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Test EQ Teens

Questionnaire for the diagnosis of emotional intelligence of adolescents

Manual



EQstudents
Emotional Intelligence
The mind that feels



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Introduction

"Developing students' emotional intelligence - EQstudents" is a 3-year project (2021-2024) implemented under KA2, School Education, Erasmus+ program. The primary objective of the EQstudents project is to design, test and implement a comprehensive system to support the development of emotional intelligence (EI) in school-aged children, specifically targeting students between the ages of 6 and 15.

The project uses a cross-sectoral approach by involving seven partners from five EU countries (Poland, Italy, Cyprus, Romania and Greece) - OIC POLAND Foundation of WSEI University (project leader) in partnership with: Henryka Sienkiewicz Primary School No. 38 in Lublin (Poland), Assisi International School - Fondazione Patrizio Paoletti (Italy), C.F.C.D.C. Center For Competence Development Cyprus (Cyprus), Asociatia de Terapie Familiala si de Cuplu Timisoara (Romania) and Asserted Knowledge Omorrythmos Etaireia (Greece), coming from diverse backgrounds. The partners have expertise in various fields, such as neuroscience, game development, therapeutic intervention and the development of innovative and creative teaching tools. By creating such an alliance of experts and organizations from both within and outside the education sector, we aim to draw on diverse perspectives to design and develop resources specifically tailored to the development of emotional intelligence in children and adolescents both at school and at home.

One of the results of the EQstudents project is the EQ Teens Test, a tool designed to measure the emotional intelligence of young people aged 11-15. The test examines the four dimensions of emotional intelligence listed by Daniel Goleman: self-awareness, self-management, social awareness and relationship management.

This manual provides a detailed description of the principles of using the EQ Teens Test. It discusses methods of effective use of the results of the test by parents, teachers and school specialists that can contribute to the development of emotional intelligence of adolescents. In addition, the procedure for the creation of the questionnaire is presented, including the stages of its design and validation. The entire content is designed to facilitate the implementation of the tool in the daily work of teachers, but also parents, specialists and educators in its effective use in working with young people.





I. EQ Teens Test Procedure

The EQ Teens test is used to measure the emotional intelligence of adolescents between the ages of 11 and 15 and is only available online at the website:

<https://eqstudents.eu/tool/>

In five language versions: Polish, Greek, Romanian, Italian and English.

The theoretical basis of the EQ Teens Test is the concept of emotional intelligence by Daniel Goleman (1998), who defined emotional intelligence as the ability to effectively recognize, understand and manage emotions, both our own and other people's - in other words, emotional intelligence is good management of our own emotions and the emotions in our relationships with other people.

The test diagnoses four dimensions of emotional intelligence, which are crucial for effective functioning in various spheres of life. These dimensions are:

Self-awareness

**Self-
management**

**Social
awareness**

**Relationship
management**

Completing the test and receiving feedback is free of charge. After completing the test, the teenager receives a free, detailed report describing the level of his or her emotional intelligence, along with tips to support further development. The condition for receiving reliable results and reliable feedback is to give honest answers.

The EQ Teens Test home page provides information about the tool:





Test EQ Teens

Kwestionariusz do badania inteligencji emocjonalnej młodzieży

Witaj na stronie z testem EQ Teens przeznaczonym do badania inteligencji emocjonalnej młodzieży w wieku 11-15 lat. Wypełniając ten test, będziesz miała szansę zastanowić się nad swoim poziomem inteligencji emocjonalnej i jej wymiarami: samoświadomością, samokontrolą, świadomością społeczną oraz zarządzaniem relacjami.

Po wypełnieniu testu uzyskasz też bezpłatny, szczegółowy raport opisujący Twoją inteligencję emocjonalną. Warunkiem otrzymania miarodajnych wyników i wiarygodnej informacji zwrotnej jest udzielenie szczerych odpowiedzi.

Zarówno wypełnienie testu, jak i otrzymanie informacji zwrotnej jest bezpłatne.

Prosimy o uzupełnienie całego testu podczas jednego podejścia. Gdyby jednak w trakcie wypełniania konieczne było przerwanie go, prosimy o zapisanie unikatowego kodu znajdującego się w prawym górnym rogu. Po jego wpisaniu przy kolejnym logowaniu możliwe będzie kontynuowanie uzupełniania testu od miejsca, w którym został on przerwany lub ponowne wyświetlenie informacji zwrotnej.

Zespół projektu EQstudents

Kliknij przycisk **Chcę wziąć udział w badaniu!**

Chcę wziąć udział w badaniu!

