Appendix J) to perfect the researcher's interview skills. Any feedback the researcher received was utilized in perfecting the protocols of the interviewing process going forward with the

actual participants. By doing so, the pilot test minimized any errors that could jeopardize information retrieved in the actual study (Kimberlin & Winterstein, 2008).

Data Collection

According to McMillan and Schumacher (2010), direct interaction is expected in a qualitative study with participants through the study of artifacts, interviews, and observations. Commonly used in qualitative research, semi-structured interviews consist of dialogue between the researcher and participants directed by an interview procedure of follow-up questions, inquiries, and remarks (DeJonckheere & Vaughn, 2019). This process permits the researcher to delve into participants' thoughts, feelings, and beliefs about a specific topic.

Prior to the semi-structured interview, each participant received a notification email outlining the purpose, information, and consent confirmation (see Appendix K). Each participant also received a copy of the interview questions in the notification email. Interviews were conducted via Zoom. A Zoom login link, username, and password were also provided in the notification email. Participants who replied back in the consent form and agreed to participate in the study were sent a follow-up invitation email to participate in the study, a copy of the University of Massachusetts Global Bill of Rights (see Appendix L), the UMass Global IRB approval (see Appendix M), and flexible dates and time for the interview. Additionally, the researcher completed the necessary coursework and received the Human Subjects Research certification from the CITI Program (see Appendix N).

Each interview session was scheduled for 45 to 60 minutes and took place over the course of seven weeks. The researcher inquired of each participant if they would

agree to a recording of the interview, and each participant signed a form indicating that they agreed to be recorded. Once recorded, the researcher sent the participant a transcript of their interview, and each participant was given an opportunity to edit anything in the transcript they wished to change and to send those changes back to the researcher. Each interview was recorded and later transcribed without any names and affiliations to protect participant privacy. All files and records were password protected and saved to the Cloud and were kept for three years from the conclusion of the study and then permanently destroyed.

Data Analysis

It is paramount in data analysis to make sense of the data collected in the study and make sound interpretations of the data (Roberts & Hyatt, 2019). McMillan and Schumacher (2010) explained data analysis as a systematic process to categorize, code, and interpret the data provided for a single occurrence. McMillan and Schumacher introduced the linear and iterative process as the steps to data collection. The steps include data organization, coding the data, creating categories, transcription, describing, and identifying patterns. The researcher followed the linear and iterative process to analyze the data of the study. The study was completed to provide measures taken by the researcher to analyze and organize the data (Creswell & Creswell, 2020; Patton, 2015). The researcher utilized the following steps to ensure the consistency of the study data analysis process:

1. The researcher reviewed the edited transcripts from the interviews.
2. The researcher prepared and scanned the interview responses to identify themes and patterns for the study.

3. The researcher conducted a final review and inspection of the data for any missed themes.
4. The researcher identified themes and coded the data using NVivo software, and inspected for any duplicate themes.
5. The researcher presented data to an expert with experience who also holds a doctorate degree in qualitative research, and this expert reviewed 10% of the data, and the themes to verify the data was coded accurately.
6. The researcher organized and described established themes and identified the themes for the findings of the study.

Triangulation of Data

According to Patton (1991), in qualitative research, triangulation of data is the use of several data sources to develop a complete understanding of a phenomenon. Patton (2015) further explained triangulation is crucial because it builds a stronger study by combining methods. The researcher triangulated the data to increase the constancy of this study. For this study, the researcher gathered and examined artifacts related to participant counselor training on EI, course descriptions that related to EI learning for the master's degree or other counseling education, brochures, and artifacts or articles related to the need for EI in the Army training, i.e., suicide rates, PTSD percentage, etc.

Triangulated data collected were coded separately, grouped into themes, and compared across all sources of data to identify the consistency of information under categories related to the research questions and theoretical framework. For any findings inconsistent with the results, the researcher provided sound and rational summaries for dissimilarities to increase the entire integrity of the study.

Intercoder Reliability

Lombard et al. (2004) explained intercoder reliability is when the exact coding of data collected is the result of measures taken by different individuals working independently. To ensure the validity and reliability of the data collected, an external scholar, a doctoral student familiar with qualitative research, double-coded 10% of the samples of data in the study.

A dependable and suitable sample size is dependent on many components; however, according to Lombard et al. (2002), a commonly allowable sample size is at least 10% of the study. In this study, 10% of the data collected was shown to the external scholar to validate the themes and frequency counts of the data collected. Lombard et al. further explained the target best goal for the reliability and validity of all studies in data accuracy of themes in data coding is 90%, and 80% is considered an acceptable accuracy amount. Similarly, Creswell (2005) suggested an 80% agreement level is required when identifying themes from the coding process. Intercoder reliability in this study was no less than 80%.

Limitations

Limitations are common in qualitative studies (McMillan & Schumacher, 2010). Roberts and Hyatt (2019) explain limitations are particular characteristics of a study that the researcher knows may affect the outcome or the researcher's ability to generalize the results. Limitations can involve areas over which you have little or no control. Patton (2015) explained limitations identify possible weaknesses of a study. Limitations are constraints occurring in the study that could have a potential impact on the results of the study and are outside of the researcher's control. Identifying full disclosure of the study

limitations is necessary to ensure transparency. This study was limited to the researcher interviewing military counselors in conducting this study, and no other Army personnel were interviewed as participants. Due to the limitations of personnel in the Army to only MFLC staff who met the requirements of the study, the study cannot be generalized to all military populations.

Summary

Chapter III summarized the purpose statement, research questions, methodology, and procedures used for this study. Furthermore, this chapter also outlined the research design, population, sampling frame, sample, and sample selection process, data collection, and data analysis. The researcher also discussed and outlined measures taken to ensure the validity and reliability of the study. Chapter III closes with the limitations of this qualitative study and a summary of the chapter. The findings of the study are provided in Chapter IV, with recommendations for future research, study conclusions, and researcher reflection in Chapter V.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Chapter IV explains the processes for this study, including the research, data collection, and findings. This chapter discusses the data collection from 15 interviews with MFLC in Georgia. The purpose statement and research questions are restated, followed by the methodology, and data collection information is then provided, as well as the population. A major portion of this chapter is dedicated to the presentation and analysis of data related to the perception of Army counselors on the impact of emotional intelligence training on Army NCO leadership decision-making effectiveness. This chapter concludes by summarizing the key components related to the study's research, data collection, and findings.

Purpose Statement

The purpose of this qualitative phenomenological study was to describe the perception of Army counselors in the Military Family and Life Counselor Program about the impact of emotional intelligence training on Army non-commissioned officers' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for. This study also researched the perception of these counselors about the benefits and challenges in incorporating emotional intelligence leadership preparation with traditional Army training for non-commissioned officers.

Research Questions

This study was guided by the following research questions:

1. How do Army civilian counselors in the Military Family and Life Counselor Program perceive that training in emotional intelligence will impact Army non-

commissioned officers' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for?

2. What benefits or challenges do Army counselors in the Military Family and Life Counselor Program perceive will emerge if emotional intelligence training is incorporated into existing Army non-commissioned officers' leadership development training?

Research Methods and Data Collection Procedures

The study design was a semi-structured open-ended interview process of a sample of counselors in the state of Georgia. The phenomenological study design allowed the researcher to explore the lived experiences and perceptions of counselors about EI training for Army NCOs. The primary data collection for this research study was the interview. According to Patton (2015), the commonality among the different phenomenological approaches is their emphasis on investigating how individuals and groups comprehend and convert their experiences into meaningful understanding.

The in-depth semi-structured interview was conducted via Zoom. Each participant was sent an invitation to participate, an interview script with interview questions, an Informed Consent Form, and a Participant's Bill of Rights. All interviewees consented to be recorded during the interview, which was conducted through the Zoom platform with recording features. All interviews were conducted either before or after counselor work hours. After transcription, each participant received a copy of the transcript to verify its accuracy. Once the transcript was reviewed and approved by all participants, it was uploaded into NVIVO coding software and coded to identify themes. The study design

aimed to employ data triangulation and enhance the validity of the research (McMillan & Schumacher, 2010).

To ensure intercoder reliability, the researcher collaborated with a doctoral program graduate to code a small sample of the data (McMillian & Schumacher, 2010). In this study, 10% of the data collected was shown to the external scholar to validate themes and frequency counts of the data collected and address potential bias. Intercoder reliability in this study was no less than 80% and is within the acceptable range for intercoder reliability (Creswell, 2005).

Population

The population in a research study was a sample drawn from a group and corresponds to particular criteria to which the outcomes can be generalized (Roberts, 2010). In this phenomenological study, the researcher aimed to describe Army counselors' perceptions regarding the impact of EI training on Army NCOs' decision-making effectiveness and the benefits or challenges of implementing this training in military culture. There are 58 Army bases in the United States and approximately 260 MFLCs in the United States that make up the population in this study.

Target Population

It was important for the researcher to understand the perceptions of Army counselors regarding the benefit of EI training for NCOs because EI is not currently a leadership training topic endorsed by the Army for NCOs or other leaders. As a result, Army counselors were the only known military-related personnel who had experience and skills working with soldiers on EI-related issues.

The target population was selected from the MFLCs in the state of Georgia.

There are 13 military bases in the state of Georgia. These bases are located in:

- Albany
- Augusta
- Columbus
- Dahlonega
- East Point
- Forest Park
- Hinesville
- Houston
- Kings Bay
- Savannah
- Two in Marietta
- Valdosta

Of the 13 locations, there are eight Army bases, three Air Force bases, one Navy base, and one Marine base. Of the 13 locations, there are approximately six MFLC programs which include approximately 30 counselors throughout the state of Georgia.

Sample

The sample for this study was 15 Army counselor participants who were all employees of the Department of the United States Army and stationed on Army bases in the state of Georgia, and who are a part of the MFLC organization that provides services for the Army. The researcher identified this sample in the state of Georgia choosing to study a pool of 15 counselor participants working with the Army from Fort Stewart, Fort

Gordon, and Fort Benning, Georgia. These 15 Army counselors worked for the MFLC organization and met the following criteria:

- Two or more years as a counselor
- A minimum of two years of experience at their current base
- Trained or certified in EI/or received training in their education that aligned with the ability to understand EI skills
- Recognition from peers or leaders as effective counselors for Army soldiers

The researcher attempted to recruit approximately an equal amount of female and male participants as possible.

For the purpose of this qualitative phenomenological study on the impact of EI on Army NCOs' decision-making effectiveness, 15 participants were included in the sample, as recommended by McMillan and Schumacher (2010) as an appropriate range for the sample size. The sample was drawn from three of the 13 bases which included Fort Stewart/Hunter Army Airfield, Fort Benning, and Fort Gordon Army bases. Each participant fulfilled the criteria in the sample characteristics, as highlighted in Table 4.

Table 4*Participants' Eligibility Criteria*

| Participant/ Sex | Two or More Years as a Counselor | Minimum of two Years of Experience at Their Current Base | Trained or Certified in EI or Received Training | Recognition From Peers or Leaders as Effective Counselors |
|---------------------|---|--|--|--|
| 1/ F | 7 | 4 | Y | Y |
| 2/ F | 9 | 4 | Y | Y |
| 3/F | 10 | 2 | Y | Y |
| 4/M | 12 | 3 | Y | Y |
| 5/M | 10 | 5 | Y | Y |
| 6/F | 8 | 7 | Y | Y |
| 7/F | 6 | 5 | Y | Y |
| 8/F | 4 | 5 | Y | Y |
| 9/F | 5 | 2 | Y | Y |
| 10/M | 4 | 3 | Y | Y |
| 11/M | 3 | 4 | Y | Y |
| 12/M | 6 | 3 | Y | Y |
| 13/F | 10 | 6 | Y | Y |
| 14/M | 7 | 4 | Y | Y |
| 15/M | 5 | 5 | Y | Y |

Note. EI = Emotional Intelligence; F = Female; M = Male.

Presentation and Analysis of Data

Qualitative research methods were used in order to answer the two research questions, including 15 hours of interviews and a total of 20 hours of transcribing records, coding data, and grouping into themes. To initiate the analysis, the researcher read through each participant's transcript to identify potential themes. After uploading the transcripts into NVIVO, each line was coded, resulting in 32 initial themes. The data was then reviewed, and five major themes for Research Question 1 and six major themes for Research Question 2 emerged. All themes were identified by examining the frequency of 50 or more common thematic responses in the coding stage of the data analysis.

Research Question 1

Research Question 1 asked: *How do Army civilian counselors in the Military Family and Life Counselor Program perceive that training in emotional intelligence will impact Army non-commissioned officers' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for?*

The themes identified include: (a) communication, (b) conflict resolution, (c) teamwork and unit cohesion, (d) fostering trust and loyalty, and (e) establishing a strong connection. In their responses, counselors highlighted that EI training enhances NCOs' communication skills and enables clearer and more empathic exchanges with soldiers. They also mentioned that EI equips NCOs with conflict resolution strategies to effectively address and resolve conflicts within their units, promoting teamwork and cohesion. Moreover, counselors shared that they believed that EI training inspires and motivates NCOs, thereby fostering trust and loyalty among soldiers and builds a strong connection within the unit. The counselors consistently emphasized the importance of connectedness in leadership, acknowledging EI as a key factor in understanding and supporting soldiers. Thus, the counselors' perspectives aligned with the data collected from the research question, illustrating their perception of the positive impact of EI training on NCO leadership decision-making effectiveness and soldier supervision.

Communication

The most referenced statement by study participants was communication, with a frequency of 65 responses. Counselors highlighted that EI training enhances NCOs' communication skills, enabling clearer and more empathic exchanges with soldier participants. Effectively communicating enables NCOs to understand, adapt their

communication styles, and strengthen communication with the soldiers they supervise (VanSciver, 2017). All 15 participants shared the following comments on how EI can improve communication between NCOs and the soldiers they are in charge of.

Participant 3 stated, “Communication is extremely important in relationships especially building relationships in the workplace. It is healthy, and it definitely helps when a leader wants to understand those they lead.”

Participant 11 stated,

Open and especially effective communication is absolutely important when building strong relationships and fostering emotional intelligence among Army folks. It allows for the expression of emotions, the sharing of thoughts and concerns, and the development of trust and mutual understanding within the unit.

Self-development and self-awareness are important key components in ensuring effective communication as an emotionally intelligent leader (Sewell, 2009). As Participant 2 put it, “Communication serves as the vehicle for developing self-awareness and empathy, which are crucial components of emotional intelligence.” Through effective communication, Army personnel can better understand their own emotions and those of their fellow soldiers, leading to more informed and compassionate decision-making (Archambault, 2018). That also allows individuals to maneuver conflicts, build positive relationships with each other, and promote a supportive squad or platoon climate, all of which contribute to the overall emotional well-being and cohesion of the company.

Participant 8 indicated that adapting communication styles is critical for an effective leader to understand diversity, flexibility, and communication preference by stating: “Adapting communication styles is a fundamental aspect of emotional

intelligence for Army personnel. Effective leaders understand that different individuals have diverse communication preferences and needs.” By flexibly adjusting their communication approach, whether it is being more direct or indirect, assertive or empathetic, NCOs can establish better connections with their subordinates which allows for improved understanding and promotes effective teamwork (Fritzsching, 2019).

Conflict Resolution

Alongside communication, conflict resolution was referenced by 13 of 15 participants with a frequency of 56 responses. Participants mentioned that EI equips NCOs with conflict resolution strategies to effectively address and resolve conflicts within their units, promoting teamwork and cohesion. The participants indicated that EI could help NCOs navigate challenges, resolve conflict in a constructive manner and solve challenging problems.

Participant 5 stated,

The military, especially NCOs, are all about solving problems. It is ingrained in their training to come up with solutions; that is just how disciplined they are. You know, as a leader, it’s either you figure it out, or others will figure it out for you.

Another participant added that navigating through challenges for a solution is critical in EI for Army NCOs. This participant believes that NCOs possess strong conflict resolution skills, they can navigate challenging situations with composure and empathy, and they promote a positive and cooperative work environment. Participant 5 further stated, “I can say that leaders are more effective when they understand the emotions and perspectives of their soldiers. It facilitates constructive dialogue and mutually beneficial solutions and improves their soldier’s morale and team cohesion.”

