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**A FEMALE SCHOOL LEADER AND EMOTIONAL MANAGEMENT:
COPING IN ‘SPECIAL MEASURES’ IN A SECONDARY SCHOOL IN ENGLAND**

Joanne Cliffe

ABSTRACT

Schools are placed in ‘special measures’ in England if they are deemed to be under performing by failing to provide their pupils with an acceptable standard of education. This chapter explores one female headteacher’s emotional experiences as she coped in difficult circumstances during an intense period of scrutiny as she led her staff towards school improvement and out of special measures. The headteacher regulated and utilized her emotions intelligently to deliberately enhance the performance of others at work and in doing so she addressed and changed the localized culture of the school. Data are drawn from a series of interviews with the headteacher and her self-reported responses to an ‘EQ Map’ (Cooper & Sawaf, 1997). Using the EQ Map as the conceptual framework, findings show a sense of work satisfaction emerged as a result of tackling challenging situations. An increased awareness of one’s emotions led to being mindful regarding the emotional state of others, as the headteacher sought opportunities to bring about school improvement and address challenges presented by being placed in special measures. A distinctive list of 21 key features of emotional management emerged from the scales of the EQ Map capturing a model in relation to coping under internal and external pressures.

KEY WORDS: School leadership, headteacher, special measures, emotions, emotional intelligence, coping

INTRODUCTION

Whilst it has been recognized that successful people in a variety of careers develop emotional intelligence skills that they have learnt intuitively and use subconsciously (Merlevede, Bridoux & Vandamme, 2001), there is also the view that emotional intelligence skills can be used deliberately in order to enhance performance at work (Sternberg, 2001; Mayer & Salovey, 2002; Cliffe, 2011, 2016; Berkovich & Eyal, 2015; Arar, 2017). Emotional intelligence is thought to contribute to success in recruitment via psychometric tests, in performance by getting the most out of employees and in job satisfaction where collectively leaders and their employees take pride in their roles through their investment of understanding their own and others' emotions which leads to employee engagement operating in work cultures of high morale (Higgs & Dulewicz, 1999; Cooper & Sawaf, 1997; Cherniss, 2000; Caruso & Wolfe, 2001). The approach encourages individuals to understand the power of emotions and how best to manage them. Specifically, it is leaders who are thought to benefit from emotional intelligence as they are accountable for the success of their organizations and this hinges on their ability to relate to colleagues (Goleman, 1998; Caruso & Wolfe, 2001; Stein, 2007; Goleman, Boyatzis & McKee, 2013; Miao, Humphrey & Qian, 2016).

A variety of vocations have been subjected to research in emotional intelligence, in particular, the theory applies to schools with studies carried out across the globe (see Chan, 2006; Fabio & Palazzeschi, 2008; Cliffe, 2011, 2016; Jude, 2011; Yamamoto, Gardiner, & Tenuto, 2014;). Despite these studies, emotional intelligence in relation to school leadership is an underdeveloped field. Hence, the purpose of this chapter is to explore the emotional intelligence of one female headteacher as she carried out her role. Her experiences gave insight to the complex issues she confronted when under pressure.

More precisely this chapter focuses on the strategies the headteacher implemented to improve a secondary school in England judged by Government inspection to be failing. Using the EQ Map (Cooper & Sawaf, 1997), an emotional intelligence measurement test as a conceptual framework, 21 key features of emotional management for coping in special measures emerged. Whilst this chapter is focused on one headteacher, her experiences are very relevant to others in similar circumstances in schools in England; those who fail to bring about secondary school improvement face harsh treatment with most being fired (The Guardian, 2017c). There is also concern that headteachers are rapidly leaving the profession as a result of poor inspections thus causing a recruitment crisis (Turner, 2017).

Note, the study draws from a wider investigation into female secondary school leaders which sought to find out whether a sample of headteachers were emotionally intelligent and this is explained in the methodology. The remainder of this chapter is set out in sections: the review of literature; the methodology; the findings detailing how the 21 key features of emotional management emerged from the scales of the EQ Map; and concluding remarks.

REVIEW OF LITERATURE

In order to contextualize the investigation, the review of literature is organized into subsections which detail emotional intelligence and leadership, testing for emotional intelligence including the EQ Map, and the inspection system in England via the Office for Standards in Education, Children's Services and Skills (Ofsted) inspections and special measures. These themes support the purpose of this chapter which is to detail the key features of emotional management which emerged from the investigation into the emotional intelligence of one female headteacher and her leadership practices through the EQ Map as a conceptual framework, as she carried out her role to achieve school improvement.

