



WALLY - EI Social and Emotional Competences Scale Interpretative report

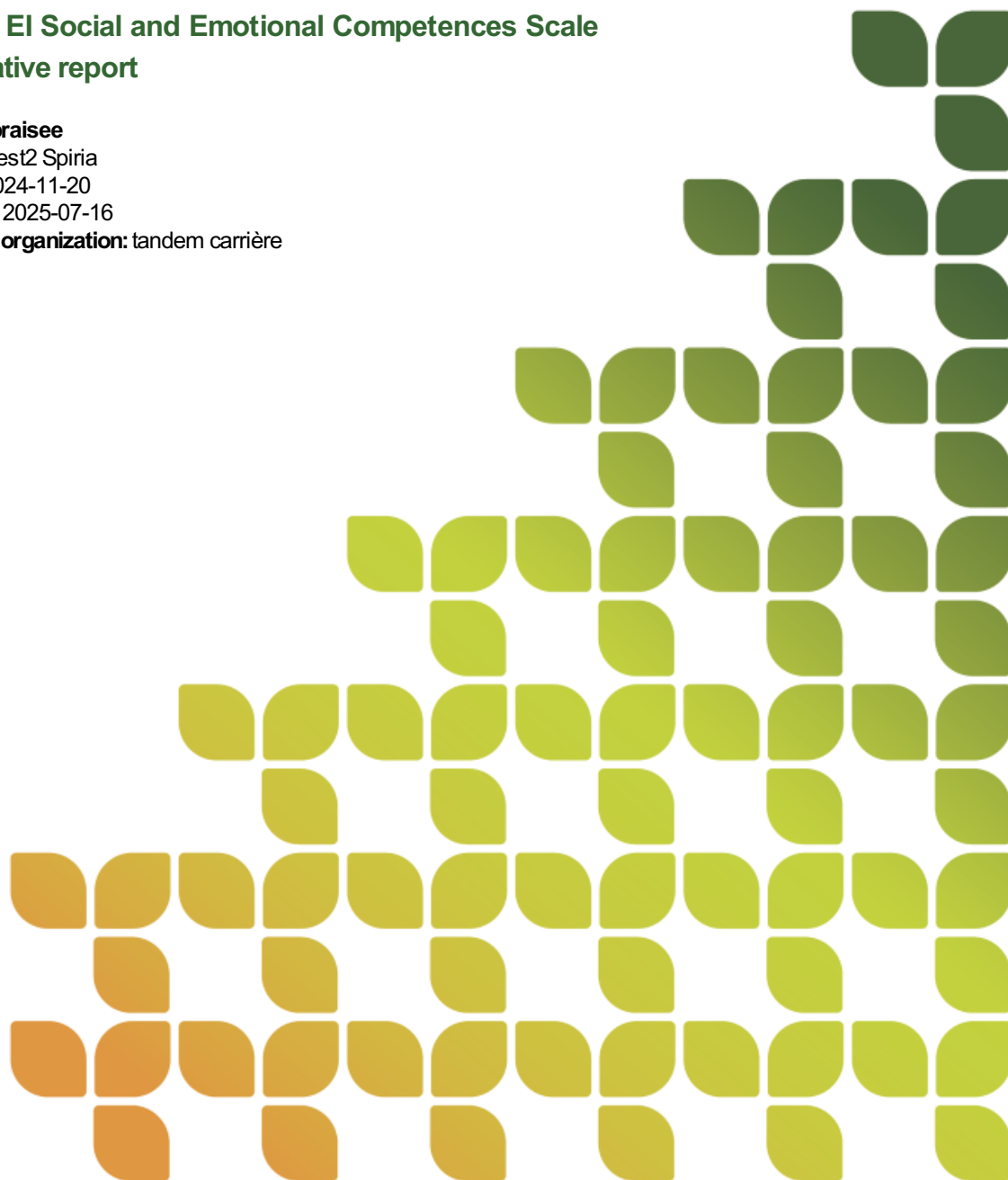
Name of appraisee

Result for: Test2 Spiria

Test date: 2024-11-20