Of the 13 participants that mentioned conflict resolution, 11 participants emphasized the importance of NCOs collaborating with their soldiers when making a final decision. Participant 1 stated, “Collaboration and idea-sharing among NCOs and their soldiers are essential for effective decision-making and solving problems.” By actively involving soldiers in the decision-making process and encouraging them to share their ideas and perspectives, NCOs create an environment of inclusivity and mutual respect (Sewell, 2009). NCOs using the collaborative approach not only enhance the quality of the final solution but also promote ownership and commitment among soldiers.

Teamwork and Unit Cohesiveness

Throughout the interviews, when asked about the effect of EI on NCO leadership decision-making effectiveness, there were many interpretations of the effects from the participants. A total of 13 participants with a frequency of 52 responses mentioned the effects of EI training would result in better team cohesion, unity, and teamwork in small groups such as squads or platoons.

Participant 3 stated:

Emotional intelligence is necessary in today’s Army. It is a result of soldiers being understood, heard, and also feel appreciated regardless of their flaws. Of course, soldiers make mistakes, but in most of the cases, soldiers are more appreciative when their NCOs genuinely hear their concerns. It is probably the driving force of unit cohesion and teamwork.

The ability of leaders to build teams and foster unity among members is a crucial factor in achieving success (Young, 2013). Teamwork and unit cohesion are crucial to NCO leader development in the context of EI because these structures foster a

collaborative environment where trust, communication, and support thrive. NCOs with high EI can effectively navigate interpersonal dynamics, understand, address the needs of their team members, and create a sense of unity that enhances overall mission success and soldier well-being.

Another participant mentioned that the result of having EI leaders allows for more objective and rational decision-making. Furthermore, this participant added the effects of being considerate of others and their feelings could result in decisions that promote unity, team building, and a positive and supportive work environment.

Some responses from participants regarding the effects of EI as it relates to teamwork and unit cohesion are as follows.

Participant 12 shared, “Emotional intelligence plays a significant role in NCO leadership decision-making, particularly when it comes to teamwork and unit cohesion.” NCOs or army leaders, as a whole, with high EI are better equipped to understand the emotions and needs of their soldiers (Archambault, 2018). This understanding allows them to make decisions that consider the well-being and dynamics of the entire unit, fostering a sense of teamwork and collaboration.

Participant 13 affirmed, “The impact of emotional intelligence on NCO leadership decision-making is huge. When NCOs have emotional intelligence skills, they are more adept at recognizing and managing everyone’s emotions, and they are very considerate as well.” NCOs will create a cohesive and supportive environment that encourages open dialogue and a supportive work environment (Esimai, 2018).

Participant 5 added, “Oh, a huge effect on their decision-making. NCOs have an extraordinarily strong influence on soldiers. When NCOs demonstrate emotional

intelligence in their decision-making, it will positively influence teamwork and unit cohesion.” If NCOs have EI skills, it promotes effective exchange and understanding of soldier problems and could contribute to a cohesive unit where soldiers feel valued, supported, and motivated to work together toward mission accomplishment (Chang, 2022).

Foster Trust and Loyalty

When asked about the specific impacts EI has on Army culture and NCO leader development, Participant 4 responded immediately with “Trust and respect,” and Participant 8 responded with “Trust, first and foremost.” Of the 15 participants, 11 participants, with a frequency of 50 responses, shared emotionally intelligent NCOs or Army leaders fostering trust and loyalty in their units and the soldiers they lead. Eleven participants expressed trust goes beyond being EI; it is the connection through communication and truly understanding the soldiers. Participant 9 shared the influence NCOs have on the soldiers they lead is enormous. Participant 9 further stated,

The influence Army NCOs have on soldiers is huge, and it is evident in the development of trust and loyalty among soldiers. The skills they possess, if they are emotionally intelligent, could establish strong connections with their subordinates, creating an environment where open and honest communication thrives.

Participant 2 indicated, “By being an active listener and understanding, NCOs are building trust with their soldiers, which in turn enhances loyalty and commitment among the team.”

Another participant shared that the EI impact on the Army as a whole is vital. It is important, and better yet, so important in shaping the culture of the Army (Holmberg et al., 2019). Participant 10 stated,

Of course, emotional intelligence is not an easy topic, and some say it is a ‘soft skill,’ to each its own. Some may view EI as that, but for people like business owners, [and] CEOs that truly know and exercise emotionally intelligent leader skills, you can see the vast difference in their leadership style and the trust they have from their teams.

Strong Connection

Eleven of the 15 participants shared their experiences with a frequency of 50 responses with counseling sessions resulted in building a strong connection between NCO and soldier. Understanding and recognizing each other’s emotions allows each other to have empathy for one another and demonstrates a connection (Goleman, 2006c). Participant 1 participant stated, “Emotional intelligence allows individuals to connect with others, demonstrating an understanding of their emotions and perspectives.”

When asked about the importance of EI skills for Army NCOs, Participant 9 responded, “Emotional intelligence enables individuals to effectively communicate their own emotions and needs, leading to be more authentic and demonstrating genuine interactions. It promotes active listening, being receptive, and understanding, which are essential components of forming strong connections with others.”

Participant 4 participant shared,

You know this kind of relationship is intertwined, being emotionally intelligent and strong connection. It’s being effective in communicating, being clear and

concise, all while understanding, being compassionate, being willing.... All of that builds a space of trust which influences and strengthens connections.

Participant 3 said, “Emotional intelligence plays an important role in developing a strong connection between NCOs and soldiers. You know, emotional awareness and responsiveness build a deep sense of connection and rapport.”

Lastly, Participant 7 stated,

The connection between NCOs and soldiers is strengthened when NCOs demonstrate emotional intelligence. That is important. It is not common to automatically have a strong relationship with someone, especially between an NCO and a soldier. But you know, soldiers appreciate NCOs who understand what they are going through and provide support, that in turn, creates a strong connection based on shared emotions, trust, and mutual care.

NCOs who build a strong connection with their soldiers foster open communication, trust, and understanding. NCOs who prioritize this connection make more informed decisions, considering the individual needs and perspectives of their soldiers, leading to more effective and impactful leadership in decision-making processes (Hollis & Yancy-Tooks, 2021).

Table 5 presents the themes and frequency of responses for Research Question 1.

Table 5

Research Question 1: Major Themes with 50 or More Frequency of Responses

| Theme | Frequency of Responses |
|----------------------------|------------------------|
| Communication | 65 |
| Conflict Resolution | 56 |
| Teamwork and Unit Cohesive | 52 |
| Foster Trust and Loyalty | 50 |
| Strong Connection | 50 |

Note. Data is sorted in descending order by Frequency of Responses.

Research Question 2

Research Question 2 asked: *What benefits or challenges do Army counselors in the Military Family and Life Counselor Program perceive will emerge if emotional intelligence training is incorporated into existing Army non-commissioned officers' leadership development training?*

The themes identified include: (a) increased self-awareness, (b) enhanced communication and interpersonal skills, (c) relationship building, (d) resistance or skepticism, (e) vulnerability, (f) overcoming cultural barriers, and (g) time constraints align closely with Research Question 2. All participants highlighted the benefits of incorporating EI training in existing Army NCO leader development training outweigh the challenges. However, 12 participants indicated the evaluation of benefits and challenges should include considering the impact on NCOs' performance, soldier well-being, and overall mission effectiveness. It is crucial to weigh these factors carefully to determine if the benefits outweigh the challenges and if the implementation of EI training aligns with the specific goals and priorities of the NCO leader development program and unit mission.

Benefits

Increased Self-Awareness. Twelve participants, with a frequency of 70 responses, indicated that EI training significantly contributes to the cultivation of self-awareness among NCOs (Horval, 2020). Training NCOs with different EI competencies will help NCOs gain a deeper understanding of their own emotions, motivations, strengths, and limitations (Esimai, 2018). NCOs develop the ability to recognize and

regulate their emotional responses in diverse situations. As a result, NCOs become more attuned to their own behaviors, decision-making processes, and their impact on others.

Participant 7 highlighted a foreseeable positive outcome of increased self-awareness from incorporating EI training in existing leader development training. This participant indicated that if NCOs are taught EI skills, they will be more self-aware and more conscious of their communication and leadership styles and leadership strengths. They will be able to identify their areas for growth and seek opportunities for self-improvement and professional development (Emmerling & Goleman, 2003).

Participant 13 added, “A benefit is self-awareness which allows NCOs to adapt their leadership approaches, leveraging their strengths while addressing any potential weaknesses, ultimately enhancing their effectiveness as leaders.”

Participant 15 indicated that if EI training is provided to NCOs, “their self-awareness is heightened, and they will be better equipped to understand and manage the impact of their emotions on their decision-making processes.” This participant further elaborated, “NCOs will be more likely to approach complex situations with a level-headed perspective and make sound judgments” (Participant 15). If EI training is provided, it will increase self-awareness and self-regulation among NCOs which leads to improved emotional management and decision-making skill (Esimai, 2018).

Enhanced Communication and Interpersonal Skills. Eleven of 15 participants with a frequency of 68 responses affirmed that EI training significantly contributes to enhanced communication and interpersonal skills among NCOs. The development of EI enhances personal skills such as self-regulation and adaptability, enabling NCOs to navigate high-stress situations, make informed decisions, and lead with composure

(Esimai, 2018). Participant 9 stated, “Emotional intelligence training contributes to the development of interpersonal skills. EI skills would help NCOs establish a supportive and inclusive environment, strengthen relationships with their soldiers, and create a cohesive and high-performing team.”

Participant 10 indicated that improved communication skills are definitely a benefit of EI training, not only being a good listener but as a good communicator. Participant 1 shared, “Communication is critical in military operation; it is even more critical between soldiers.” The participant eluded on the criticality of communication between soldiers during military operations should be the same when communicating for soldier welfare. Twelve participants indicated communication is vital for effective leadership, and EI training equips NCOs with the skills to enhance their communication strategies, fostering clearer and sound exchanges with their soldiers.

Relationship Building. Thirteen of 15 participants with a frequency of 66 responses shared that one significant outcome of incorporating EI in Army NCO leader development training is relationship building. Participants described how EI training plays a huge role in NCO and soldier relationship building. One participant shared that if a soldier shares with their NCO something they are going through, it is important that the NCO considers the soldier’s issue when assigning tasks. Taking their issues into consideration helps with building meaningful relationships (Mascia, 2020).

Participant 7 added that EI training benefits relationships in the workplace immensely. Participant 7 further stated, “They get to teach each other through communication, manage their issues, and promote teamwork; all of these components build a strong working relationship.” “It’s a good feeling if you have a good relationship

with your team,” said Participant 3. It helps individuals establish trust, handle conflicts constructively, and navigate interpersonal dynamics effectively (Post, 2018). By understanding and responding to the emotions of others, individuals can forge deeper connections, collaborate more effectively, and foster a positive and supportive environment.

Strong relationship-building skills lead to enhanced mission success (Roberts, 2010). Training NCOs in EI could better equip them to inspire and motivate their soldiers, so they can create a supportive and inclusive culture and effectively lead their units toward mission accomplishment.

Challenges

Resistance or Skepticism. The most mentioned challenge that all 15 participants highlighted with 66 responses was resistance or skepticism of implementing emotional intelligence training in NCO leader development. To highlight, Participant 4 stated, “It’s the culture, the traditional mindset. This military culture is all about toughness, discipline, and task-oriented focus. That mindset of being tough and ‘hooah,’ creates resistance to the concept of emotional intelligence.” Some NCOs may perceive EI training as too “soft” or irrelevant to their primary responsibilities. Those excuses lead to skepticism and resistance to change (Horval, 2021).

Vulnerability. Twelve of 15 participants with 57 responses implied the fear of vulnerability. NCOs might see EI as training that encourages self-reflection and exploring one's emotions, and some NCOs may be hesitant to embrace vulnerability or express emotions in a context where strength and resilience are highly valued (Norrie & Wharton, 2022). So fear of vulnerability can lead to resistance and skepticism toward the training.

Moreover, participants indicated many NCOs might perceive EI as a form of training in that they would have to share and talk about their emotions. NCOs may see it as challenging for individuals operating within a context where strength and resilience are highly esteemed (Norrie & Wharton, 2022). This apprehension towards vulnerability can give rise to resistance and skepticism towards the training, hindering its adoption and potential benefits.

Furthermore, this resistance to embracing vulnerability is not only limited to individual NCOs but can also be ingrained within the broader organizational culture. In hierarchical military structures, the expectation to display unwavering strength and control can create a culture that discourages emotional expression and vulnerability (Yukl, 2012). Consequently, the fear of vulnerability becomes reinforced and perpetuated within the NCO community, further impeding the integration of EI training as a vital component of NCO leadership development.

Overcoming Cultural Barriers. Thirteen of 15 participants with a frequency of 54 responses expressed the long-standing mental toughness norm of the military as a “tough one” to break. Thirteen participants shared the military has a distinct culture with its own set of values, norms, and expectations. The Army is a hierarchy, discipline, and adherence to established protocols (Scott & Michell, 2022). Participant 3 shared, “The image of EI training may conflict with Army culture; therefore, introducing EI training may be seen as a departure from traditional military practices, leading to resistance and a clash with existing cultural norms.”

Participant 10 recalled when she introduced EI to an NCO, and the NCO stated, “Emotions. That’s weak.” The perceived conflict with toughness in the military culture

places a premium on strength, resilience, and toughness. Participant 15 indicated, “There is perception that emotional intelligence, with its focus on emotions, empathy, and self-awareness, conflicts with the image of toughness and can be perceived as a sign of weakness.”

Time Constraints. Of the 15 participants, 13 mentioned time constraints with a frequency of 53 responses as a challenge to implementing EI training in NCO leader development training. Participant 13 shared that NCOs are already engaged in demanding training and operational activities, and they may see additional EI training as time-consuming and not directly contributing to their immediate mission readiness (Luca & Tarricone, 2001). With that mindset, it could create resistance and reluctance to engage in the training.

Participant 7 stated, “NCOs may say they’re busy, and they would rather spend time on perfecting their tactical skills than talking about feelings.” Participants expressed NCOs may have the perception of EI training as time-consuming and potentially shifting their focus from “actual work,” therefore creating resistance and reluctance among NCOs to fully engage in EI training. The perceived trade-off between investing time in developing emotional intelligence skills and maintaining operational readiness further contributes to the challenges of integrating EI training into the already demanding schedules of NCOs.

Table 6 displays the theme and the frequency of responses for Research Question 2.

Table 6

Research Question 2: Major Themes With 50 or More Frequency of Responses

| Theme | Frequency of Responses |
|---|------------------------|
| Increased Self-Awareness | 70 |
| Enhanced Communication and Interpersonal Skills | 68 |
| Relationship Building | 66 |
| Resistance or Skepticism | 66 |
| Vulnerability | 57 |
| Overcoming Cultural Barriers | 54 |
| Time Constraints | 53 |

Note. Data sorted in descending order by Frequency of Responses.

Triangulation of Data - Artifacts

To enhance the strength of the study, the researcher employed a triangulation approach to validate the responses pertaining to the research questions. In this regard, a total of 12 artifacts were collected (Patton, 2015). These artifacts, comprising both internal and external sources, were carefully chosen to align with the components of emotional intelligence within the research's theoretical framework. Internal artifacts, such as the MFLC handbook and MFLC brochure, were included, alongside external artifacts like:

- Communication Skills training
- Risk Management
- Comprehensive Training – Leadership
- Goal Setting training
- Interpersonal Skills
- Conflict Management
- CSF2 – Counseling
- Social Awareness Training

- Power of Communication
- Master Resilience Training

By systematically comparing and examining all the collected artifacts, the researcher sought to identify consistencies of information across categories relevant to the research topic, the criteria for EI training among research participants, research questions, and the underlying theoretical framework. Table 7 presents a comprehensive display of the artifacts organized according to the alignment of EI training and counselor training.

Table 7

Artifacts: Emotional Intelligence Training/Military and Family Life Counseling Certification

| Emotional Intelligence Training | Military Counselors Certification Aligned with Emotional Intelligence Training |
|---------------------------------|---|
| Self-Awareness | CSF2 Training- Counseling, Conflict Management |
| Self-Management | Goal setting; Risk Management |
| Social Awareness | Master Resilience Training, Social Awareness Training, Communication Skills Training, Interpersonal Skills training |
| Relationship Management | Power of Communication, Comprehensive Training- Leadership, Interpersonal Skills training |

Note. CSF2 = Comprehensive Soldier and Family Fitness Manual.

Summary

In this chapter, the researcher explained the purpose statement and research questions of this study as well as the study methodology. Furthermore, the chapter described the data that was collected to describe the perception of Army counselors on the impact of EI training on Army NCO leadership decision-making effectiveness.

