

Carried and presented in a National Conference in 2002 and Published in Pioneer Mgt Research Journal for Excellence, Vol-I, and Issue-1 (Ch. I, Pp.01-06)

Dimensions of Emotional Maturity and Leadership Styles with Special Reference to Combat Leadership

*Lt. Col. VK Gautam

** Dr. Deepak Kaul

***Maj. Gen. (Dr.) VS Karnik

(Abstract- “The ever-increasing role of change in this environment makes it imperative to us to look into the newer dimensions of leadership. This paper focuses on the latest dimensions of leadership i.e. Emotional Maturity (EM), explaining the linkages of Emotional Maturity and Cognitive Intelligence (the established requirement of leadership). The paper provides a guideline for self-motivation as well as inspiration for others through properly tackling major components of EQ like Self-awareness, Motivating oneself, Empathy, Social-skills in one’s leadership style through EM. Further, the basic concept related with EM including approaches to develop EQ, a comparative study Emotional Mind and Intelligent Mind with a modified Model ‘IQ-EQ’ Grid, provide conceptual clarity to the readers. In order to encourage Indians to adopt this concept, efforts are made to site examples from Shrimad Bhagwat Gita and Indian Epics so that people in India adapt it easily appreciating its connectivity with rich Indian heritage rather a concept from Western-world”)

1. Introduction:

A lot is being talked about emotional Quotient and Emotional Intelligence, since Daniel Goleman published his first book on EQ in 1995 and in India we always talked about Emotional Maturity, since ages. Today, EQ has become a buzz-word for the professionals and for academicians, especially HR & Organizational Behavioral Scientists. The question arises whether it is a new topic or same LP record is being played as CD? The answer in the Indian context is - this topic was very much discussed five thousand years back. If someone asks what is your emotions? The simple and straight answer is- **“you are your emotions”**. No matter what your learning or understanding is, it does not have any bearing on your day to day responses *en rem* rather there is a gap between the understanding and the actual problem issues.

This gap was expressed by Duryodhana in this famous verse, meaning thereby (**I know what is right, but I cannot pursue. I know what is wrong, but I cannot desist from doing it. I do as directed by someone who seems to be within me**). Similarly, Arjuna also asked Lord Krishna a question expressing the same idea, “O Varsneya, impelled by what does this man commit sin even against his wish, as though being impelled by force” (Bhagavad Gita III 36). The simple answer to Arjuna’s question is this that one required to be emotionally matured, in order to act according to one’s convictions. Before the commencement of war, Arjuna refused to fight against his kith and kin. At that juncture, he was emotionally hijacked thus lost his balance and started struggling between his conscious & sub-conscious. That was the time when Lord Krishna came into play and taught us the role of Emotional Maturity! Here, even the high level of IQ as

*Lt.Col.V.K.Gautam-HR & OB Faculty, IIPS (DAVV), Indore

**Dr.Deepak Kaul- Prof. & Head, MBA (DE), IMS (DAVV), Indore

***Maj.Gen.(Dr)V.S.Karnik-Mgt. Faculty, GSIMR (DAVV), Indore

well as expertise of Arjuna in warfare had failed. With convincing words, Lord Krishna said, **“Slain, you will obtain heaven: Victorious, you will enjoy earth; therefore, stand up, O son of Kunti; resolve to fight”** Thus it made Arjuna to fight the war of dharma. And the same is being taught today to a soldier to fight for a national cause. A soldier is basically is religious man from the village background and all religions are promoted as per the Personal Laws; Soldier is equated with a Saint and he is prepared to fight because he knows he will get heaven if killed while fighting for the maintenance of the sanctity of the mother land.

