The ESI Behavioral Assessment™

A Leadership Self & Observer Rating Instrument

Purpose

To measure Emotional & Social Intelligence through observable behaviors — not personality traits, intentions, or sentiment.

This tool evaluates:

- Consistency under pressure
- Relational effectiveness
- Behavioral discipline
- Cultural impact

Instructions

Rate each statement from 1–5:

Rating	Meaning
1	Rarely Demonstrated
2	Inconsistent
3	Adequate / Situational
4	Consistent
5	Highly Consistent / Model for Others

This may be completed as:

- Self-assessment
- 360 feedback tool
- Supervisor evaluation
- Peer evaluation

SECTION A — SELF-AWARENESS

1. Clearly articulates their intent before leading or intervening.
2. Accurately describes their natural behavioral style.
3. Distinguishes between facts and personal interpretations.
4. Recognizes when emotions are influencing tone or decisions.
5. Acknowledges blind spots when confronted.

Subtotal A: _____ / 25

SECTION B — SELF-REGULATION

1. Pauses before responding in emotionally charged situations.
2. Adjusts communication style to meet the needs of others.
3. Demonstrates composure under stress.
4. Reads verbal and non-verbal signals accurately.
5. Places collective effectiveness above personal ego.

Subtotal B: _____ / 25

SECTION C — SELF-MOTIVATION

1. Acts in alignment with stated values, even when inconvenient.
2. Demonstrates courage in difficult conversations.
3. Sustains effort despite setbacks.
4. Makes decisions based on purpose rather than comfort.
5. Expresses genuine satisfaction in developing others.

Subtotal C: _____ / 25

SECTION D — EMPATHY

1. Listens without interrupting.
2. Reflects genuine appreciation, respect, and trust.
3. Seeks clarity of others' perspectives.
4. Demonstrates patience with silence.
5. Assumes positive intent unless proven otherwise.

Subtotal D: _____ / 25

SECTION E — SOCIAL SKILL

1. Addresses conflict directly and constructively.
2. Gives behavior-based feedback (not character judgments).
3. Takes responsibility for relational breakdowns.
4. Releases the need to be "right" in favor of effectiveness.
5. Adjusts approach in real-time when impact is misaligned.

Subtotal E: _____ / 25

SCORING INTERPRETATION

Total Score	**Interpretation**
105–125	High ESI — Strong relational leadership presence
85–104	Solid — Development areas present
65–84	Inconsistent — Situational competence
Below 65	Reactive patterns likely under stress

Maximum Score: 125

ESI Stress Indicator

Add this diagnostic question:

Under pressure, which competency deteriorates first?

- Self-Awareness
- Self-Regulation
- Self-Motivation
- Empathy
- Social Skill

This identifies a development priority.

Debrief Framework for Coaching

After scoring, ask:

1. Where is your strongest competency?
2. Where is your lowest?
3. Is that consistent with how others experience you?
4. What pattern appears under stress?
5. What one behavior would elevate your score by 10 points in 90 days?

90-Day ESI Development Plan Template

Identify:

• One behavior to stop
• One behavior to start
• One behavior to strengthen

Example:

Stop: Interrupting mid-sentence
Start: Pausing 3 seconds before responding
Strengthen: Reflecting back before giving advice

Advanced Option — Weighted Scoring

If working with senior leaders, weight categories:

- Self-Regulation ×2
- Social Skill ×2

Because these most directly impact culture.

Visual Model You Can Teach

ESI Pyramid:

Self-Awareness (Base)
Self-Regulation
Self-Motivation
Empathy
Social Skill (Visible Apex)

When the base cracks, the structure fails.

Closing Teaching Statement

You may say:

Emotional Intelligence is not about being nice.
It is about being effective without diminishing others.
It is a 33disciplined influence.

This tool aligns tightly with the broader framework:

- Agency
- Accountability
- Precision speech
- Cultural integrity