Chapter V discusses the major findings. Additionally, the chapter discusses the conclusions, implications for action, and recommendations for further research. Chapter V closes with concluding remarks and the researcher's reflection.

CHAPTER V: FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

This chapter provides a summary of the research study about the perception of Army counselors on the impact of EI training on Army NCO leadership decision-making effectiveness as well as the benefits and challenges in incorporating EI leadership preparation with traditional Army training for NCOs and associates the reported data from Chapter IV to the related literature. A synopsis of the major findings and prevalent themes is analyzed by the research question. A discussion of the surprising findings is also addressed, followed by conclusions that were drawn based on the literature related to the major findings, which will provide an understanding from the researcher's perspective. Implications for actions suggest measures Army leaders should take to implement EI training within the Army leader development training. This chapter contains recommendations for further research and concludes with remarks and reflections.

This study explored and described the perception of Army counselors on the impact of EI training on Army NCO leadership decision-making effectiveness as well as the benefits and challenges in incorporating EI leadership preparation with traditional Army training for NCOs. To gather this information, the following research questions guided this study:

1. How do Army civilian counselors in the Military Family and Life Counselor Program perceive that training in emotional intelligence will impact Army non-commissioned officers' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for?

2. What benefits or challenges do Army counselors in the Military Family and Life Counselor Program perceive will emerge if emotional intelligence training is incorporated into existing Army non-commissioned officers' leadership development training?

Major Findings

Research Question 1

Research Question 1 asked: *How do Army civilian counselors in the Military Family and Life Counselor Program perceive that training in emotional intelligence will impact Army non-commissioned officers' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for?*

Major Finding 1

Decision-Making Effectiveness. All 15 MFLC participants agreed on the positive impact EI training could have on NCO leadership decision-making effectiveness with the soldiers they are responsible for. Eight participants indicated by enhancing their EI skills, NCOs would be better equipped to understand and manage their own emotions, as well as recognize and address the emotions of their subordinates. Although the other seven participants did not share their sentiments, it is possible that they did not disagree; they simply did not voice their opinion. This increased emotional awareness would enable NCOs to make more informed decisions that align with their soldiers' needs and well-being (Esimai, 2018). Consequently, it would also improve decision-making effectiveness, positively influencing the overall morale, motivation, and performance of

the soldiers under their leadership and foster a more supportive and productive environment.

Major Finding 2

Increased Self-Awareness. Twelve of 15 participants agreed one of the impacts of EI training in NCO leader development training is increased self-awareness of the NCO. Increased self-awareness emerged as a major finding of the participant's perceptions, and it aligned with one of the four components of the EI model (Bradberry & Greaves, 2009; Mayer & Salovey, 1990). The participants inferred that EI training could enhance NCOs' ability to recognize and understand their own emotions, strengths, and weaknesses. Findings from the literature review acknowledge that self-awareness is understanding and knowing one's emotions and their impact (Goleman et al., 2013).

Participant 8 shared

With improved self-awareness, NCOs become more attuned to their emotional states and how those emotions may influence their decision-making. They gain a better understanding of their personal values, motivations, and biases, which allows them to make more informed choices aligned with their authentic selves.

Nine participants indicated when NCOs are self-aware, they can recognize when their emotions may be clouding their judgment or influencing their decisions. They become better equipped to regulate their emotions, and this prevents them from negatively impacting their decision-making process. By being aware of their strengths and weaknesses, NCOs can leverage their strengths effectively and seek support or development in areas where they may have limitations (Bertolini, 2017).

Atwater and Yammarino (1992) explained self-awareness is one's ability to comprehend and reflect on self and relationships with others. Eleven participants shared self-awareness could help commanding officers consider their emotions when making decisions, and it could help them to recognize how their emotions might bias their judgment or influence their behavior. By taking these emotions into account, NCOs could make decisions with a more balanced and rational mindset, ensuring that their choices are not solely driven by temporary or intense emotions.

Major Finding 3

Effective Communication. Effective communication could play a crucial role in EI training as it relates to the impact of EI on NCO leader development training (Luca & Tarricone, 2001). Eight participants expressed the importance of communication in leader development and effectiveness. Goleman et al. (2013) define social awareness as "sensing others' emotions, understanding their perspective, and taking an active interest in their concerns" (p. 39), which is closely linked to effective communication. Nine participants indicated that EI training would improve NCOs' active listening skills. By incorporating active listening, NCOs could become more attentive and focused on understanding the perspectives, concerns, and ideas of their subordinates. This enhanced communication skill would enable them to gather relevant information, different viewpoints, and diverse insights, which are essential for making well-informed decisions (Horval, 2020).

Thirteen of the 15 participants expressed enhancing communication skills resulting from EI training could positively impact decision-making effectiveness in several ways. A clear and open dialogue between NCOs and their subordinates is most

likely to facilitate the exchange of information, ideas, and perspectives. Through effective communication, this exchange could provide NCOs with a more comprehensive understanding of the situation, potential challenges, and practical solutions, ultimately leading to better-informed decisions.

Major Finding 4

Enhanced Leadership Effectiveness. Thirteen of the 15 participants shared that enhanced leadership effectiveness would be an important benefit if EI training is incorporated into NCO leadership development training. Findings from the literature review acknowledge that the connection between EI and leadership effectiveness and productivity is crucial. It highlights the significance of identifying needs in the workplace, bridging the gap between higher work performance and increased motivation (Reed, 2005). By leveraging EI in leadership, leaders could better understand and address the needs of their team members, foster an environment of enhanced leadership effectiveness, and ultimately drive greater productivity. Reed (2005) elaborated that NCOs who develop EI skills may become better equipped to understand and manage their own emotions, communicate effectively, and build stronger relationships with their subordinates. This, in turn, could positively impact their ability to inspire and motivate their teams, make informed decisions, and navigate complex leadership challenges.

Twelve participants also indicated NCOs who develop EI skills through training most likely experience improved effectiveness in their leadership roles. All 15 participants affirmed one aspect of enhanced leadership effectiveness is the ability of NCOs to understand and manage their own emotions. Bardach (2008) explained a leader with the ability to recognize the influences within him/herself and others more than likely

experience greater levels of success than those who lack in that area. EI training could help NCOs develop self-awareness and most likely enable them to recognize and understand their emotions, strengths, and areas for growth. This self-awareness would allow NCOs to regulate their emotions and avoid irresponsible or emotionally driven decision-making. By managing their own emotions effectively, NCOs could maintain composure and act in a calm and rational manner, even in challenging situations.

Research Question 2

Research Question 2 asked: *What benefits or challenges do Army counselors in the Military Family and Life Counselor Program perceive will emerge if emotional intelligence training is incorporated into existing Army non-commissioned officers' leadership development training?*

Major Finding 5

Resistance and Skepticism. Thirteen of the 15 participants indicated resistance and skepticism as a major challenge when incorporating emotional intelligence in Army existing NCO leader development training. Nine participants expressed challenges and skepticism among some NCOs regarding the relevance and effectiveness of EI in a military context such as a military environment (i.e., basic training), pre-deployment training, combat readiness, peacekeeping missions, etc. Thirteen participants indicated that doubts about the applicability of EI skills to the specific roles and responsibilities of NCOs could potentially contribute to a sense of resistance. Military environments often prioritize technical skills, decision-making under pressure, and physical fitness. Findings from the literature review show that military leaders are tunnel-visioned in developing individual and unit military competence (Allen, 2015). Some NCOs may question

whether EI training could effectively complement or enhance these aspects of their training or if it is more relevant to civilian leadership contexts.

Major Finding 6

Allocation and Time. Thirteen of the 15 participants affirmed some Army senior leaders might worry that incorporating EI training could divert resources and time from more traditional training methods that they perceive as essential for their roles. Seven participants shared NCOs may question the value of investing in EI training, especially if they believe it may not directly contribute to their operational effectiveness or mission readiness.

Eight participants shared NCOs may be engaged in demanding tactical or combat training and may view extra training, such as EI, as the time taken away from more productive and direct mission readiness training (Luca & Tarricone, 2001). Nine participants expressed NCOs may also view EI training as training taken away from their technical work and more time shifted away from what is more important at hand. The perceived trade-off between investing time in developing EI skills and maintaining operational readiness may further contribute to the challenges of integrating EI training into the already demanding schedules of NCOs.

Unexpected Findings

Unexpected Finding 1

The researcher embarked on the study with the expectation that participants would recognize the benefits of EI in NCO leader development. However, to the researcher's surprise, all participants not only acknowledged the importance of EI but unanimously agreed on its critical role in NCO development and the future success of

leaders. Goleman (1998) argues that EI is a more powerful predictor of leadership success and also asserts that leaders who understand their own emotions and those of others are more effective in managing relationships, creating a positive work environment, and inspiring their teams to achieve their goals. This finding highlighted a profound understanding among the participants regarding the transformative impact of EI on leadership effectiveness.

The unanimous agreement indicated a strong consensus that EI is not merely an optional skill but an essential competency for NCOs. The participants recognized that EI empowers leaders to navigate complex interpersonal dynamics, inspire trust, and build strong relationships with subordinates. Their collective affirmation emphasized the indispensable nature of EI in shaping the present and future landscape of effective leadership in the military. This finding underscores the significance of prioritizing and integrating EI training within NCO Army leader development programs to enhance the overall effectiveness and success of leaders.

Conclusion

Conclusion 1. Prioritize Further Research

In conclusion, this research study highlights the pressing need for the Army to prioritize and conduct further research on the importance of EI in leadership development. The profound impact of EI on leadership effectiveness is critical in shaping the future of military leadership.

Conclusion 2. Address Resistance and Skepticism

To fully leverage the benefits of EI, it is essential to address resistance and skepticism that may exist within the organization. This could be achieved by initiating

open dialogues, providing evidence-based insights on the positive outcomes of EI training, and fostering a culture that embraces EI as a vital component of leadership.

Conclusion 3. Senior Leader buy-in is Paramount

To implement EI training in NCO leader development obtaining buy-in from senior leaders is paramount in implementing and incorporating EI into NCO leader development training (Esimai, 2018). Their endorsement and support will lend credibility and ensure the allocation of necessary resources and time for comprehensive EI training programs. By making these changes, the Army is most likely to better equip NCOs with the essential skills needed to thrive in an evolving military landscape and enhance the overall readiness and effectiveness of the force.

Conclusion 4. Millennials and Younger Have Different Values

In order for the Army to stay ahead of the new leadership competencies that millennials need in order to develop and grow, it is concluded that the Army needs to incorporate EI training into NCO leader training and development. Soldiers who are millennials and younger have different kinds of values and need a different kind of leadership. Arushani and Riggio (2016) shared that millennial and younger soldiers have different leadership values and expectations compared to older generations, which can lead to frustration and lack of motivation if their needs are not met. They further suggest that leaders need to develop different leadership styles to accommodate the values and expectations of these soldiers. In order for the Army to stay ahead of the new leadership competencies, millennials need to develop and grow. It is concluded that the Army needs to incorporate EI training into NCO leader training and development.

Implications for Action

The implications for action are based on the findings and conclusions of this study. The purpose of this study was to explore the perception of Army counselors on the impact of EI training on Army NCO leadership decision-making effectiveness as well as the benefits and challenges in incorporating EI leadership preparation with traditional Army training for NCOs. There are several implications for action that can impact and inform several actionable steps within Army units.

Implication 1. Share Findings with Senior Leaders

One recommended course of action would be for the researcher to present the findings from this research to commanders and senior enlisted advisors of company-level units. By engaging in discussions with these leaders, the research study could emphasize the critical impact of EI on NCO leader development.

Implication 2. Strategic Partnership With Existing Army Organizations

In order to effectively train Army NCOs in EI, it is crucial for the Army to identify the most suitable organization for this purpose. There are multiple possibilities that the Army can consider when selecting trainers. One potential resource that the Army can leverage is Military One Source, which could serve as a valuable subject matter expert in teaching and training NCOs on EI. Since the Army Military One Source is already responsible for training NCOs on a variety of topics such as stress management, conflict resolution, team building, etc., this organization can schedule appropriate times to integrate EI training into the traditional technical training leaders receive.

Additionally, the Army could tap into the expertise of MFLCs, who are specifically trained and certified to provide EI training. By strategically partnering with

these organizations, the Army is most likely to access specialized knowledge and resources to enhance the EI skills of its NCOs. These collaborations could facilitate the development of comprehensive EI training programs that address the specific needs and challenges faced by Army personnel.

Finally, the Army could investigate using outside firms that provide EI training. However, a consideration in employing these firms is that these firms outside of the Army may possess the EI training expertise but not understand Army culture and mindset in order to be successful in training soldiers and leaders.

Implication 3. Implement Emotional Intelligence Training Across Military Branches

Another implication of action would be to explore the implementation of EI training across other military branches besides the Army, such as Marine, Navy, Coast Guard, and Air Force, to be able to learn what benefits these military organizations have from learning EI skills.

Implication 4. Evaluate Army Policies That Support Emotional Intelligence

Training

Another implication for action would be since the Army has instituted directives about using empathy in NCO evaluation reports, explore if the Army has created any policies that are EI related that could be utilized to inspire future EI training for soldiers. Furthermore, implement training policies on EI for soldiers at an earlier stage in their careers, such as corporals and sergeants starting from Basic Leader Course through Sergeant's Major Academy. By providing EI training early on in a soldier's career, they can develop a deeper understanding of their own emotions and those of others, enhancing their ability to manage stress, communicate effectively, and resolve conflicts. Therefore,

when NCOs receive their annual or other types of NCO evaluation report, leader assessment is fair as NCO's have been provided and presented with EI training and skills through professional education system.

Implication 5. Army Should Develop an Emotional Intelligence Program

Another implication for action would be for the Army to develop an EI program and a "train the trainer" model program to train Army personnel to conduct the EI training for others. Furthermore, the Army should establish a comprehensive evaluation framework to assess the effectiveness of the EI program and monitor the progress of trained personnel. This evaluation framework should include pre-and post-training assessments to track the long-term impact of EI training on leadership development and performance outcomes.

Recommendation for Further Research

This study explored the perception of Army counselors in the MFLC about the impact of EI training on Army NCOs' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for. This study also researched the perception of these counselors about the benefits and challenges of incorporating EI leadership preparation with traditional Army training for NCOs. The researcher respectfully recommends the following recommendations for future research.

Recommendation 1. Replicate the Study Across All U.S. Military Branches

A recommendation for future research would be for the Army to conduct a qualitative replication study to explore the impact of EI training on NCO leader development in other military branches. This study would involve replicating the research

methodology used in this original study conducted with the Army but expanding the scope to include participants from the Air Force, Navy, Coast Guard, and Marines.

Recommendation 2. Conduct a Correlation Study of Comparison

A recommendation for further research would be to conduct a quantitative correlation study to compare military units that have had EI training to identify the impact and significance of performance indicators. This research study aims to explore the relationship between EI training and various performance indicators within the military unit. This quantitative correlation research study on the implementation of EI training in a military unit with trained leaders would offer insights into the relationship between EI training and performance outcomes. This research could provide valuable data-driven evidence to support the integration of EI training in military leadership development programs, leading to enhanced leadership effectiveness and improved overall unit performance.

Recommendation 3. New Generation Case Study

Another recommendation for future research study would be to conduct a case study focused on examining the specific leadership skills required by the new generation of soldiers who need to perform tactical tasks alongside EI training. This research study would provide insights into the unique challenges and demands faced by soldiers in modern warfare and the importance of integrating EI training into their leadership skill set.

Recommendation 4. Delphi Study to Promote Productive Leadership

Another recommendation for a future research study is to conduct a Delphi study involving a panel of EI experts, including military, corporations, education, etc. This

study aims to investigate the specific skills that effective leaders require to promote and foster productive leadership.

Recommendation 5. Explore the Impact of Emotional Intelligence on Non-Commissioned Officers

A recommendation for a future research study would be to conduct a mixed-method study to comprehensively explore the impact of EI on NCOs' ability to manage stress. There is a transitional need for current Army leaders as they experience stress with the changing needs of the new generation of leaders, including millennials and younger soldiers. As a result, it is recommended that a study be implemented that provides training to Army leaders and reduces stress. This research study would utilize both quantitative and qualitative methods to gather a holistic understanding of the relationship between EI and stress management in Army NCOs.