Emotional intelligence and leadership

Cooper and Sawaf (1997) wrote that in order to be an effective leader, there is a need to clearly understand “the diverse network of people around you” (p. 205) whilst Goleman (1998) emphasized that leadership is “a role whose essence is getting others to do their jobs more effectively” (p. 32), noting the strength or weakness of a leader’s emotional intelligence is demonstrated through those they manage and their subsequent successes or failures. Stein and Book (2000) claimed to be responsible for the “first valid study that looks at the relationship between emotional intelligence and leadership” (p. 238), results showed their sample of entrepreneurs were successful because they were independent, able to make decisions and attached to a mentor. These findings relied on emotional input, from knowing and managing their own emotions and emotions of others, and to building successful relationships (Caruso, Salovey & Mayer, 2003; Goleman, Boyatzis, & McKee, 2013; Cliffe, 2016).

The emergence of emotional intelligence in relation to school leadership was recognized by Gronn (2003) who discussed ways in which emotions and feelings are appropriately managed. He referred to “emotional labor” a complex concept explored by Hochschild (1983) detailing “the calculated manipulation of individual feelings for the purposes of engineering desired displays of emotions” (p. 131). Recalling the work of Rafaeli and Sutton (1989), he agreed there are expected ways of behaving, handling or displaying emotion as well as identifying which emotions are acceptable to express, as leaders benefit from the knowledge of the emotions of those for whom they are responsible (Cliffe, 2011, 2016). These expectations rely on an individual’s ability to adapt to different situations, for example choosing when to hide or reveal emotions or suppressing an emotional response (Oplatka, 2017). How a leader responds to emotional situations can be investigated through testing for emotional intelligence.

Testing for emotional intelligence

Those who promote emotional intelligence strive for it to be taken seriously, perhaps as a rival or companion to the long established concept of IQ. Therefore, in establishing its existence, various measurement tools exist in the field. These tend to be either ability-based tests, where answers are assessed against set criteria and often focus on relationships, or self-report questionnaires, where the respondents find their own level of emotional intelligence (Ciarrochi, Forgas & Mayer, 2001).

The wide range and availability of such tests raises concern over the validity and correlation of what is in the test to the emotion being assessed, as well as the issue of interpretation of the term emotional intelligence which poses accuracy questions (Mayer, Caruso & Salovey, 2000). However, even though these tests incorporate the combination of emotions and thinking, it might be expected that they ought to be different, as they are likely to fit the diverse perspectives and constructs being promoted thus alternative interpretations allow continuation of different (profitable) publications. Higgs and Dulewicz (1999) referred to emotional intelligence as “a marketing concept” (p. 23), whilst Sternberg (2001) noted “[m]uch of what is being done under the banner of *emotional intelligence* appears to be conceptually weak and orientated more toward commercial exploitation than toward increasing psychological understanding” (p. 193, emphasis in the original).

However, despite criticism, there are emotional intelligence tests which draw on the notion of a correlation between competency-based emotional intelligence and success measured in the workplace. For example, Cooper and Sawaf (1997) believed personal identification of qualities of emotional intelligence could be tested in different ways to traditional IQ tests. They developed the “EQ Map” to chart “the dimensions of human intelligence that contribute to personal and interpersonal achievement, the success of organizations, and the benefit of humanity” (p. xiv). Whilst it has been acknowledged there are a variety of tools available to test or measure emotional intelligence, the EQ Map was one

of the instruments utilized in the wider investigation which prompted this chapter therefore the focus is entirely on the outcomes of administering the EQ Map rather than critiquing it in relation to other tools.

The EQ Map was made available in Cooper and Sawaf's (1997) book "Executive EQ", as a tool devised to measure qualities of emotional intelligence. Through collaboration with Esther Orioli and Karen Trocki, they collectively formed "Q-Metrics" an organization, to record human intelligence. Cooper and Sawaf (1997) claimed the EQ Map was "the first extensively researched, nationally norm-tested, statistically reliable measurement method that enables you to begin charting your relative strengths and vulnerabilities across a wide range of characteristics related to emotional intelligence" (p. xiv). The EQ Map covers five categories and each category is split into scales and these are detailed in Table 1.

TABLE 1 SHOULD APPEAR ABOUT HERE

These five categories form the structure of the map, with mapping being described as a distinctive, "non-judgmental, interactive approach to assessing many areas including emotional intelligence, stress, self-esteem, resiliency, creativity and others" (Orioli, Jones & Trocki, 2000, p. 4). Rather than arriving at an overall numeric score, the map was created to chart an individual's strengths and areas requiring development through targeted actions. Described by Gowing (2001) the map is a "multidimensional guide that helps respondents to discover the many facets that make up their personal emotional intelligence and to learn the relationship of emotional intelligence to performance, creativity, and success" (p. 118). The EQ Map allows the respondents to consider their answers and then to enter their responses as scores in the given 21 scales. The scores are transferred to a grid which is divided into four performance zones. These zones are hierarchical with the top two being optimal and proficient, recording strengths in capacity and skill. The lower levels of vulnerability and caution reflect areas of difficulty (Q-Metrics, 2006).