Zaloguj się przy pomocy tokena

Token

Login



Administratorem Pana danych osobowych jest Polska Fundacja Ośrodków Wspomagania Rozwoju Gospodarczego „OIC Poland” z siedzibą w Lublinie przy ul. Gospodarczej 26, kod 20-213. Szczegółowe informacje dotyczące przetwarzania i ochrony danych osobowych znajdują się w naszej [Polityce Prywatności](#).

A teenager who wants to take part in the survey should click on the icon: *I want to participate in the test!* Then a new window appears, asking for basic information about the respondent (first and last name - it will appear later in the automatically generated feedback on the results of the survey, and gender, age and country, which will be used to select the appropriate standards). At the same time, a token (a string of numbers and letters) appears in the upper right corner of the page, which can be used to log in again and continue completing the test from where it was interrupted or to display the feedback again. The token can be entered on the home page in its lower left corner.



Zapisz swój token w celu późniejszej kontynuacji wypełniania testu

Twój token: 773962ab79e3698d52e1 **Wyloguj**

Aby wygenerować raport końcowy i odnieść wyniki do norm, konieczne jest podanie podstawowych danych socjodemograficznych:

* Imię i nazwisko

* Płeć:

- dziewczyna
 chłopak

* Wiek:

Wybierz

* Kraj:

- Cypr
 Grecja
 Polska
 Rumunia
 Włochy
 Inny, jaki?

Wstecz

Dalej



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After completing the data and clicking on the icon: Next, instructions for completing the test appear:

Below there is a list of statements that describe youth. Using the sliders, the edges of which are described as: Not at all – Completely, assess how accurately a given statement describes you. The further you move the slider to the right – towards Completely, the more you agree that the statement describes you well, and the further you move the slider towards Not at all, the more you disagree that the statement describes you well.

Poniżej znajduje się lista twierdzeń opisujących młodzież. Korzystając z suwaków, których krańce opisane są jako: Wcale – Całkowicie, oceń na ile dane twierdzenie trafnie Ciebie opisuje. Im bardziej przesuniesz suwak w prawą stronę – w kierunku: Całkowicie, tym bardziej zgadzasz się, że dane twierdzenie dobrze Cię opisuje, a im bardziej w kierunku: Wcale, tym bardziej nie zgadzasz się, że to twierdzenie pasuje do Ciebie.

Potrafię nazwać emocje które odczuwam		
Wcale	<input type="range"/>	Całkowicie
Potrafię stwierdzić co czują inne osoby w określonym momencie		
Wcale	<input type="range"/>	Całkowicie
Potrafię pocieszać innych		
Wcale	<input type="range"/>	Całkowicie
Potrafię opisać jak się czuję w określonym momencie		
Wcale	<input type="range"/>	Całkowicie
Zwracam uwagę na emocje innych osób		
Wcale	<input type="range"/>	Całkowicie

After marking all answers to the 23 statements that make up the EQ Teens Test, click the icon: *Submit Answer*.

