



WALLY - EI Social and Emotional Competences Scale Interpretative report

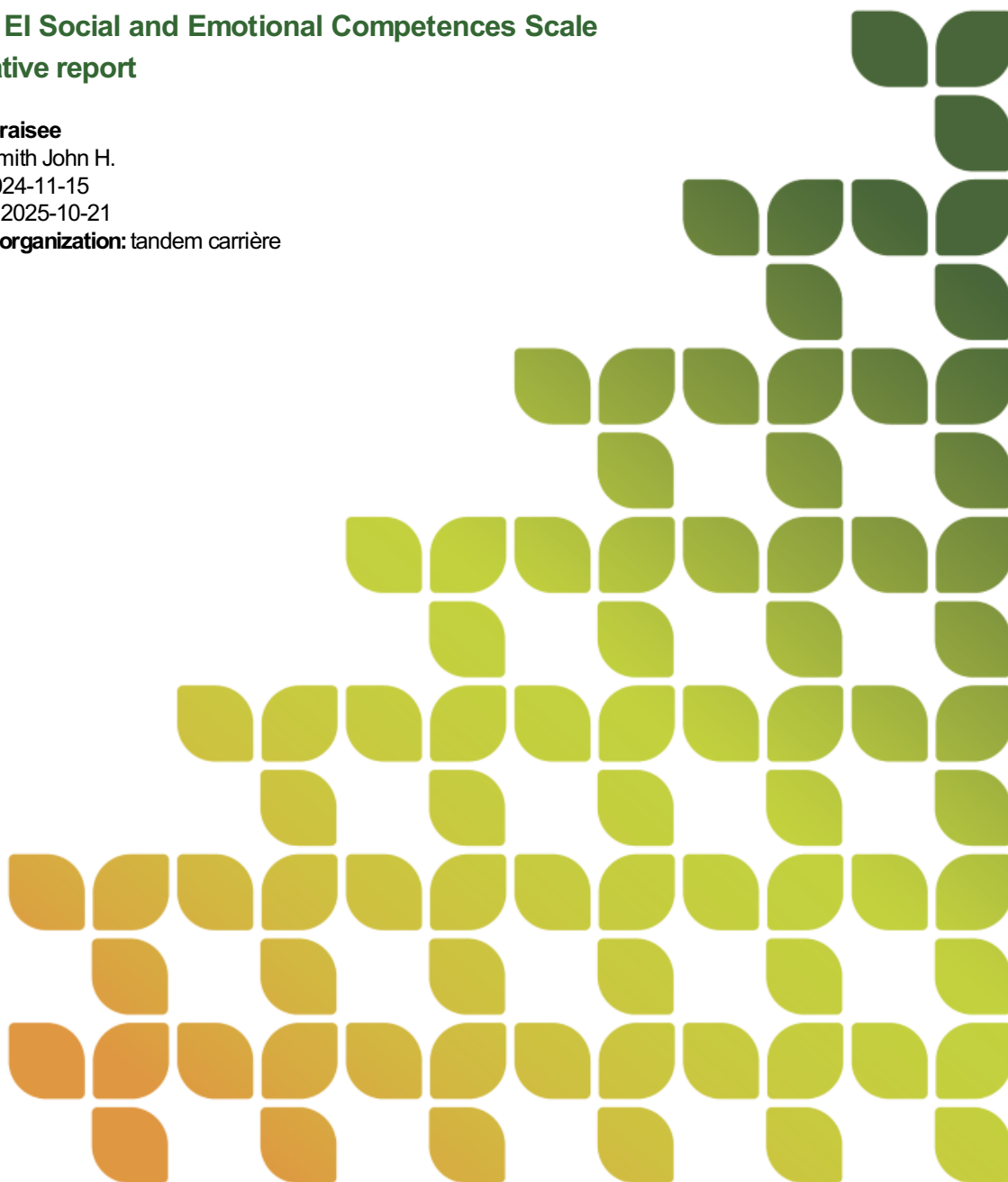
Name of appraisee

Result for: Smith John H.

Test date: 2024-11-15

Report date: 2025-10-21

Name of the organization: tandem carrière



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Your emotional skills hierarchy