Overall the EQ Map measures a “wide range of psychological constructs” yet despite it being one of the earliest forms of measuring emotional intelligence, some note it lacks “empirical scrutiny by the psychological testing community” (Matthews, Zeidner & Roberts, 2002, p. 582). However, the EQ Map has been subjected to comprehensive examination to ensure consistency in results for the working population, by being subjected to test-retest reliability studies (Orioli et al., 2000).

The key aims for the EQ Map are to enhance an individual’s emotional intelligence, leadership potential and performance in the workplace (Q-Metrics, 1996/1997). Thus, it serves as an intervention to allow an individual to take stock and adapt their behaviors. The scales of the EQ Map provide the conceptual framework for this chapter. The EQ Map provides detail on emotional competencies which take into account environmental factors (Gowing, 2001), these elements serve useful in the investigation of school leadership. The working environment contributes to the way a headteacher runs her school and helps to provide a deeper understanding of the phenomenon. Thus attention now turns to the English school environment, in relation to a headteacher being accountable to Government inspection.

Ofsted inspections and special measures

All schools in England are subjected to inspection from Ofsted whose aim is to “achieve excellence in the care of children and young people” (Ofsted, 2015, p. 5). Regulation of school performance is monitored through the Ofsted framework with the aim of supporting school improvement and striving for excellence “so that all children and young people benefit from at least a good education” (p. 6). Inspections across England since 2013 identified inequitable education provision for pupils, this inequality of education restricts life opportunities.

When a school's performance falls below the targets set out in the Ofsted framework and fails to provide a satisfactory standard of education along with unacceptable leadership, a school is judged to require special measures. In these cases, the inspection looks for evidence regarding pupil achievement set against national norms and whether the leadership of the school is capable of bringing about improvement. Failure in these two areas means the school has serious weaknesses and must work to meet targets to get out of special measures (Ofsted, 2015).

A school being placed in special measures can be devastating and emotionally draining for staff, pupils and their parents. An anonymous headteacher interviewed for a national newspaper exclaimed "Special measures. Inadequate. Words used to describe schools that are the bottom of the pile. The words you never want to hear as a teacher ... Disbelief, anger, confusion, embarrassment and a myriad of other emotions followed" (TheGuardian.com, 2017b). Another headteacher who appeared in the media described being placed in special measures "as a particular kind of hell ... I was dumbfounded. How could we possibly be special measures material? ... I was furious" (TeachingTimes.com, 2017).

Thus, leading a school in England is challenging and when headteachers do not meet their targets they can be forced to leave by resignation or being fired. In some cases the situation is so serious, headteachers have been escorted 'out of the back door' without saying goodbye to their staff (TheGuardian.com, 2017c). The lived reality of school is complex for all. Ofsted school inspections follow the same framework, yet each school is unique. Being awarded an Ofsted label, impacts on the culture of a school and consequently on teachers' and headteachers' well-being and emotional discourse. Schools operate in a myriad of variables which collectively impact on their climate and culture. The school environment as in its physical space and its ethos, shared through its vision and mission practices impacts on the way staff and pupils behave and the manner in which they conduct their relationships.

Indeed, what essentially occurs in a school defines its culture and the culture resolves whether or not a school is successful (Wilshaw, 2013).

Wilshaw (2016) further reported Ofsted inspectors “say that within a few hours they know whether the culture of the school is orderly and positive, and that the school is well led” (online). However, a school culture in England can be affected by the prospect of an Ofsted inspection. For example, some schools are constantly preparing for inspection so they are “Ofsted-ready”. Whilst some engage to work collectively and positively towards school improvement, there are headteachers who establish school cultures which are based on fear and control (Goleman et al., 2013). A supply teacher explained: “This culture of fear doesn’t just affect staff, who are under constant pressure to meet unreal expectations for exam results and data. It also has a major impact on pupils’ anxiety levels, as their unhappy teachers struggle to cope” (TheGuardian.com, 2017a).

