



MSCEIT[®]₂

Mayer-Salovey-Caruso Emotional Intelligence Test™

Second Edition

Individual Report

Client Version

Chen Sample

June 21, 2024

Welcome to the **MSCEIT[®] 2**

Thank you for completing the
Mayer-Salovey-Caruso Emotional
Intelligence Test Second Edition (MSCEIT 2).

The MSCEIT 2 is an ability-based assessment of emotional intelligence (EI). This assessment was developed with over 30 years of research by the authors of the original MSCEIT (Dr. Mayer, Dr. Salovey, and Dr. Caruso), in collaboration with experts at Multi-Health Systems, Inc. (MHS, Inc.). Using an abilities approach to conceptualizing EI, the MSCEIT 2 tests your knowledge and skills in various emotional intelligence domains by asking you to solve problems related to emotions.

This report will help you improve your awareness and understanding of emotional intelligence and your use of EI skills. You can use the tools and strategies found in this report to support you in your goals. For areas of strength, this report can help you better understand how to enhance and use your skills even more effectively.

What is the MSCEIT[®] 2 Model?

The MSCEIT 2 assesses your ability to be smart with and about emotions in four domains. Each MSCEIT 2 domain is measured using different types of questions.



The four MSCEIT 2 domains are as follows:

1	Perceiving Emotions The skills needed to perceive and accurately identify emotions in people and their environments. Question Types: Faces Contextual Pictures Videos
2	Connecting Emotions The skills needed to feel and use emotions to assist thought and connect with others through empathy. Question Types: Sensations Emotion Dimensions Facilitation Changing Contexts
3	Understanding Emotions The skills needed to understand emotional information, including the meaning, causes, and changes in emotions. Question Types: Changes Blends Progressions
4	Managing Emotions The skills needed to be open to your own emotions and those of other people, and the ability to reflectively manage emotions to make optimal decisions. Question Types: Emotion Scenarios Picture Panels



What is Emotional Intelligence (EI)?

Before we jump into looking at your MSCEIT[®] 2 scores, let's briefly talk about the research behind the MSCEIT 2.

The MSCEIT 2 is based on an ability model of emotional intelligence (EI), which describes EI as the ability to both reason using emotions and reason about those emotions. When people talk about intelligence, you may have heard people talk about concepts such as mathematical intelligence or musical intelligence when referring to people's skills with math or with music and rhythm. Similarly, the MSCEIT 2 approach considers EI to be another type of intelligence, one that focuses on the cognitive skills needed to detect, use, and think about emotions.

Linking your emotional and thinking processes is important because emotions contain data—valuable information about you, your relationships, and the world around you. By combining feeling with thinking, the MSCEIT 2 proposes that we can use EI to increase our effectiveness in our personal, home, school, and work lives.



Understanding Your Results

Scores on the MSCEIT 2 are based on emotion theory and scientific research.

Responses to MSCEIT 2 assessment items can be considered correct (full points assigned), partially correct (partial points assigned), or incorrect (no points assigned). The number of points assigned to each response option was determined by an international panel of emotion experts. Your scores are calculated based on the number of correct and partially correct responses that you selected across the various parts of the assessment.

Your MSCEIT 2 results will help you understand how you scored relative to a large, representative sample of people. The average score on the MSCEIT 2 is 100. To help interpret your Total EI and domain scores, they are presented in this report using the following score ranges:

- **Develop** (<70). You may have some difficulty in this area; it could be helpful to develop your skills and knowledge.
- **Consider Developing** (70-89). This is not yet an area of strength for you; enhancing this skill area could help with various parts of your daily life.
- **Proficient** (90-109). You have demonstrated sufficient skill in this area to be able to perform it with success; although not an area of concern, there is still room for improvement.
- **Skilled** (110-129). This is an area of strength for you; consider ways you can consistently and frequently apply these skills in your daily life.
- **Expert** (130+). This is a highly developed skill for you and is a considerable strength; think about ways you can further leverage these skills in yourself and others.

Overview of Scores

Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)

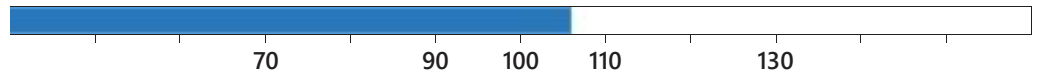
Total EI



106

Score

Proficient



Overall sense of your ability to reason with emotions and about emotion-related information.