Emotions play an active and decisive role in everyone’s daily life---whether as a member of a family or a society or involved in any profession, especially who are dealing with people. The leaders deal with people and lead them. Hence, leadership is closely connected with Emotional Maturity (EM). A leader with high IQ but low EM may fail but a leader with high EM but less IQ will ultimately succeed, due to **maturity**. The business organizations are looking in the 21st century leaders, who have vision, who can manage change effectively in the war scenario as well as in the Liberalization, Privatization and Globalization environment, and have ability to align people. Leadership style based on EM has a positive effect on the organization’s climate and on various other dimensions of the organization. Unless such leaders have high EQ and high emotional maturity, the organizations will suffer in the long run. A new research has found, six distinct leadership styles, each springing from six different components of EQ. Few fundamental capabilities of EQ i.e. Self-awareness, Self-management, Social-awareness and Social skills in turn, are composed of specific sets of competencies.

2. Relationship between IQ and EI & EM:

Research-studies reveal that there is something more than I.Q. Purely cognitive abilities, which give rise to high I.Q., lack in integrating thoughts and feelings, the domain to be covered by Emotional Intelligence (E.I.). Emotional Intelligence, which accounts for 80% to 90% of the success of organizational leaders (Goleman, 1995a), is an upcoming area of behavioral science. The terms EQ and EM have been used interchangeably. There are numerous definitions on Cognitive Intelligence and Emotional Intelligence as well as Emotional Maturity and a few are:

- (a) “EI is the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationship”.
- (b) “An ability to monitor and regulate one’s own feelings , and to use feelings to guide thought and action”.
- (c) “EI is as the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy”
- (d) The literary meaning of Emotion is ‘Any agitation or disturbance of mind, feeling, passion; any vehement or exited mental state’. (The meaning in applied science include: anger, fear, panic, happiness, love affection, disgust, shame and other ripples of this family are; moods and temperament and so on)

- (e) EQ is the measurement unit to measure the level of EI, like IQ is the measurement unit to measure the level of cognitive intelligence. ($IQ = \text{Intelligence} \times 100 / \text{chronological age}$).
- (f) EM is the process of becoming more intelligent about our emotions and our relationships.
- (g) EM is the mother of EI, as Swami Dayanandji has focused only on EM, based on our culture and heritage.

3. Importance of EM for Contemporary Leaders:

If we analyze the definition of EI and re-enforce with the definition given by Sun-Tzu on awareness (Know your enemy, know yourself, and your victory will not be threatened. Know the terrain, know the weather and your victory will be complete), we can conveniently come to the conclusion that the traits given below are mandatory for today's leadership:

- (a) **Self-Awareness.** (developing high self-awareness thereby gaining self-confidence for decision making)
- (b) **Emotions-Management.** (To have internal locus of control, thereby not getting tempted for gratification rather going for long term goals)
- (c) **Social-Awareness and Skill.** (A skill to read accurately, social situation and interacting smoothly with others, thereby generating cooperation and developing teamwork)
- (d) **Self-Motivation.** (It leads us to use deepest preferences to guide toward our goals, thereby avoiding setbacks & frustration).
- (e) **Empathy / Recognition of Others Emotions.** (Empathy means your problems in my heart'. It helps us to understand others, thereby developing compassion for others and cultivating rapport with a broad diversity of people).

4. Success Factors of EM Organizations. They are:

- (a) Building relationship inside and outside that offer competitive advantage.
- (b) A balance between the human and financial side of the company's agenda.
- (c) Open communication and trust building with all stakeholders.
- (d) A passion for competition and continual improvement.
- (e) Initiative to stimulate improvements in performance.
- (f) Organizational commitment to basic strategy.
- (g) Innovation, risk taking and learning together.
- (h) Collaboration, support and empowerment.