Concluding Remarks and Reflection

EI has caught my interest since my master's degree in organizational leadership; it was the first time I was introduced to EI. Over the past few years of my military career, I have discovered the battle I had within with self-awareness and self-management of my own emotions. Most times, I resort back to being combative and do not fully take in the other person's point of view or concern. As I started my doctoral candidate journey, I realized the importance of EI in my line of work as a senior leader advisor to the commander of my organization. As I work to become a better leader in the military, being an emotionally intelligent leader is pivotal to my success.

This study and its implications for action have shed light on the importance of incorporating and implementing EI training in NCO leadership training within the Army.

As I reflect on the study as a whole, it becomes evident that EI plays a crucial role in enhancing leadership effectiveness and fostering positive and cohesive unit culture. By equipping NCOs with the necessary EI skills, the Army can ensure that its leaders are better equipped to handle the complex and dynamic challenges they may encounter with their soldiers. Moreover, incorporating EI training in NCO leadership training can contribute to improved decision-making, conflict resolution, and overall unit morale. Therefore, it is imperative for the Army to recognize the significance of EI and take proactive measures to integrate it into their leadership development training programs.

Throughout my dissertation, it was not as easy as others made it seem. Writing Chapters 1-3 was the most challenging. There were many challenges along the way, including the many returns of my writing from my chair and sleepless nights trying to make sense of my literature review. I started my journey while deployed to Egypt. I returned to the United States after my first year to find out that after my coursework in Year 2, I would be deployed again to the Middle East. It was definitely a challenge due to the time difference and limited internet connectivity.

I am most grateful for the counselors who took the time to participate and share their lived experiences. This was a journey, and I do not take it lightly. I benefited most from their interviews and tips that will help better equip me not only as an emotionally intelligent person but as a senior leader.

Overall, this study revealed that the experiences that I had when I was a younger NCO are similar to the current junior NCOs that sought out MFLC counseling. The only difference is as a young NCO then, EI was non-existent. Thankfully, the Army now has

resources for NCOs to turn to for help so that we might become better leaders in leading soldiers.

REFERENCES

- Aguilar, S. & George, B. (2019). A review of the linkages between emotional intelligence and leadership in the military forces. *Business Ethics and Leadership*, 3(2).
- Allen, C. (2015). The US Army war college quarterly: Parameters.
<https://press.armywarcollege.edu/parameters/>
- Archambault, M. (2018). The three-generation dilemma. *NCO Journal*.
<https://www.armyupress.army.mil/Journals/NCO-Journal/>
- Arushani, A., & Riggio, R. E. (2016). Generational difference in leader values and leadership behaviors. *Journal of Leadership Education*, 15(4), 217-229.
- Assanova, M., & McGuire, M. (2009). *Applicability analysis of the emotional intelligence theory*. Indiana University. http://www.indiana.edu://www.indiana.edu/~spea/pubs/undergradhonors/honors_vol.3_no.1.pdf
- Atwater, L. E., & Yammarino, F. J. (1992). Does self-other agreement on leadership perceptions moderate the validity of leadership and performance predictions? *Personnel Psychology*, 45, 141-164.
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI).
http://www.eiconsortium.org/pdf/baron_model_of_emotional_social_intelligence.pdf
- Bardach, R. H. (2008). *Leading schools with emotional intelligence: A Study of the degree of association between middle school principal emotional intelligence and school success*. [Online Submission]. ERIC.
<https://files.eric.ed.gov/fulltext/ED499642.pdf>

- Barling, J., Slater, F., & Kelloway, K. E. (2000). Transformational leadership and emotional intelligence: An exploratory study. *The Leadership and Organizational Development Journal*, 21,(3), 157-161.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates Publishers.
- Benson, R., Fearon, C., McLaughlin, H., & Garratt, S. (2014). Investigating trait emotional intelligence among school leaders: Demonstrating a useful selfassessment approach. *School Leadership & Management: Formerly School Organisation*, 34(2), 201-222. <https://doi.org/10.1080/1363243.2013.813450>
- Bertolini, S. (2017). Know thyself. <https://ancientgreekcourses.com/anthropology/know-thyself/>
- Bickman, L., & Rog, D. J. (2008). *The SAGE handbook of applied social research methods*. SAGE Publications.
- https://books.google.com/books?id=m4_MAwAAQBAJ
- Boe, O. (2015). Developing leadership skills in Norwegian military officers: Leadership proficiencies contributing to character development and officer competency. *Procedia-Social and Behavioral Sciences*, 288-292.
- Boivin, K. (2013). *A study of the relationship between a nurse leader's emotional western intelligence and follower organizational commitment* (Doctoral dissertation). Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&-uthType=ip,uid&db=rzh&AN=2012240339&site=eds-live>

- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27.
- Boyle, C., Gonyeau, M., Flowers, S., Hritcko, P., Taheri, R., & Prabhu, S. (2018). Adapting leadership styles to reflect generational differences in the academy. *American Journal of Pharmaceutical Education*. Article 686.
- Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. TalentSmart.
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Casey, G. W. (2011). Comprehensive soldier fitness. A vision for psychological resilience in the U.S. Army. Retrieved from <https://www.apa.org/pubs/journals/releases/amp-66-1-1.pdf>
- Center for the Army Profession and Leadership. (2022). U.S. Army. Retrieved from <https://www.capl.army.mil>
- Chang, C. (2022). *Cultivating a coaching culture*. University Press Publication.
- Chaudhry, A. A., Ali, F., Jan, F. A., Sajjad, M. & Ali, S. (2013). Emotional intelligence and students: A Pakistani perspective. *World Applied Sciences Journal*, 22 (3), 319- 325.
- Cherniss, C., Extein, M., Goleman, D., & Weissberg, R. P. (2006). Emotional intelligence: What does the research really indicate? *Educational Psychologist*, 41(4), 239-245. https://doi.org/10.1207/s15326985ep4104_4
- Clay-Williams, R., & Braithwaite, J. (2009). Determination of health-care teamwork training competencies: A Delphi study. *International Journal for Quality in Health Care*, 21(6), 433-440 438. doi:intqhc/mzp042

- Combs, P. (2007). US Army cultural obstacles to transformational leadership.
<https://apps.dtic.mil/sti/pdfs/ADA469199.pdf>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
- Creswell, J. W., Hanson, W. E., Clark-Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236-264.
- Crowley, J. C., Shanley, M., Rothenberg, J., & Sollinger, J. (2013). *Adapting the Army's training and leader development programs for future challenges*, RAND Corporation. https://www.rand.org/pubs/technical_reports/TR1236.html
- Daft, R. (2011). *The leadership experience* (5th ed.). Cengage Learning.
- David, S. A. (2002). *Emotional intelligence: Developmental antecedents, psychological and social outcomes*. Unpublished doctoral dissertation, The University of Melbourne.
- Davis Jordan, C. (2009). *An examination of emotional intelligence and leadership competencies among black and white female middle managers* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3569147)
- Dayton, D. (2021). The importance of leadership training in the Army. *Chron*. Retrieved from *Army Development in a Junior Leadership Officer* (chron.com)
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), e000057. <https://doi.org/10.1136/fmch-2018-000057>

- Department of the Army. (2014). The counseling process: ATP 6-22.1.
https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/atp6_22x1.pdf
- Emmerling, R. J. & Goleman, D. (2003). Emotional intelligence: Issues and common misunderstandings. *Issues in Emotional Intelligence, 1*(1) [On-line serial].
available <http://www.eiconsortium.org>
- Esimai, C. (2018). Great leadership starts with self-awareness. *Forbes*.
<https://www.forbes.com/sites/ellevate/2018/02/15/self-awareness-being-more-of-what-makes-you-great/#453f7c3e40dd>
- Faltas, E. (2017). *Three models of emotional intelligence*.
<https://www.researchgate.net/publication/314213508>
- Fida, A., Ghaffar, A., Zaman, A., & Satti, A. (2018). *Gender comparison of emotional intelligence of university students*. <https://files.eric.ed.gov/fulltext/EJ1180616.pdf>
- Ford, K., Menchine, M., Burner, E., Arora, S., Inaba, K., Demetriades, D., & Yersin, B. (2016). Leadership and teamwork in trauma and resuscitation. *The Western Journal of Emergency Medicine, 17*(5), 549–556.
<https://doi.org/10.5811/westjem.2016.7.29812>
- Forman, J., Creswell, J. W., Damschroder, L., Kowalski, C. P., & Krein, S. L. (2008). Qualitative research methods: Key features and insights gained from use in infection prevention research. *American Journal of Infection Control, 36*(10), 764-771.
- Fraher, A. (2011). Creating an emotionally intelligent warrior. *Washington Post*.
https://www.washingtonpost.com/national/on-leadership/creating-an-emotionally-intelligent-warrior/2011/11/09/gIQA5EOk6M_story.html

- Freitas, T. (n.d.). Emotional intelligence: A Step on the path to developing “people first” leaders. *The Center for Junior Officers*. <https://juniorofficer.army.mil/emotional-intelligence-a-step-on-the-path-to-developing-people-first-leaders/>
- Fritzsching, A. (2019). Leader engagement. *NCO Journal*.
<https://www.armyupress.army.mil/Journals/NCO-Journal/>
- Gardner, H. (1983). *Frames of mind*. Basic Books.
- Gardner, H. (2006). *Multiple intelligences: New horizons*. Basic Books.
- Gardner, L. & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organizational Development Journal* 23(2) 68:78.
- Gill, L. J., Ramsey, P. L., & Leberman, S. I. (2015). A systems approach to developing emotional intelligence using the self-awareness engine of growth model. *Systemic Practice and Action Research*, 28(6), 575–594. <https://doi.org/10.1007/s11213-015-9345-4>
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-606. Retrieved from
<http://nsuworks.nova.edu/tqr/vol8/iss4/6>
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- Goleman, D. (2006a). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Goleman, D. (2006b). The socially intelligent leader. *Educational Leadership*, 64(1), 76-81. https://cmapspublic2.ihmc.us/rid=1207228817342_1390637911_7833/Goleman-%20Socially%20Intelligent%20Leader.pdf

- Goleman, D. (2006c). *Working with emotional intelligence*. Bantam Books.
- Goleman, D. (2011). *Leadership: The power of emotional intelligence*. More Than Sound, LLC.
- Goleman, D. (2014). *What makes a leader: Why emotional intelligence matters*. More Than Sound, LLC.
- Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal leadership: The hidden driver of great performance. *Harvard Business Review*, (12), 42-51.
- Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership unleashing the power of emotional intelligence*. Harvard Business Review Press.
- Gonzales, J. (2016). *Leadership styles in military settings and their influences on program satisfaction*. Electronic Theses and Dissertations. 1461.
- Gorsky, M., & Mold, A. (2020). Documentary analysis. *Qualitative Research in Health Care*, 83-96.
- Griffin, G. (2020). Leadership development. *NCO Journal Staff*. Retrieved from <https://www.armyupress.army.mil/Journals/NCO-Journal/Archives/2020/June/Leader-Development/>
- Gutierrez, A. (2017). *The impact of emotional intelligence on the leadership of public-school superintendents*. Dissertations. 99. Retrieved from https://digitalcommons.brandman.edu/edd_dissertations provides insight and the structure development of my study.
- Haley, L. (2020). *Through the lens of emotional intelligence: Head start teachers' teaching practices that support emotional development and their emotional intelligence appraisal*. [Brandman University].

- Halloran, B. (2015). *How to master situational leadership*.
<https://insight.kellogg.northwestern.edu/article/how-to-master-situational-leadership>
- Halpin, S. (2011). Historical influences on the changing nature of leadership within the military environment. *Military Psychology*, 479-488.
- Hamad, H. B. (2015). *Transformational leadership theory: Why military leaders are more charismatic and transformational?* Greenwich Maritime Institute University of Greenwich, London.
- Hamilton, A. B., & Finley, E. P. (2019). Qualitative methods in implementation research: an introduction. *Psychiatry Research*, 280, 112516.
- Hammersley, M. & Atkinson, P. (2019). *Ethnography: Principles in practice*.
<https://www.routledge.com/Ethnography-Principles-in-Practice/Hammersley-Atkinson/p/book/9781138504462>
- Hays, S. H., & Thomas, W. N. (Eds.). (1967). *Taking command: The art and science of military leadership*. Stackpole Books.
- Hensley, G. (2013). *Transformational leaders embody US Army Japan's 'words of live by'*. https://www.army.mil/article/102221/transformational_leaders_embody_us_army_japans_words_to_live_by
- Hersey, P., & Blanchard, K. H. (1969). Life cycle theory of leadership. *Training & Development Journal*, 23(5), 26-34.
- Hollis, E., & Yancy-Tooks, B. (2021). Reflections on Leading, Values, & Beliefs. *NCO Journal*. <https://www.armyupress.army.mil/Journals/NCO-Journal/>

- Holmberg, M., Salazar, A., Herd, J., Lane, B., & Orslene, N. (2019). A culture of trust. *NCO Journal*. <https://www.armyupress.army.mil/Journals/NCO-Journal/>
- Homes, W. (2012). *The motivating language of principals: A sequential transformative strategy*. UNLV Theses, Dissertations, Professional Papers, and Capstones. 1740. <http://dx.doi.org/10.34917/4332721>
- Hopkins, M., O'Neil, D., & Williams, H. (2007). Emotional intelligence and board governance: Leadership lessons from the public sector. *Journal of Managerial Psychology*, 22(7), 683-700. <https://doi.org/10.1108/02683940710820109>
- Horn, B. (2002). A timeless strength: The Army's senior nco corps. *NCO Journal* <http://www.journal.forces.gc.ca/vo3/no2/doc/39-48-eng.pdf>
- Horner, M. (1997). *Leadership theory: Past, present and future*. Team Performance Management. University of North Texas.
- Horval, S. (2020). Power and influence: Emotional intelligence matters. *NCO Journal*. <https://www.armyupress.army.mil/Journals/NCO-Journal/>
- Horval, S. (2021). Attitude reflects leadership: The role of emotional intelligence. *NCO Journal*. <https://www.armyupress.army.mil/Journals/NCO-Journal/>
- Houston, E. (2022). *The importance of emotional intelligence*. Retrieved from <https://positivepsychology.com/importance-of-emotional-intelligence/>
- Howitt, D. (2019). *Introduction to qualitative research methods in psychology: Putting theory into practice*. Pearson. Retrieved on 20th July 2020 from <https://books.google.com.gh/books?hl=en&lr=&id=aRyKDwAAQBAJ&oi=fnd&pg=PT12&dq=qualitative+research+methods&ots=afc8M4O07h&sig=ehkOfHI>

LDja73lMwTyCpuf4NROY&redir_esc=y#v=onepage&q=qualitative%20research%20methods&f=false

Hudson, K. A. (2016). *Emotional intelligence and self-efficacy in military leaders*.

Dissertation. https://digitalcommons.brandman.edu/edd_dissertations/35

Ishak, N., & Bakar, A. (2014). *Developing sampling frame for case study: Challenges*

and conditions. Retrieved from [https://www.researchgate.net/publication/27265](https://www.researchgate.net/publication/272657611_Developing_Sampling_Frame_for_Case_Study_Challenges_and_Conditions)

[7611_Developing_Sampling_Frame_for_Case_Study_Challenges_and_Conditions](https://www.researchgate.net/publication/272657611_Developing_Sampling_Frame_for_Case_Study_Challenges_and_Conditions)

Izard, C. E. (2013). *Human emotions*. Retrieved from [https://books.google.com/books?hl](https://books.google.com/books?hl=en&l=&id=DYoHCAAQBAJ&oi=fnd&pg=PA1&dq=izard&ots=HwWc1XAM1x&sig=Df9C6cCU7h3LZg0948n4LtD0_b0#v=onepage&q=izard&f=false)

[=en&l=&id=DYoHCAAQBAJ&oi=fnd&pg=PA1&dq=izard&ots=HwWc1XA](https://books.google.com/books?hl=en&l=&id=DYoHCAAQBAJ&oi=fnd&pg=PA1&dq=izard&ots=HwWc1XAM1x&sig=Df9C6cCU7h3LZg0948n4LtD0_b0#v=onepage&q=izard&f=false)

[M1x&sig=Df9C6cCU7h3LZg0948n4LtD0_b0#v=onepage&q=izard&f=false](https://books.google.com/books?hl=en&l=&id=DYoHCAAQBAJ&oi=fnd&pg=PA1&dq=izard&ots=HwWc1XAM1x&sig=Df9C6cCU7h3LZg0948n4LtD0_b0#v=onepage&q=izard&f=false)

Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87.