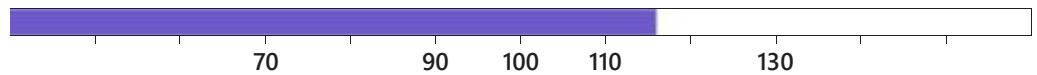
Perceiving Emotions



116

Score

Skilled



The skills needed to perceive and accurately identify emotions in people and their environments.

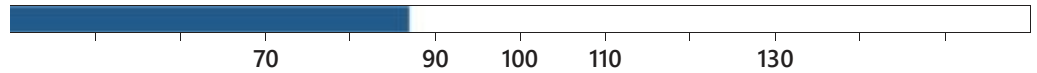
Connecting Emotions



87

Score

Consider Developing



The skills needed to feel and use emotions to assist thought and connect with others through empathy.

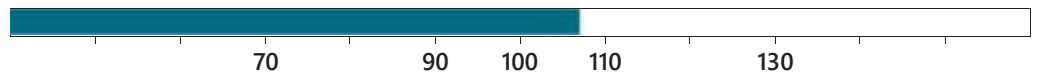
Understanding Emotions



107

Score

Proficient



The skills needed to understand emotional information, including the meaning, causes, and changes in emotions.

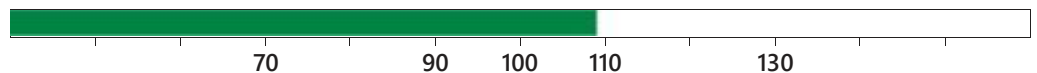
Managing Emotions



109

Score

Proficient



The skills needed to be open to your own emotions and those of other people, and the ability to reflectively manage emotions to make optimal decisions.

Note: Scores on the MSCEIT² only reflect your current level of skill. Through hard work and effort, you can learn behaviors and strategies to support your lower-scoring domain(s).

Total EI

Emotions can provide insight into how you and others are doing. When necessary, emotions can help you cope with the difficulty of making a sudden change or strategic shift. High levels of EI can be helpful when you want to

- enhance work performance,
- develop cooperation and trust,
- gain support for an idea, and
- resolve conflict.

Your Total EI Score

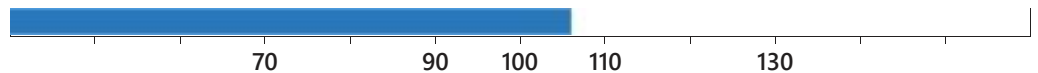
Develop (<70) | Consider Developing (70-89) | **Proficient (90-109)** | Skilled (110-129) | Expert (130+)



106

Score

Proficient



Overall sense of your ability to reason with emotions and about emotion-related information.

You scored in the **Proficient** range for **Total EI**. This suggests that you are aware of emotions in yourself and others, and that your ability to perceive, connect, understand, and/or manage emotions is usually accurate.

In the next section of the report, a thorough analysis of your MSCEIT®2 domain scores is provided to help you identify instances where you could misjudge the situation, helping you to focus on specific areas for development. As you move through the report, think about how you currently display these EI skills in your day-to-day life and if there are opportunities for you to use these skills even more.



Perceiving Emotions

The Perceiving Emotions domain assesses an individual's skill at noticing and correctly identifying emotions. This is the most basic emotional intelligence skill. In the workplace, people often have to understand how others feel, especially when they want to influence behavior, resolve conflict, give feedback, and work in teams. People who identify emotions well will notice another person's feelings by looking at their face, listening to their tone, or observing the context. This is a valuable skill to have because the more you understand emotions in a situation, the more appropriately you can respond.



Your Perceiving Emotions Score

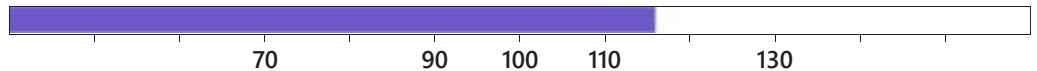
Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)



116

Score

Skilled



The skills needed to perceive and accurately identify emotions in people and their environments.

You scored in the **Skilled** range for **Perceiving Emotions**. This score suggests the following:

- Your awareness and interpretation of your emotions and the emotions of others is very accurate.
- You notice most of the emotional cues in the environment around you.
- You should be confident in your emotional understanding of a situation and be willing to act based on this knowledge.