5. Role of E.I. Leaders. These leaders help in creating competitive advantage through:-

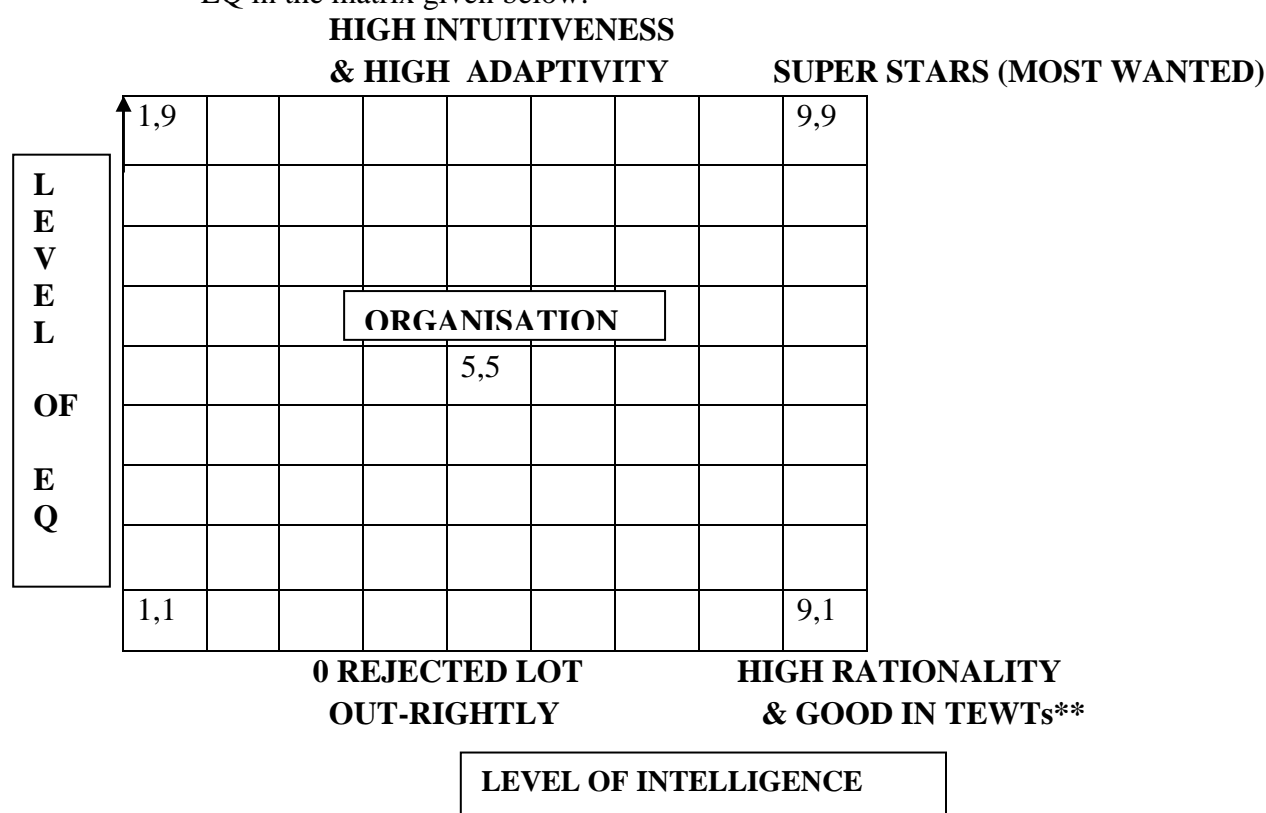
- (a) Effective leadership.
- (b) Effective use of time and resources.
- (c) Enhanced innovation & creativity.
- (d) Empowerment & Autonomy.
- (e) Improved motivation.
- (f) Increased performance.
- (g) More focus on teamwork.
- (h) Development of trust & confidence.

6. EQ differs from IQ: There are two minds they play roles very differently, here efforts have been made to differentiate between the Emotional Mind (it depicts emotional maturity) and Intelligent Minds (it depicts cognitional intelligence):

Differences Between EM & IM

Emotional Mind (Emotional Maturity)	Intelligent Mind (Cognitive Intelligence)
Far quicker mind. .	Rational mind.
Fastest in decision making.	Deliberate in decision making.
Most wanted in war / crisis.	Wanted in all situations.
Possesses strong convictions.	It awakens the mind faster.
It over-rules conscious awareness.	It passes through the conscious awareness.
It may sacrifice accuracy due to perception.	Goes for careful evaluation.
Intuitive judgement.	Mathematical judgement.
High degree of empathy.	High degree of sympathy.
Covers non-cognitive aspects.	Deals with cognitive aspects.
Accepts facts conveniently.	Reasons out before acceptance.
High level of Emotional maturity.	Relatively not that level of Emotional maturity.
Relates to heart.	Relates to head.
It feels.	It thinks.
Its out put is variable.	Out put is relatively constant.
Believes in wisdom.	Believes in intelligence.
Concept-one shot five casualties.	Concept- one shot one casualty.