Jarrett, T. A. (2013). Warrior resilience and thriving (WRT): Rational emotive behavior therapy (rebt) as a resiliency and thriving foundation to prepare warriors and their families for combat deployment and posttraumatic growth in Operation Iraqi Freedom, 2005-2009. *J Rat-Emo Cognitive-Behav Ther*, 31, 93–107.

<https://doi.org/10.1007/s10942-013-0163-2>

Jiang, D., Chen, Q., Ning, L., & Liu, Q. (2022). Work-family conflict and counterproductive behavior of employees in workplaces in China: Polynomial regression and response surface analysis. *The Journal of Asian Finance, Economics and Business*, 9(6), 95–104.

<https://doi.org/10.13106/Jafeb.2022.Vol9.No6.0095>

- Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American Journal of Pharmaceutical Education*, 84(1).
- Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95, 54-78.
- Kane, T. (2017). *Total volunteer force: Lessons from the US military on leadership culture and talent management*. Hoover Press.
- Kark, R., Presler, T., & Tubi, S. (2016). *Paradox and challenges in military leadership*. Emerald Group Publishing Limited.
- Khan, Z. A. (2016). Leadership theories and styles: A literature review. *Journal of Resources Development and Management*, 16, 1-7.
- Kimberlin C. L., & Winterstein A. G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-System Pharmacy*, 65(23), 2276-2284.
- Kolditz, O. (2009). Why the military produces great leaders? *Harvard Business Review*.
<http://blogs.hbr.org/2009/02/why-the-military-produces-grea/>
- Korschinowski, C. (2018). *Sustaining a career in community and technical college leadership by coping with job stress through emotional intelligence*. Dissertations. 201. https://digitalcommons.brandman.edu/edd_dissertations/201
- Kreie, K. (2014). Improving leader development in the operational domain.
https://www.armyupress.army.mil/Portals/7/military-review/Archives/English/MilitaryReview_20140430_art013.pdf

- Kuhert, K. W., & Lewis, P. (1987). Transactional and transformational leadership: A constructive/developmental analysis. *Academy of Management Review*, 12(4).
<https://doi.org/10.5465/amr.1987.4306717>
- Lindlof, T. R., & Taylor, B. C. (2011). Producing data II: Analysing material culture and documents. *Qualitative Communication Research Methods*, 217-240.
- Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2004). *Practical resources for assessing and reporting intercoder reliability in content analysis research projects*. <http://matthewlombard.com/reliability/>
- Luca, J. & Tarricone, P. (2001). *Does emotional intelligence affect successful teamwork?* In Meeting at the crossroads. Proceedings of the 18th Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education. Melbourne, Australia.
- Lutkevich, B. (n.d). *Transactional leadership*. Retrieved from
<https://www.techtarget.com/searchcio/definition/transactional-leadership>
- Marsh, J. (2009). *Military intelligence meets emotional intelligence*. https://greatergood.berkeley.edu/article/item/military_intelligence_meets_emotional_intelligence
- Mascia, C. (2020). Leading generation z abandoning the zero-defect mentality. *NCO Journal*. <https://www.armyupress.army.mil/Journals/NCO-Journal/>
- Mastering the Art of Dynamic Leadership. (2018). NCO journal staff. *NCO Journal*
<https://www.armyupress.army.mil/journals/nco-journal/archives/2018/august/dynamic-leadership/>
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Sage Publications.

- Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence? In P. Salovey and D. Sluyter (eds.): *Emotional development and emotional intelligence: Educational implications* (pp. 3-31). Basic Books
- Mayer, J. D., Caruso, D., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298.
- Mayer, J. D., DiPaolo, M., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54, 772-781.
- McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). Twelve tips for conducting qualitative research interviews. *Medical Teacher*, 41(9), 1002-1006.
- McKee, A., Boyatzis, R., & Johnston, F. (2008). *Becoming a resonant leader*. Harvard Business Press.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Pearson Education.
- McNamara, C. (1999). General guidelines for conducting interviews. *Authenticity Consulting*. <http://www.managementhelp.org/evaluatn /intrview.htm>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Military One Source. (n.d.). Military and family life counseling – The essentials. <https://www.militaryonesource.mil/confidential-help/non-medical-counseling/military-and-family-life-counseling/military-and-family-life-counseling-the-essentials/>

- Moore, M. A. (2018). TRADOC CSM and NCOs discuss a constantly changing environment. *NCO Journal Staff*. <https://www.armyupress.army.mil/Journals/NCO-Journal/Archives/2018/April/TRADOC-Round-Table/>
- Moriarty, J. (2016). *Leadership in focus – Emotional intelligence, leadership and resilience*. Retrieved from https://groundedcuriosity.com/leadership-in-focus-emotional-intelligence-leadership-and-resilience/#.YhAxld_MKUK
- Munteanu, A. (2016). *Army leadership*. Retrieved from https://www.unob.cz/vyzkum_vyvoj/Stranky/sbornik/pdf/MUNTEANU.pdf
- Muyia, M. (2008). *A leadership training program and its effects on participants' emotional intelligence scores* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3341244)
- Nasir, M., & Masrur, R. (2010). An exploration of emotional intelligence of the students of IIUI in relation to gender, age and academic achievement. *Bulletin of Education and Research*, 32(1), 37–51.
- Neale, S., Wilson, L., & Spencer-Arnell, L. (2011). *Emotional intelligence coaching: Improving performance for leaders, coaches and the individual*. Kogan Page.
- Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (2015). *Conducting semi-structured interviews*. Retrieved from <https://onlinelibrary.wiley.com/doi/book/10.1002/9781119171386>
- Niemeyer, S. (2021). *A mixed methods analysis of the relationship between independent study teachers' emotional intelligence and at-risk students academic success* (Publication Number 28773057) [Ed.D., University of Massachusetts Global].

- ProQuest Dissertations & Theses Global. Ann Arbor. https://digitalcommons.umassglobal.edu/cgi/viewcontent.cgi?article=1433&context=edd_dissertations
- Norrie, C., & Wharton, J. (2022). *Embracing the need for command climate change*. University Press Publication.
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Sage Publications Ltd.
- Oden, K, Lohani, M., McCoy, M., Crutchfield, J., & Rivers, S. (2015). *Embedding emotional intelligence into military training contexts*. Elsevier B. V. AHFE Conference. doi: 10.1016/j.promfg.2015.07.976
- Orsingher, J. M., Lopez, A. T., & Rinehart, M. E. (2008). Battlemind training system. “Armor For Your Mind.” <https://pubmed.ncbi.nlm.nih.gov/20088068/>
- Ortega, E. (2021). *A study on how retired U.S. Army First Sergeants led their troops throughout turbulent times in Afghanistan during Operation Enduring Freedom or Operation Freedom Sentinel*. Dissertations. 389. <https://digitalcommons.brandman.edu/edd/dissertations/389>
- Patel, S. K. (2017). Emotional intelligence of college level students in relation to their gender. *The International Journal of Indian Psychology*, 4, 2349-34299.
- Patino, C. M. & Ferreira, J. C. (2018). *Inclusion and exclusion criteria in research studies: definitions and why they matter*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6044655/>
- Patten, M. (2014). *Understanding research methods*. Pyrczak.
- Patten, M. L. (2007). *Understanding research methods: An overview of the essentials* (6th ed.). Pyrczak Publishing.
- Patton, M. Q. (1978). *Utilization-focused evaluation*. Sage.

- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Sage.
- Patton, M. Q. (1991). Towards utility in reviews of multivocal literatures. *Review of Educational Research*, 61(3), 287-292.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice*. SAGE Publications.
- Payne, W. L. (1985). *A study of emotion: Developing emotional intelligence; Self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, tuning in/coming out/letting go)* (Doctoral dissertation). Retrieved from <http://search.proquest.com.libproxy.chapman.edu/docview/303382427/fulltextPDF/8CFE1066D8954316PQ/15?accountid=10051>
- Pearce, C. L., & Conger, J. A. (Eds.). (2003). *Shared leadership: Reframing the how and whys of leadership*. Sage.
- Pepperdine University. (2022a). *Social work minor*. <https://gsep.pepperdine.edu/degrees-programs/>
- Pepperdine University. (2022b). *Clinical/counseling grad school info sheet*. <https://seaver.pepperdine.edu/social-science/content/clinical-graduate-school-information.pdf>
- Pezalla, A. E., Pettigrew, O., & Miller-Day, I. (2012). Researching the researcher-as instrument: An exercise in interviewer self-reflexivity: *Qualitative Research*, 12(2), 165-185. doi:10.1177/1468794111422107

- Post, S. (2018). Sharing knowledge and experience with the leaders of tomorrow. *NCO Journal*. <https://www.armyupress.army.mil/Journals/NCO-Journal/>
- Powe, D. E. Sr. (2020). *Leadership approaches federal government civilian employees perceive most effective for enhancing employee morale and productivity*. Dissertations. 338.
- Purvis, C. (2004). *Leading from the heart, understanding the four c's: Competence, candor, courage, commitment*. <https://cgsc.contentdm.oclc.org/digital/api/collection/p15040coll2/id/5940/download>
- Reed, M. (2005). *Reflections on the 'realist turn' in organization and management studies*. Retrieved from <https://doi.org/10.1111/j.1467-6486.2005.00559.x>
- Riebeling, A. (2023). *The Army approach to recruiting and retaining the next generation of warfighters*. Retrieved from https://www.army.mil/article/264591/the_army_approach_to_recruiting_and_retaining_the_next_generation_of_warfighters
- Roberts, C. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Sage.
- Roberts, C., & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (3rd ed.). Corwin.
- Roff, C. (2015). *Why generational differences should matter to military members*. Retrieved from [Why generational differences should matter to military members > 315th Airlift Wing > Display \(af.mil\)](https://www.af.mil/Display/af.mil/315th_Airlift_Wing/Why_generational_differences_should_matter_to_military_members)
- Roseberry, W. (2018). *Military leaders' perceived importance of emotional intelligence characteristics when leading organizational change*. Dissertations. 189.

https://digitalcommons.brandman.edu/edd_dissertations/189

Sadulski, J. (2022). Effective military leaders use 3 different leadership styles.

<https://amuedge.com/effective-military-leaders-use-3-different-leadership-styles/#:~:text=Another%20important%20leadership%20style%20that,organizational%20processes%20can%20be%20improved.>

Sampling Procedure. (n.d.). *Division of academic and student affairs*. NC State University.

Scott, B., & Michell, A. (2022). *Enhancing situational understanding through integration of artificial intelligence in tactical headquarters*. University of Press Publication

Sewell, G. (2009). *Emotional intelligence and the army leadership requirements model*.

Retrieved from https://usacac.army.mil/sites/default/files/documents/cace/DCL/DCL_SewellEngNovDec09.pdf

Shaaban, S. (2018). The impact of emotional intelligence on effective leadership in the military production factories (MPF) in Egypt. Business Department, The British University in Egypt, Cairo, Egypt. *Journal of Business and Retail Management Research (JBRMR)*, 12(2).

Shahhosseini, M. (2012). *Relationship among transactional and transformational leadership styles, emotional intelligence and job performance of bank managers in Semnan Province, Iran*. Universiti Putra Malaysia.

Shehzad, S., & Mahmood, N. (2013). Gender differences in emotional intelligence of university teachers. *Pakistan Journal of Social and Clinical Psychology*, 11(1), 16-21.

- Shonk, K. (2022). *Directive leadership: When it does-and doesn't-work. program on negotiation*. Harvard Law School.
- Sigmar, L., Hynes, G., Hill, K. (2012). *Strategies for teaching social and emotional intelligence in business communication*.
<https://journals.sagepub.com/doi/full/10.1177/1080569912450312>
- Silva, P. J. & Duval, T. J. (2001). Objective self-awareness theory: Recent progress and enduring problems. *Personality and Social Psychology Review*, 5, 230-240.
- Spencer, P. C., & Munch, S. (2003). Client violence toward social workers: The role of management in community mental health programs. *Social Work*, 48(4), 532-44.
- Stafford, R. & Thornhill, W. (2012). *The Army learning model: Changing the way sustainers train*. <https://alu.army.mil/alog/2012/marapr12/PDF/The%20Army%20Learning%20Model%20Changing%20the%20Way%20Sustainers%20Train.pdf>
- Stripling, J. D. (2019). *The relationship between emotional intelligence and leadership styles in the school principals*. <https://search.proquest.com/openview/bb6cf9bdce0dbfe31679a8983898c338/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Sutton, A., Williams, H. M., & Allinson, C. W. (2015). A longitudinal, mixed method evaluation of self-awareness training in the workplace. *European Journal of Training and Development*, 39(7),610- 627.
- Tariq, V. N., Qualter, P., Roberts, S., Appleby, Y., & Barnes, L. (2013). Mathematical literacy in undergraduates: Role of gender, emotional intelligence and emotional self-efficacy. *International Journal of Mathematical Education in Science and Technology*, 44(8), 1143-1159.

- Taherdoost, H. (2016). Validity and reliability of the research instrument; How to test the validation of a questionnaire/ survey in a research. *International Journal of Academic Research in Management (IJARM)*, 5. ffhal-02546799f
- Taylor, D. M. (1977). Military leadership: What is it? can it be taught? *Distinguished Lecture Series*, 84–93. National Defense University, Washington, D. C., 84–93.
<http://www.au.af.mil/au/awc/awcgate/au-24/taylor.pdf>
- Taylor-Clark, T. (2015). *Emotional intelligence competencies and the army leadership requirements model*. U.S. Army Command and General Staff College.
- Telehealth. (2022). Clinical military counselor certificate (CMCC).
<https://www.telementalhealthtraining.com/courses-and-products/product/clinical-military-counselor-certificate-cmcc-self-study>
- Tisdale, V. (2022). The art of leadership in times of crisis. *Dissertations*, 437.
https://digitalcommons.umassglobal.edu/edd_dissertations/437
- Tracy, B. (2017). Why emotional intelligence is indispensable for leaders. *Forbes EQ*
BrandVoice: Change Takes Time - And the Philanthropy World Needs to Keep Up!
- Troyer, M. (2021). IQ and technical skills are important, but emotional intelligence is the "sine qua non" in leadership. <https://www.linkedin.com/pulse/iq-technical-skills-important-emotional-intelligence-sine-de-troyer>
- UKEssays. (November 2018). Army's approach to situational leadership management essay. <https://www.ukessays.com/essays/management/armys-approach-to-situational-leadership-management-essay.php?vref=1>
- Ulmer, W. F. (2010). The US Army war college quarterly: Parameters.

<https://press.armywarcollege.edu/parameters/vol40/iss4/21>

U. S. Department of the Army. (1990). *Army leadership*.

<https://armyoe.files.wordpress.com/2018/03/1990-fm-22-100.pdf>

U. S. Department of the Army. (2006). *Field manual: Army leadership*. Government Printing Office.

U. S. Department of the Army. (2012). *ADP 6-22: Army leadership*. Department of the Army. <https://caplalachplpfwstorprod01.blob.core.usgovcloudapi.net/web/repository/doctrine/adp-6-22.pdf>

U. S. Department of the Army. (2013). *Training circular 7-21.13: Soldier's guide*. U.S. Government Printing Office.

U. S. Department of the Army. (2017). *Army profession and leadership policy*.

https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN3758_AR_600-100_FINAL_WEB_.pdf

U. S. Department of the Army. (2019). *Field manual 6-22: Army leadership*. U. S. Government Printing Office.

U. S. Department of the Army. (2020). *Field Manual 6-22: Army Leadership*. U. S. Government Printing Office.

VanSciver, J. (2017). Interpersonal communication. *NCO Journal*.