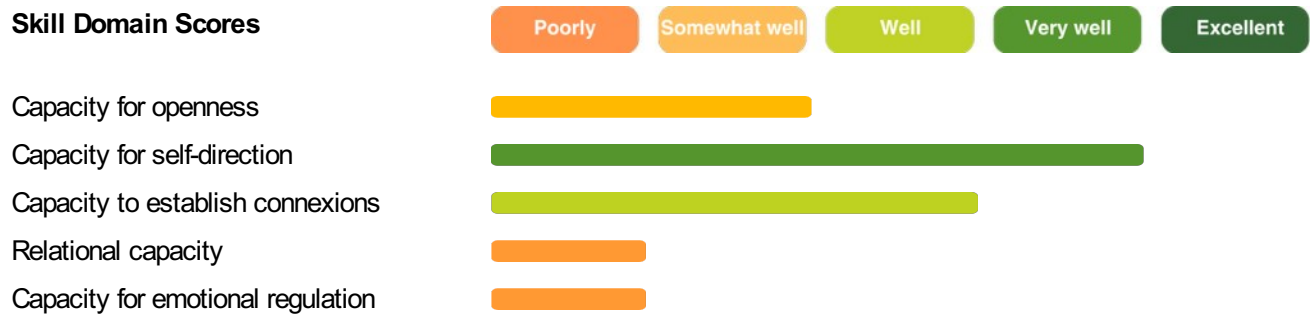


My skills compared to the reference group - normative

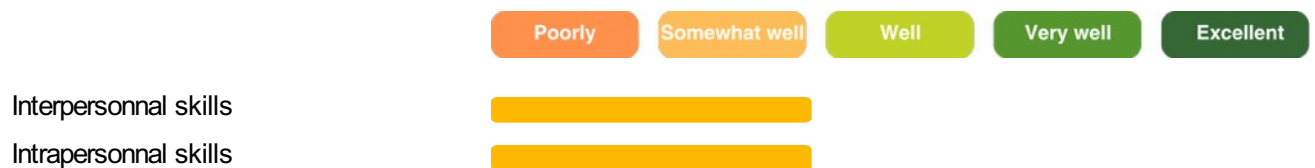
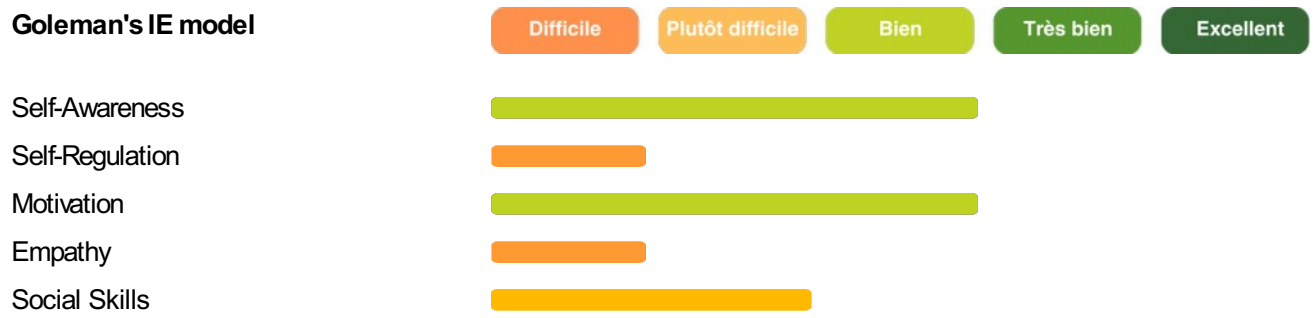




