

A female school leader and emotional management

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The EQ Scoring Grid		
Level of performance	4	Optimal
	3	Proficient
	2	Vulnerable
	1	Cautionary
Scale number/category		
Current environment	1	Life events
	2	Work pressures and satisfactions
	3	Personal pressures and satisfactions
Literacy	4	Emotional self-awareness
	5	Emotional self-expression
	6	Emotional awareness of others
Competencies	7	Intentionality
	8	Creativity
	9	Resilience
	10	Interpersonal connections
	11	Constructive discontent
Values and beliefs	12	Compassion
	13	Outlook
	14	Intuition
	15	Trust radius
	16	Personal power
	17	Integrity
Outcomes	18	General health
	19	Quality of life
	20	Relationship Quotient
	21	Optimal performance

Table I

(Adapted from: Cooper and Sawaf, 1997, pp. 12-13)

The EQ Scoring Grid for Julie			
Category	Scale number		Score
Current environment	1	Life events	3
	2	Work pressures and satisfactions	3
	3	Personal pressures and satisfactions	4
Literacy	4	Emotional self-awareness	2
	5	Emotional self-expression	2
	6	Emotional awareness of others	4
Competencies	7	Intentionality	4
	8	Creativity	3
	9	Resilience	3
	10	Interpersonal connections	2
	11	Constructive discontent	3
Values and beliefs	12	Compassion	2
	13	Outlook	4
	14	Intuition	3
	15	Trust radius	3
	16	Personal power	4
	17	Integrity	3
Outcomes	18	General health	2
	19	Quality of life	2
	20	Relationship Quotient	2
	21	Optimal performance	3

Table 2

(Adapted from: Cooper and Sawaf, 1997, pp. 12-13)

The EQ Map: Key Features of Emotional Management for Coping in Special Measures			
Category	Scale		Key Features
Current environment	1	Life events	Being able to connect to a wider purpose
	2	Work pressures and satisfactions	Having confidence in the role, keeping everyone on board, clear communication and no mixed messages
	3	Personal pressures and satisfactions	Relishing the control and being accountable
Literacy	4	Emotional self-awareness	Being visible and purposeful in business
	5	Emotional self-expression	Disguising own feelings
	6	Emotional awareness of others	Recognize others' needs and having shared goals
Competencies	7	Intentionality	Being personally motivated to achieve
	8	Creativity	Being an inspirational leader and supporting innovation in teaching and learning
	9	Resilience	Finding new and different ways to tackle problems
	10	Interpersonal connections	Shared agreements and accepting help
	11	Constructive discontent	Being fair and supportive and encouraging cohesiveness
Values and beliefs	12	Compassion	Balancing empathetic support for others and letting go of personal negative emotions
	13	Outlook	Steer whole school approaches to action
	14	Intuition	Confidence to sense what needs to be done and the conviction to ensure change
	15	Trust radius	Being approachable and respected
	16	Personal power	Being positive and making deliberate choices
	17	Integrity	Promoting a positive school culture
Outcomes	18	General health	Being resilient and having work life balance
	19	Quality of life	Using emotions intelligently to get the most out of others
	20	Relationship Quotient	Operating in effective networks
	21	Optimal performance	Focusing on the everyday, having a purposeful and shared mission whilst being emotionally connected

Table 3

(Adapted from: Cooper and Sawaf, 1997, pp. 12-13)