<https://www.armyupress.army.mil/Journals/NCO-Journal/>

Vogel, D., & Kroll, A. (2019). Agreeing to disagree? Explaining self–other disagreement on leadership behaviour. *Public Management Review*, 21(12), 1867–

1892. <https://doi.org/10.1080/14719037.2019.1577910>

- Wagner, C. L. (2015). *Path goal leadership in the military*.
<https://sites.psu.edu/leadership/2015/07/08/path-goal-leadership-in-the-military-2/>
- Waxler, M. (2020). *Emotional intelligence and the modern military advisor*.
<https://www.armyupress.army.mil/Journals/NCO-Journal/Archives/2020/April/Emotional-Intelligence-and-the-Modern-Military-Advisor/>
- Wechsler, D. (1940). Non-intellective factors in general intelligence. *Psychological Bulletin* 37: 444-445.
- Western Governors University. (2021). *What is participative leadership?*
<https://www.wgu.edu/blog/participative-leadership2102.html#close>
- Whitehead, D. (2016). Directing, coaching, supporting & delegating are what? Coaching, supporting & delegating are what? johnkwhitehead.ca
- Xu, M., & Storr, G. (2012). Learning the concept of researcher as an instrument in qualitative research. *The Qualitative Report*, 17, 42(1-18).
<http://www.nova.edu/ssss/QR/QR17/storr.pdf>
- Young, S. (2013). Team Building and Unit Cohesion. One Leader to Another Volume I by the U.S. Army Command and General Staff College in 2013
- Yuan, B., & Hsu, W. (2012). Increasing emotional intelligence of employees: Evidence from research and development teams in Taiwan. *Social Behavior and Personality*, 40(10), 1713-1724. <https://doi.org/10.2224/sbp.2012.40.10.1713>
- Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management Perspectives*. doi: 10.5465/amp.2012.0088

Zirkel, S. (2000). Social Intelligence: The development and maintenance or purposive behavior. In *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*, edited by Reuven Bar-On and James D. Parker, 5: Jossey-Bass.

APPENDICES

APPENDIX A

Synthesis Matrix

| Author | Reference | Army Leadership | Leadership | Leadership Development | Roles of a Leader | Military | Transformational Leadership | Emotional Intelligence | Directive Leadership | Situational Leadership | Participative Leadership | Military Life | Non-Commissioned Officer |
|--|--|-----------------|------------|------------------------|-------------------|----------|-----------------------------|------------------------|----------------------|------------------------|--------------------------|---------------|--------------------------|
| Bar-On, R. | Bar-On, R. (1997a). The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence. Toronto, Canada: Multi-Health Systems, Inc. | | | | | | | x | | | | | |
| Bar-On, R. | Bar-On, R. (1997b). Technical manual. Toronto, Canada: Multi-Health Systems, Inc. | | | | | | | x | | | | | |
| Bar-On, R. | Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On and J. D. A. Parker (Eds.), <i>Handbook of emotional intelligence</i> . San Francisco: Jossey-Bass. | | | | | | | x | | | | | |
| Bar-On, R. | Bar-On, R. (2001). Emotional intelligence and self-actualization. In Joseph Ciarrochi, Joe Forgas, and John D. Mayer (Eds.), <i>Emotional intelligence in everyday life: A scientific inquiry</i> . New York: Psychology Press. | | | | | | | x | | | | | |
| Bar-On, R. | Bar-On, R. (2003). How important is it to educate people to be emotionally and socially intelligent, and can it be done? <i>Perspectives in Education</i> , 21(4), 3-13. | | | | | | | x | | | | | |
| Bar-On, R. | Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description, and summary of psychometric properties. In Glenn Geher (Ed.), <i>Measuring emotional intelligence: Common ground and controversy</i> . Huppauge, NY: Nova Science Publishers, pp. 111-142. | | | | | | | x | | | | | |
| Bar-On, R. | Bar-On, R. (2005). Emotional intelligence and subjective wellbeing. Manuscript submitted for publication. | | | | | | | x | | | | | |
| Bar-On, R. | Bar-On, R. (1997). Emotional Quotient Inventory: Technical Manual. Toronto: Multi Health Systems. | | | | | | | x | | | | | |
| Bar-On, R. | Bar-On, R. (2006). The Bar-On Model of Emotional-Social Intelligence (ESI). Retrieved from http://www.siconsortium.org/pdf/baron_model_of_emotional_social_intelligence.pdf | | | | | | | x | | | | | |
| Bar-On, R., Richard, H., Suzanne, F. | Emotional and Social Intelligence on Performance." In <i>Linking Emotional Intelligence and Performance at Work: Current Research Evidence</i> , edited by Vanessa Druskat, Fabio Sala, and Gerald Mount, 3-19. Mahwah, NJ: Lawrence Erlbaum. | | | | | | | x | | | | | |
| Batool & Khalid, 2012; Ezlami, Husnadeh, & Jamshidi, 2014; Malouf, Schutte, & Thorsteinsson, 2014. HelpGuide, 2021 | Batool, B. (2013). Emotional intelligence and effective leadership. <i>Journal of Business Studies Quarterly</i> , 4(3), 84-94. Batool, S. S., & Khalid, R. (2012). Emotional intelligence: A predictor of marital quality in Pakistani couples. <i>Pakistan Journal of Psychological Research</i> , 27(1), 65. Batool, B. F. (2013). Emotional intelligence and effective leadership. <i>Journal of Business Studies Quarterly</i> , 4(3), 84-94. Retrieved from www.jbsq.org/wp-content/uploads/2013/03/March_2013_8.pdf | | x | x | | | | x | | | | | |
| Benson, R., Fearson, C., McLaughlin, H., & Garratt, S. | Benson, R., Fearson, C., McLaughlin, H., & Garratt, S. (2014). Investigating trait emotional intelligence among school leaders: Demonstrating a useful self-assessment approach. <i>School Leadership & Management: Formerly School Organization</i> , 34(2), 201-222. | | | | | | | x | | | | | |
| Boe, O. | Boe, O. (2015). Developing leadership skills in Norwegian military officers: Leadership proficiencies contributing to character development and officer competency. <i>Proceedings Social and Behavioral Sciences</i> , 288-292 | | x | | x | x | | | | | | | |
| Cakan, M., & Altun, S.A. | Cakan, M., & Altun, S. A. (2005). Adaptation of an emotional intelligence scale for Turkish educators. <i>International Education Journal</i> , 6 (3), 367-372. | | | | | | | x | | | | | |
| Chaudhry, A.A, Ali, F., Jan, F.A, Sajjad, M., & Ali, S. | Chaudhry, A. A., Ali, F., Jan, F. A., Sajjad, M. & Ali, S. (2013). Emotional intelligence and students: A Pakistani perspective. <i>World Applied Sciences Journal</i> , 22 (3), 319- | | | | | | | x | | | | | |
| Davis, J. | Davis Jordan, C. (2009). An examination of emotional intelligence and leadership competencies among black and white female middle managers (Doctoral dissertation) | | x | | | | | x | | | | | |

| Author | Reference | Army Leadership | Lesson | Leadership | History | Training | Program | Emotions | Impact | Structure | Practice | History | Research | U |
|---|---|-----------------|--------|------------|---------|----------|---------|----------|--------|-----------|----------|---------|----------|---|
| Davis, J. | Davis Jordan, C. (2009). An examination of emotional intelligence and leadership competencies among black and white female middle managers (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3569147) | | x | | | | | x | | | | | | |
| Di Fabio, A., & Palzeseschi, L. | Di Fabio, A., & Palzeseschi, L. (2008). Emotional Intelligence and Self-Efficacy in a sample of Italian high school teachers. Retrieved from https://www.sbp-journal.com/index.php/sbp/article/view/1103 | | | | | | | x | | | | | | |
| DiFranco, A. | DiFranco, A. (2019). Transformational Leadership: How to Inspire Innovation in the Workplace. Retrieved from https://www.northeastern.edu/graduate/blog/transformational-leadership/ | | x | | | x | | | | | | | | |
| Earnhardt, M. | Earnhardt, M. (2008). Testing a servant leadership theory among United States military members. <i>Emerging Leadership Journeys</i> , 14. | | x | | | x | | x | | | | | | |
| Emotional Intelligence | Emotional Intelligence. (2021). Psychology Today Staff. Retrieved from https://www.psychologytoday.com/us/basics/emotional-intelligence | | | | | | | x | | | | | | |
| Fids, A. Ghaffar, A., Zaman, A., & Satti, A. | Fids, A., Ghaffar, A., Zaman, A., & Satti, A. (2018). Gender Comparison of Emotional Intelligence of University Students. Retrieved from | | | | | | | x | | | | | | |
| Field Manual 6-22. | Field Manual 6-22. (2006). Army Leadership: Competent, Confident, and Agile. Army Publication Directorate | x | x | | | x | | | | | | | | |
| Gilar-Corbi, r., Pozo-Pico, T., Portugal-Falices, M., & Sanchez, B. | Gilar-Corbi, R., Pozo-Pico, T., Portugal-Falices, M., & Sanchez, B. (2018). Emotional Intelligence training intervention among trainee teachers: A quasi-experimental study. Retrieved from | | | | | | | x | | | | | | |
| Goleman, D. | Goleman, D., Boyatzis, R. & McKee, A. (2002) Primal leadership: Realizing the power of emotional intelligence. Boston: Harvard Business School Press. | | | | | | | x | | | | | | |
| Goleman, D. | Goleman, D. (1995) Emotional Intelligence. New York: | | | | | | | x | | | | | | |
| Goleman, D. | Goleman, D. (1998) Working with emotional intelligence. New York: Bantam | | | | | | | x | | | | | | |
| Goleman, D. | Goleman, D. (2004) What makes a leader? Harvard Business Review, 82(1):82-91. | | | | | | | x | | | | | | |
| Goleman, D. (2005) | Goleman, D. (2005). Emotional intelligence: why it can matter more than IQ. Bantam. | | | | | | | x | | | | | | |
| Goleman, D. | Goleman, D. (2006a). Emotional intelligence: Why it can matter more than IQ. New York, NY: Bantam Books. Goleman, D. (2006b). Working with emotional intelligence. New York, NY: Bantam Books. | | | | | | | x | | | | | | |
| Goleman, D. | Goleman, D. (2009). What makes a leader? In Military leadership: In pursuit of excellence (6th ed., pp. 38-52). New York: Rowledge. https://doi.org/10.12816/0036149 | | | | | | | x | | | | | | |
| Goleman, D., Boyatzis, R. (2017) | Goleman, D. & Boyatzis, R. (2017). Emotional Intelligence has 12 elements: Which do you need to work on? Harvard Business Review. https://hbr.org/2017/02/emotional-intelligence-has-12- | | | | | | | x | | | | | | |
| Goleman, D., Boyatzis, R., & McKee, A. | Goleman, D., Boyatzis, R., & McKee, A. (2013). Primal leadership: Unleashing the power of emotional intelligence. Boston, MA: Harvard Business Review Press. | x | x | | | | | x | | | | | | |
| Gorsky, M., & Mold, A. | Gorsky, M., & Mold, A. (2020). Documentary analysis. Qualitative Research in Health Care, 83-96. Gorsky, M. (2011). The impact of emotional intelligence on the Leadership of Public-School Superintendents. Dissertations. 39. Retrieved from https://digitalcommons.brandman.edu/edd_dissertations/ provides insight and the structure development of my study. | | | | | | | | | | | | | |
| Gutierrez, A. (2017) | Halloran, B. (2015). How to Master Situational Leadership. Retrieved from https://insight.kellogg.northwestern.edu/article/how-to-master-situational-leadership | | | | | | | | | | | | | |
| Halloran, B. (2015). | | | | | | | | | | | | | | |

| Author | Reference | Army Lead | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | Leadership | |
|--|---|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--|
| Hamilton, A. B., & Finley, E. P. (2019). | Hamilton, A. B., & Finley, E. P. (2019). Qualitative methods in implementation research: an introduction. <i>Psychiatry research</i> , 280, 112516. | | | | | | | | | | | | | | | | | | |
| Harvard Health Publishing | Harvard Health Publishing. (2021). Emotional Intelligence. Retrieved from https://www.health.harvard.edu/mind-and-mood/emotional-intelligence | | x | x | | | x | | | | | | | | | | | | |
| Halpin, S. | Halpin, S. (2011). Historical influences on the changing nature of leadership within the military environment. <i>Military Psychology</i> , 473-488. | | x | | | | x | | | | | | | | | | | | |
| Hensley, Gary | Hensley, Gary. (2013). Transformational leaders embody US Army Japan's 'Words of Live By'. Retrieved from https://www.army.mil/article/102221/transformational_leaders_embody_us_army_japans_words_to_live_by | x | x | | | | | | x | | | | | | | | | | |
| Homes, W. (2012). | Homes, W. (2012). The Motivating Language of Principals: A sequential Transformative Strategy. <i>UMI Theses, Dissertations, Professional Papers, and Capstones</i> . 1740. | | | | | | | | | | | | | | | | | | |
| Hopkins, M., O'Neil, D., & Williams, H. | http://dx.doi.org/10.34917/4332721 | | x | | | | | | | | | | | | | | | | |
| Horval, S. (2020). | Horval, S. (2020). Power and Influence: Emotional Intelligence Matters. <i>NCO Journal</i> . https://www.armypress.army.mil/Journals/NCO-Journal/2020/01/2020-01-01-the-importance-of-emotional-intelligence . Retrieved from https://archivepsychology.com/importance-of-emotional-intelligence | | | | | | | | | | | | | | | | | | |
| Houston, E. (2022) | Howitt, D. (2019). Introduction to qualitative research methods in psychology: Putting theory into practice. Pearson UK. Retrieved on 20th July 2020 from https://books.google.com/books?hl=en&lr=&id=aByK DwAAAGBAJ&oi=fnd&pg=PT12&dq=qualitative+research+methods&ots=afc8M4007h&sig=chQIHLDj73iMwTjCpuf4NR0Y&redir_esc=y#v=onepage&q=qualitative%20research%20methods&f=false | | | | | | | | | | | | | | | | | | |
| Howitt, D. (2019). | Howitt, D. (2019). Introduction to qualitative research methods in psychology: Putting theory into practice. Pearson UK. Retrieved on 20th July 2020 from https://books.google.com/books?hl=en&lr=&id=aByK DwAAAGBAJ&oi=fnd&pg=PT12&dq=qualitative+research+methods&ots=afc8M4007h&sig=chQIHLDj73iMwTjCpuf4NR0Y&redir_esc=y#v=onepage&q=qualitative%20research%20methods&f=false | | | | | | | | | | | | | | | | | | |
| Hudson, Kelly A. | Emotional Intelligence and Self-Efficacy in Military Leaders Introduction to Army Leadership | x | x | x | x | x | x | x | x | | | | | | | | | | |
| Introduction to Army Leadership | Introduction to Army Leadership. (n.d). Retrieved from https://www.uskron.edu/armyrote/M5124.pdf | x | x | x | | | | | | | | | | | | | | | |
| Isard, C.E | Isard, C. E. (2013). Human emotions. Retrieved from https://books.google.com/books?hl=en&lr=&id=DYoHCAAAGBAJ&oi=fnd&pg=PA1&dq=izard&ots=hwvctXA Mhx&sig=DF9C6cCU7h3LZg0946n4LhD0_b0#v=onepage&q=izard&f=false | | | | | | | | | | | | | | | | | | |
| Joseph, D.L., & Newman D.A | Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. <i>Journal of Applied Psychology</i> , 95, 54-78. | | | | | | | | | | | | | | | | | | |
| Kane, T | Kane, T. (2017). Total volunteer force: Lessons from the US military on leadership culture and talent management. Hoover Press. | | x | | | | | x | | | | | | | | | | | |
| Kark, R., Presler, T., & Tubi, S. | Kark, R., Presler, T., & Tubi, S. (2016). Paradox and challenges in military leadership. Emerald Group Publishing | | x | | | | | x | | | | | | | | | | | |
| Korschinowski, Chaire | Sustaining a Career in Community and Technical College Leadership by coping with Job stress through emotional intelligence | | x | x | | | | | | | | | | | | | | | |
| Mastering the Army of Dynamic Leadership | NCO Journal | x | x | | | | x | x | | | | | | | | | | | |
| Munteanu, A | Munteanu, A. (2016). Army Leadership. Retrieved from https://www.unob.cz/vyskum_vyvoj/Stranky/bsbornik/pdf/MUNTEANU.pdf | x | x | | | | | | x | | | | | | | | | | |
| Mujis, M. | Mujis, M. (2008). A leadership training program and its effects on participants' emotional intelligence scores (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3341244) | | x | | | | | | | | | | | | | | | | |
| Nasir, M. & Murr, R. | Nasir, M., & Murr, R. (2010). An exploration of emotional intelligence of the students of IJUI in relation to gender, age and academic achievement. <i>Bulletin of Education and Research</i> , 32(1), 37-51. | | | | | | | | | | | | | | | | | | |