Skill Domain Scores



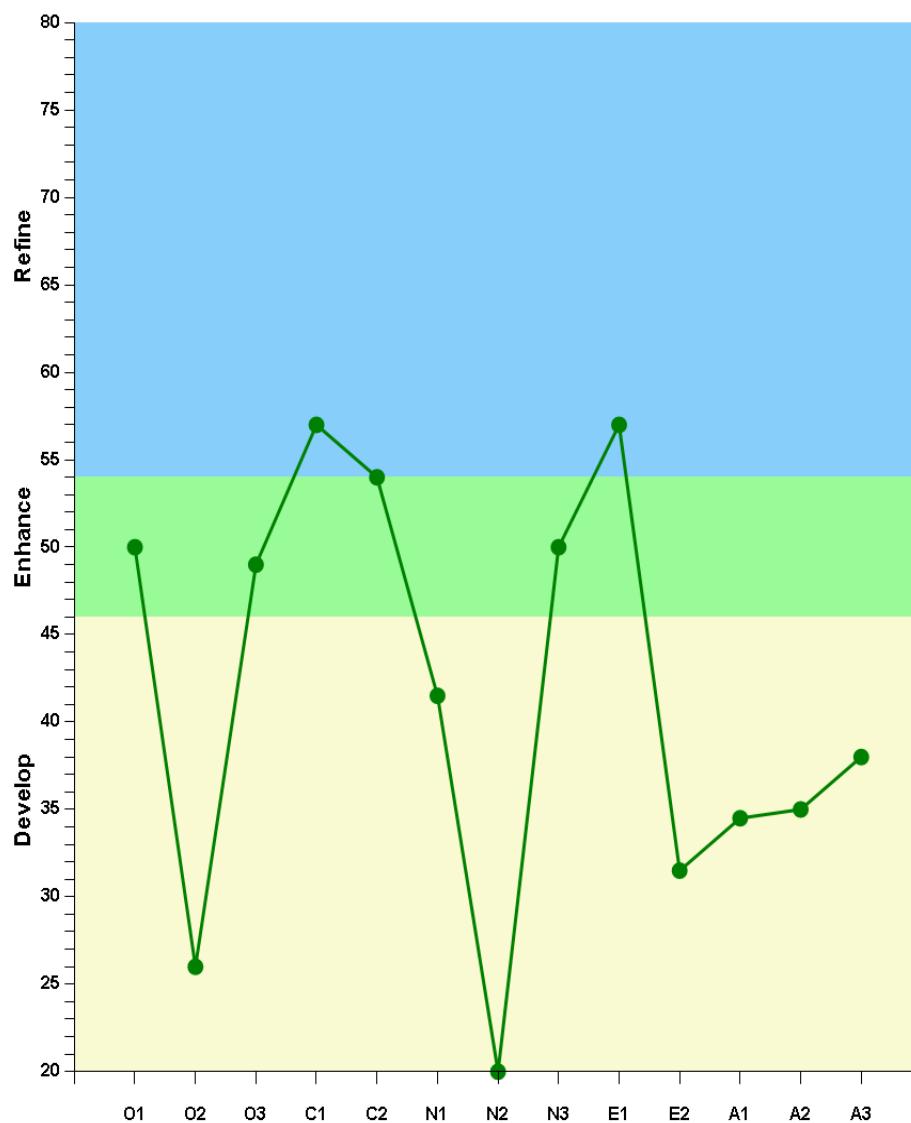
Goleman's IE model



Response style indicators

Idealized perception scale	"Normal"
Devaluation tendency scale	"Normal"

Scores-T scale chart



(O1) Capacity to recognize their emotions
 (O2) Capacity for openness to difference
 (O3) Capacity to adapt to change
 (C1) Capacity to pursue goals
 (C2) Capacity for self-discipline
 (N1) Capacity for self-confidence
 (N2) Capacity to control impulsiveness

(N3) Capacity for optimism
 (E1) Capacity to create connexions
 (E2) Capacity to rally others
 (A1) Capacity for well-adjusted interactions
 (A2) Capacity to collaborate
 (A3) Capacity to support others

John H. Smith

Auto-répondant

Wally IE - SR - FR

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Technical and statistical data

Information about the appraisee

Name: Smith John H.
Test date: 2024-11-15
Report date: 2025-10-21
Organization's name: tandem carrière
Norms: 2024

Tests assignés

Information about this interpretive report

The following report is intended to provide information on 13 social and emotional skills, two major skill clusters, and five skill domains. Additionally, this report provides scores according to Goleman's emotional intelligence model. The Wally - EI was designed, validated, and standardized using a sample of adult workers drawn from the Quebec population. The results presented in this report should be integrated with all other relevant sources of information before making professional decisions about the assessed individual. Such decisions should never be based solely on the information contained in this report. This report presents results that are based on the responses provided by the assessed individual; they represent the individual's self-perception and do not result from an objective evaluation. Furthermore, they do not take into account the individual's contextual factors that could help nuance or clarify the results. This report is confidential and intended for use by qualified professionals only. When communicating the results to the assessed individual, it is recommended that a personalized interpretation be provided by a qualified professional.

Interpretation of Skills

Social and Emotional Skills

In the Wally - EI, emotional intelligence is defined as a set of interrelated social and emotional skills that determine how effectively individuals understand and express themselves, understand others and interact with them, and cope with daily demands, challenges, and pressure. These skills generally reflect a person's ability to create and maintain high-quality social relationships, regulate their emotions, adopt behaviors that promote goal achievement, and remain open to themselves, others, and change.

Social and emotional skill scores are positioned relative to a normative sample. A high or very high score indicates that the individual perceives themselves as having a high level of competence compared to the average person in the normative sample, whereas a low or very low score suggests that the individual perceives themselves as having a low level of competence compared to the normative sample.

Emotional Intelligence Scores According to Goleman's Model

Échelle	Score brut	Score-T	Percentile	0	10	20	30	40	50	60	70	80	90	100
1 Self-Awareness	3.67	50.00	50.00											
2 Self-Regulation	2.75	29.00	2.00											
3 Motivation	4.40	54.00	66.00											
4 Empathy	3.10	33.50	5.00											
5 Social Skills	3.53	41.50	20.00											

Description of social and emotional skills

Your scores can be interpreted according to the following index:

Developing behaviors - Low to very low tendency.

Develop awareness and understanding of dimension-related behaviors. Begin to practice behaviors or increase use of behaviors. Observe the impact of behaviors on positive or desired results.

Improve application of behaviors - Moderate tendency.

Reinforce tendency and develop more consistent behaviors. Remain vigilant about situations and opportunities to apply behaviors.

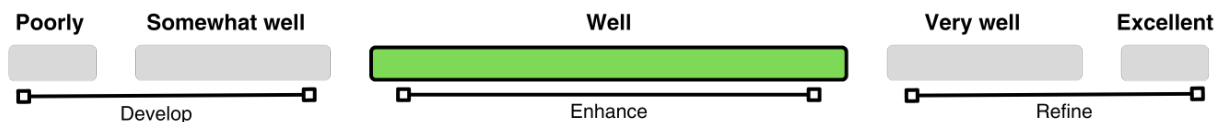
Refine application of behaviors - Strong to high tendency.

Refine behaviors to achieve desired results. Monitor and adjust the trend according to the situation. Work on refining or optimizing behaviors according to context. Apply knowledge to influence others' appreciation and application of emotional intelligence.