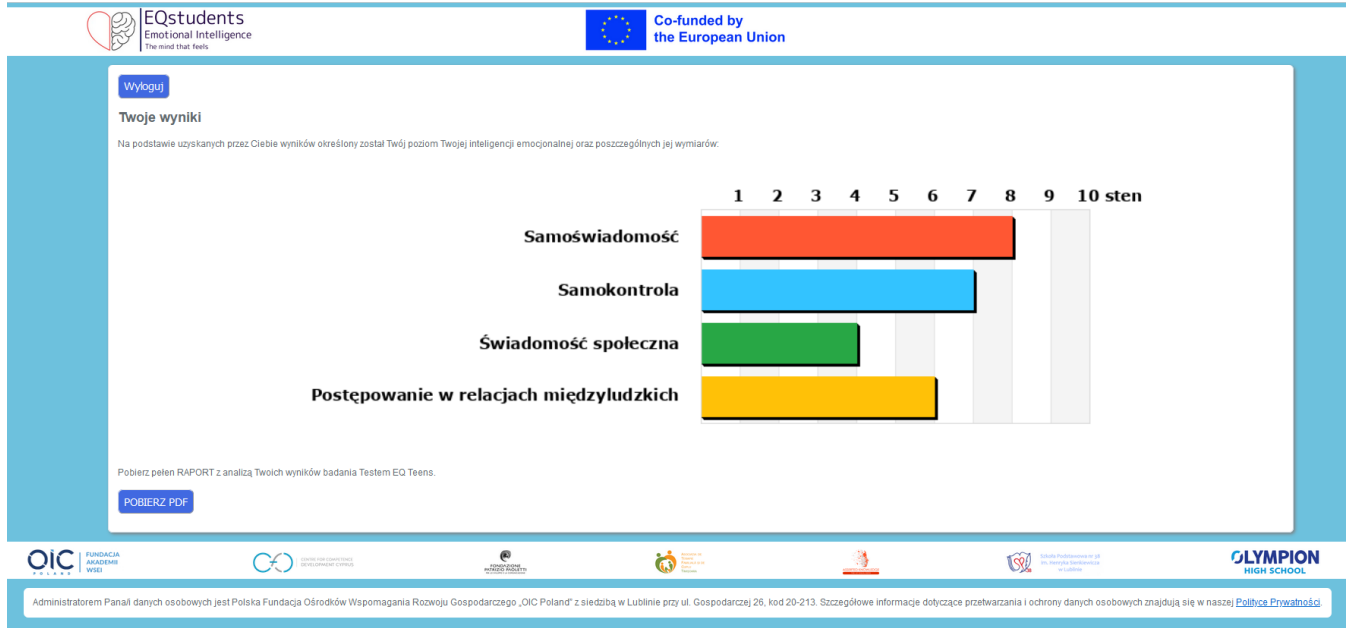
Potrafię nawiązać kontakt z innymi ludźmi		
Wcale	<input type="range"/>	Całkowicie
Potrafię zawsze nazwać wszystkie odczuwane przeze mnie emocje		
Wcale	<input type="range"/>	Całkowicie
Potrafię wzbudzić nadzieję u innych		
Wcale	<input type="range"/>	Całkowicie

[Wstecz](#) [WYŚLIJ ODPOWIEDŹ](#)

OIC FUNDACJA AKADEMII WSI
 GYMPTON HIGH SCHOOL
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A page with a summary of the respondent's results will appear. The chart shows the level of the four dimensions of emotional intelligence (the results are expressed on a ten scale, which ranges from 1 to 10).





In the lower left corner of this page you will see: Download full REPORT with analysis of your EQ Teens Test results and icon: *DOWNLOAD PDF*. When you click on the icon: *DOWNLOAD PDF*, the system will generate full feedback on the level of emotional intelligence of the tested teenager. The pdf file will be displayed in a browser window and/or saved to disk, in the location indicated by the user of the device on which the test was conducted.

II. Using the results of the EQ Teens Test survey

The system automatically generates feedback on the emotional intelligence of the tested teenager. The cover page of the report includes the name of the test, the name of the survey person given at the beginning of the test, and the date the test was completed.

Feedback includes:

- Description of the dimensions of intelligence diagnosed by the EQ Teens Test;
- The results of the respondent - the levels of each dimension with their description;
- Description of possible next development steps based on the results of the study;
- A brief description of the procedure for the creation of Test EQ Teens;





- List of project partners with contact information.

A sample survey report is posted at end of the Manual.

The feedback generated by the computer system can be used to develop an individual development plan. As part of this process, it is recommended to start by identifying strengths in emotional intelligence. Then, based on the results indicating low or average levels of each dimension, it is worth creating a list of developmental tasks that will enable effective development of emotional intelligence.

Each task should be described in detail, taking into account the specific activities that will be undertaken and the timeframe for their implementation. It is also a good idea to identify people or resources who can provide support in implementing these activities. A well-planned and systematically implemented plan allows for more effective development of skills related to emotional intelligence and better use of personal potential.

Developing emotional intelligence is a process that requires a conscious approach and regular commitment. It can be accomplished through a variety of activities that gradually build the ability to understand and manage one's own emotions and those of others. The key is to regularly undertake activities that strengthen these skills, and to be patient with yourself and others. Everyone's pace of development is different, and each step toward greater awareness and expression of emotions is a step toward a more satisfying life and better relationships with others.