7. IQ & EQ GRID: It brings out various traits of a leader by positioning the IQ and EQ in the matrix given below:



**** (TEWTs = Tactical Exercises Without Troops conducted in Army for training)**

- (a) **Rejected lot (1,1):** People with low IQ as well as low EQ, will always be last in the race.
- (b) **High Rationality (9,1):** People with high IQ and low EQ, will be able to project themselves only on short term basis, because they lack elements of adequate interpersonal and social relations etc.
- (c) **Organization Management (5,5):** Balanced people with equal IQ and EQ but relatively at a mid-level. Hence, they will fit in the organization with limited success.
- (d) **High Intuitiveness (1,9):** People with low IQ and high EQ may not succeed initially but their EM will make them successful in, a typical example of converting defeat into victory.
- (e) **Super Stars (9,9):** person with high IQ and high EQ will have best of both the worlds, making him successful all the times thus most wanted by the organization.

ORGANIZATION

8. Tools and Techniques to Measure EI / EM: EI and its appropriate applications can be learnt and taught. Unlike IQ –which some argue does not change throughout life, whereas EI can be developed. Infact, it is a Neurological fact that the brain keep on shaping through repeated experiments. You get better at it as you age. It can be improved by psychotherapy, positive thinking and meditation or yoga. Some of the popular instruments to measure EQ are:

- (a) **The Oldest EQ Instrument (Bar-On's EQ-I)** It is designed to assess those personal qualities that enabled some people to possess better “ emotional well-being” than others. It is being used to select US Air Force recruiters.
- (b) **Multi-factor Emotional Intelligence Scale.** The Test-taker performs a series of tasks that are designed to assess the person's ability to perceive, identify, understand, and work with emotions.
- (c) **Emotional Competence Inventory.** The ECI is a 360-degree instrument. People who know the individual rate him on 20 competencies that are linked to EI.
- (d) **Seligman's SASQ.** With this instrument we can measure EI or Competencies through tests of specific abilities. Some of these tests seem rather strong. This particle test was designed to measure learned optimism and which has been impressive in its ability to identify high performing students, salesmen and athletes etc.
- (e) **Other Instruments Available:** There are few instruments available to check the level of EQ, developed by Goleman Daniel (10 Questions), Dr. N.K.Chadha (15 questions), Mr. A.Hyde, Ms. S. Pethe & Dr. Upinder Dhar (34 questions). Efforts made by Ms Meenakshi Trivedi and Col. V.K. Gautam developed an Instrument for EM measurement but could measure only the Attitude.

9. Parameters to Enhance EM: The level of EI / EM is not fixed, genetically like in the case of IQ that can develop only in the childhood and very little after the teen age; whereas EI is largely learned and continue to develop as we grow and learn through our experiences, and start learning control their emotions and impulses, and at honing their empathy and social adroitness. This growth in EI is known as **Maturity**. The EM can be improved by applying the following few self-management mantras:

- (a) **Mindfulness Training:** Cultivation by right practices under an expert, first by undergoing the tests then practices. There are numerous model to be applied, depending upon the need.
- (b) **Develop Positive Attitude:** Think the way Swami Vivekananda thought, i.e. “assimilation and not destruction, harmony & peace and no dissension”
- (c) **Link Emotions with Thinking:** “sow a thought, reap a attitude, sow a attitude, reap a habit, sow a habit, reap a character, sow a character, build a destiny”.
- (d) **Self-Appraisal:** Examine how you make self-appraisals (judgments). Turn into your Senses: (senses of seeing, hearing, smelling, tasting and feeling are the sources of your inputs about the world).
- (e) **Clear Intentions:** Learn what your Intentions are and have clear vision.
- (f) **Attention to Actions:** Pay attention to your actions. They reflect your maturity level.
- (g) **Seek inside Oneself:** Analyze yourself, realize inside to know your emotional level.
- (h) **Apply Theory “P”.** apply theory “P” (Parent) in the field if leadership in the Indian wisdom. Thus what a father thinks about his the future of his son, so the leader should think, plan and apply for his command.