Report date: 2025-07-16

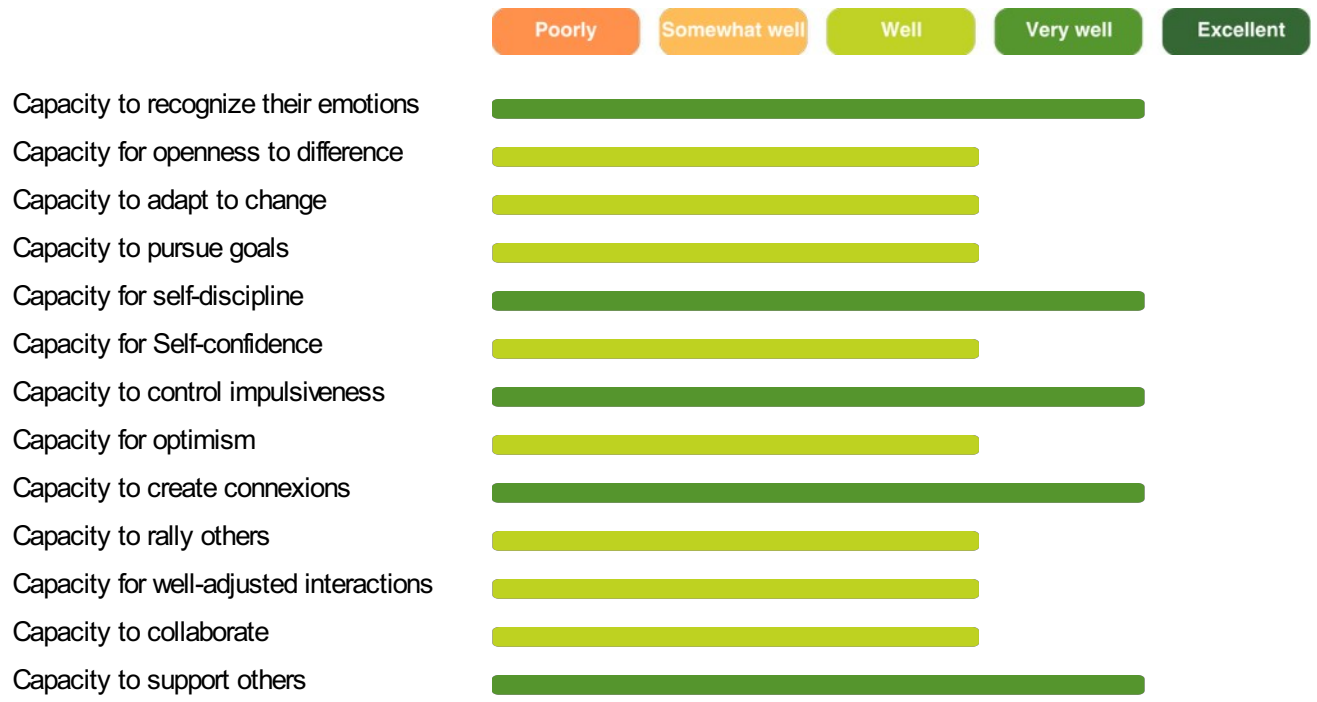
Name of the organization: tandem carrière



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Your emotional skills hierarchy