METHODOLOGY

As explained in the introduction, this chapter draws on a study which investigated the role of emotional intelligence in a group of female secondary school headteachers, specifically, the research sought to find out whether the headteachers were emotionally intelligent. The wider investigation included a sample of 14 female secondary school headteachers who led schools in different authorities in England. The sample was opportunistic yet two common themes emerged; all the headteachers’ Ofsted reports detailed outstanding leadership, plus all were practicing teachers. From the sample of 14, one headteacher’s experiences were unique to the others as she was the only one leading a school placed in special measures. Longitudinal mixed method data collection ensued over a six year period, utilizing the tools of life history interviews (at three stages) and psychometric tests including a self-report questionnaire, namely the EQ Map (Cooper & Sawaf, 1997; Orioli et al., 2000). It is from this one headteacher’s EQ Map where the findings are drawn and are illustrated by data from her

face-to-face interviews. The semi-structured interviews provided purposeful conversations (Burgess, 1984) to follow up issues raised by the EQ Map results as well as the ongoing inspection as experienced by the headteacher featured in this chapter. Table 1 gives an overview of the EQ Map components, its categories and their scales, and the performance scoring grid.

As mentioned, focus is entirely on the responses of one of the headteachers who is referred to by pseudonym as Julie. Giving an account of one female headteacher and her practices gives rich data from which inferences can be drawn (see Fuller, 2016). With some headteachers in England failing to meet their targets and losing their positions, Julie's experience offers an insight to her reflective practices framed through the EQ Map's scales and illuminated by five semi-structured interviews where each lasted between 60 to 90 minutes. Leading a failing school is challenging and emotionally draining, how Julie coped when working in these conditions and successfully taking her school out of special measures will be of interest to others.

The implications of the study need to be considered. Given that the EQ Map is about plotting personal strengths and vulnerabilities from which action plans can be formed, its use is most suitable as a guide. The results are not fixed but can change depending on a host of variables, therefore if Julie were to complete the questionnaire on another day, at another time, in another environment or role, there would be no guarantee that her answers would be the same. Indeed, if she were to complete the EQ Map for a second time she could demonstrate an increased awareness of her own behaviors resulting in a different profile if she took the suggested steps for improvement. There is also the issue regarding how an individual responds to questions by applying retrospective meaning thus making sense of actions that occurred in the past (Cliffe, 2016), these may or may not correspond to acting in

the moment. Despite these implications, the EQ Map was deemed appropriate from which to base the conceptual framework.

To provide context, Julie was headteacher of a co-educational comprehensive community school administered by a local authority. The age range of pupils was 11-16 with approximately 970 on roll, 93 percent of the pupils were British white, with the remainder being a variety of ethnicities representing 20 nationalities. The school was situated in the outskirts of a large city in central England and the catchment drew from what was a traditional mining area. Julie had completed a master's degree and the National Professional Qualification for Headship prior to applying for the position which was the result of her first headteacher interview. The school had been placed in special measures as Julie embarked on her role. Julie was aware of the challenges leading the school posed which had initially attracted her to the position.

Bearing in mind that “[b]eing appointed to a particular post with a particular job description, does not ... automatically confirm the person as a leader or having the capacity to exercise leadership in a particular context at a particular time” (Gunter, 2001, p. 83), Ofsted reports were utilized for benchmarking purposes as they are the sole public documents which detail and grade the leadership of the school. Ofsted considered Julie to be an excellent school leader and the report indicated that she was respected both within her school and the community. However, there are criticisms of Ofsted and the reliability of their inspection decisions (Fitz-Gibbon, 1996; Bush & Middlewood, 2005).

Julie completed her EQ Map at the end of the first term of the academic year that her school was placed in special measures. One interview was held prior to the EQ Map completion, with four more held (one each half term) over the course of the year. Julie's scores for the EQ Map were revisited during these interviews and were also aligned to success points Julie shared from the ongoing inspection. In analysis, it was possible to match

distinctive leadership features to the 21 scales. This analytical method resonates with qualitative approaches which transmit meaning via text as the data and narratives are interpreted through reading and writing, thus allowing crystallization of material. Crystallization allows for extended, multifaceted yet “thoroughly partial understanding of the topic” (Richardson & St. Pierre, 2005, p. 963) which is an apt approach for this chapter. Furthermore, crystallization provides space for work to have an emotional as well as an intellectual impact (Richardson & St. Pierre, 2005). The following findings give an authentic account of Julie’s responses to the EQ Map and her experiences in coping in special measures.

FINDINGS

When considering the potential users of the EQ Map, Orioli et al. (2000) “anticipated that a key audience would be leadership development” (p. 9). They noted “emotional intelligence is currently reflected in one’s personal and professional lives” (p. 9) and suggested behaviors could be modified, therefore accepting the notion that emotional intelligence is not a fixed intelligence but is one which changes over time. The findings therefore address Julie’s EQ Map scores and her interview responses. These were scrutinized in relation to her experiences as she worked to get her school out of special measures.