Strategies to Improve and Leverage Your Accuracy at Perceiving Emotions

Emotional recognition and perception is an area of strength for you. Continue to consistently pay attention to multiple emotional cues to help you differentiate between the nuances and intensities of emotions. Consider whether there are more ways or areas in your life where you can further leverage these skills. Specific strategies are provided below to help you further develop your EI skills in this domain.

Using Environmental Cues.

If you are able, consider different ways that you can alter a room or seating arrangement to create an environment that communicates an emotional message. Think about how the furniture is arranged, the amount of space between each person, the colors and textures in the room, the amount of light, and whether there is natural light in the room. If you are engaging in a group activity, is there enough space for people to gather or move freely about the room? Will the addition of specific scents or sounds/music help to create the emotional tone that you are striving for?

Asking, "How are you?"

While you should find your own questions, try the ones below as a start.

- How has your day been so far?
- Tell me what's going on?
- What are your thoughts about ____?
- You seem to be thinking about something; do you want to share your thoughts?
- You seem _____. Is that right?

Lastly, remember that how you ask matters. Ask in a tone that invites an honest response.

Understanding Cultural Display Rules.

While there is debate about whether there are basic human emotions, there is little debate that "display rules," which are cultural norms that define how people should express their emotions in different situations, differ across cultures. When trying to assess people's emotions, be aware that what people express may not match how they feel. Additionally, keep in mind that culture can mean different things, whether it's the culture of a country, society, workplace, school, or family.

Identifying Mismatches.

Social interactions can be enhanced when you can accurately identify others' emotions. Be confident in your insights and don't hesitate to act on them by sharing your observations or questioning instances when you see emotional mismatches (e.g., people are voicing agreement, but their body language suggests the opposite). Be the emotion leader in the room that helps steer everyone towards a shared understanding of the emotional situation.



Connecting Emotions

The Connecting Emotions domain assesses an individual's skill at appropriately choosing which pleasant or unpleasant emotions help with different thinking tasks (such as reasoning, problem-solving, decision-making, and creative thinking) and generating emotions as needed to increase effectiveness.

Our emotions influence our thoughts and behaviors. They impact what we notice, how we view situations, solve problems, make decisions, and interact with others. For example, if you feel upbeat and pleasant, you will see things differently than if you feel down and unpleasant. When you know how emotions, physical feelings, and thinking are connected, you can use emotions or change them depending on your situation to get a better result.

Moreover, when you understand the feelings and physical sensations that come with emotions, you can be more successful at generating them when needed. This ability to generate emotions on demand can make you more empathetic, allowing you to establish strong emotional connections with others and see things from different perspectives.

Your Connecting Emotions Score

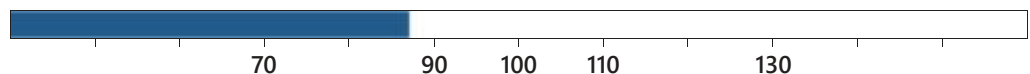
Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)



87

Score

Consider Developing



The skills needed to feel and use emotions to assist thought and connect with others through empathy.

You scored in the **Consider Developing** range for **Connecting Emotions**. This score suggests the following:

- You may be fairly logical, preferring to set emotions aside and use a rational and fact-based approach to problem-solving.
- You may, in some situations, prefer structure and certainty instead of being flexible or open-minded. This can make it challenging for you to switch points of view and feelings, and you can sometimes find it difficult to relate to other people's perspectives.
- It is possible that while you may sometimes feel what other people feel, there may be other times when you are not accurately reflecting the feelings of others.

Strategies to Improve and Leverage Your Effectiveness at Connecting Emotions

Although you scored lower in this area compared to other people, you can improve your Connecting Emotions skills by paying more attention to your feelings and by considering the impact that they have on your thoughts and behaviors. Reflect on the value and insight given by feelings—even the unpleasant ones. Specific strategies are provided below to help you further develop your EI skills in this domain.

Learning About Sensations.

Working with a coach, talk about what kind of bodily sensations you associate with different emotions. Are there certain emotions that you can easily associate with bodily sensations (e.g., “When I feel angry, I feel my heart rate and my body temperature rise”)? Are there certain emotions that are more difficult for you to associate with bodily sensations? If so, work with your coach to further explore the sensations that are typically associated with the emotions that you are having a harder time linking bodily sensations to. The next time you experience one of these emotions, make an effort to focus on the sensations that are happening within your body.