| Author | Reference | Army | Leader | Leader | Relat | Militar | Transferr | Emotiana | Direct | Situation | Particij | Military | Non-Camr | 0 |
|---|---|------|--------|--------|-------|---------|-----------|----------|--------|-----------|----------|----------|----------|---|
| Oden, K, Lohani, M., McCoy, M., Crtuchfield, J., & Rivers, S. (2015). Embedding emotional intelligence into military training contexts. <i>Elsevier E. I. AHFE Conference</i> doi: 10.1016/j.promig.2015.07.376 | | | | | | | | x | | | | | | |
| Patel, S.K. | Patel, S. K. (2017). Emotional intelligence of college level students in relation to their gender. <i>The International Journal of Indian Psychology</i> , 4, 2343-34293). | | | | | | | x | | | | | | |
| Patten, M. L. | Patten, M. L. (2007). <i>Understanding research methods: An overview of the essentials</i> (6th ed.). Glendale, CA: Pycrcak Publishing | | | | | | | x | | | | | | |
| Patton, M. G. | Patton, M. G. (1978). <i>Utilization focused evaluation</i> . Thousand Oaks, CA: Sage. | | | | | | | x | | | | | | |
| Patton, M. G. | Patton, M. G. (1990). <i>Qualitative evaluation and research methods</i> . Thousand Oaks, CA: Sage. | | | | | | | x | | | | | | |
| Patton, M. G. | Patton, M. G. (1991). <i>Towards unity in reviews or multivocal literatures</i> . <i>Review of Educational Research</i> , 61(3), 303-320. | | | | | | | x | | | | | | |
| Patton, M. G. | Patton, M. G. (2002). <i>Qualitative research and evaluation methods</i> (3rd ed.). Thousand Oaks, CA: Sage. | | | | | | | x | | | | | | |
| Patton, M. G. | Patton, M. G. (2015). <i>Qualitative research & evaluation methods: Integrating theory and practice</i> . Thousand Oaks, CA: SAGE Publications. | | | | | | | x | | | | | | |
| Pezalla, A. E., Pettigrew O. & Miller-Day, I. | Pezalla, A. E., Pettigrew, O., & Miller-Day, I. (2012). Researching the researcher-as instrument: An exercise in interviewer self-reflexivity. <i>Qualitative Research</i> , 12(2), 165-185. doi:10.1177/1468794111422107 | | | | | | | x | | | | | | |
| Powe, D. Sr. | Powe, Darryl E. Sr. "Leadership Approaches Federal Government Civilian Employees Perceive Most Effective for Enhancing Employee Morale and Productivity" (2020). <i>Dissertations</i> . 338. | | x | | | | | x | | | | | | |
| Purvis, C. R. | Purvis, C. (2004). <i>Leading from the Heart, Understanding the Four Cs: Competence, Candor, Courage, Commitment</i> . Retrieved from https://cgsc.contentdm.oclc.org/digital/api/collection/15040coll2/id/5940/download | x | x | | | x | | | | | | | x | |
| Roberts, C., & Hyatt, L. | Roberts, C., & Hyatt, L. (2019). <i>The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation</i> (3 ed.). Thousand Oaks, California: Corwin. | | | | | | x | | | | | | | |
| Roff, C. | Roff, C. (2015). <i>Why generational differences should matter to military members</i> . Retrieved from http://www.af.mil/Display?storyid=315thAirLiftWing | x | x | x | x | x | | | | | | x | x | |
| Sadulski, J. | Sadulski, J. (2022). <i>Effective Military Leaders Use 3 Different Leadership Styles</i> . Retrieved from https://ameedge.com/effective-military-leaders-use-3-different-leadership-styles/#:~:text=Another%20important%20leadership%20style%20that,organizational%20processes%20can%20be%20improved | x | x | | | | x | | x | x | x | | x | |
| Salovey, P. & Mayer, J. D. | Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. <i>Imagination, Cognition, and Personality</i> , 3, 185-211. | | | | | | | x | | | | | | |
| Sampling Procedure. | Sampling Procedure. (n.d.) Division of Academic and Student Affairs. <i>NC State University</i> . | | | | | | x | | | | | | | |
| Sewell, G. | Sewell, G. (2009). <i>Emotional Intelligence and the Army Leadership Requirements Model</i> . Retrieved from https://usacarmy.mil/sites/default/files/documents/cscce/DCL/DCL_SewellEngNovDec09.pdf | x | x | x | x | x | | | | | | | | |
| Shehzad, S. & Mahmood, N. | Shehzad, S., & Mahmood, N. (2013). Gender differences in emotional intelligence of university teachers. <i>Pakistan Journal of Social and Clinical Psychology</i> , 11(1), 16-21. | | | | | | | x | | | | | | |
| Sigmar, L., Hynes, G., & Hill, K. | Sigmar, L., Hynes, G., Hill, K. (2012). <i>Strategies for Teaching Social and Emotional Intelligence in Business Communication</i> . Retrieved from https://journals.sagepub.com/doi/full/10.1177/1080569912450312 | | | | | | | x | | | | | | |

| Author | Reference | Army Lead | Leader | Leader | Raiser | Militar | Transform | Emotional | Directi | Situation | Particip | Military | Non-Camd |
|---|--|-----------|--------|--------|--------|---------|-----------|-----------|---------|-----------|----------|----------|----------|
| Tariq, V. N., Qualter, P., Roberts, S., Appleby, Y., & Barnes, L. | Tariq, V. N., Qualter, P., Roberts, S., Appleby, Y., & Barnes, L. (2013). Mathematical literacy in undergraduates: Role of gender, emotional intelligence and emotional self-efficacy. <i>International Journal of Mathematical Education in Science and Technology</i> , 44(8), 1143-1153. | | | | | | | x | | | | | |
| Tisdale, V. | Tisdale, V. (2022). <i>The Art of Leadership in Times of Crisis</i> . <i>Dissertations</i> . 437. https://digitalcommons.umassglobal.edu/edd_dissertation/1149/ . | | | | | | | | | | | | |
| Tracy, B. | Tracy, B. (2011). Why emotional intelligence is indispensable for leaders. Retrieved from Forbes EQ BrandVoice: Change Takes Time - And The Philanthropy | | | | | | | x | | | | | |
| Troyer, M. | Troyer, M. (2021). IQ and technical skills are important, but Emotional Intelligence is the "sine qua non" in leadership. Retrieved from https://www.linkedin.com/pulse/iq-technical-skills- | | x | | | | | x | | | | | |
| Ulmer, W. F. | Ulmer, W. F. (2010). The US Army War College Quarterly: Parameters. Retrieved from https://press.armywarcollege.edu/parameters/vol140/iss21 | x | x | x | x | x | | | | | | | x |
| U.S. Army Maneuver Center of Excellence | U.S. Army Maneuver Center of Excellence. (2018). Maneuver Self Study Program. Retrieved from https://www.benning.army.mil/MSSP/Leader%20Development/ | x | x | | | x | | | | X | X | X | |
| U.S. Army | ADRP 6-22. (2019). Developing Leaders. Headquarters, Department of the Army. | x | | | | | | | | X | X | X | x |
| U.S. Army | Army Leader Development Strategy. (2013). Retrieved from https://usacsc.army.mil/sites/default/files/documents/call | x | | | | | | | | X | X | X | x |
| U.S. Army | ADP 6-22. (2012). Army Leadership. Headquarters, Department of the Army | x | x | x | x | x | | X | X | X | X | | |
| U.S. Army | Training Circular 7-22.02. (2020). Noncommissioned Officer Guide. Headquarters, Department of the Army. | x | | x | x | x | | X | X | X | X | | x |
| U.S. Army | Center For the Army Profession and Leadership. (2022). Retrieved from https://cap.army.mil/ | x | x | | | x | | X | X | X | | | x |
| U.S. Army | Warrior Ethos. (2011). Army G-1 for STAND-TO! Retrieved from https://www.army.mil/article/50062/warrior_ethos#:~:text=The%20Army%20Warrior%20Ethos%20states,by%20which%20every%20Soldier%20lives. | x | | | | x | | X | X | X | X | | x |
| Van Rooy, D. L., Alonso, A., & Viswesvaran, C. | Van Rooy, D. L., Alonso, A., & Viswesvaran, C. (2005). Group differences in emotional intelligence test scores: Theoretical and practical implications. <i>Personality and Individual Differences</i> , 38, 669-700. | | | | | | | x | | | | | |
| What is Military Leadership? Learn More About this Career Path | What is Military Leadership? Learn More About This Career Path. (2019). Retrieved from https://online.norwich.edu/academic-programs/resources/what-is-military-leadership | x | x | | | x | | | | | | | |
| Yuan, B., & Hsu, W. | Yuan, B., & Hsu, W. (2012). Increasing emotional intelligence of employees: Evidence from research and development teams in Taiwan. <i>Social Behavior and Personality</i> , 40(10), 1113-1124. | | | x | | | | x | | | | | |

APPENDIX B

Army Non-Commissioned Officer Creed

Creed of the Noncommissioned Officer



No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a Noncommissioned Officer, I realize that I am a member of a time honored corps, which is known as "The Backbone of the Army."



I am proud of the Corps of Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the Military Service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit, or personal safety.



Competence is my watch-word. My two basic responsibilities will always be uppermost in my mind--accomplishment of my mission and the welfare of my soldiers. I will strive to remain tactically and technically proficient. I am aware of my role as a Noncommissioned Officer. I will fulfill my responsibilities inherent in that role. All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment.



Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those with whom I serve; seniors, peers and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!



APPENDIX C

Department of the Army Form 4856

| DEVELOPMENTAL COUNSELING FORM | | |
|---|--|--------------------|
| For use of this form, see ATP 6-22.1; the proponent agency is TRADOC. | | |
| DATA REQUIRED BY THE PRIVACY ACT OF 1974 | | |
| AUTHORITY: | 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army. | |
| PRINCIPAL PURPOSE: | To assist leaders in conducting and recording counseling data pertaining to subordinates. | |
| ROUTINE USES: | The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system. | |
| DISCLOSURE: | Disclosure is voluntary. | |
| PART I - ADMINISTRATIVE DATA | | |
| Name (Last, First, MI) | Rank/Grade | Date of Counseling |
| Organization | Name and Title of Counselor | |
| PART II - BACKGROUND INFORMATION | | |
| Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.) | | |
| | | |
| PART III - SUMMARY OF COUNSELING | | |
| Complete this section during or immediately subsequent to counseling. | | |
| Key Points of Discussion: | | |
| | | |
| OTHER INSTRUCTIONS | | |
| This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200. | | |

DA FORM 4856, JUL 2014

PREVIOUS EDITIONS ARE OBSOLETE.

Page 1 of 2
APD LC v1.04ES

Plan of Action (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specified time line for implementation and assessment (Part IV below)

[Large empty space for Plan of Action]

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate.)

Individual counseled: I agree disagree with the information above.
Individual counseled remarks:

[Space for Individual counseled remarks]

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action.)

[Space for Leader Responsibilities]

Signature of Counselor: _____ Date: _____

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling.)

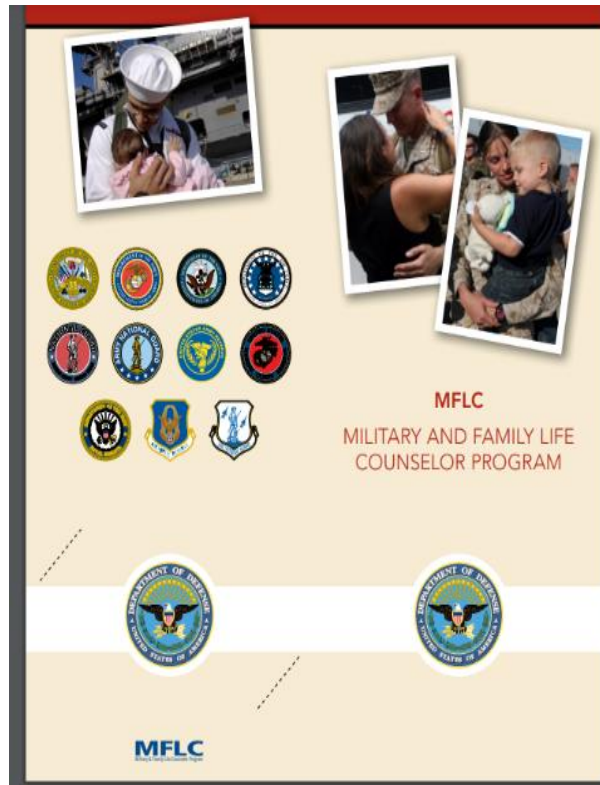
[Large empty space for Assessment]

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____



Note: Both the counselor and the individual counseled should retain a record of the counseling.

APPENDIX D

Military Family and Life Counselor Program Brochure



MFLC
MILITARY AND FAMILY LIFE
COUNSELOR PROGRAM

MFLC



**MILITARY AND FAMILY LIFE
COUNSELOR PROGRAM**

Military families face unique challenges. They may struggle with issues such as deployment-related stress, reintegration and pressures of managing parenting and finances while a loved one is deployed.

To support military families facing these or additional challenges, the MFLC program:

- » Provides short-term, non-medical counseling services to service members and their families at no cost
- » Provides psycho-education to help military service members and their families understand the impact of deployments, family reunions following deployments and other stresses related to the military life
- » Augments existing military support services
- » Offers flexible service delivery
- » Can provide services on or off of military installations
- » Can provide services to individuals, couples, families and groups

With the exception of child abuse, domestic abuse and duty to warn situations services are private and confidential.

**ABOUT MILITARY AND FAMILY
LIFE COUNSELORS**

- » Masters or Doctorate-level licensed counselors
- » Work with families, individuals, couples and children
- » Work with existing military and family support programs to complement services provided

**NON-MEDICAL
COUNSELING SERVICES**

| Life skills | Military lifestyle |
|--------------------------|---------------------------|
| » Anger management | » Deployment stress |
| » Communication | » Coping skills |
| » Relationship issues | » Homesickness |
| » Conflict resolution | » Relocation adjustment |
| » Parenting | » Reintegration |
| » Decision-making skills | » Separation |
| | » Building resiliency |
| | » Sadness, grief and loss |



APPENDIX E

Participation Letter of Invitation

RESEARCH STUDY INVITATION LETTER

RESEARCH TITLE: The Perception of Army Counselors on the Impact of Emotional Intelligence Training on Army Non-Commissioned Officer Leadership Decision-Making Effectiveness

February 2022

Dear Prospective Study Participant:

You are invited to participate in a research study conducted in Georgia. The main investigator of this study is Geraldine Turituri, a Doctoral Candidate in the University of Massachusetts Global's Doctor of Education in Organizational Leadership program. You were chosen to participate in this study because you are or have two or more years as a Military Family Life Counselor, two or more years of experience at your current base or location, trained or certified in Emotional Intelligence (EI), or received training in their education which aligned with the ability to understand EI skills, and recognized by your peers and leaders as an effective counselor for Army soldiers. A total of 15 counselors will participate in this study. Participation should require about one hour of your time and is entirely voluntary. You may withdraw from the study at any time without consequences.

PURPOSE: The purpose of this qualitative phenomenological study was to describe the perception of Army counselors in the Military Family and Life Counselor Program about the impact of Emotional Intelligence training on Army Non-Commissioned Officers leadership decision-making effectiveness in their supervision of the soldiers they are responsible for. This study also researched the perception of these counselors about the benefits and challenges in incorporating EI leadership preparation with traditional Army training for Non-Commissioned Officers.

PROCEDURES: In participating in this research study, you agree to partake in an interview. The interview will take approximately one hour and will be audio-recorded. The interview will take place at a location of your choosing for face-to-face or via Zoom. During this interview, you will be asked a series of questions designed to allow you to share your perceptions about EI while serving as a Military Family and Life Counselor.

RISKS, INCONVENIENCES, AND DISCOMFORTS: There are no known major risks or discomforts associated with this research. One concern that may arise might be anonymity, which is addressed below. The interview session will be held at a location of your choosing to minimize inconvenience. Some interview questions may cause you to reflect on your lived experience as a counselor in the context of emotional intelligence's impact on Army leadership.

POTENTIAL BENEFITS: There are no major benefits to you for participation, but a potential may be that you will have an opportunity to share your lived experiences as a Military Family and Life Counselor. The information from this study is intended to inform Army leaders on the impact of EI training on Army Non-Commissioned Officers leadership decision-making effectiveness in their supervision of the soldiers they are responsible for.

