



Emotional and Social Competency Inventory (ESCI)

What's it all about?

The ESCI measures how well we can regulate our own emotions and manage our responses to other people's emotions, especially in complex or difficult situations.

This summary is part of our curated digital platform on social and emotional skills (SES) assessment and contains key details on one of the external SES assessment tools and applied studies we reviewed. The platform is part of The Conference Board of Canada's multi-year research project for the Future Skills Centre on SES. [For more information, check out our landing page here.](#)

How does it work?

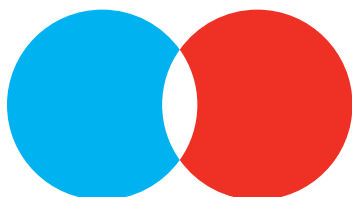
The ESCI uses a 360-degree approach to evaluate skills and behaviours. Test-takers self-evaluate their skills and how they relate to their behaviours in interpersonal situations, specifically in workplaces or post-secondary classrooms. Test-takers also review peer evaluations of these same skills and behaviours.

At the end of the test, respondents receive an ESCI competency profile that identifies their key skills, strengths, and potential areas for improvement. With this information, respondents can identify differences in how they perceive themselves versus how others perceive them and how they compare with a baseline control group (an estimate of the average test-taker's skills).

The test is suitable for people over the age of 18 and takes approximately 30 to 45 minutes to complete.

Why use this tool?

The insights drawn from this tool can increase workers' self-awareness of their skills, the impact of these skills on their behaviours, and how they interact with others in the workplace. Together with their employer, workers can identify areas of weakness or opportunity for further training or development.



Intended users

Researchers

The ESCI can be integrated into applied research projects that focus on understanding the gaps and developmental needs in the emotional intelligence of adult workers.

Employers

The ESCI can help employers identify their employees' strengths and weaknesses and determine where professional development or training is most needed.

Educators

An educational version of the ESCI (the ESCI-U) has been developed specifically for post-secondary educators (i.e. professors and career counsellors). It includes two additional competencies (systems thinking and pattern recognition) that measure the cognitive ability of students in higher education as well as their skills in interpersonal educational environments, such as classroom group work.

Validity

The ESCI can demonstrate content, face, construct, and criterion validity (see Methodology). It has predicted leadership effectiveness in the real world – test scores correlate with high scores of success in management and director roles. The ESCI has been tested in over 80 countries, including the United States, China, Australia, and India, to ensure the conceptual understanding of social and emotional skills and associated questions are sensitive across cultures.



Social and emotional skills measured

This test measures the following skills, as defined in the ESCI:

Self-awareness

- **Emotional self-awareness:** the ability to understand our own emotions and how they affect our work performance and relationships with colleagues.

Self-management

- **Emotional self-control:** the ability to keep disruptive emotions and impulses in check and maintain our effectiveness under stressful or hostile conditions.
- **Achievement orientation:** striving to meet or exceed a standard of excellence; looking for ways to do things better, set challenging goals, and take calculated risks.
- **Positive outlook:** the ability to see the positive in people, situations, and events and our persistence in pursuing goals despite obstacles and setbacks.
- **Adaptability:** flexibility in handling change, juggling multiple demands, and adapting our ideas or approaches.

Social awareness

- **Empathy:** the ability to sense others' feelings and perspectives, taking an active interest in their concerns and picking up cues to what is being felt and thought.
- **Organizational awareness:** the ability to read a group's emotional currents and power relationships, identifying influencers, networks, and dynamics.

Relationship management

- **Influence:** the ability to have a positive impact on others, persuading or convincing others to gain their support.
- **Coach and mentor:** the ability to foster the long-term learning or development of others by giving feedback and support.
- **Conflict management:** the ability to help others through emotional or tense situations, tactfully bringing disagreements into the open and finding solutions all can endorse.
- **Inspirational leadership:** the ability to inspire and guide individuals and groups to get the job done and to bring out the best in others.
- **Teamwork:** the ability to work with others toward a shared goal; participating actively, sharing responsibility and rewards, and contributing to the capability of the team.



Access this tool:

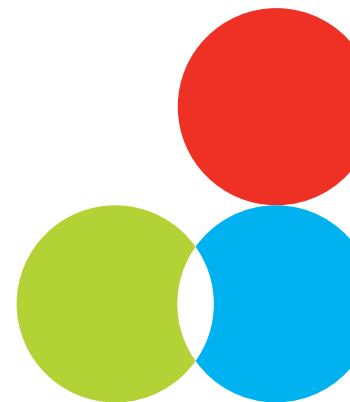
Accreditation is necessary to ensure that practitioners, whether they are employers or educators, can properly administer the tool and understand the results and next steps.

Certification:

www.haygroup.com/landtdirect

Additional information:

http://www.eiconsortium.org/pdf/ESCI_user_guide.pdf



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