The role of parents and teachers in the development of adolescents' emotional intelligence is crucial, as both groups have a direct impact on the formation of young people's emotional and social skills. During adolescence, when adolescents are undergoing intense mental, social and emotional development, support from adults can determine the quality of their relationships, their ability to cope with emotions and their self-esteem. Here are some examples that can inspire what activities to propose to a teenager in his or her development:

- Consciously observe your own emotions - in any situation, take a moment to notice what you are feeling. Is it joy, sadness, anger or perhaps fear? Naming these emotions is the first step to understanding them;





- Analyzing our own reactions - looking at how we react to different stimuli allows us to better understand what drives us. Was our reaction proportionate to the situation? How can it be modified to be more appropriate?
- Empathic understanding of others - it's useful to empathize with others, considering what they might be feeling and why they behave in certain ways. This perspective helps build deeper relationships and avoid unnecessary conflicts;
- Active listening - listening to interlocutors with openness, refraining from immediately judging their words or actions. This allows you to better understand their point of view and establish a more authentic relationship;
- Emotion management techniques - mastering methods for dealing with difficult emotions, such as meditation, relaxation breathing or mindfulness techniques, can help you recover from challenging situations;
- Constructive communication of emotions - it is important to express my feelings clearly and calmly, indicating what is important to me, but without accusing or attacking others. This way of communication builds understanding and trust;
- Development through knowledge and experience - reading books, watching videos, attending workshops or trainings on emotions, relationships and communication. This is not only a source of knowledge, but also an opportunity to practice in practice.

Cooperation between parents and teachers is crucial for the full development of adolescents' emotional intelligence. Regular communication between the two parties allows for the exchange of information about adolescents' progress and difficulties, enabling consistent support both at home and at school. Creating joint educational programs, workshops or events to promote emotional development can significantly strengthen the effects of the measures taken.

Both parents and teachers play the role of guides who help young people understand themselves and the emotional world around them. With their involvement, young people are more likely to develop the skills that will be the foundation of a satisfying personal and professional life.





Parents provide a framework in which young people learn to understand and manage their own emotions and build relationships with others. They can support the development of adolescents' emotional intelligence by:

- Modeling emotional behaviors

Parents are the first and most important role models for teenagers in recognizing, expressing and regulating emotions. Children learn by observation, so the way parents handle difficulties, conflicts or stress is of great importance. Parents who can talk about their feelings openly and constructively show young people that emotions are a natural part of life and can be expressed safely.

- Creating a safe space for conversation

An open, accepting home environment promotes the development of emotional intelligence. Teenagers need a place where they can talk about their feelings without fear of being judged or criticized. Parents who can actively listen and show empathy help children develop emotional self-awareness and interpersonal skills.

- Help in dealing with emotions

Adolescence comes with significant emotional challenges, from peer pressure to changing social expectations. Parents can support their children by teaching them techniques for dealing with their emotions, such as relaxation breathing, mindfulness practice and talking through problems.

- Encouraging the development of empathy

Parents can foster empathy by encouraging teens to notice the needs of others and consider how their actions affect those around them. Engaging together in pro-social activities, such as volunteering, helps teens better understand a variety of emotions and perspectives.

An equally important role is played by teachers and school specialists (educators, school psychologists) in the development of emotional intelligence in teenagers. They can support the development of adolescents' emotional intelligence by:

- Shaping a school environment conducive to emotional development





Teachers have the opportunity to create an atmosphere of support and understanding at school, where students feel accepted and safe. A classroom with respect, open communication and peer support becomes a place that fosters the development of emotional intelligence.

- Emotional education

Teachers can conduct lessons or workshops that teach teens how to recognize and name emotions, deal with them and build good relationships with others. Integrating such classes into the daily curriculum allows teens to gain practical skills that will be useful in their personal and professional lives

- Conflict resolution

School is a place where interpersonal conflicts often occur, such as between peers. Teachers, acting as mediators, can teach students effective ways of resolving disputes, such as negotiating, expressing needs or seeking compromises, while paying attention to the emotions of both sides of the conflict.

- Strengthening positive relationships

Teachers can support the building of healthy relationships between students through group projects, activities that develop cooperation and trust-building exercises. In this way, young people learn cooperation, empathy and friendly communication.

- Individual support

Teachers who are able to notice a student's emotional difficulties can play an important role in their development. By supporting adolescents in difficult moments, such as through conversation or referral to a specialist, they help them better cope with emotional challenges.

A publication developed as part of the EQstudents project: [Model of working with a pupil aged 11-15 for development of emotional intelligence - EQ Teens may prove useful in the above activities](#). Among other things, the model includes tips for teachers and school professionals on how they can support the development of emotional intelligence in teens, lesson plans and worksheets on emotions, or training materials for workshops for parents.





III. Procedure for developing the EQ Teens Test

The EQ Teens test was created based on a psychometric procedure commonly used in psychology (cf. Hornowska, 2018; Mankowska, 2010; Fronczyk, 2009).