Description of social and emotional skills

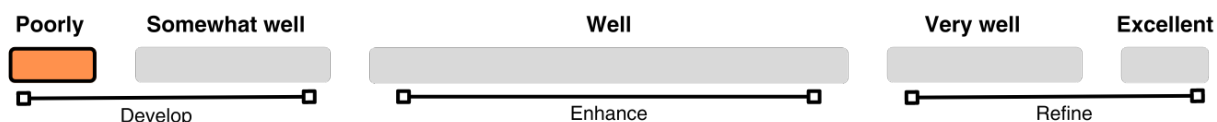
Capacity for openness

(O1) Capacity to recognize their emotions



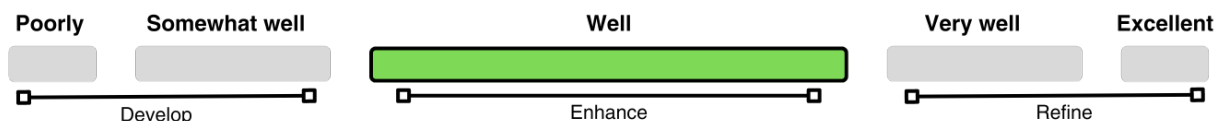
This individual perceives themselves as generally having a good capacity to recognize the emotions they are experiencing, to describe them, to analyze them, and to understand their causes. They rank around the average in this emotional skill.

(O2) Capacity for openness to difference



This individual perceives themselves as significantly below average in their capacity to be open to people with values, views, beliefs, lifestyles, and appearances different from their own. This may indicate some level of close-mindedness, but it could also reflect limited interest in or lack of familiarity with people who are different from them.

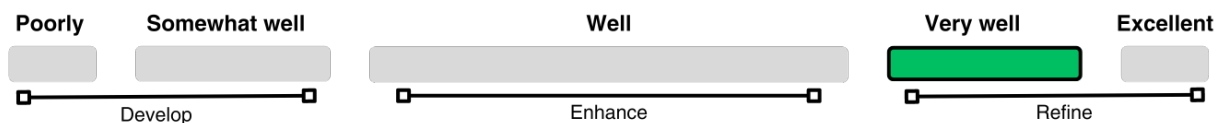
(O3) Capacity to adapt to change



This individual perceives themselves as generally having a good capacity to adapt to change and new environments, as well as adopting new behaviors and habits. They also consider themselves to have a good capacity to consider new ways of doing things, step out of their comfort zone, and approach change in a positive manner. They rank around the average in this emotional skill.

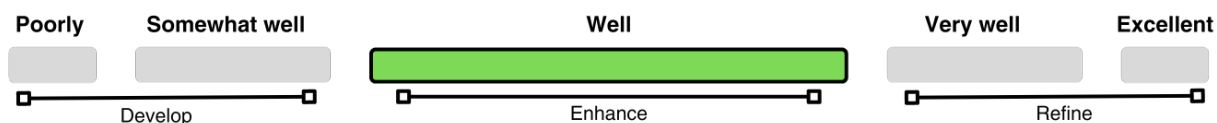
Capacity for self-direction

(C1) Capacity to pursue goals



This individual perceives themselves as having a very good capacity to set realistic and meaningful goals for themselves, establish their own standards of success, and stay motivated and persistent in achieving them. They consider themselves to have a very good capacity to anticipate the consequences of their choices and weigh the pros and cons before making decisions. They rank above average in this emotional skill.

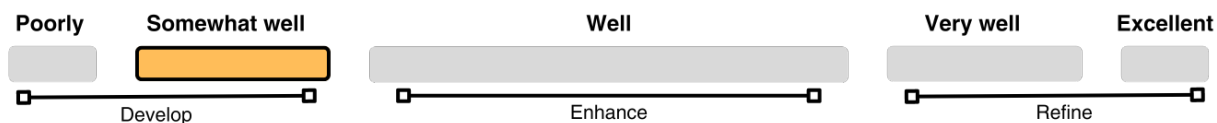
(C2) Capacity for self-discipline



This individual perceives themselves as having a good capacity to work efficiently, complete their projects, keep their commitments, and maintain discipline. They rank around the average in this emotional skill.

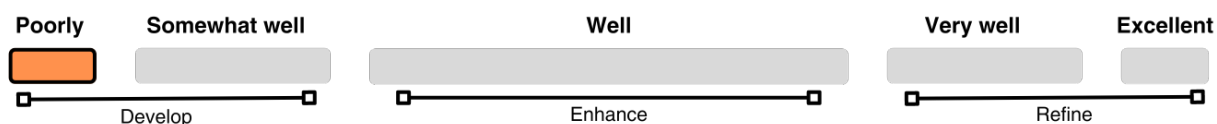
Capacity for emotional regulation

(N1) Capacity for Self-confidence



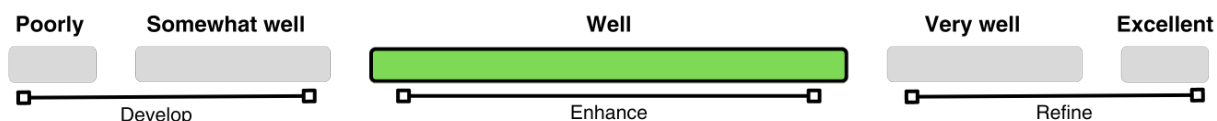
This individual may have some difficulty managing stress, anxiety, fear, and disappointment, as well as remaining calm in emergency situations. They may sometimes lack confidence in their capacity to overcome challenges and difficult situations and may be affected by what others think of them. They rank below average in this emotional skill.