Scanning for Sensations.

Think about a time when you experienced anger, happiness, sadness, fear, disgust, or surprise. Close your eyes and mentally scan your body, starting with your head and moving down your body, directing your attention to each body part. What changes do you notice in your body while thinking about the emotion you’ve chosen? Is there tension or relaxation in your muscles, a fluttering sensation in your chest, difficulty in breathing, weakness, heat, cold, and so on? How intense is the sensation in that moment? Describe these sensation experiences in as much detail as you can.

Valuing Emotions.

Start to consider how your emotions impact your thoughts throughout the day and take note of times when the emotion you bring into a situation may be impacting how well you can complete a task (e.g., what is the best mood to be in when you are completing a task that requires a lot of concentration versus a task that requires you to be innovative?). Reflect on the value and insight of emotions—even the unpleasant ones.

Practicing Empathy.

Sometimes it is difficult to feel what other people feel, but it is important to feel empathy for those around us. One way you can develop your empathy is by trying to make yourself feel what someone else is feeling. To do this, practice generating certain emotions in yourself on demand so that the next time you encounter someone experiencing a strong emotion, you are better able to understand what they are experiencing and can better connect with them.



Understanding Emotions

The Understanding Emotions domain assesses an individual's knowledge of emotions. Understanding emotions can help you better understand people, predict how an idea will be perceived, foresee how others might respond to you, grasp the nuances of emotional situations, and communicate more effectively using advanced emotional words.

Importantly, emotions change depending on the situation, so being able to understand emotions can help you navigate the social situations you find yourself in. These skills are valuable because they can help you understand and gain insight into yourself and others—to figure out what motivates people, what annoys them, and what makes them feel better or worse.



Your Understanding Emotions Score

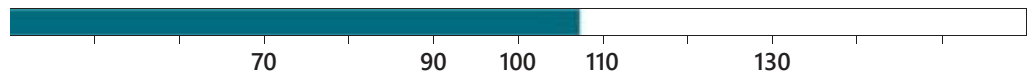
Develop (<70) | Consider Developing (70-89) | **Proficient (90-109)** | Skilled (110-129) | Expert (130+)



107

Score

Proficient



The skills needed to understand emotional information, including the meaning, causes, and changes in emotions.

You scored in the **Proficient** range for **Understanding Emotions**. This score suggests the following:

- You have a good understanding of emotions, what causes them, and how they may change over time. You likely have enough insight into people that you can figure out how they will react to various situations.
- There may be some emotions that you find difficult to predict. Occasionally, you may find people's intentions and motivations to be unclear, which can interfere with your ability to plan effectively.
- Your emotional vocabulary is well-developed. Generally, you can describe emotions, but there may be times when you struggle with describing the subtle differences between similar emotion words.



Strategies to Improve and Leverage Your Effectiveness at Understanding Emotions

Scoring in the Proficient range means you already possess enough Understanding Emotions skills to perform your daily tasks well. You can improve your understanding of emotions by identifying the situations and contexts that you struggle with when it comes to understanding or describing emotions. Specific strategies are provided below to help you further develop your EI skills in this domain.

Being Proactive, Not Reactive.

Be proactive about thinking through emotional “what-if” scenarios. This requires you to think ahead and imagine the impact a situation may have on your own and other people’s emotions. By thinking through these aspects on an emotional level before you communicate and interact with others, you are more likely to achieve better results because you are better prepared for scenarios where you encounter resistance or negative reactions from other people.

Following the Platinum Rule.

The Platinum Rule says that people should be treated the way they want to be treated. Take a moment to think of the people you rely on for your success. Now ask yourself—what impacts this person’s emotions? Do you know what makes them happy, sad, bored, excited, frustrated, proud, disgusted, and angry? To communicate and collaborate effectively with others, you need to know them well. Take the time to observe and ask questions and adjust your approach with them to meet their needs.

Determining Emotional Causes.

Take note of situations that trigger emotional responses in you. Take some time to reflect on your purpose in life, your values, your goals, your motivations, your emotional causes, and your personality traits. All of these will help you to understand why you behave the way you do. You should work towards more easily identifying why you feel the way you do in a situation and how those feelings may change as the situation changes.

