

Emotional sagacity – the EQ checklist

Emotional sagacity can be summed up in three words: confidence, clarity and courage - confidence in having better self knowledge and understanding in ability to learn and change; clarity in having principles and values to guide behaviour; and courage in *'doing the right thing'*. Discerning between the positive and negative influences on emotional wellbeing, making reflective and balanced judgements on how to deal with these, and developing and implementing appropriate action plans are the steps involved. Having emotional sagacity means:

Self awareness, understanding and management

- Developing more conscious self-awareness and understanding through listening attentively to intuitive feelings, reflecting on your emotional responses to situations and whether they could be self managed to more productive alternatives.
- Being tuned in to your body language and its impact on self and others, by both recognising and understanding how your body's *'internal messaging system'* affects you, and how the body language you express is interpreted by others.

Self development

- Regularly reviewing and evaluating your approach and behaviour and the emotional outcomes resulting from your decisions and actions - and being receptive to continual learning and change; i.e., being open to *'mind change'* rather than *'mindset'*.
- Being open and honest in evaluating your own strengths and weaknesses; actively seeking feedback about your behaviour and performance, noting this non-defensively and changing behaviour where needed, including acknowledging openly and honestly when in the wrong - and apologising sincerely.

Other awareness and understanding

- Developing more conscious awareness of others' body language signals, the emotions they may be experiencing in the situation they're in, what their priorities might be - and an appropriate way to deal with these.
- Demonstrating empathy with and concern for others by showing a genuine interest in, and understanding of their concerns, values, beliefs, likes, dislikes, priorities etc. - and striving to build effective relationships with them.

Extract from:

'Understanding Emotional Intelligence in 90 Minutes' by Jan Childs

Published by Management Books 2000 Ltd, 2007

Ethical guidance

- Showing personal integrity by having and expressing a clear framework of principles and values, i.e. having a '*moral compass*' to guide your behaviour.
- Maintaining principled beliefs, commitment and effort in spite of setbacks or opposition, resisting personal pressures which encourage non-ethical behaviour and working towards the resolution of moral dilemmas.

Dealing with provocation

- Remaining calm in difficult or uncertain situations, acting in an assured and unhesitating manner when faced with a challenge and standing up for your legitimate rights in a way that does not violate the rights of others.
- Standing up for others' rights in a way that matches your principles and values while acknowledging, understanding and dealing effectively with both your own and others' emotions.
- Distinguishing clearly between fact and opinion, making constructive efforts to resolve disagreements, and focusing on achieving solutions - especially when handling an emotional situation.

Effective engagement

- Communicating to others in a clear, concise and genuine way that demonstrates an understanding of context, and conveying your message with an appropriate degree of warmth.
- Adopting communication styles appropriate to listeners and situations, selecting a relevant time and place and speaking clearly with a steady tone, standard pitch and even pace.
- Connecting with others and genuinely trying to understand them by listening attentively, and by being prepared to share your feelings and vulnerabilities.
- Valuing commitments and keeping promises, or explaining fully when unable to keep them and apologising as appropriate.
- Clarifying expectations, i.e. the clarity and timeliness of communication within others. This relates to both functional / professional role communication as well as to expected behaviour on a more personal level – e.g. feedback expectations / clarifying differences of opinion etc.