(N2) Capacity to control impulsiveness



This individual seems to struggle with controlling their impulsivity and externalizing negative emotions such as anger and frustration. They may be easily irritable, and managing their emotions when criticized or feeling hurt may be a challenge. They rank significantly below average in this emotional skill.

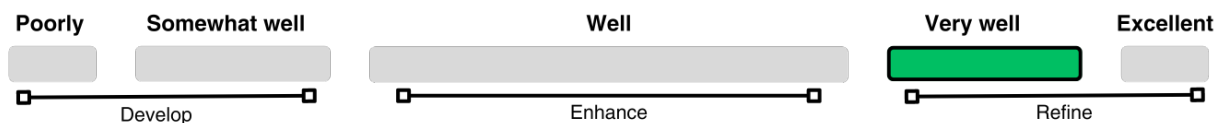
(N3) Capacity for optimism



This individual perceives themselves as having a good capacity to be optimistic, maintain a constructive attitude, and express positive emotions, even when things go wrong. They rank around the average in this emotional skill.

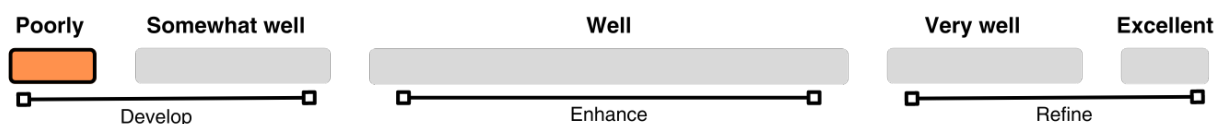
Capacity to establish connexions

(E1) Capacity to create connexions



This individual perceives themselves as having a very good capacity to develop interpersonal relationships. They find it easy to approach strangers and engage in conversation with people they don't know well. They also have a strong capacity to form connections with others and make friends. They rank above average in this social skill.

(E2) Capacity to rally others



This individual seems to struggle with bringing people together, inspiring, and motivating them, as well as rallying them around a common goal and convincing them to follow their example. They rank significantly below average in this social skill.

Relational capacity

(A1) Capacity for well-adjusted interactions



This individual seems to struggle with expressing themselves at the right time, listening to others, considering different opinions, and communicating in a respectful and constructive way. They also seem to have difficulty admitting when they are wrong, forgiving, and resolving conflicts. They rank significantly below average in this social skill.

(A2) Capacity to collaborate



This person's capacity to work as part of a team and collaborate with others is significantly below average. Their capacity to help establish a respectful and positive climate of mutual assistance in a group or work team could benefit from further development. They may find it difficult to get along with different people, adapt to new team members, and gain the trust of others. While this result may reflect some limitations in this skill, it should be put into perspective by the fact that individuals in the normative sample tend to rate themselves highly in this area.

(A3) Capacity to support others



This individual is below average in their capacity to recognize when someone needs help and to provide support. While they may show empathy and listening skills, there is room for improvement. While they may adapt to the needs of others and consider their emotions, this can sometimes be a challenge. However, since individuals in the normative sample rate themselves very positively on this skill, being below average does not necessarily indicate a limitation.

Interpretation of skill cluster scores

Social and emotional skill clusters

Social and emotional skills can be grouped into two main clusters. These two scales provide information on the individual's general perception of their emotional and self-management skills (intrapersonal skills) as well as their social and relational skills (interpersonal skills). These scores are positioned relative to the normative sample. A high or very high score indicates that the person perceives themselves as having a high level in this skill cluster compared to the average of the normative sample, while a low or very low score indicates that the person perceives themselves as having a low level in this skill cluster compared to the normative sample.

Description of scores for the two skill clusters

Intrapersonal skills



Despite a certain degree of competence, this individual perceives themselves as possibly encountering some challenges in self-management, within the emotional, motivational, decision-making, and behavioral domains. They rank below average in this skill cluster, but it still suggests an adequate level of personal functioning since the normative sample average is high.

Interpersonal skills



Despite a certain level of competence, this individual perceives themselves as potentially facing challenges in creating, developing, and maintaining long-lasting, high-quality interpersonal relationships. These challenges may manifest both in one-on-one relationships and in group settings. This individual ranks below average in this skill cluster, suggesting an adequate level of social functioning.

Interpretation of Skill Domain Scores

The table below presents the results obtained for the five competency domains. For each of these scales, raw scores, T scores, and percentile ranks are shown. The T scores and percentile ranks are calculated in comparison with the normative sample. These scores can also be used to establish links with the five major dimensions of the Big Five model of personality traits, as measured by the Le Corff Personality Inventory (IPLC).