Strengthening Emotional Vocabulary.

Although you already have a well-developed emotional vocabulary, you may find it beneficial to work on this a bit more. Consider different types of emotions and how strong they are when choosing words to describe how you're feeling (e.g., rage vs. anger vs. annoyance). Make an effort to expand your emotional vocabulary. Choose an emotion family (i.e., a group of similar, related emotions) to focus on and think about how using the variations of emotions within that group can allow you to express yourself more accurately to others.



Managing Emotions

The Managing Emotions domain assesses an individual's skill at incorporating their feelings into their decision-making process when appropriate. People who can manage their own and other's emotions are more effective at achieving individual and group goals. The ability to successfully manage emotions involves the awareness, acceptance, and use of emotions in problem solving.

Some people think that the term "emotion management" means stopping or trying to reason through emotions; however, that is not the case. Skilled emotion management will neither make emotions feel smaller nor bigger, but rather, it focuses on addressing the emotion fully at the right time. Instead of acting on their emotions without thinking, individuals skilled at Managing Emotions will combine thinking and feeling to make the best possible decisions and take the most effective actions.

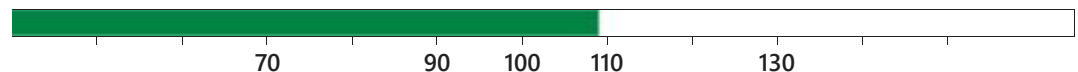
Your Managing Emotions Score

Develop (<70) | Consider Developing (70-89) | **Proficient (90-109)** | Skilled (110-129) | Expert (130+)



109
Score

Proficient



The skills needed to be open to your own emotions and those of other people, and the ability to reflectively manage emotions to make optimal decisions.

You scored in the **Proficient** range for **Managing Emotions**. This score suggests the following:

- You are open to emotions and are generally willing to process emotional information even if it may lead to some discomfort.
- Although you possess enough skill in this domain to competently manage emotions (your own and others') in a way that balances thinking and feeling, there may be times when you don't maintain that balance.
- It is also possible that you find yourself more comfortable or effective at managing certain emotions or situations than others.

Strategies to Improve and Leverage Your Effectiveness at Managing Emotions

Scoring in the Proficient range means you already possess enough Managing Emotions skills to perform your daily tasks well. You can further improve your management of emotions by learning more emotion management strategies or identifying the situations and contexts that you struggle with when it comes to managing your own or other people's emotions. Specific strategies are provided below to help you further develop your EI skills in this domain.

Choosing Your Time.

Consider appropriate times to engage or disengage with an emotion. There are times when feeling certain emotions are not useful to the current situation. For instance, feeling stressed, angry, or frustrated may not be helpful while in a meeting. Are you able to set aside or ignore that feeling during the meeting, and wait until the meeting has ended to address it? Managing emotions is not about stopping oneself from feeling an emotion; instead, it is about evaluating why an emotion is occurring, what is happening, and working out the best way to handle the emotion appropriately.

Managing the Mood or Situation.

Try generating a different mood (i.e., one that is more desirable or useful) before entering a situation. However, if you have trouble managing your emotions once you are in the middle of a situation, can you manage the situation to lessen the emotional impact? Sometimes it is easier to manage the situation rather than trying to manage your own or someone else's emotions. This may mean changing the situation, location, or timing of an event to get the best out of yourself and those involved.

Using Long-Term Strategies:

- **Calm your mind.** Using strategies such as breathing, stretching, standing up and walking, visualization, and relaxation techniques can help you manage unpleasant emotions. For example, with breathing exercises, taking deep breaths through your diaphragm releases carbon dioxide gas and takes in oxygen gas, which reduces stress and provides emotional relief by reducing your heart rate and blood pressure.
- **Exercise.** Exercise helps the body return to its normal balanced state by releasing chemicals and hormones. Sports, walks, yoga, and gym sessions (among other forms of physical activity) can be included in your daily routine for ongoing management of emotional stressors.
- **Nutrition.** Some foods found by research to have mood regulation and mood-boosting benefits include dark chocolate, coffee, fermented food, bananas, oats, berries, beans, and lentils.

Self vs. Other Management

Your responses to the Managing Emotions questions can also be used to help you understand how effective you are at managing emotions in yourself compared to managing emotions in others.