10. Benchmarking of Emotionally Matured Person: Some of the research based facts are:

- (a) The one who acts according to one’s humane convictions, and not merely based on others’ philosophies and ideas.
- (b) The one who has become adult in the real sense i.e with mature understanding and attitude.
- (c) A really matured person is the one who first accepts facts and then become alive to facts . Such a person is called *sthithaprajna*, a wise person.
- (d) A seeker of knowledge is a matured one . Mind should be matured . There should be no vanity, pretentiousness, cruelty, all these exhibit an immature mind , so goes to the black marketers.
- (e) Keeps away every ego that shows immaturity, whether national or community. All fanatics lack maturity. Thus, they can never find a long-term solution.
- (f) The one who feels that development of maturity is not meant only for a few chosen people of the society rather meant for every person because every human being is designed to grow, to become mature all the way- physically, emotionally, and with respect to understanding.
- (g) The one performs his duty and leaves the results to the Almighty God.

11. Training Tools to Develop EM: Development of EM is continuous process and it grows irrespective of the age and stage, unlike cognitive intelligence. There are certain guidelines to develop this important aspect to be a successful leader and they are:

- (a) Job Assessment
- (b) Trainees' assessment.
- (c) Evaluation of individual's emotions.
- (d) Motivation due to training.
- (e) Make the individual to choose his/her goals.
- (f) Lay down specific competencies.
- (g) Provide opportunities for improvements.
- (h) Give 360 degree feedback.
- (i) Give practice and practice till it converts into habits, the army way.
- (j) Render support from a buddy to a top level.
- (k) Trainer to preach what he is practicing.
- (l) Encourage experimentation and change for better future prospectus.
- (m) Evaluation to be done a continuous process after short and long intervals.

12. Role of EM in Combat Forces: For an entry in to Combat Forces, a concept of “catch young, train hard and keep young as per the professional need” is applied; whereas age-limit for in supporting services is little relaxed. A series of tests are carried out before a candidate taken into defense services. In general the IQ level of these candidates is 120 or more and their age group is 17-24 years., depending upon the type of entry. Job specification and job description is done at the top level and based on that; age and other qualifications like physical standard and academics are fixed. A candidate appears in the written examination and qualifies. Then he appears in the Services Selection Board, where he goes through number of tests, like Psychological, Group Test, an Interview and Conference, for a period five days. Nowhere, division of the academic degree, cast, creed or colour is considered; candidate is basically passing through a series of tests to check his OLQ (officers like qualities), decision making skills (under all adverse situations), situation reaction test, leadership traits, nationalism, **emotional maturity**, rationality, innovation, creativity, quick planning skill and so on. It is interesting to note that those who were relegated (dropped by six months) in National Defense Academy due to poor performance in academics, they went up to rank of Army Commanders, just because of high EM and not only high IQ. Another example of those officers who passed out in flying colours with ‘Sword of Honour or awarded Silver Gun’ could not make it the rank of a Brigadier. These tests are designed to check not only IQ but EM as well, as these leaders have to take a decision at a very crucial point between life and death. These tests are being carried out all over the world and they are deemed to be fool-proof so far and hold good. Of course, there is a need to modify these tests for the Indian requirement and to make up the existing deficiency of 13,000 young officers. Not only defense forces, even the corporate world is looking for the leaders for the 21st century, who have vision, ability to align the people, and manage planned change, to create value-based organizations. Thus if a person is not emotionally matured and his EI is low, he will not be successful, as a leader.