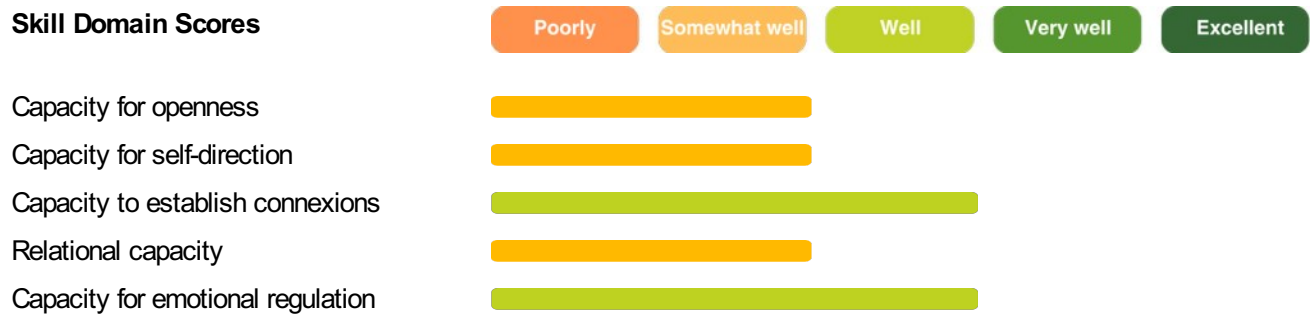


My skills compared to the reference group - normative

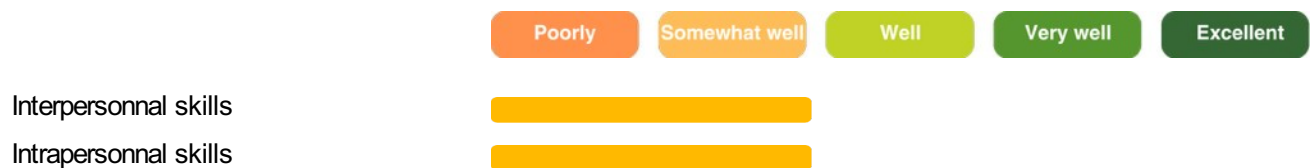
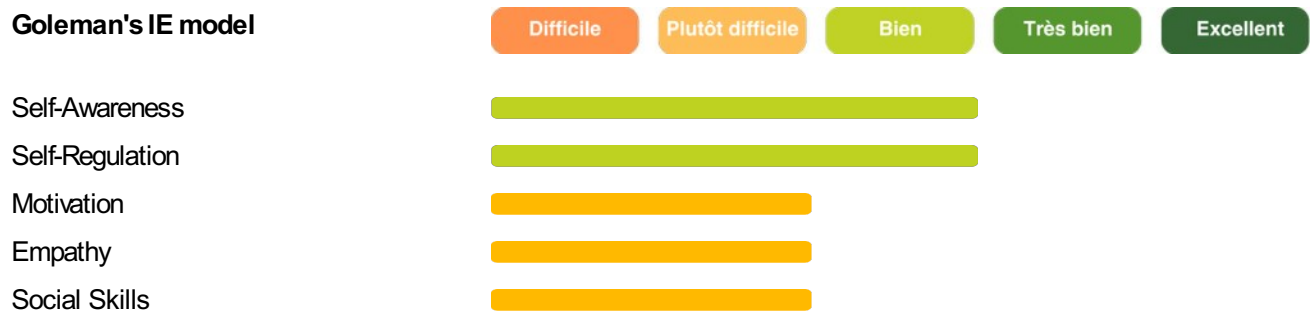




