



## Principal & Head of Departments Emotional Intelligence (EI) Self-Assessment Tool

### Purpose:

**This self-assessment helps school heads and principals reflect on how their emotions, responses, and relationships impact leadership effectiveness. It is designed for reflection and development, not judgment.**

### Instructions:

Read each statement carefully and rate yourself honestly based on how true it is for you most of the time in your school leadership role.

### Rating Scale:

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Sometimes True
- 4 – Agree
- 5 – Strongly Agree

## SECTION A: SELF-AWARENESS

### *Understanding your emotions, triggers, and impact*

1. I am aware of the emotions I bring into school each day.
2. I can identify situations that trigger my anger, anxiety, or frustration.
3. I recognize how my mood affects staff, students, and the school environment.
4. I reflect on my emotional responses after difficult situations.
5. I accept feedback about my leadership without becoming defensive.

Subtotal (A): \_\_\_\_ / 25

## SECTION B: SELF-REGULATION

### *Managing emotions and reactions under pressure*

6. I remain calm when challenged by staff, parents, or students.
7. I avoid correcting staff publicly when I am emotionally charged.
8. I pause before responding to upsetting emails, messages, or complaints.
9. I model respectful communication even during conflict.



10. I recover quickly after emotionally draining situations.

Subtotal (B): \_\_\_\_ / 25

## SECTION C: MOTIVATION

*Leading with purpose, resilience, and integrity*

11. I stay focused on the school's mission even during difficult seasons.

12. I encourage staff even when resources or results are limited.

13. I manage my discouragement without transferring it to others.

14. I find meaning in my leadership role beyond salary or position.

15. I demonstrate consistency in values, not mood-based leadership.

Subtotal (C): \_\_\_\_ / 25

## SECTION D: EMPATHY

*Understanding and responding to others' emotions*

16. I seek to understand the reason behind staff behaviour before disciplining.

17. I listen attentively without interrupting or rushing to solutions.

18. I consider personal, cultural, or family pressures affecting staff or students.

19. I balance compassion with clear expectations and accountability.

20. Staff feel emotionally safe approaching me with concerns.

Subtotal (D): \_\_\_\_ / 25

## SECTION E: SOCIAL SKILLS

*Relationship management, communication, and conflict resolution*

21. I handle disagreements without escalating tension.

22. I communicate decisions clearly and respectfully.

23. I address conflicts promptly rather than avoiding them.



24. I build trust across different personalities, roles, and backgrounds.

25. I intentionally work to maintain positive staff relationships.

Subtotal (E): \_\_\_\_ / 25

### TOTAL EI SCORE

Add all subtotals:

A + B + C + D + E = \_\_\_\_ / 125

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### SCORE INTERPRETATION

#### **100 – 125: Emotionally Intelligent Leader**

You demonstrate strong emotional awareness and regulation. Continue refining your skills and mentoring others.

#### **75 – 99: Developing EI Strength**

You show solid EI capacity with identifiable growth areas. Target 1–2 domains for intentional improvement this term.

#### **50 – 74: EI Growth Required**

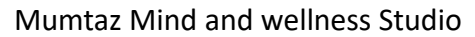
Your leadership effectiveness may be limited by emotional blind spots. Structured reflection and coaching are recommended.

#### **Below 50: High Emotional Risk Zone**

Your leadership may unintentionally create fear, disengagement, or burnout. Immediate EI development is strongly advised.

### REFLECTION QUESTIONS (FOR JOURNALING)

1. Which EI domain scored lowest for me?
2. How does this show up in my daily leadership?
3. Which relationship in my school is most affected by this?
4. What is one practical change I will make next term?



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