Julie’s scores for her responses to her individual map have been transferred to Table 2 (where a score of 4, represents optimal performance, as shown in Table 1). The five scale categories as defined in the EQ Map and Julie’s 21 individual scores per scale as presented in Table 2 provide the conceptual framework for discussion in this chapter. Julie’s responses to the 21 scales are presented here and the findings are discussed in relation to her performance in the five categories, the categories allow for some overlap of the scales. Responses from the interviews are also included to crystallize the findings.

TABLE 2 SHOULD APPEAR ABOUT HERE

Current environment: *Life events; Work pressures and satisfactions; Personal pressures and satisfactions*

The current environment category of life events includes everything an individual experiences which ultimately draws on the body's resources impacting on both "physical and emotional energy" (Q-Metrics, 2006, p. 3). This score indicates Julie was coping well with pressures and she recognized situations she could change or make more manageable. Julie described her role as an act whereby she selected and adopted appropriate behaviors to tackle any given situation which confronted her, explaining how she constantly "switched personalities". Julie explained she adopted this approach because during her first term in role, her school had been placed in special measures and provided the challenge she was seeking. Julie regarded the job as "meaty" and she enjoyed the notion of making "a real impact on teachers ... when something is really meaty and there's a real job, I'm happy. If it's putting your feet up and maintenance I'm not interested. I get fed up". Julie mentioned one of her first challenges was to change the "toxic culture" which the senior management team had established. She explained, "I want to look and I want them to look beyond this school and this staffroom, we have to connect to a wider purpose, we're failing too many youngsters, we need to put the pupils at the heart of everything we do". This finding resonates with emotional labor (Hochschild, 1983; Grønn, 2003) in the ways that Julie managed her emotions in order to tackle the problems in her school.

Indeed, problems occur in special measures which manifest in work pressures and satisfactions, these relate to the day-to-day duties carried out in the working environment. Scoring highly indicates Julie has the ability to work effectively, even under pressure and take satisfaction from her role. Julie said she was confident and enjoyed being the headteacher. She mentioned the stigma attached to leading a school in special measures and how she was fighting hard to change the school's reputation. With it being her first headship

Julie declared “failure is not an option, I know too many headteachers in special measures who’ve been sacked [fired]”. Acknowledging work pressures, she said she wanted “everyone on board ... no mixed messages ... I’m establishing communications ... you can’t escape special measures without some frank discussions, some won’t like it, so they will have to go”. Julie appeared to thrive when faced with acute challenges thus demonstrating her commitment to her role (Goleman, 1998) and to demands which personally affected her.

Personal pressures and satisfactions cover aspects of the current environment and indicate that Julie was coping well with the day-to-day pressures, which can impact upon an individual’s body, emotions and energy (Cooper and Sawaf, 1997). Julie’s responses indicated that she handled interpersonal relationships at home and she had a sense of well-being. Julie mentioned in her interviews she was often tired but this was sometimes the result of “stepping up”. She illustrated “I like being in control, I’m not daunted about leading, yes I have to be accountable, but I’ve worked hard to get to this position, through barriers and obstacles ... I’m grateful for the opportunity and I’m going to turn this school round”. Julie showed a “candid sense of [her] personal limits” (Goleman, 1998, p. 54) and demonstrated how she coped with stress, being resolute in her emotional management (Oplatka, 2012) thus impacting on her emotional awareness.

Literacy: *Emotional self-awareness; Emotional self-expression; Emotional awareness of others*

Emotional self-awareness is how an individual recognizes their feelings and categorizes them in relation to the cause of the emotion. This EQ Map scale is designed to capture how feelings are registered and given due attention, which provides the foundation for knowledge and understanding of emotional situations (Q-Metrics, 2006). In this aspect, Julie was rated as vulnerable. Those who are vulnerable with regard to this scale are often identified as having negative or low emotional states, for example, slouching when at a meeting or clenching teeth

when in discussion. Julie plotted her EQ Map and included a written note in response, “I think this basically says that I work too hard and also reflects the fact that I’m knackered [tired]!!” Julie talked about the difficulties she faced in trying to change the “negative” culture of the school and how “some obstinate senior leaders resented [her] and [her] actions”. She explained the previous leader sat behind a desk all day, whilst she chose to “get out there”, she wanted the staff and the pupils to know she “meant business”, but did acknowledge how her actions physically took their toll on her health. This is more evidence Julie engaged in emotional labor, putting herself at risk of burn out (Hochschild, 1983) by acting as the leader in control and suppressing her emotions (Oplatka, 2012) through considered emotional self-expression.