As mentioned earlier, the theoretical basis of the EQ Teens Test is the concept of emotional intelligence by Daniel Goleman (1998), who defined emotional intelligence as the ability to effectively recognize, understand and manage emotions, both our own and other people's - in other words, emotional intelligence is good management of our own emotions and the emotions in our relationships with other people. Daniel Goleman lists four dimensions of emotional intelligence:

(1) Self-awareness - the ability to read and understand one's own emotions, as well as recognize their impact on others. We can simply say that self-awareness is a basic understanding of how we feel and why we feel the way we do. The more aware we are of our feelings, the easier it is to manage them and dictate how we can respond to others. Self-awareness is the ability to understand emotions, recognize their impact and use them to make decisions.

(2) Self-management - the ability to manage one's actions, thoughts and feelings in a flexible manner to achieve desired results and adapt to changing circumstances. Optimal self-management contributes to well-being, a sense of self-efficacy or self-confidence, and a sense of connectedness with others. The goal is for the self-controlled person to be able to use his or her emotional reactions as cues for both action and effective coping in relationships. Self-management is the ability to control emotions and impulses and adapt to circumstances.

(3) Social awareness - the ability to accurately notice the emotions of others and "read" situations accordingly. It's about sensing what other people are thinking and feeling so that you can take their perspective, using your ability to empathize. It is the ability to sense, understand and respond to the emotions of others in social situations.

(4) Relationship management - the ability to take into account one's own emotions, the emotions of others and the context in order to effectively manage social interactions. It is the ability to inspire, influence and connect with others and manage conflict (Goleman, 1998, Goleman, Boyatzis, McKee, 2002).





At the outset of the development of a new diagnostic tool based on Daniel Goleman's concept of emotional intelligence, six groups of independently working experts developed 398 test items for its four dimensions - 85 statements for Self-Awareness, 109 statements for Self-Management, 93 statements for Social Awareness and 111 statements for Relationship Management. The items were then analyzed for content and statements that were repetitive or completely inconsistent with previously accepted guidelines and/or definitions were removed (e.g., the items should relate to a context familiar to children aged 11-15; they should contain simple, clear, commonly used words; they should be short sentences without double negatives, etc.).

The result of this work was the extraction of 120 items (30 for each dimension of emotional intelligence), which were submitted to twenty-five independently working competent judges (five judges from each participating country) for evaluation. The judges were asked to evaluate each statement in terms of its usefulness in diagnosing each dimension of emotional intelligence of the newly developed test. The judges used a rating scale from 1 to 7, where 1 means "completely wrong/useless item" and 7 means "completely correct/useful item." The 48 items (12 items for each dimension of emotional intelligence) rated highest by the judges were selected for further work - the average rating made by the 25 competent judges of the selected items was at least 6. Thus, the items with the highest content relevance were selected.

The test prepared in this way (in an electronic, online version) was accompanied by instructions and a metric, as well as additional tests to check criterion-relevance (INTE Emotional Intelligence Questionnaire in Poland and Mihaela Roco's Emotional Intelligence Test. in all participating countries).

Initial research with the new test was carried out between January and October 2024. 3604 young people aged 11-15 from 5 countries were surveyed: Cyprus, Greece, Poland, Romania and Italy

Country	Number of students	Place of residence	11 years	12 years	13 years	14 years	15 years
Cyprus	498	Rural - 187	Boys - 17	Boys - 56	Boys - 71	Boys - 86	Boys - 39
		City - 311	Girls - 9	Girls - 48	Girls - 55	Girls - 86	Girls - 31
Greece	64	Rural - 5	Boys - 0	Boys - 1	Boys - 1	Boys - 4	Boys - 23
		City - 59	Girls - 1	Girls - 2	Girls - 5	Girls - 2	Girls - 25





Poland	2055	Rural - 1086 Town - 969	Boys - 150 Girls - 175	Boys - 240 Girls - 230	Boys - 273 Girls - 279	Boys - 236 Girls - 264	Boys - 95 Girls - 113
Romania	306	Rural - 46 City - 260	Boys - 16 Girls - 30	Boys - 38 Girls - 42	Boys - 30 Girls - 39	Boys - 40 Girls - 39	Boys - 12 Girls - 20
Italy	681	Rural - 141 City - 540	Boys - 68 Girls - 76	Boys - 103 Girls - 110	Boys - 125 Girls - 144	Boys - 31 Girls - 21	Boys - 2 Girls - 1
TOTAL	3604	Village - 1465 Town - 2139	Boys - 251 Girls - 291	Boys - 438 Girls - 432	Boys - 500 Girls - 522	Boys - 397 Girls - 412	Boys - 171 Girls - 190

A series of exploratory factor analyses (EFAs) were performed on the collected results to search for the best configuration of test items diagnosing the four dimensions of emotional intelligence. The result of these analyses is a final version of the test consisting of 23 statements (6 or 5 statements for each dimension of emotional intelligence) with confirmed factor theoretical relevance.