Scale	Raw score	score-T	Percentile	0	10	20	30	40	50	60	70	80	90	100
1 Capacity for openness	3.47	41.50	20.00											
2 Capacity for self-direction	4.53	56.00	73.00											
3 Capacity to establish connexions	3.63	46.00	35.00											
4 Relational capacity	3.18	32.00	4.00											
5 Capacity for emotional regulation	3.21	35.00	7.00											

(O) Capacity for openness



This individual ranks below average in their levels of cognitive and emotional flexibility. While they can adapt to change, novelty, different contexts and environments, as well as to a variety of people, it is not always easy for them.

(C) Capacity for self-direction



This individual ranks above average in skills that support their motivation to succeed. They perceive themselves as having a very good capacity to set and achieve meaningful goals, to persevere, to stay committed, and to be thoughtful and disciplined.

(E) Capacity to establish connexions



This individual generally perceives themselves as having a good capacity to establish interpersonal connections and act as a catalyst for social interactions. Depending on the context, they may find it somewhat easy to form connections with new people, energize a group, and positively influence those around them.

(A) Relational capacity



This individual perceives themselves as having difficulty maintaining high-quality relationships with others, based on kindness, humility, collaboration, and support. They rank significantly below average in this skill domain.

(N) Capacity for emotional regulation

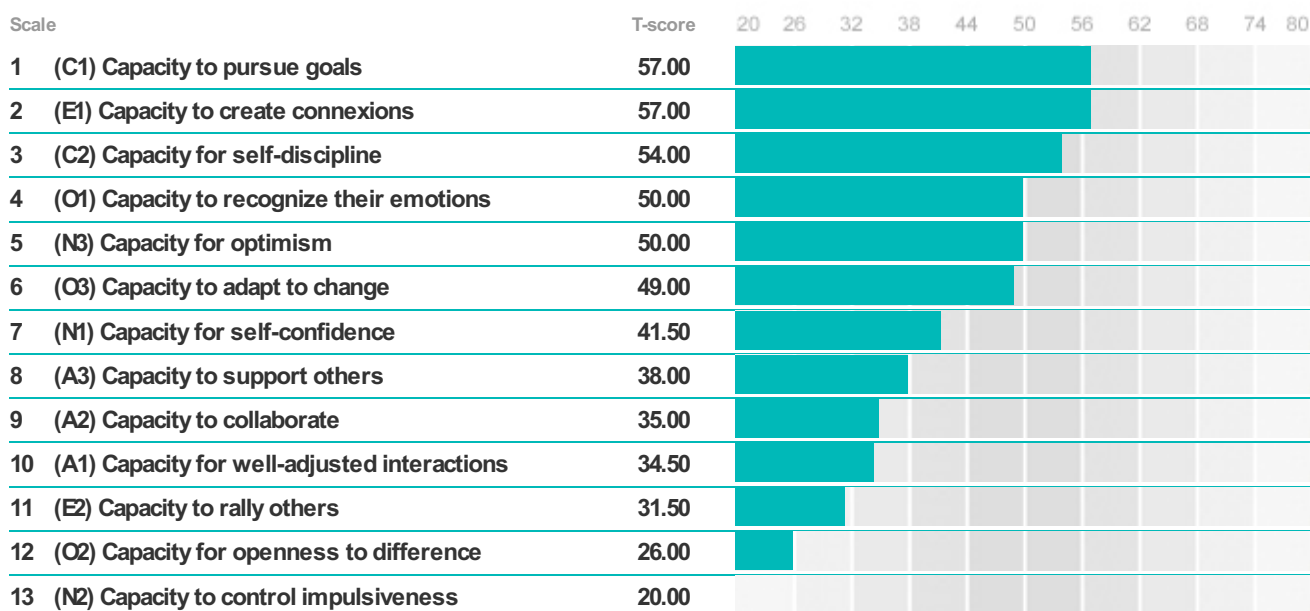


This individual perceives themselves as having significant difficulty regulating negative emotions and maintaining optimism. They are well below average in managing internalizing negative emotions, such as anxiety, stress, and vulnerability, as well as externalizing emotions like impulsivity, anger, and frustration. The same applies to their self-confidence and capacity to stay positive.

Hierarchy of socioemotional skills

The figure below shows the hierarchy of social and emotional skills. They are ranked according to the individual's perception of their proficiency in each skill, without reference to a normative sample. This approach helps identify the skills in which the individual perceives themselves as more or less competent.

The skills at the bottom of the hierarchy do not necessarily indicate a low level of competence, just as the skills at the top do not necessarily indicate a high level of competence. For example, a person who perceives themselves as above average in all social and emotional skills will inevitably see some of their skills ranked lower, as they are ordered in descending order using raw scores.



Response style indicators

This section examines whether any trends can be identified in the individual's responses to the Wally - EI questions. For each indicator, one of two results can be obtained: "normal" or "to monitor". A normal response style suggests no problematic pattern in the individual's responses, indicating that no further verification is needed. The to monitor indicator signals a response pattern that may require further investigation by the evaluator to validate the suggested interpretation provided below. However, this does not imply that the assessment should be disregarded or that the results are unusable.

Idealized perception scale

Normal – This result suggests that the individual does not hold an idealized perception of their social and emotional skills.

Devaluation tendency scale

Normal – This result suggests that the individual does not tend to undervalue or downplay their social and emotional skills.