Emotional self-expression builds on emotional self-awareness and is someone’s ability to process the emotional information and utilize it, thus enhancing both individual and group performance as well as strengthening networks. It would perhaps be expected for the scores to mirror those for self-awareness but this was not so for Julie. Sometimes, those who score at the vulnerable or even cautionary levels may be more attuned to aggressive emotions and behavior. There is no way of knowing whether this is the case with Julie, who registered vulnerability. Scoring vulnerability for emotional self-expression could indicate expressing emotions in a negative manner and lead to ineffective behaviors, relationships and interactions (Q-Metrics, 2006).

Although registering as vulnerable in her self-expression, Julie scored highly in the literacy category of recognizing the emotional awareness of others. An individual processes signals through listening or sensing what others may be thinking or feeling, judgements are made from both direct and indirect cues. Instinctive thoughts, feelings and sensing of moods might be based on non-verbal communication. These scores perhaps demonstrate that Julie was in tune with the emotions of those with whom she worked. Julie commented on the

“ways in which people operate and how essentially you needed to try to empathize and understand and recognize people’s needs to come out of things in a win win situation”. She commented she had to sell her “goals for the school” and she needed “commitment from everyone” if she was going to “turn the school around”. This approach resonated with setting a positive emotional climate in a shared approach to improvement (Goleman et al., 2013), thus establishing Julie’s intentions.

Competencies: *Intentionality; Creativity; Resilience; Interpersonal connections; Constructive discontent*

Julie’s score for intentionality was optimal, she had the ability to act deliberately, she was not afraid to say what she thought and to mean it. Intentionality develops over time and is based on an individual’s reaction to situations relating to people and events. Intentionality has parallels with mindfulness (Goleman et al., 2013) where an individual is focused ‘on the now’, therefore avoiding distractions in order to remain focused. Q-Metrics (2006) note the importance of motivation and responsibility by being driven to achieve intended outcomes. Intentionality is deliberate, rather than ad hoc. Actions are planned instead of random responses.

Julie gave an example of intentionality, she explained she enjoyed the challenge of school improvement “there were no end of schools that I thought I could work in ... in terms of moving them on and changing and developing them ... you think ‘yeah, I can work with this and make it happen’”. She frequently made reference to motivation and said “you have to strive to put the effort in”. Over the investigative period, Julie’s senior management team changed as staff left the school, she explained she “empowered” her new team, “they are engaged and want to be involved”. Through empowering others and bringing out the best in them (Oplatka, 2012), Julie was able to establish creative working relationships.

Those who demonstrate creativity are able to ‘think outside the box’ and are able to find solutions to difficult problems, Julie explained that she “can talk her way through and think on [her] feet fairly fast”. Creativity within the EQ Map registers how well an individual draws on their non-cognitive resources, to be flexible and find alternative approaches to problem solving. Creativity has no boundaries and an individual will act and think creatively by drawing on personal resources, making use of memories and ‘gut’ responses as opposed to pure cognitive thought (Q-Metrics, 2006). Julie talked about striving to be an “inspirational leader” explaining “innovation in teaching and learning was key to getting out of special measures” as “pupils’ achievement has to improve”, thus Julie demonstrated her optimism which was discussed during the interviews.

Having a positive outlook, Julie scored a proficient level for resilience, where an individual operates with efficient coping mechanisms, being flexible and persevering in order to be able to pull through difficult events. Julie, may embrace challenge through an optimistic outlook “even in the face of adversity” (Q-Metrics, 2006, p. 10), with vitality and inventiveness. Resilience, therefore allows an individual to manage demanding and difficult experiences and pressures, although it is not always possible to cope with everything well all the time. Being emotionally aware allows an individual to understand when they need to step back (Goleman et al., 2013) or take a break.

Julie was not always able to recognize when she did need to step back, she registered vulnerability in interpersonal connections. Although she demonstrated the ability to recognize and manage others’ emotions, there was a pattern emerging in relation to expressing negative emotions. Interpersonal connections concerns building and sustaining networks where one’s true self is revealed. Relationships allow for compassion and appreciation as well as sharing susceptibilities (Q-Metrics, 2006). Julie spoke about her experiences and progressions throughout her career as she shared the importance she placed on her networks, Julie’s score

of vulnerability for interpersonal connections indicates she may not have been operating as fully in supportive networks, as she thought she was. Julie could have difficulty expressing her feelings and may also be feeling isolated (due to lack of support from her original senior management team), which she alluded to early on in the investigation. Accepting help from others aids coping in special measures. She accepted help from new staff as the members from the original team left the organization. She was able to connect with all and give consistent messages across the school. Julie recalled “it has taken a while but we have shared agreements and all are on board”. A shared understanding (Shirley, 2016) requires emotional engagement and constructive discontent.