Reliability coefficients (Cronbach's α) were calculated, ranging from 0.76 to 0.88, indicating satisfactory and high reliability of the test. The reliability coefficients for each country are fit in the table below.

Dimensions of emotional intelligence	EU	Cyprus	Greece	Poland	Romania	Italy
Self-awareness	.88	.87	.85	.88	.88	.87
Self-management	.83	.82	.76	.83	.82	.82
Social awareness	.85	.84	.76	.86	.80	.85
Relationship management	.82	.81	.83	.83	.79	.83

Correlation coefficients with other emotional intelligence tests were also calculated to confirm the criterion relevance of the EQ Teens Test. The r-Pearson correlation coefficients in the Polish study between the INTE Emotional Intelligence Questionnaire and the dimensions of the EQ Teens Test are moderate, with Self-Awareness ($r = .53$), Self-Management ($r = .44$), Social Awareness ($r = .56$), and Emotion Management ($r = .59$). On the other hand, the correlation coefficients of Mihaela Roco's EMOTIONAL INTELLIGENCE TEST scores with the EQ Teens Test are of weak strength and are respectively with the individual EQ Teens dimensions: $r = .12$, $r = .10$, $r = .20$, $r = .23$.





The final stage in the development of the tool was the preparation of norms, which makes it possible to convert an individual test score into a converted score, as well as its interpretation in terms of low (1-4 sten), average (5-6 sten) and high (7-10 sten) scores. Standards were developed separately for girls and boys and for two age groups: 11-12 years and 13-15 years. Separate norms were developed for Poland, Romania and Italy, but due to the small number of Greek students in the standardization sample, common norms were developed for Cyprus and Greece (Greek-language version). Pan-European norms were also developed (based on a sample of 3604 students from all partner countries) - if a country other than the participating country is selected in the pre-survey metric, the system will select those norms for the respondent.

The result of the psychometric procedure used is an accurate, reliable, standardized, objective and standardized tool for testing the emotional intelligence of adolescents aged 11-15.





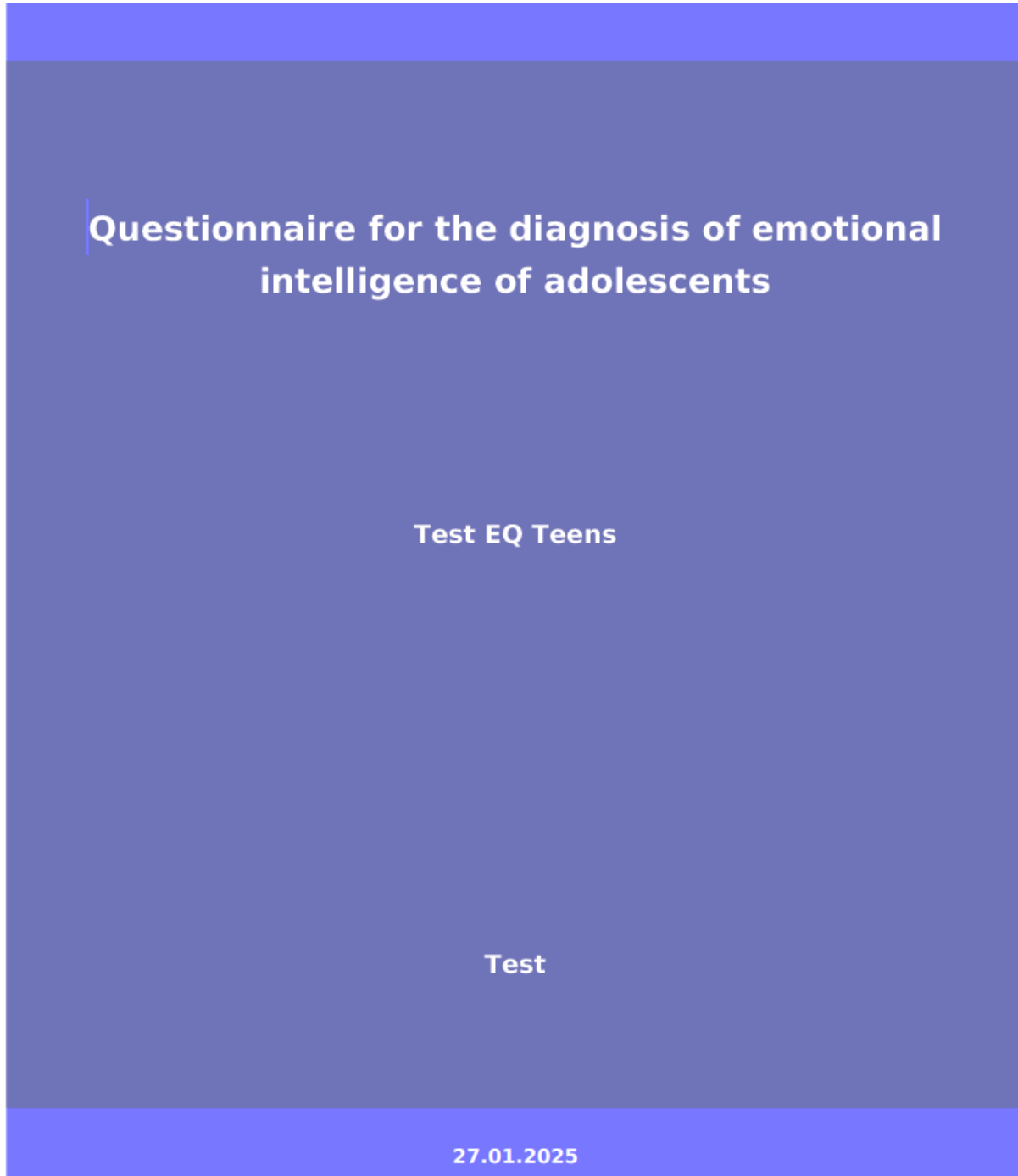
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V. Sample of the feedback report