Your Emotion Self-Management Score

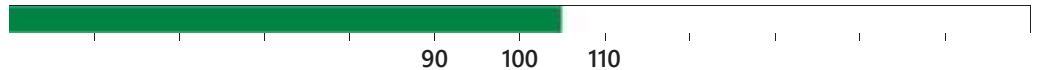
Develop (<90) | Proficient (90-109) | Skilled (≥110)



105

Score

Proficient



You scored in the **Proficient** range for **Emotion Self-Management**, which suggests that while you are usually open to feeling your emotions, there may be some emotions that you are not as open to. You are generally aware of the impact that your emotions may have on your thoughts and behaviors. When making decisions, you are often able to choose strategies that include this important emotion-based data.

Your Emotion Other-Management Score

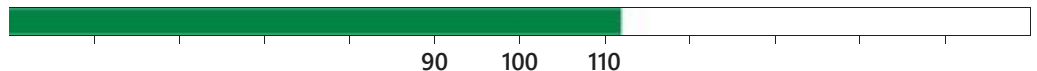
Develop (<90) | Proficient (90-109) | Skilled (≥110)



112

Score

Skilled



You scored in the **Skilled** range for **Emotion Other-Management**, which suggests that you consider other people's feelings when making decisions, and you also encourage others to be more open to feeling their own emotions. You are willing to help others process their feelings so that you can better interact with them. You consistently use your knowledge of other people's feelings to help you make the most effective decisions.

Comparing Self and Other Management

Your scores on **Emotion Self-Management** and **Emotion Other-Management** suggest that although you are effective at managing your own emotions, you excel at managing other people's emotions. You are usually able to make decisions for yourself that balance thinking and feeling, but when working and relating with others, you may find yourself placing the emotional well-being of others above your own.

Visual and Verbal EI

The MSCEIT® 2 is divided into the following two item types:

- **Verbal** items rely primarily on text to present the questions and answers.
- **Visual** items rely primarily on images and diagrams when presenting the question.

In the MSCEIT 2, solving emotional intelligence problems engages your skills with either verbal reasoning, visual reasoning, or both.

Your Visual EI Score

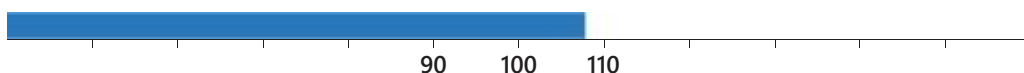
Low (<90) | Mid-Range (90-109) | High (≥110)



108

Score

Mid-Range



Your skill at processing emotions mostly displayed through gestures, expressions, and images.

You scored in the **Mid-Range** for **Visual EI**, which suggests that you are generally accurate when you process emotions using visual cues. To improve your accuracy, consider what other cues you can focus on when you are watching others or the environment around you.

Your Verbal EI Score

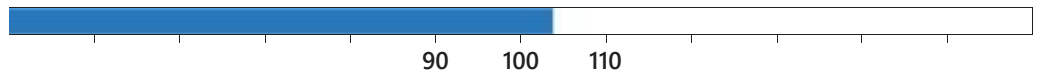
Low (<90) | Mid-Range (90-109) | High (≥110)



104

Score

Mid-Range



Your skill at processing emotions mostly displayed through language such as written or spoken communications.

You scored in the **Mid-Range** for **Verbal EI**. People who score in this range are generally accurate when processing emotions that are expressed verbally. This score suggests that you generally get accurate emotional data from what people say or from listening to stories. Because your perceptions of others are generally, but not always, accurate, it may be helpful for you to confirm your emotional perceptions in very important situations.

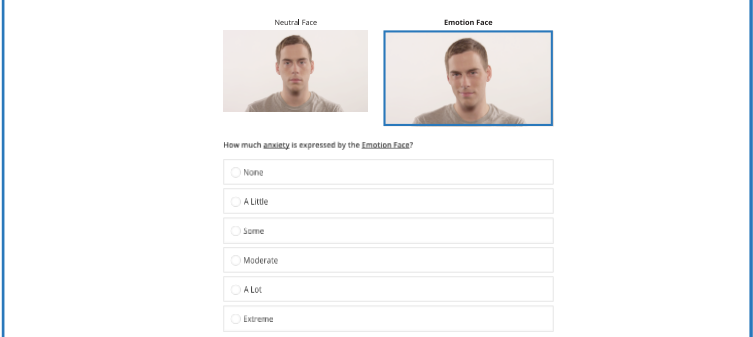
Comparing Visual and Verbal EI

You scored similarly on **Visual** and **Verbal EI**. It may still be helpful and interesting for you to reflect on your scores for these two types of questions.