Skill Domain Scores



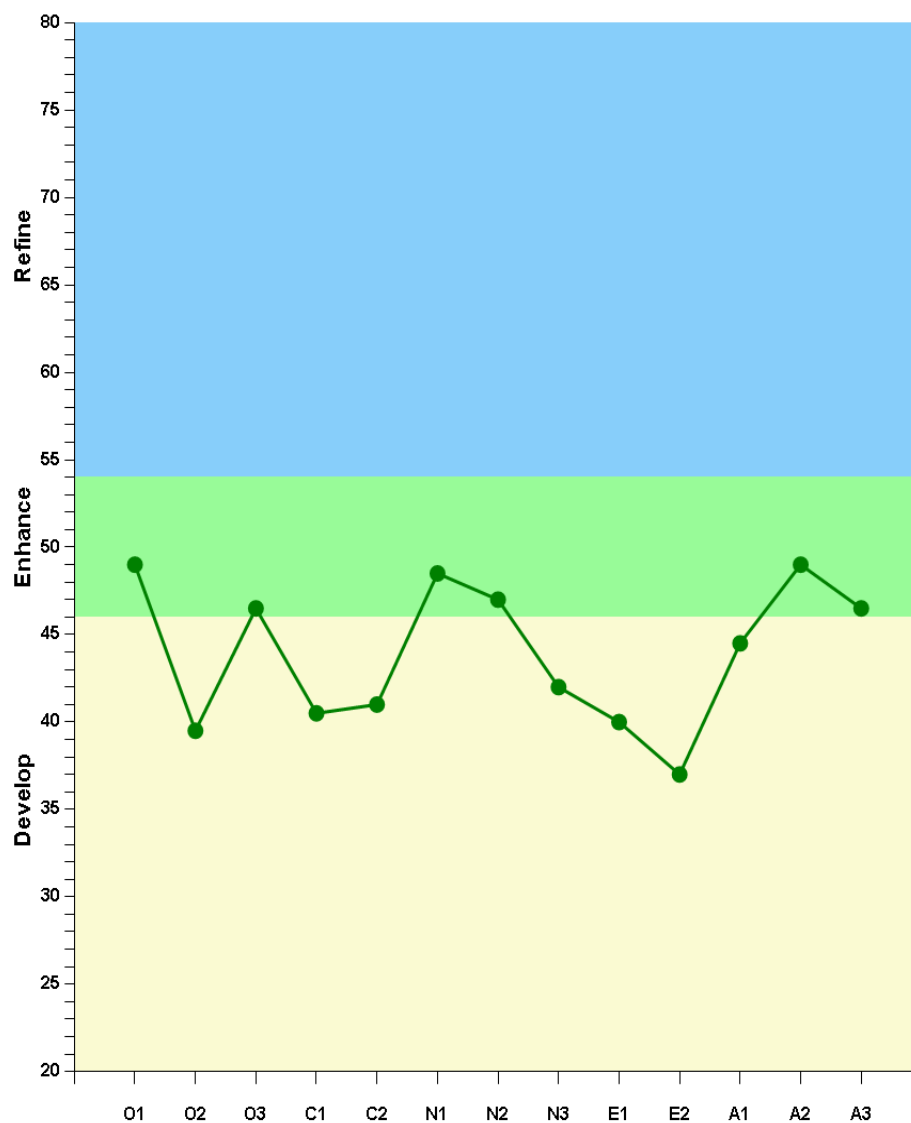
Goleman's IE model



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

Technical and statistical data

Information about the appraisee

Name: Test2 Spiria
Test date: 2024-11-20
Report date: 2025-07-16
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	3.17	49.00	46.00											
2 Self-Regulation	3.08	50.00	50.00											
3 Motivation	2.97	39.50	15.00											
4 Empathy	2.95	40.00	16.00											
5 Social Skills	3.02	43.50	26.00											

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.

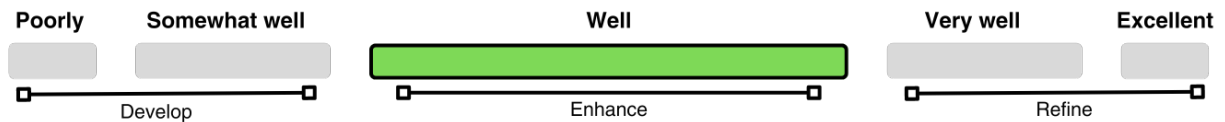
Refine application of behaviors - Strong to high tendency.

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



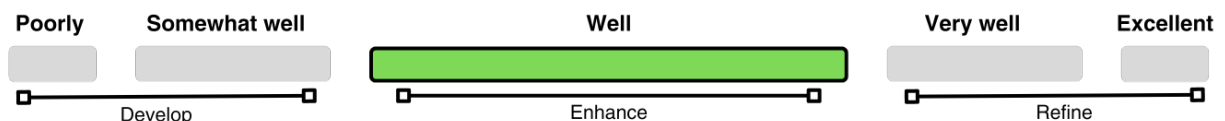
This individual perceives themselves as generally having a good capacity to recognize the emotions they are experiencing, to describe them, to analyze them, and to understand their causes. They rank around the average in this emotional skill.

(O2) Capacity for openness to difference



This individual perceives themselves as below average in their capacity to be open to people with values, views, beliefs, lifestyles, and appearances different from their own. This does not necessarily indicate close-mindedness but may reflect a 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.

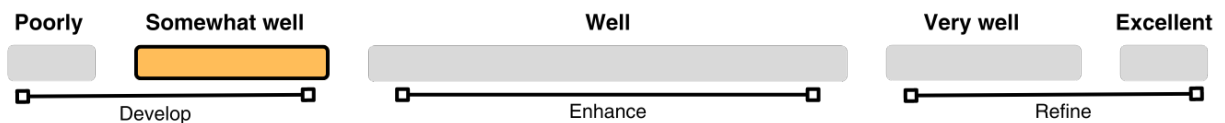
Capacity for self-direction

(C1) Capacity to pursue goals



This individual perceives themselves as below average in their capacity to set realistic and meaningful goals for themselves, establish their own standards of success, and stay motivated and persistent in achieving them. They also rank below average in their capacity to anticipate the consequences of their choices and weigh the pros and cons before making decisions.

(C2) Capacity for self-discipline



This individual perceives themselves as below average in their capacity to work efficiently, complete their projects, keep their commitments, and maintain discipline. However, since the individuals in the normative sample rate themselves very positively on this skill on average, being below average does not necessarily indicate a limitation in this area.