Score's summary

Social and Emotional Competences Scale

Scale	Raw score	Score-T	Percentile	0	10	20	30	40	50	60	70	80	90	100
1 Capacity to recognize their emotions	3.67	50.00	50.00											
2 Capacity for openness to difference	2.88	26.00	1.00											
3 Capacity to adapt to change	3.86	49.00	46.00											
4 Capacity to pursue goals	4.56	57.00	76.00											
5 Capacity for self-discipline	4.50	54.00	66.00											
6 Capacity for self-confidence	3.50	41.50	20.00											
7 Capacity to control impulsiveness	2.00	20.00	0.00											
8 Capacity for optimism	4.14	50.00	50.00											
9 Capacity to create connexions	4.40	57.00	76.00											
10 Capacity to rally others	2.86	31.50	3.00											
11 Capacity for well-adjusted interactions	3.10	34.50	6.00											
12 Capacity to collaborate	3.33	35.00	7.00											
13 Capacity to support others	3.10	38.00	12.00											

Skill Domain Scores

Scale	Raw score	Score-T	Percentile	0	10	20	30	40	50	60	70	80	90	100
1 Capacity for openness	3.47	41.50	20.00											
2 Capacity for self-direction	4.53	56.00	73.00											
3 Capacity to establish connexions	3.63	46.00	35.00											
4 Relational capacity	3.18	32.00	4.00											
5 Capacity for emotional regulation	3.21	35.00	7.00											

Goleman's IE model

Scale	Raw score	Score-T	Percentile	0	10	20	30	40	50	60	70	80	90	100
1 Self-Awareness	3.67	50.00	50.00											
2 Self-Regulation	2.75	29.00	2.00											
3 Motivation	4.40	54.00	66.00											
4 Empathy	3.10	33.50	5.00											
5 Social Skills	3.53	41.50	20.00											

Social and emotional skill clusters

Scale	Raw score	Score-T	Percentile	0	10	20	30	40	50	60	70	80	90	100
1 Interpersonal skills	3.36	37.50	11.00											
2 Intrapersonal skills	3.76	43.50	26.00											

Response style indicators

Scale	Raw score	Description
1 Idealized perception scale	350.00	Normal
2 Devaluation tendency scale	13.00	Normal

Answers from:

Subject: John H. Smith

1-20: VW EW W VW VW VW W SW EW W VW W EW W VW VW VW EW W VW
21-40: SW EW W VW W VW VW VW W VW EW W W SW EW W VW W VW VW
41-60: VW VW EW W W VW W VW VW W EW VW W SW SW EW W VW SW W
61-80: W VW VW EW W W W VW W W W VW SW W EW SW EW W SW W
81-100: SW VW W W W EW VW VW VW SW W W SW W W VW W EW VW P

Coaching - Emotional intelligence

Analysis

Your ability to recognize your emotions is moderate, but you sometimes struggle to name or analyze them, potentially limiting your response or understanding of your emotional needs.

Coaching Objectives

- Increase everyday emotional awareness and improve your skills in naming and analyzing your feelings.

Practical Strategies & Tools

1. **Daily Emotional Check-In:**
 - Spend 5 minutes each day writing down three emotions you experienced and their likely triggers.
2. **Use of Visual Aids:**
 - Employ tools like the Emotion Wheel to expand your emotional vocabulary.
3. **Reflective Practices:**
 - Engage in exercises linking emotions to specific events and participate in group discussions or coaching sessions.
4. **Communication Practice:**
 - Use rephrasing techniques to clearly express your feelings with colleagues or loved ones.

Analysis

You exhibit marked resistance to differences, which may lead to conflicts or limit your ability to engage positively with diverse individuals.

Coaching Objectives

- Develop a basic understanding of the benefits of diversity and learn to manage negative reactions to differences.

Practical Strategies & Tools

1. Awareness Building:

- Reflect on past instances where resistance to differences impacted your relationships.

2. Shared Experiences:

- Engage in activities that emphasize commonalities rather than differences.

3. Intensive Bias Coaching:

- Participate in workshops focused on desensitization and inclusive behaviors.

Analysis

Your adaptability is moderate; you often prefer the stability of routines, which may limit your response to change.

Coaching Objectives

- Increase flexibility by viewing transitions as opportunities rather than threats.

Practical Strategies & Tools

1. Incremental Changes:

- Try a new activity weekly to gradually extend your comfort zone.

2. Cognitive Reframing:

- Use exercises to turn negative thoughts about change into positive opportunities.

3. Training:

- Attend workshops on change management to build practical skills.

Analysis

You generally set motivating goals and are effective at evaluating outcomes. In more challenging contexts, reinforcing perseverance may be necessary.

Coaching Objectives

- Enhance your resilience in the face of obstacles and refine your ability to prioritize.

Practical Strategies & Tools

1. **Obstacle Analysis:**
 - Identify potential challenges and develop strategies to overcome them.
2. **Prioritization Tools:**
 - Use Eisenhower matrices to organize and focus on key priorities.
3. **Reflective Practice:**
 - Regularly review successes and setbacks to refine your approach.