INTRODUCTION

This report presents individual results obtained during the EQ Teens test, which is used to diagnose the emotional intelligence of adolescents aged 11-15. The tool was created thanks to the cooperation of institutions and schools from five European countries (Poland, Cyprus, Romania, Greece and Italy) as part of the project "Developing Students' Emotional Intelligence - EQstudents", with the support of the European Commission under the Erasmus+ programme.

EMOTIONAL INTELLIGENCE

Daniel Goleman (1998) defined emotional intelligence as the ability to effectively recognize, understand, and manage emotions, both our own and those of others - in other words, emotional intelligence is the good management of our own emotions and emotions in our relationships with other people.

Emotional intelligence is crucial in both personal and professional life, and its level can be developed through practice and self-reflection. Emotional competence is not innate talents, but rather learned abilities that need to be worked on and developed to achieve exceptional performance. Goleman believes that people are born with general emotional intelligence, which determines their potential to develop emotional competence.

Goleman lists four dimensions of emotional intelligence that are crucial for effective functioning in various spheres of life. These dimensions are:

Self-awareness

Self-control

Social awareness

Relationship management





Self-awareness

The ability to recognize and understand our emotions, and recognize their impact on others. It can simply be put that self-awareness is a basic understanding of how we feel and why we feel that way. The more we are aware of our feelings that easier they are to manage and dictate how we might respond to others.

It is the ability to understand emotions, recognize their impact, and use them to make decisions.

Self-control

The ability to manage one's actions, thoughts, and feelings in flexible ways to get the desired results and adapt to changing circumstances. Optimal self-regulation contributes to a sense of well-being, a sense of self-efficacy or confidence, and a sense of connectedness to others. The goal is for a self-regulating individual to be able to take his or her emotional responses as cues for both action and coping effectively in relationships.

It is the ability to control emotions and impulses and adapt to circumstances.

Social awareness

The ability to accurately notice the emotions of others and "read" situations appropriately. It is about sensing what other people are thinking and feeling to be able to take their perspective using your capacity for empathy.

It is the ability to sense, understand, and respond to the emotions of others in social situations.

Relationship management

The ability to take one's own emotions, the emotions of others, and the context to manage social interactions successfully.

It is the ability to inspire, influence, and connect with others, as well as manage conflicts.

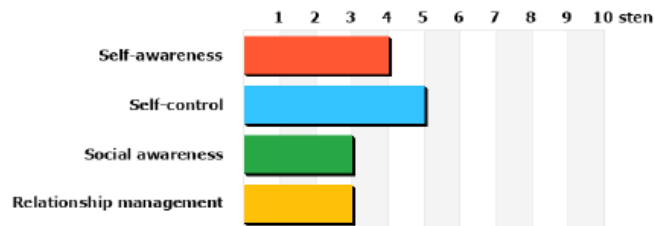




YOUR RESULTS

Evaluating a number of statements in the EQ Teens test allows to determine your level of emotional intelligence. The following conclusions are based on your answers and are only credible if they have been given honestly with maximum commitment and effort.