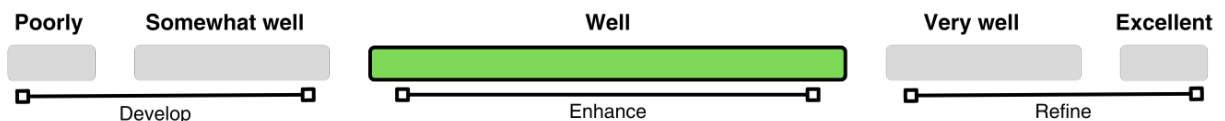
Capacity for emotional regulation

(N1) Capacity for Self-confidence



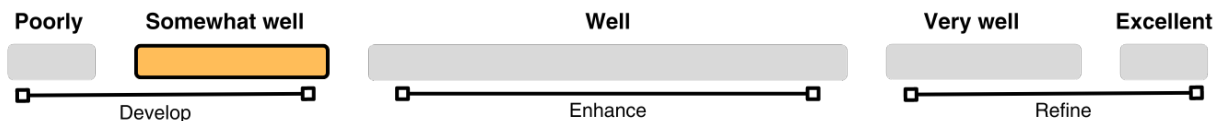
This individual perceives themselves as having a good capacity to manage stress, anxiety, fear, and disappointment, as well as to remain calm in emergency situations. They generally have good confidence in their capacity to overcome challenges and difficult situations, and they are not too affected by what others may think of them. They rank around the average in this emotional skill.

(N2) Capacity to control impulsiveness



This individual perceives themselves as generally having a good capacity to control their impulsivity and externalizing negative emotions such as anger and frustration. They are not often irritable and usually manage their emotions well when criticized or feeling hurt. They rank around the average in this emotional skill.

(N3) Capacity for optimism



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

Capacity to establish connexions

(E1) Capacity to create connexions



This individual perceives themselves as below average in their capacity to develop interpersonal relationships. Approaching strangers and engaging in conversation with people they don't know well may be somewhat challenging. While they are capable of doing so, forming connections and making friends is not always easy for them.

(E2) Capacity to rally others



This individual may experience some difficulty in bringing people together, inspiring, and motivating them, as well as rallying them around a common goal. Their capacity to value each team member and convince others to follow their example could be improved. They rank below average in this social skill.

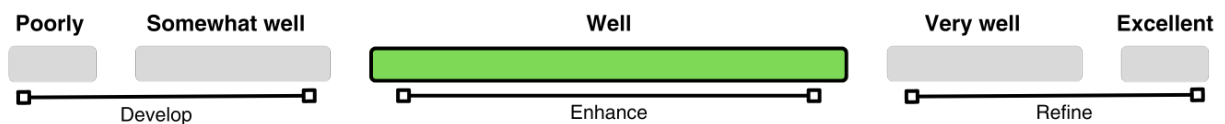
Relational capacity

(A1) Capacity for well-adjusted interactions



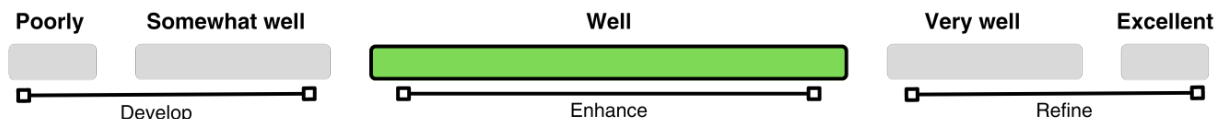
This individual may experience some difficulty in expressing themselves at the right time, listening to others, considering different opinions, and communicating in a respectful and constructive way. They may also have difficulty admitting when they are wrong, forgiving, and resolving conflicts. They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

(A2) Capacity to collaborate



This person has a good capacity to work as part of a team and collaborate with others. In a team or group, they generally help establish a respectful and positive climate of mutual assistance. They usually find it easy to get along with different people, adapt to working with new team members, and gain the trust of others. They rank around the average in this social skill. It is important to note that the normative sample has a high mean in this skill, so an average score still reflects a positive perception of their competence.

(A3) Capacity to support others



This individual has a good capacity to recognize when someone needs help and to provide support. They have good empathy and listening skills. They tend to adapt to the needs of others, consider their emotions, and spontaneously offer assistance. They rank around the average in this social skill. This score should be interpreted in light of the fact that the normative sample has a high average in this skill. Thus, an average score indicates a positive perception of their competence.