Analysis

You are capable of self-discipline in simpler settings but often find it challenging to stay consistent in more complex situations.

Coaching Objectives

- Build a structured routine that reinforces daily discipline and helps you stay focused on long-term tasks.

Practical Strategies & Tools

1. **Structured Routines:**

- Establish specific time slots for high-priority tasks.

2. **Focused Work Sessions:**

- Use methods like the Pomodoro Technique to boost concentration.

3. **Progress Journals:**

- Keep a diary to monitor your productivity and identify obstacles.

Analysis

Difficulties in managing stress and criticism lead to lower self-confidence, affecting your ability to act decisively.

Coaching Objectives

- Establish a solid base of self-confidence and learn techniques to effectively manage stress.

Practical Strategies & Tools

1. **Relaxation Techniques:**
 - Participate in yoga, meditation, or breathing exercises to lower anxiety.
2. **Goal Setting:**
 - Start with simple, attainable goals to build confidence gradually.
3. **Coaching Support:**
 - Work with a coach to identify and challenge limiting beliefs.

Analysis

You have significant difficulty controlling impulsiveness, resulting in unpredictable or excessive emotional reactions.

Coaching Objectives

- Build a foundational tolerance for negative emotions and learn progressive regulation techniques.

Practical Strategies & Tools

1. Basic Practices:

- Regularly practice deep breathing or guided meditation to reduce emotional intensity.

2. Tracking Progress:

- Use apps or visual charts to monitor improvements in impulse control.

3. Intensive Coaching:

- Engage in personalized coaching sessions focused on managing triggers and practicing calm responses.

4. Journaling:

- Document negative emotions and reflect on them to identify opportunities for growth.

Analysis

While you generally display optimism, sustaining it in prolonged stressful contexts can be challenging.

Coaching Objectives

- Develop mechanisms to consistently identify and nurture positive aspects even during difficult times.

Practical Strategies & Tools

1. **Cognitive Reframing:**
 - Practice exercises that transform negative thoughts into opportunities for learning.
2. **Resilience Workshops:**
 - Attend sessions focused on building emotional resilience and gratitude.
3. **Short-Term Goals:**
 - Set achievable short-term targets to create a steady sense of progress.

Analysis

You are comfortable engaging with new people and sustaining social relationships, though you may sometimes struggle to deepen these connections.

Coaching Objectives

- Enhance the quality and longevity of your interpersonal relationships.

Practical Strategies & Tools

1. Key Relationship Identification:

- Pinpoint the relationships that matter most and invest time in nurturing them.

2. Non-Verbal Communication:

- Improve your skills in reading body language to better understand others.

3. Social Exercises:

- Participate in structured group activities to practice and refine your communication.

Analysis

You experience significant challenges in inspiring or rallying others, which limits your effectiveness in leadership roles.

Coaching Objectives

- Build a foundational set of leadership skills and learn basic techniques for motivating and uniting a team.

Practical Strategies & Tools

1. **Basic Leadership Training:**

- Engage in workshops on persuasive communication and simple leadership techniques.

2. **Small-Scale Leadership:**

- Start by leading small, structured projects to build confidence.

3. **Mentorship:**

- Work with a coach or mentor to develop a tailored leadership action plan.

Analysis

You face significant difficulties in interacting appropriately, which can result in conflicts and strained relationships.

Coaching Objectives

- Develop a foundational set of listening and communication skills to manage disagreements effectively.

Practical Strategies & Tools

1. Basic Listening and Reformulation:

- Work on simple exercises that focus on repeating back what others say to ensure understanding.

2. Structured Role-Plays:

- Engage in guided scenarios to practice respectful communication.

3. Anxiety Reduction:

- Learn relaxation techniques (e.g., deep breathing or mindfulness) to reduce social anxiety.

Analysis:

You may find it difficult to collaborate effectively, especially with diverse teams or in situations where expectations are unclear.

Coaching Objectives:

- Learn basic collaboration techniques and build confidence in team interactions.

Practical Strategies & Tools:

1. Foundational Workshops:

- Attend sessions on the basics of teamwork and effective communication.

2. Structured Group Activities:

- Start with low-stakes group projects to build your collaborative skills gradually.

3. Role-Playing:

- Practice collaborative scenarios in a controlled environment.

Analysis

You may have difficulty recognizing others' needs or providing suitable support, which can limit your ability to form deeper relationships or meet others' expectations. It may also cause hesitation when it comes to offering help or intervening in social or professional situations.

Coaching Objectives

- Learn techniques for identifying the emotional and practical needs of others.
- Develop your ability to offer simple, effective support in everyday contexts.

Practical Strategies and Tools

1. Introduction to the Basics of Empathy and Support

- Work on exercises where you identify others' emotions based on facial expressions or body language.
- Practice asking simple questions to clarify others' needs during interactions.

2. Active Listening Practice

- Attend workshops or training sessions on active listening to deepen your understanding of others' needs.
- Engage in exercises where you practice reformulation to validate the emotions expressed by others.

3. Progressive Support

- Start by offering basic support in familiar environments before moving on to more demanding contexts.
- Work on simulated scenarios where you practice empathetic and appropriate responses.