ANONYMITY: Records of information that you provide for the research study and your responses will not contain any identifying link in the study. It will not be possible to identify you as the person who provided any specific information for the study because no individual names will be used in any step of the research. You are encouraged to ask any questions at any time that will help you understand how this study will be performed and/or how it will affect you. You may contact the investigator, Ms. Turituri, by phone at [redacted] or e-mail [redacted]. If you have any further questions or concerns about this study or your rights as a study participant, you may write or call the Office of the Executive Vice Chancellor of Academic Affairs, University of Massachusetts Global, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Very Respectfully,
Geraldine Turituri

APPENDIX F

Alignment of Interview Questions with Theoretical Framework and Research Questions

| RESEARCH QUESTIONS (RQ) | INTERVIEW QUESTIONS (IQ) |
|--|--|
| <p>RQ1: How do Army civilian counselors in the Military Family and Life Counselor Program perceive that training in emotional intelligence will impact Army Non-Commissioned Officers' leadership decision-making effectiveness in their supervision of the soldiers they are responsible for?</p> <p>Context: As you are aware from my invitation letter, this study I am conducting is about emotional intelligence training for Army NCOs.</p> | <ol style="list-style-type: none"> 1. How would you describe Emotional intelligence? Follow up: How important are EI skills for Army NCOs in their supervision of their soldiers? 2. Do you believe that NCOs have EI training in the Army? Follow Up- If yes, would you elaborate on the types of training? 3. As a counselor, how would you describe the impact of emotional intelligence as it relates to NCOs' effectiveness as leaders with the soldiers in the unit? 4. How would you describe the effects of emotional intelligence in NCO leader decision making effectiveness in their role as supervisors? 5. What is your perception of EI and its impact on NCO leader development? 6. Please share some examples where and when you have witnessed the need for EI to resolve NCO/ subordinate relationships? 7. What do you believe are the specific impacts EI has on the Army culture and NCO leader development? 8. Do you believe EI training will help NCOs become effective in their decision making as leaders? 9. How would you promote EI training to Army organizations for NCOs to become effective in their decision making? 10. How would EI in your estimation help NCOs with self-awareness (an EI characteristic) in their supervision of soldiers? 11. How would EI in your estimation help NCOs with self-management (an EI characteristic) in their supervision of soldiers? 12. How would EI in your estimation help NCOs with social awareness (an EI characteristic) in their supervision of soldiers? 13. How would EI in your estimation help NCOs with relationship management (an EI characteristic) in their supervision of soldiers? 14. Do you have any additional comments about EI training for NCOs? |
| <p>RQ2: What benefits or challenges do Army counselors in the Military Family and Life Counselor Program perceive will emerge if EI training is incorporated into existing Army Non-Commissioned Officers' leadership development training?</p> | <ol style="list-style-type: none"> 1. What do you think is the most significant outcome about incorporating EI training in NCO leadership development? 2. The Army provides outstanding tactical and strategic training for Army leaders such as NCO's. What impact do you foresee if the Army were to incorporate EI into existing NCO leadership development training? 3. What obstacles do you foresee in the Army implementing EI training for NCO's? 4. What ideas might you have for overcoming barriers in the Army for implementing and adding EI training for NCO's? 5. Who would you recommend should provide EI training to NCO leaders? Follow-Up: Would the MFLC organization be able to provide training in EI for NCO's? If so, how would this happen? If not, what are the issues you see with MFLC providing this training? 6. From your experience as a counselor on Fort Stewart, GA, their location, was there ever a time where you introduced EI to an NCO, and they dismissed or rejected the training? 7. If EI were to be implemented into Army training, what rank do you think the Army should start teaching / learning EI? 8. Any final comments you have about the importance of implementing EI training for NCO's or the processes you would recommend gaining support for this training in the Army? |

APPENDIX G

Interview Instrument

Script:

[Interviewer states:] First and foremost, I greatly appreciate the time you allotted to sit down with me. To review, the purpose of this qualitative phenomenological study is to describe the perception of Army counselors in the Military Family and Life Counselor Program about the impact of Emotional Intelligence (EI) training on Army Non-Commissioned Officers leadership decision-making effectiveness in their supervision of the soldiers they are responsible for. This study also researches the perception of these counselors about the benefits and challenges in incorporating EI leadership preparation with traditional Army training for Non-Commissioned Officers.

The interview is recorded, and it will also be transcribed. You will be provided with a copy of the complete transcripts to check for accuracy in content and meaning prior to me analyzing the data. The questions I will be asking are based on Goleman, Bradberry and Greaves's emotional intelligence framework. Please feel free to share stories or experiences as you see fit throughout the interview. Additionally, I encourage you to be as honest and open as possible for purposes of research since your identity will remain anonymous.

As a review of our process leading up to this interview, you were selected to participate after meeting specific demographic criteria as a Military Family and Life Counselor. An informed consent form was sent via email that outlined the interview process and the condition of complete anonymity for the purpose of this study.

Do you have any questions before we begin? (Begin to ask interview questions).

I am going to ask you some verification questions to confirm your background information.

- 1) Have you been a counselor for two or more years?
- 2) Do you have a minimum of 2 years of experience at your current base?
- 3) Are you trained or certified in Emotional Intelligence, or have you received training/courses through your master's degree or other training which aligns with an understanding of EI skills?
- 4) How long have you been trained or certified in Emotional Intelligence or training of the like?
Follow-up question: Please elaborate on the type of EI training or coursework you have had.
- 5) Can you tell me about your position and your responsibilities?

RESEARCH QUESTION 1: INTERVIEW QUESTIONS (IQ)

1. How would you describe Emotional intelligence?
Follow up: How important are EI skills for Army NCOs in their supervision of their soldiers?
2. Do you believe that NCOs have EI training in the Army? Follow Up- If yes, would you elaborate on the types of training?
3. As a counselor, how would you describe the impact of emotional intelligence as it relates to NCOs' effectiveness as leaders with the soldiers in the unit?
4. How would you describe the effects of emotional intelligence on NCOs' leader decision-making effectiveness in their role as supervisors?
5. What is your perception of EI and its impact on NCO leader development?
6. Please share some examples of where and when you have witnessed the need for EI to resolve NCO/ subordinate relationships.
7. What do you believe are the specific impacts EI has on the Army culture and NCO leader development?
8. Do you believe EI training will help NCOs become effective in their decision-making as leaders?
9. How would you promote EI training to Army organizations for NCOs to become effective in their decision-making?
10. How would EI, in your estimation, help NCOs with self-awareness (an EI characteristic) in their supervision of soldiers?
11. How would EI, in your estimation, help NCOs with self-management (an EI characteristic) in their supervision of soldiers?
12. How would EI, in your estimation, help NCOs with social awareness (an EI characteristic) in their supervision of soldiers?
13. How would EI, in your estimation, help NCOs with relationship management (an EI characteristic) in their supervision of soldiers?
14. Do you have any additional comments about EI training for NCOs?

RESEARCH QUESTION 2: INTERVIEW QUESTIONS (IQ)

1. What do you think is the most significant outcome about incorporating EI training in NCO leadership development?
2. The Army provides outstanding tactical and strategic training for Army leaders such as NCOs. What impact do you foresee if the Army were to incorporate EI into existing NCO leadership development training?
3. What obstacles do you foresee in the Army implementing EI training for NCOs?
4. What ideas might you have for overcoming barriers in the Army for implementing and adding EI training for NCOs?
5. Who would you recommend should provide EI training to NCO leaders?
Follow-Up: Would the MFLC organization be able to provide training in EI for NCOs? If so, how would this happen? If not, what are the issues you see with MFLC providing this training?
6. From your experience as a counselor at Fort Stewart, GA/their location, was there ever a time where you introduced EI to an NCO, and they dismissed or rejected the training?
7. If EI were to be implemented into Army training, what rank do you think the Army should start teaching / learning EI?
8. Any final comments you have about the importance of implementing EI training for NCOs or the processes you would recommend gaining support for this training in the Army?

APPENDIX H

Interview Protocol

My name is Geraldine Turituri. I'm a doctoral candidate at UMass Global University in the area of Organizational Leadership. As part of my doctoral research, I am interviewing employed counselors with the Army Military Family Life Counseling program who are either trained or certified in Emotional Intelligence training.

I want to thank you for agreeing to participate in the interview and agreeing to be involved in a follow up with me if I have any additional questions. The information you provide on the interview, along with other participants, hopefully will provide a clear picture on the impact of emotional intelligence training on the decision-making effectiveness of Army non-commissioned officers.

The questions I will be asking are the same for everyone participating in the study. The reason for this is to guarantee, as much as possible, that my interviews with all participating counselors will be conducted in the same manner.

I would like to remind you any information that is obtained in connection to this study will remain confidential. All the data will be reported without reference to any individual(s) or any institution(s). For ease of our discussion and accuracy, I will record our conversation as indicated in the informed consent sent to you via email. I will have the recording transcribed to a Word document and will send it to you via electronic mail after your interview with me so that you can check to make sure that I have accurately captured your thoughts and ideas.

Did you receive the Informed Consent and UMass Global University Bill of Rights I sent you via email? Do you have any questions or need clarification about either document? If so, would you be so kind as to sign the hard copy of the IRB requirements for me to collect?

We have scheduled a 60-minute window for your interview with me. At any point during the interview, you may ask that I skip a question or stop the interview altogether.

Do you have any questions before we begin? Okay, let's get started, and thanks so much for your time.

1. Can you tell me about your position and your responsibilities?
2. How long have you been in your position, and how long have you worked at your current institution?
3. How long have you been a counselor of the Military Family Life Counseling Program?
4. How long have you been trained or certified in Emotional Intelligence?
5. As a counselor, how important do you think Emotional Intelligence training is to Army leaders?
6. What role do you feel, if any, you play in promoting Emotional Intelligence training to Army leadership training?

APPENDIX I

Audio/Video Consent-Release Form

RESEARCH STUDY TITLE: The Perception of Army Counselors on the Impact of Emotional Intelligence Training on Army Non-Commissioned Officer Leadership Decision-Making Effectiveness

**UMASS Global
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618**

I authorize Geraldine Turituri, UMass Global Doctoral Candidate, to video record myself/voice. I give UMass Global and all persons or entities associated with this research study permission or authority to use this recording for activities associated with this research study only. I understand that the recording will be used for transcription purposes, and the information obtained during the interview may be published in a dissertation or presented at meetings/presentations.

I will be consulted about the use of the video/audio recordings for any purpose other than those listed above. Additionally, I waive any right to royalties or other compensation arising correlated to the use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agree to the outlined terms. I hereby release all claims against any person or organization utilizing this material.

Signature of Participant or Responsible Party **Date**

APPENDIX J

Interview Feedback Sheet

Thank you for participating in this study. As a valuable participant, your answers to the following questions will be used to make necessary adjustments to the Interview Protocol, the interview questions, and the interview process.

1. How long did it take to conduct the interview? Do you believe this time was appropriate or should be adjusted?
2. What were your personal feelings while giving the interview? At what times did you feel comfortable, nervous, or confused?
3. How would you improve the clarity of the interview instructions, and how could the interview process be improved so both the interviewer and the interviewee are better prepared?
4. What part of the interview process went the most smoothly, and why do you think that was the case?
5. What part of the interview process you struggled with and why do you think that was the case?
6. Do you have any suggestions on how to improve the questions, the process, or the overall experience?

APPENDIX K

Informed Consent

Consent to Participate in Research

University of Massachusetts Global 16355 LAGUNA CANYON ROAD IRVINE, CA 92618

RESEARCH STUDY TITLE: The Perception of Army Counselors on the Impact of Emotional Intelligence Training on Army Non-Commissioned Officer Leadership Decision-Making Effectiveness

RESPONSIBLE INVESTIGATOR: Geraldine Turituri, Doctoral Candidate

TITLE OF CONSENT FORM: Consent to Participate in Research

PURPOSE OF THE STUDY: This study is being conducted for a dissertation for the Doctor of Education in Organizational Leadership program at Brandman University. The purpose of this qualitative phenomenological study was to describe the perception of Army counselors in the Military Family and Life Counselor Program about the impact of Emotional Intelligence training on Army Non-Commissioned Officers leadership decision-making effectiveness in their supervision of the soldiers they are responsible for. This study also researched the perception of these counselors about the benefits and challenges in incorporating EI leadership preparation with traditional Army training for Non-Commissioned Officers.

PROCEDURES: In participating in this research study, I agree to participate in an audio (Zoom)-recorded, semi-structured, conversational interview. The interview will take place online, on a predetermined day and time, and will last approximately no more than 60 minutes.

During the interview, I will be asked a series of questions designed to understand the perception of Army counselors in the Military Family and Life Counselor program on the impact of emotional intelligence on Army leadership development and decision-making.

I agree to provide artifacts to be reviewed by the researcher. The researcher will not publish artifacts, and all files and records will be password protected and saved to the Cloud and will be permanently destroyed after three years.

I understand that:

- a) The possible risks or discomforts associated with this research are minimal. It may be inconvenient to spend up to one hour in the interview. However, the interview session will be held at an agreed upon date/time to minimize this inconvenience.
- b) I will not be compensated for my participation in this study. The possible benefit of this study is to add to the research regarding Army counselors in the Military Family and Life Counselor Program and their perceptions about the impact of Emotional Intelligence training on Army Non-Commissioned Officers leadership decision-making effectiveness in their supervision of the soldiers they are responsible for. The information from this study is intended to inform researchers, Army leaders, and Soldiers. The findings and recommendations from this study will be made available to all participants.

c) Any questions I have concerning my participation in this study will be answered by Geraldine Turituri, University of Massachusetts Global Doctoral Candidate. I understand that Geraldine Turituri may be contacted by phone via [redacted] or by [redacted]. The dissertation chairperson may also answer questions: Dr. Lisbeth Johnson at ljohnso3@brandman.edu.

d) I may refuse to participate or withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time.

e) The study will be audio recorded, and the recordings will not be used beyond the scope of this project. Audio recordings will be used to transcribe the interviews. Once the interviews are transcribed, the audio/video and interview transcripts will be kept by the investigator in a secure location for five years.

f) No information that identifies me will be released without my separate consent, and all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be informed, and my consent re-obtained. If I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641. I acknowledge that I have received a copy of this form and the Research Participant's Bill of Rights.

ELECTRONIC CONSENT: Clicking on the "Agree" button indicates that you have read the informed consent form and the information in this document and that you voluntarily agree to participate.

AGREE: I acknowledge receipt of the complete Informed Consent packet and "Bill of Rights." I have read the materials and give my consent to participate in the study.

DISAGREE: I do not wish to participate in the study.

ELIGIBILITY CRITERIA:

- 1) Two or more years as a counselor
- 2) A minimum of two years of experience at their current base
- 3) Trained or certified in Emotional Intelligence / or received training in their education which aligned with the ability to understand EI skills
- 4) Recognition from peers or leader as effective counselors for Army soldiers

APPENDIX L

University of Massachusetts Global Bill of Rights



UMASS GLOBAL INSTITUTIONAL REVIEW BOARD

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the UMASS GLOBAL Institutional Review Board, which is concerned with the protection of volunteers in research projects. The UMass Global Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, UMASS GLOBAL, 16355 Laguna Canyon Road, Irvine, CA, 92618.

UMass Global IRB

Adopted

2021

APPENDIX M

UMass Global IRB Approval

IRB Application Approved: Geraldine V. Turituri Inbox x



Institutional Review Board <my@umassglobal.edu>
to me, ddevore, ljohnso3, irb ▾

Tue, May 23, 5:50 PM (6 days ago) ★ ↶ ⋮

Dear Geraldine V. Turituri,

Congratulations! Your IRB application to conduct research has been approved by the UMass Global Institutional Review Board. Please keep this email for your records, as it will need to be included in your research appendix.

If you need to modify your IRB application for any reason, please fill out the "Application Modification Form" before proceeding with your research. The Modification form can be found at IRB.umassglobal.edu

Best wishes for a successful completion of your study.

Thank You,

IRB
Academic Affairs
UMass Global
16355 Laguna Canyon Road
Irvine, CA 92618
irb@umassglobal.edu
www.umassglobal.edu

This email is an automated notification. If you have questions please email us at irb@umassglobal.edu.

APPENDIX N

Human Subjects Research Certificate

Completion Date 30-May-2021
Expiration Date N/A
Record ID 42789760

This is to certify that:

Geraldine Turituri

Has completed the following CITI Program course:

Human Subjects Research
(Curriculum Group)
Social-Behavioral-Educational Researchers
(Course Learner Group)
1 - Basic
(Stage)

Under requirements set by:

University of Massachusetts Global

Not valid for renewal of certification through CME.


Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w1c541638-578e-4468-81ae-2c202fd92a0d-42789760