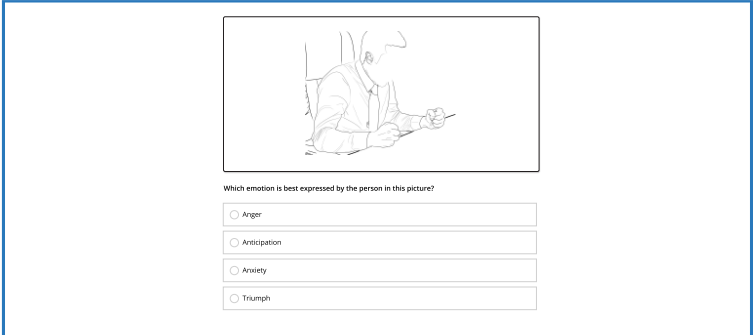
Perceiving Emotions: Description of Question Types

The skills covered under the Perceiving Emotions domain start with being aware of emotional cues and then accurately identifying them. In the MSCEIT[®] 2, the Perceiving Emotions domain is assessed through three types of questions: Faces, Contextual Pictures, and Videos.

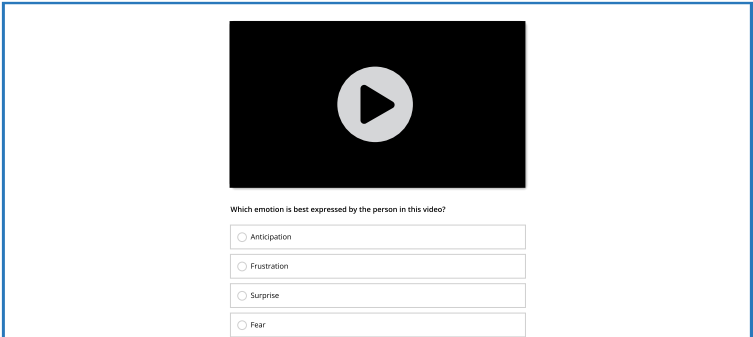
The **Faces** questions ask you to rate the degree of emotion displayed in a picture of a person's face, compared to that person's neutral expression. These questions are designed to measure your skill at decoding emotions when the source of your information is limited to a person's facial expression.



The **Contextual Pictures** questions ask you to select the emotion portrayed in a drawing of a person. These questions are designed to measure your skill at perceiving non-facial emotional cues, including those presented through body language or environmental contexts.



The **Videos** questions ask you to select the emotion shown in a short video clip. These questions are designed to measure your skill at identifying different emotions portrayed through facial movement.



Connecting Emotions: Description of Question Types

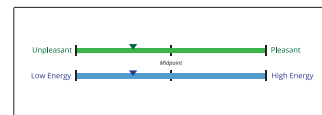
The skills covered under the Connecting Emotions domain include appropriately matching which emotions help with various thinking tasks (such as reasoning, problem solving, decision making, and creative thinking), and generating emotions as needed to improve one's effectiveness and performance. Additionally, a thorough understanding of the physiological and body sensations associated with emotions helps a person to establish emotional connections with others. Consequently, in the MSCEIT[®] 2, the Connecting Emotions domain is assessed through four types of questions: Sensations, Emotion Dimensions, Facilitation, and Changing Contexts.

The **Sensations** questions ask you to select the response that matches emotions to body or physiological sensations. These questions are designed to measure your skill at matching sensations or physical feelings to various emotions.

Guilt is most likely characterized by which sensation?

- ☐ Warmth
- ☐ Relaxed muscles
- ☐ A rapid heartbeat
- ☐ Sweating

The **Emotion Dimensions** questions ask you to select the emotion that matches the pleasantness and energy ratings provided in the graphs. These questions are designed to measure your skill at connecting with people's inner experiences of emotions, which impacts your ability to emotionally connect with others.



Which emotion is best represented by the markers shown above?

- ☐ Shame
- ☐ Frustrated
- ☐ Disappointed
- ☐ Rage

The **Facilitation** questions ask you to select the emotion that helps the completion of a thinking or cognitive task. These questions are designed to measure your skill at matching or generating the most appropriate emotion to complete a specific task.