The score for constructive discontent, or one’s ability to remain calm suggested Julie could manage her emotions to concentrate, no matter what difficulties she might encounter. An individual is expected to utilize power but to remain true to their personal self, even if ‘stepping out of one’s comfort zone’. Julie said she was open and receptive to new and different ideas, and operated as a proficient leader (Q-Metrics, 2006). Julie talked about being fair and supportive, which she said was essential in changing the school’s culture. She spoke of how she tried to “encourage cohesiveness” and “embrace diversity and inclusivity”. This response concurs with Goleman’s (1998) comments on collaboration and co-operation competencies promoting a “friendly [and] co-operative climate” (p. 211), as well as working as a team with shared values.

Values and beliefs: *Compassion; Outlook; Intuition; Trust radius; Personal power; Integrity*

Julie was regarded as vulnerable in relation to compassion. This suggests she might not always be empathetic towards others, by either being not attuned to their feelings or to their point of view (Goleman, 1998). Alternatively it could be that Julie was critical of herself or others or even that she found it difficult to forgive herself (Coper and Sawaf, 1997).

However, there is also the case that being too empathetic leads to negative emotions meaning an individual cannot see a situation clearly and therefore not respond in an appropriate manner (Cliffe, 2011). Julie did share an incident where she called into question a teacher's professionalism claiming the teacher "could not separate out her professional role from her personal needs, desires and insecurities". The incident (not detailed here to protect Julie's identity) has had a lasting effect on Julie, she said "these things are often a nine days wonder; in their instance they have probably forgotten about it but to me it's still there". Not being able to let go, means negative emotion could manifest and be revealed in non-related incidents which impact adversely on an individual's resilience. Such experiences require not only awareness but management of ones' own emotions, it is necessary to work through the emotions connected to experiences, or the individual might stay trapped at that particular stage (Weisinger, 1998) which could impact on their outlook.

Outlook is considered to be the way an individual views the world and where they fit in. The EQ Map scores are interpreted from questions designed to analyze how life events are interpreted in positive or negative ways. Those with a more positive outlook are thought to be more successful than those with a negative outlook, therefore "having a fundamental confidence that things [will] go well" (Orioli et al., 2000, p. 13) thus holding belief in a self-fulfilling prophecy. Julie registered within the optimal level of performance, saying she aimed to give positive messages to her staff to retain the best talent, reduce staff turnover and bring stability to the school, "I want my staff to feel that they belong here". Whilst being focused on her school getting out of special measures, Julie gave upbeat accounts. She mentioned cultures of action and whole school approaches to bring about results and "I need to be visible in this school, we have to change the community's perception". Julie talked about operating in an environment of hopefulness (Goleman, 1998) as she explained she intuitively "felt" change was round the corner.

Intuition, the extent to which Julie identified and trusted her “gut-level reactions” (Q-Metrics, 2006, p. 15) is the combination of non-cognitive responses and emotion which allows an individual to reason. Being intuitive allows an individual to sense opportunities and to sort through difficult or conflicting information which impacts on leadership decisions. Julie referred to changes she had made to the school’s curriculum “the evidence was clear to all, but most importantly, I just knew in my gut what I had to do”. To make changes Julie embraced her trust radius, an inner ability to judge whether others are trustworthy or not, it is the extent to which someone will find good in others, until they have a sound reason not to. Individuals utilize their faith in others to develop meaningful and productive relationships, thus not being subjected to the negativity of suspicion (Q-Metrics, 2006). Julie commented that trust was an important factor in her dealings with staff, saying “my staff come and talk to me, I’m approachable, they trust me to know their worst crises at home”. Julie had obviously been able to tap into the emotions of others, they respected her as she built an environment of trust (Goleman, 1998). This was essential to meet challenges with confidence and give direction to lives, thus enacting personal power.

An individual with personal power is self-assured and has an inner conviction which impacts on their deliberate choices thus Julie’s score evidenced she was able to “differentiate between circumstances over which [she has] some control, and those [she does] not” (Q-Metrics, 2006, p. 17). Julie accepted accountability and recognized that the ‘buck stopped with her’ which suggests she might “operate from hopes of success rather than fear of failure” (Goleman, 1998, p. 122). This view was necessary in order improve her school, along with acting with integrity.

Cooper and Sawaf (1997) describe integrity as “accepting full responsibility, communicating clearly and openly, keeping promises, avoiding hidden agendas, and having the courage to lead yourself and your team or enterprise with honour, which includes

knowing, and being consistently honest with, yourself, not only in mind but heart” (p. 179).

Julie stated behaving with integrity was crucial, particularly during the intense periods of scrutiny as a result of being placed in special measures, she commented “integrity is vital for our positive school culture”. This resonates with caring communities, shared visions (Goleman, 1998) and quality interactions (Shirley, 2016) as well as outcomes impacting on health.