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	3.01	44.00	27.00											
2 Capacity for self-direction	3.03	40.00	16.00											
3 Capacity to establish connexions	3.03	47.00	38.00											
4 Relational capacity	2.97	38.00	12.00											
5 Capacity for emotional regulation	3.01	47.00	38.00											

(O) Capacity for openness



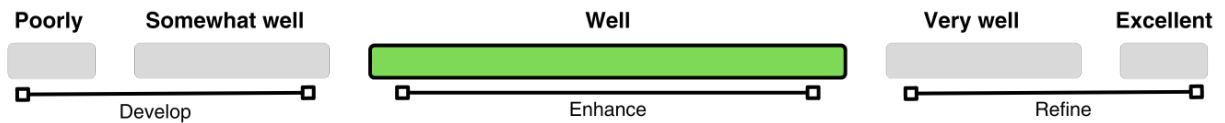
This individual ranks below average in their levels of cognitive and emotional flexibility. While they can adapt to change, novelty, different contexts and environments, as well as to a variety of people, it is not always easy for them.

(C) Capacity for self-direction



This individual ranks below average in skills that support their motivation to succeed, including their capacity to set and achieve goals, persevere, stay committed, and be thoughtful and disciplined. However, since individuals in the normative sample tend to rate themselves very positively in this skill domain, being below average does not necessarily indicate a limitation.

(E) Capacity to establish connexions



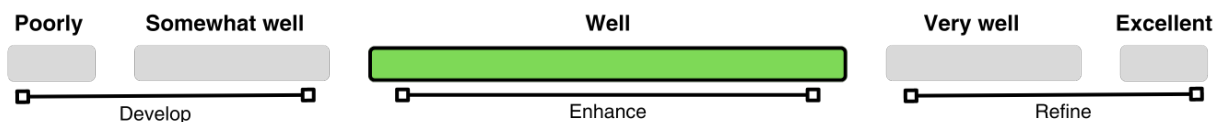
This individual generally perceives themselves as having a good capacity to establish interpersonal connections and act as a catalyst for social interactions. Depending on the context, they may find it somewhat easy to form connections with new people, energize a group, and positively influence those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

(A) Relational capacity



This individual ranks below average in their capacity to maintain high-quality relationships with others, based on kindness, humility, collaboration, and support. However, since individuals in the normative sample tend to rate themselves very positively in this skill domain, being below average does not necessarily indicate a limitation.