On the basis of your answers, the level of individual dimensions of emotional intelligence was determined: self-awareness, self-management, social awareness and relationship management.



Based on your results, your emotional intelligence can be described as follows:

Self-awareness

You have difficulty recognizing and naming your emotions. You often don't know why you feel a certain way. You rarely notice how your emotions affect others, which can lead to misunderstandings in relationships. You make decisions more on the spur of the moment and emotions rather than by consciously analysing them.

Self-control

You are usually able to control your emotions and impulses, although in difficult or unexpected situations this can be a challenge for you. You often try to adapt to changing circumstances, although this requires more effort and time. Your emotional reactions begin to act as clues, helping you to better understand the situation and act more consciously.

Social awareness

You have difficulty noticing and understanding other people's emotions. You often miss subtle cues, such as





DEVELOPMENT TIPS

The feedback generated by the computer system can be used to formulate your individual development plan. When creating this plan, first list your strengths in terms of emotional competence. Then, based on low and average scores (if you have any), create a list of developmental tasks that you will undertake to develop your emotional intelligence. Write down specifically what actions you will take, when and who can support you. Developing your emotional intelligence, you can, for example:

- Pay attention to what you feel in a given situation;
- Carefully observe your emotional reactions;
- Try to understand others, what they feel and why they react this way;
- Listen to others openly and without judgment;
- Use various techniques of coping with difficult emotions to restore emotional balance;
- Express your emotions clearly and constructively;
- Read books, watch movies or participate in workshops on emotions and building good relationships with others.

To support the development of your emotional intelligence, it is also worth to:

- **Be aware of emotions in social interactions** - pay attention to how emotions - both yours and those of others - affect the course of conversations and relationships. Think about what emotions are prevalent at any given moment and how you can use or mitigate them to achieve a better understanding.
- **Develop active listening skills** - focus on what the other person is saying, without interrupting or judging. Make sure you understand what they wanted to say, e.g. by paraphrasing: "Do I understand correctly...?".
- **Practise assertiveness in communication** - express your needs, opinions and emotions in a calm and assertive way, while respecting the other person's point of view. This will allow you to build relationships based on trust and mutual respect.
- **Learn to resolve conflicts effectively** - in difficult situations, try to avoid escalating tensions. Instead of blaming, focus on finding a solution together: "How can we find a way out of this situation together?" In conflicts, ask questions that help you understand the other party's perspective.
- **Work on empathy** - regularly try to look at the situation from the perspective of other people. Think about what they might be thinking and feeling at any given time, and then use that knowledge to adjust your reactions.
- **Build an atmosphere of cooperation** - promote teamwork in social interactions and try to bring people together around common goals. Emphasise the value of teamwork and make sure everyone feels valued.
- **Practise nonverbal communication** - pay attention to your posture, tone of voice, gestures and facial expressions. Friendly body language and an open attitude strengthen trust and help build positive relationships.
- **Develop flexibility in approach** - every person and situation is different. Try to adapt your reactions to the context - sometimes you need empathy and support, and sometimes firmness and specifics.
- **Seek feedback** - ask people around you about how they perceive your actions in relationships. This will allow you to better understand your strengths and areas for improvement, which will translate into better management of social interactions.





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HOW WAS THE EQ TEENS TEST CREATED?

The EQ Teens test was created on the basis of a psychometric procedure commonly used in psychology. It was carried out in several stages.

At the beginning, based on Daniel Goleman's concept of emotional intelligence, a group of experts arranged experimental test items regarding its four dimensions, which were then analyzed in terms of content. Repetitive statements or statements that do not fit the previously accepted definitions at all have been removed. The remaining statements were then forwarded to twenty-five competent judges for evaluation. The judges were asked to evaluate each statement in terms of its usefulness in diagnosing the various dimensions of emotional intelligence of the newly built test. The statements with the highest content accuracy and highest ratings by the judges were selected for further work.

The test prepared in this way (in electronic online version) was provided with instructions for answering and a metric, as well as additional tests to check the criterion validity. Initial surveys using the new test were carried out between January and October 2024. 3604 young people aged 11-15 from 5 countries: Cyprus, Greece, Poland, Romania and Italy were surveyed.