Outcomes: General health; Quality of life; Relationship Quotient; Optimal performance

General health covers emotional health, behavioral health and physical health. Julie scored vulnerability in this area. Her responses indicated she was suffering from physical health problems which appeared to be connected to her workload and hence her comments about being tired in her responses to emotional self-awareness and personal pressures and satisfactions. Looking at the reliability and subjectiveness of the EQ Map, there are correlations with those who score highly across all scales and those who are physically healthy. Generally, healthy individuals are resilient, have a more positive outlook and face less work pressures than those with ill health (Orioli et al., 2000). Julie acknowledged she took on too much work, “I know I can’t do everything myself, my work life balance is off”. At the point of this comment, Julie’s quality of life was impeded by work pressures.

Whilst being aware of emotions and putting her skills to effective use to get the most out of those around her, Julie’s quality of life echoed the extent to which she realized opportunities and fashioned relationships, to bring about satisfaction in home and working lives (Q-Metrics, 2006). She acknowledged initial relationships with her original management team were “strained and I sometimes took that home ... but I came [to this school] to do a job, I know they resented me, so I decided to run every idea by them, to make them accountable ... one by one they left ... it got me down at times, but I’m over it now”.

Julie's interpersonal relationships with others she created through networks and connections at work and at home impacted on her performance (Q-Metrics, 2006). At cautionary level Julie needed to address aspects of her life, to attune to her emotional intelligence skills. It is possible Julie was too emotionally aware and therefore experiencing the 'dark side' to emotional intelligence (Cliffe, 2011). Her map indicates she might not have got the most out of her staff thus causing a 'knock on effect', whereby she worked harder and took on more herself, thus resulting in health problems, affecting the quality of her life. However, over the investigation, Julie discussed how she developed new relationships which impacted on her optimal performance.

Optimal performance draws on all other 20 scales and is regarded as an indication of day-to-day performance. Julie commented in leading her school, "the everyday was important". She also said she had an "emotional connection to her school, the pupils and her staff" as they worked collectively towards "their shared and purposeful mission for learning and development", achievement of such would see them out of special measures.

CONCLUDING REMARKS

During the period of investigation, Julie successfully steered her school out of special measures. Ofsted commented that Julie was a determined and committed headteacher (Goleman, 1998) who led her school with considered leadership (Oplatka, 2012) which was well supported (Q-Metrics, 2006) by staff and the local community. She was credited by Ofsted for establishing robust systems for monitoring the quality of education, having clear aspirations and deep concern for her pupils. Congruent with Miao et al. (2016) and Q-Metrics (2006), Julie demonstrated that she gained satisfaction from her work and strived to achieve through challenging situations. Consistent with past research (e.g. Weisinger, 1998) she was a determined leader who relied on her resilience to navigate difficult circumstances. Although, the EQ Map does not provide a fixed measure of emotional intelligence it does provide a

foundation for an individual to monitor and develop how they maneuver in the work place.

Using emotions intelligently has an important role to play in leadership and particularly in the lives of headteachers as their experience impacts on their roles as leaders (Cliffe, 2011, 2016).

The key to utilizing emotions intelligently is having awareness of one's own emotions as well as the emotional state of others (Goleman et al., 2013). The EQ Map provides an opportunity to examine and modify behaviors, although there is always need for caution as such awareness of emotional management can lead to the manipulation of others, the emotional responses of others and work place situations (Cliffe, 2011). This is not always positive as the dark side to emotional management exists which brings negatively into play. Julie's responses to the EQ Map and from interviews however, reveal key features of emotional management for coping when leading a school placed in special measures. Through the EQ Map as the conceptual framework. Table 3 illustrates these aspects which are organized in relation to the categories and scales of the EQ Map.

TABLE 3 SHOULD APPEAR ABOUT HERE

The distinctive key features provide a useful model in relation to coping under internal and external pressures and contribute to changing a school's culture and its consequent improvement. Culture in the context of this chapter is localized but Julie's experiences resonate with others in special measures, as an anonymous headteacher explained "[it was] a journey we didn't expect or want to go on, yet it's making us stronger and better in our practice ... change is never easy, especially when it's enforced – but we have come to accept that we're now in a better place than before" (TheGuardian.com, 2017b). Ofsted 'labels' in England impact on the culture of local communities and can shape a headteacher's emotional responses. This in turn impacts on pupils' educational experiences. Whilst the conceptual framework is derived from one headteacher, there is scope to investigate its relevance to

different communities in order to challenge and extend our knowledge in the field of educational administration and leadership.

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