(N) Capacity for emotional regulation

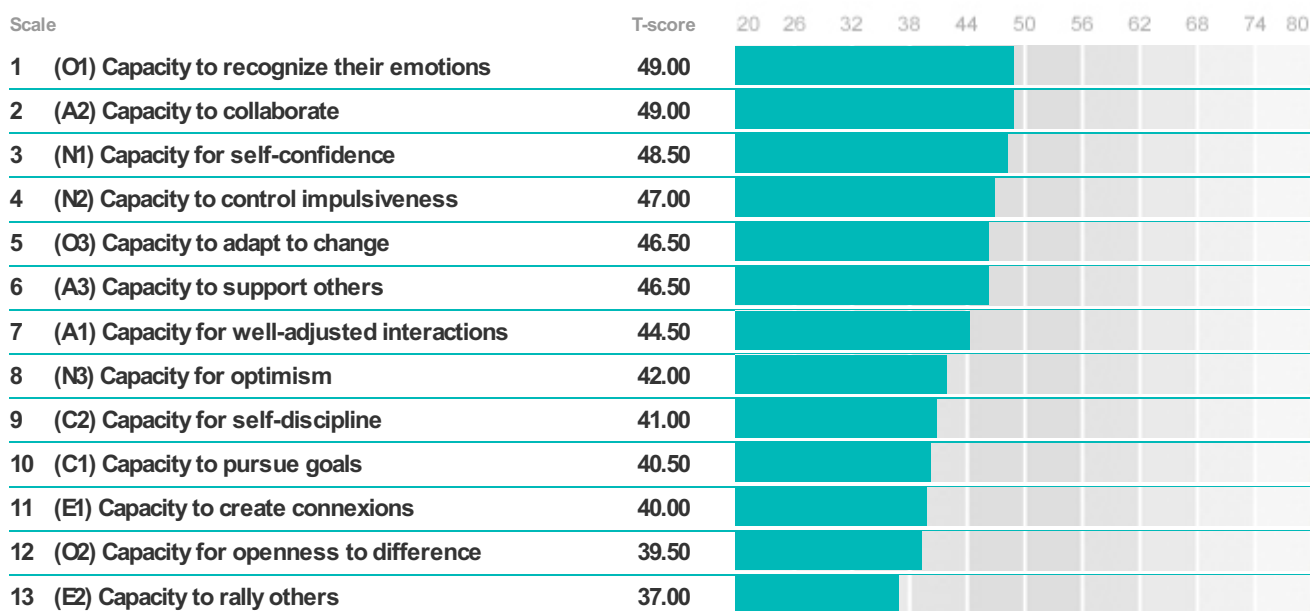


This individual perceives themselves as generally having a good capacity to regulate negative emotions and maintain optimism. They are average in managing internalizing negative emotions, such as anxiety, stress, and vulnerability, as well as externalizing emotions like impulsivity, anger, and frustration. The same applies to their self-confidence and capacity to maintain a positive attitude.

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	3.17	49.00	46.00											
2 Capacity for openness to difference	2.88	39.50	15.00											
3 Capacity to adapt to change	3.00	46.50	36.00											
4 Capacity to pursue goals	2.89	40.50	17.00											
5 Capacity for self-discipline	3.17	41.00	18.00											
6 Capacity for self-confidence	3.00	48.50	44.00											
7 Capacity to control impulsiveness	3.17	47.00	38.00											
8 Capacity for optimism	2.86	42.00	21.00											
9 Capacity to create connexions	3.20	40.00	16.00											
10 Capacity to rally others	2.86	37.00	10.00											
11 Capacity for well-adjusted interactions	2.70	44.50	29.00											
12 Capacity to collaborate	3.00	49.00	46.00											
13 Capacity to support others	3.20	46.50	36.00											

Skill Domain Scores

Scale	Raw score	Score-T	Percentile	0	10	20	30	40	50	60	70	80	90	100
1 Capacity for openness	3.01	44.00	27.00											
2 Capacity for self-direction	3.03	40.00	16.00											
3 Capacity to establish connexions	3.03	47.00	38.00											
4 Relational capacity	2.97	38.00	12.00											
5 Capacity for emotional regulation	3.01	47.00	38.00											

Goleman's IE model

Scale	Raw score	Score-T	Percentile	0	10	20	30	40	50	60	70	80	90	100
1 Self-Awareness	3.17	49.00	46.00											
2 Self-Regulation	3.08	50.00	50.00											
3 Motivation	2.97	39.50	15.00											
4 Empathy	2.95	40.00	16.00											
5 Social Skills	3.02	43.50	26.00											

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	2.99	41.50	20.00											
2 Intrapersonal skills	3.01	44.00	27.00											

Response style indicators

Scale	Raw score	Description
1 Idealized perception scale	299.00	Normal
2 Devaluation tendency scale	7.00	Normal

Answers from:

Subject: Spiria Test2

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

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 tend to be skeptical or unreceptive toward views or lifestyles that differ significantly from your own, which can hinder your relationships and team effectiveness.

Coaching Objectives

- Recognize and understand your reactions to differences and gradually develop openness in a controlled setting.

Practical Strategies & Tools

1. **Guided Discussions:**
 - Participate in group discussions where you can observe differing perspectives without immediate involvement.
2. **Role-Playing:**
 - Practice exercises where you temporarily adopt an alternative viewpoint.
3. **Bias Reflection:**
 - Identify and challenge your preconceived notions with the help of a coach.

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 struggle to set clear, realistic goals, which may lead to frustration and a diminished sense of achievement.

Coaching Objectives

- Learn to set simple, attainable goals and build short-term perseverance.

Practical Strategies & Tools

1. **Structured Templates:**
 - Use a “What, Why, How” framework to clarify objectives.
2. **Daily Routines:**
 - Establish daily habits that align with your goals.
3. **Confidence Building:**
 - Record small wins to build confidence over time.

Analysis

You may struggle to meet commitments due to a lack of structure or frequent distractions.

Coaching Objectives

- Learn to organize your daily tasks and overcome procrastination.

Practical Strategies & Tools

1. Daily Goals:

- Set one simple, achievable goal each day to build confidence.

2. Dedicated Workspace:

- Create a distraction-free work environment with clear boundaries.

3. Task Breakdown:

- Divide complex tasks into smaller, manageable steps and track your progress.

Analysis

Your confidence is moderate; you sometimes doubt your abilities in high-pressure situations, which can delay decision-making.

Coaching Objectives

- Build a stronger foundation of self-belief and learn strategies to remain calm under pressure.

Practical Strategies & Tools

1. **Success Journals:**
 - Keep a record of even small successes to boost self-esteem.
2. **Affirmation Practices:**
 - Regularly use positive affirmations to counteract self-doubt.
3. **Simulation Exercises:**
 - Practice quick decision-making in controlled scenarios.

Analysis

You manage impulsivity in everyday situations but may sometimes react impulsively in highly stressful moments.

Coaching Objectives

- Develop refined techniques to maintain emotional control under high pressure.

Practical Strategies & Tools

1. **Pause Techniques:**
 - Practice counting to 10 before reacting in stressful situations.
2. **Mindfulness Training:**
 - Use mindfulness exercises to increase real-time awareness of your emotions.
3. **Emotion Identification:**
 - Employ tools like the Emotion Wheel to better name and understand your feelings.

Analysis

You sometimes struggle to maintain a positive outlook under stress, which may limit your resilience and motivation.

Coaching Objectives

- Learn to identify and cultivate positive elements in your daily life while managing discouraging thoughts.

Practical Strategies & Tools

1. **Gratitude Journal:**
 - Record three positive experiences or things you're grateful for each day.
2. **Positive Affirmations:**
 - Regularly practice affirmations to counteract negative self-talk.
3. **Visualization Exercises:**
 - Imagine successful outcomes to reinforce a positive mindset.

Analysis

Initiating conversations and forming new relationships is challenging for you, which may limit your networking opportunities.

Coaching Objectives

- Acquire basic social skills for initiating interactions and overcoming fears of social rejection.

Practical Strategies & Tools

1. **Basic Social Exercises:**
 - Practice simple greetings and casual conversation starters in low-pressure settings.
2. **Structured Social Activities:**
 - Participate in clubs or workshops designed to build social confidence.
3. **Coaching:**
 - Work with a mentor to identify and address limiting beliefs about social interactions.

Analysis

You may find it challenging to motivate or rally others, particularly in demanding social or professional contexts. This can limit your ability to take on a leadership role or effectively coordinate collective efforts.

Coaching Objectives

- Learn basic techniques to inspire and motivate others.
- Strengthen your presence and influence in collaborative settings.

Practical Strategies and Tools

1. Introduction to Motivational Techniques:

- Work on simple exercises where you practice positive, encouraging messages to motivate others.
- Use tools such as affirmation phrases to reinforce group members' engagement.

2. Enhancing Social Presence:

- Focus on your non-verbal communication, such as eye contact and facial expressions, to reinforce your presence.
- Participate in group activities where you can practice leadership skills in a structured environment.

3. Creating Meaningful Connections:

- Learn to identify individual strengths and motivations within your group so you can highlight and leverage them.
- Practice exercises where you adapt your approach to include a variety of perspectives.

Analysis

You may struggle to listen actively and consider differing opinions, which can lead to frequent misunderstandings.

Coaching Objectives

- Acquire basic communication skills that enhance active listening and constructive expression.

Practical Strategies & Tools

1. **Listening Workshops:**
 - Participate in training sessions that emphasize listening without interruption.
2. **Communication Templates:**
 - Use conversation templates to help structure your interactions.
3. **Small-Scale Conflict Resolution:**
 - Practice resolving minor disagreements in guided settings.

Analysis:

You can work well in simple team settings but may struggle to maintain harmonious collaboration in complex or diverse environments.

Coaching Objectives:

- Develop your skills for effective collaboration in challenging settings and with diverse team members.

Practical Strategies & Tools:

1. Team Simulations:

- Participate in group exercises that mimic challenging collaborative scenarios.

2. Project Tracking:

- Use collaborative tools (e.g., project boards) to ensure clear task delegation.

3. Feedback Sessions:

- Regularly gather and act on feedback from team members to improve collaboration.

Analysis:

You can support others in routine situations but may miss subtle cues in more complex contexts.

Coaching Objectives:

- Improve your sensitivity to subtle emotional cues and build confidence in your supportive role.

Practical Strategies & Tools:

1. Empathy Training:

- Attend workshops focused on reading non-verbal signals and empathic communication.

2. Guided Support Practice:

- Engage in role-playing scenarios to practice providing support in varied contexts.

3. Feedback Collection:

- Solicit feedback on your support effectiveness to identify areas for improvement.