13. Major Challenges to Military Leadership-Historical Facts: Army leadership faces a high degree of challenges and a leader has to confront with unique issues full of crisis with least

possible solutions, yet because of requisite standard of EM, he is in a position to tackle the situation successfully. Some of the most glaring examples are:

- (a) Five thousand years back Shri Bhisham Pitaymahe was under a dilemma whether to take part in '*Dharama Yudhha*' or not? It was a critical decision to fight against own grand children and slain them having wished them a victory.
- (b) In 326 BC, Emperor Alexander's forces refused to advance beyond Jhelum river, a critical decision. The King had no option but to play with the emotions of the Army by taking a pretext of "Battle Honour".
- (c) American leadership could not decide whether to join WW-II or not, till Japanese attacked Pearl Harbour on 7th Dec 1941.
- (d) In 1971, India could not declare war against East Pakistan on 11th April, could launch a major offensive on 04th Dec 1971.
- (e) Just two years back America suffered a great setback due to terrorist attack on strategic points on 11 Sep 2001, leadership could not take decision to destroy the agencies behind spontaneously and took too long to launch a military action.

14. E-Leadership Styles and TQM: Research found six different leadership styles, each springing from component of EI. It has also been experienced that emotional leadership is the spark that ignites the company's performance--- creating bonfire of success or landscape of ashes. The leader's original role is emotional leadership. Managing for the financial results begin with the leader managing his inner emotional life, resulting in right emotional chain reaction occurs. Whereas, the corporate world is obsessed with the word TQM, in reality and from the performance point of view, EQM (Emotional Quality Management) has greater importance.

15. Related Study Based Findings: The research carried by various researchers, further brings home few very interesting points, which are as under:

- (a) Emotionally matured leaders (men or woman) will always finish first.
- (b) Leaders' moods & behaviour drive moods & behaviour of everyone else.
- (c) Emotionally adjusted leaders are toxic to the organization.
- (d) Leaders EI create certain culture, which has a positive effect on the organization.
- (e) Leaders mood is contagious. If the leader is in bad mood, majority of his subordinates will be in depressive mood. Leader's happy mood affects people around him in positive light- result optimistic efficiency.
- (f) Mood and financial performance are directly linked. A leader must first attend to the impact of his mood and behaviour before moving onto other critical responsibilities.
- (g) Managing for Financial result-begins with Leader managing his inner life.

Managing inner life is a difficult task, which depends on control of the mind, which in turn will have effect on balancing of emotions. The lord Krishna had advised Arjuna that **"one of the most difficult thing for the man is to control his mind, which can be achieved after lot of sadhana (training)".**

16. E- Leadership Styles: Leadership Styles are based on Emotions. A soldier is prepared to die in war not because he is being paid by the crown, just because he has been ordered by his commander and commander is emotionally matured person and his directions are with clarity of thought and driven or charged by high degree of motivation. We may consider six leadership styles based on emotions as given at **Appendix- “A”**:

- (a) **Coercive** – It demands immediate compliance, like a “a charge of a light brigade”.
- (b) **Authoritative** - Mobilize people towards a vision.
- (c) **Affiliative**- Creates emotional bond and harmony. An ideal approach.
- (d) **Democratic**-Build consensus by participation.
- (e) **Pace setting** - Expect excellence and self-direction.
- (f) **Coaching** - Develop people for the future.

17. E- Leadership Styles Based on Climate: Leadership Styles’, immediate sphere of influence is ‘Organizational Climate’. The climate refers to six key factors that influence an organization’s working environment; namely (Flexibility, Responsibility, Standards, Rewards, Clarity, and Commitment). All these six styles of leadership have a measurable effect on each aspect of the Climate. This has been illustrated on the chart given at the Appendix. ‘A’.

There is a connectivity with the leadership style and certain important factors, such as Leader’s *modus operandi*, style in phrase, underlying EI competencies, when the style works the best, there is an overall impact on the climate. The same has been illustrated on the chart given at the Appendix ‘B’

From the above, it is quite apparent that EI and EQM plays an important role in the life and the performance of leadership role. The great Arjuna was affected by EI and EQM and therefore, to sort out the maze in his mind then Lord Krishna had to guide and impart Knowledge. It is essential that the leaders of tomorrow, learn and implement the knowledge and concept of EI, at the earliest, for which we, the Indian do not have to go abroad, every thing is available in home and we got to go abroad for spreading a message of EM.