A woman needs to create exciting decorations for a friend's birthday party. Which mood will help this woman perform this task most effectively?

- ☐ Panic
- ☐ Boredom
- ☐ Joy
- ☐ Love

The **Changing Contexts** questions ask you to select the task that a person should complete, given their emotional state after an unexpected interruption. These questions are designed to measure your skill at selecting or changing the task that you are working on to make the best use of your current emotion.

A doctor is devising a treatment plan for a new cancer patient. He feels **fulfilled** after receiving a thank you note from a previous patient.
Now that he feels **fulfilled**, what task on his list **will** he be able to do most effectively?

Task List

- ☐ Devise treatment plan for a new cancer patient
- ☐ Warn an uncooperative patient about the health risks of not following the treatment plan
- ☐ Consider how the newest cancer research findings may impact own medical practice
- ☐ Search for conference and training opportunities to aid his self-development

Understanding Emotions: Description of Question Types

The Understanding Emotions domain involves understanding emotion words and meanings, and the thoughts, possible behaviors, and events that are often connected with them. In the MSCEIT[®] 2, the Understanding Emotions domain is assessed through three types of questions: Changes, Blends, and Progressions.

The **Changes** questions ask you to select the response that completes a scenario about how emotions change over time and situations. These questions are designed to measure your skill at considering how changes in a situation may impact a person's emotions.

A woman felt content as she thought of her life. As she continued to think about the good things she had done and the joy her acts had brought to others, the more she felt...

☐ Happy

☐ Amazed

☐ Obligated

☐ Surprised

The **Blends** questions ask you to select the emotions that combine to form a complex emotion. These questions are designed to measure your skill at understanding the complex, and at times contradictory, nature of emotions.

Select two emotions...

A person who feels nostalgia is actually feeling a combination of which two emotions?

☐ Affection

☐ Disappointment

☐ Sadness

☐ Anger

☐ Fear

☐ Serenity

The **Progressions** questions ask you to rank-order emotions based on their levels of energy or pleasantness. These questions are designed to measure your understanding of how emotions relate to each other.

Rank the energy of these emotions in order from most to least energy.

Most Energy

Content



Ecstatic



Amused



Jubilant



Delighted



Least Energy

Managing Emotions: Description of Question Types

The Managing Emotions domain includes the following skills: effectively managing one's own and others' emotions to achieve desired outcomes; being able to evaluate strategies to maintain, reduce, or intensify an emotional response; engaging with emotions if doing so will be helpful and disengaging if not; and finally, being able to stay open to pleasant and unpleasant feelings, as needed, as well as the information they convey. In the MSCEIT[®] 2, the Managing Emotions domain is assessed through two types of questions: Emotion Scenarios and Picture Panels.

The **Emotion Scenarios** questions ask you to read a description of an emotionally charged scenario and select the response that will result in the emotional outcome described. These questions are designed to measure your skill at resolving a text scenario of an emotion problem.

Roy's teacher has just called Roy's parents to say that their son is doing poorly in school. The teacher says that Roy isn't paying attention, is being disruptive, and can't sit still. The teacher says that their son will be kept back unless he improves.

In which situation would the teacher feel **more frustrated**?

- ☐ Roy's parents say, "If our son is left back, we will hold you personally responsible. As a teacher, your job is to teach, not blame the student."
- ☐ Roy's parents say, "We know Roy can be quite active. Given your experience as a teacher, what would you recommend we do to improve this situation?"
- ☐ Roy's parents say, "We've never heard of Roy having behavioral problems in class. We'd like to meet with you and the principal to discuss this situation in person."
- ☐ Roy's parents hang up on the teacher and call the principal. They complain about the teacher's threats and asked that their son be moved to a different classroom.

The **Picture Panels** questions ask you to review a picture panel and select the response that will result in the emotional outcome described. These questions are designed to measure your skill at resolving a picture-based scenario of an emotion problem.



What could the friend say to make the woman feel **least frightened**?

- ☐ Try not to think about it, you can't control it, so you'll just have to wait.
- ☐ Nothing's definite yet, let's wait for more information. Want to have lunch at that new restaurant?
- ☐ How did that conversation with your doctor make you feel?
- ☐ I can understand that you're worried, but this is very common; my sister had to have more tests done.