18. Conclusion:

The Upanishads say, “sahanam bhnaktu” (let us all share) and the preacher of the Upanishads, Swami Vivekanandaji said, “Assimilation and not destruction, Harmony & peace and not Dissension,” Notwithstanding the fact that Emotional Competencies play an important role in every walks of life thus it is a high time that we learn and understand and no negative action. Emotional Maturity can be learned by doing right acts like the one developing unity in a group and work for peace & prosperity. There bound to be -differences of opinion then settle amicably with all (Rights). “Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way. This is not easy. Those who can, they have a high degree of EM and they are supposed to be most successful people.” Therefore, EM plays a vital role in developing and maintaining relationship for higher individual and organizational achievements, especially in the case of Military leadership due to the kind of role to be played in a unknown milieu.

EM and Military leadership concept is not the product of modern or Western countries, but as stated earlier, this concept was propagated, taught and practiced in India 8,000 years ago, as it is evident from Shrimad Bhagwat Gita and other Indian epics like Mahabharata and Ramayana. For us, it is high time that we should rejuvenate EM and leadership concept and practice it as a need of the hour in this competitive world.

References:

1. Shrimad Bhagwat Gita.
2. Smami Dayananda, "Emotional Maturity" 1st Edition 1990, published by Sri Gangadhareshwar Trust, Purani Jhadi, Rishikesh-249201
3. Daniel Goleman, "Emotional Intelligence" 1st Edition 1995.
4. Daniel Goleman "Leadership that gets Results", HBR Apr 2000 and Break through Leadership", HBR Dec 2001
5. Dr. Karnik V.S.& Team, "EQ & Leadership"- a presentation at Hindustan Motors Pithampur (MP) on 10th Aug 2002
6. Someshwarananda Swami, "Business management Redefined- THE GEETA WAY", 2000, Jaico Publishing House, Mumbai.
7. Hesselbein Frances, Goldsmith Marshall & Beckhard, 'leader of the Future'. 1996, by The Peter Drucker Foundation, New York
8. Barbara L.Fredrickson, "Leading with positive Emotions." www.steadwards.edu/ursery/buseeth.htm
9. Hesselbein Francis, Goldsmith Marshall and Bikhhard Richard," The Leader of the Future' 1996 Ed, by Drucker Foundation, New York.
10. Giles, Lionel (1910) Sun Tzu on the Art of War, London: luzac & co.
11. HT, 11 Sep- Art. "Can you manage your emotions at work?"
12. EQ-<http://www3.uakron.edu/cao/lead/emotion.html>
13. www.eiconsortium.org

Appendix "A"

Emotional Leadership Styles and Impact on Climate

	COERCI- VE	AUTHORI- TATIVE	AFFILIA- TIVE	DEMO- CRATIC	PACE- SETTING	COAH- ING
Flexibility	-VE	+VE	+VE	+VE	-VE	+VE
Responsibility	-VE	+VE	+VE	+VE	+VE	+VE
Standards	+VE	+VE	+VE	+VE	-VE	+VE
Rewards	-VE	+VE	+VE	+VE	-VE	+VE
Clarity	-VE	+VE	+VE	+VE	-VE	+VE
Commitment	-VE	+VE	+VE	+VE	-VE	+VE
Overall impact on climate	-VE	+VE	+VE	+VE		-VE

Appendix “B”

Emotional Leadership Styles

	Coercive	Authoritative	Affiliative	Democratic	Pace setting	Coaching
Leaders Modus operandi	Demand immediate compliance	Mobilizes people towards a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
Style in Phrase	“Do what I tell you”	“Come with me”	“People come first”	“What do you think?”	“Do as I do, now”	“Try this”
Underlying EI Competencies	Drive to achieve, initiative, self-control	Self confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, Team leadership, communication	Conscientious, Drive to achieve Initiative	Developing others, Empathy, Self-awareness
When the Style Works the Best	In a crisis, to kick start a turnaround or with problem employees	When change requires a new vision, or when a clear direction is required	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus or to get input from valuable employees	To get quick results from a highly motivated and competent teams	To help an employee improve performance or develop long term strengths
Over all Impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive