



Individual Report

Coach Version

Sample Report

January 8, 2025



Philosophy Behind This Coach's Guide

The Mayer-Salovey-Caruso Emotional Intelligence Test™ Second Edition (MSCEIT®2) measures emotional intelligence (EI) using a performance-based approach. This can lead to results that may be surprising to clients, and as a result, the MSCEIT 2 can be uniquely useful and helpful. In addition, some people will overestimate their MSCEIT 2 score, and the more they overestimate, the less open or interested they may be in hearing about their results. Consequently, managing a client's expectations about their results and ensuring that they stay in a mindset that allows them to be open to hearing the feedback becomes a key part of your coaching role. Remember that a good assessment generates good hypotheses, and the MSCEIT 2 is a good assessment.

Approach each MSCEIT 2 feedback session with respect for the client, great care, and humility. Discussing assessment results as hypotheses to be accepted or rejected is recommended. Not only is this good practice, but it is also a more emotionally intelligent way to provide feedback on emotional intelligence skills. Consider, for example, a client who expected to do better than they did and whose emotion management skills need development. That person will need your support and may gain the most out of their time with you if you use a feedback approach that decreases their defensiveness.

Our experience with thousands of feedback sessions predicts that your feedback session will provide great value and insight to your client and will be rewarding to you as well. The key is to employ the ability model of EI to structure your feedback: how are you feeling, how is your client feeling, are these feelings helpful in this session, how might you and the client react, and finally, what specific strategies will you use to stay open and to help your client become or remain engaged? Remember that you can use the client's results to alter your approach. For example, a client with lower scores on Managing Emotions can be provided with concrete strategies to help them remain open to the feedback they receive.



Putting MSCEIT 2 Scores in Context

It is important to remember that the MSCEIT 2 measures your client's current level of skill. This means that they can get a low score on the MSCEIT 2, and, through hard work and effort, they can learn behaviors or strategies that allow them to better support those EI areas and skills that are more challenging for them. Your client can achieve EI-related results by being more aware of their skill level and working with you to develop that skill. There are also other reasons for a client obtaining a low score, and these may include the following:

- Your client may have taken the assessment too quickly and not read the instructions for each type of question.
- Your client may have answered the questions the way they would usually respond in those types of scenarios rather than the way they *should* respond according to EI research.

If your client is surprised by the scores they obtained, you may want to ask them about their experience taking the MSCEIT 2 to better understand how they responded. On the other hand, even if your client achieves high scores on the MSCEIT 2, others may overlook their talent in this area if they don't actively use the emotional ability that they possess. Consequently, regardless of whether your client ends up achieving low or high scores, the MSCEIT 2 can help them understand where they will benefit from working with you to develop EI strategies or identify existing EI strengths that they should further leverage.

Assessment and Participant Information

Assessment and Scoring

Language of Assessment: English (North America)

Norm Region: North America

Normative Sample: General Population—Overall

Participant Information

Participant Identifier: Sample Report

Assessment Purpose: Professional development (part of my current job)

Industry: Accommodation and Food Services

Job Family or Occupation Group: Management Occupations

Job Role or Occupation: Training and Development Managers

Response Style Indicators

	Duration (min:sec)	Omitted Items	Incorrect Attention Check Items
Full Assessment	17:06	0%	1
Perceiving Emotions	02:12	0%	0
Connecting Emotions	03:18	0%	0
Understanding Emotions	05:30	0%	0
Managing Emotions	06:06	0%	‡ 1 Picture Panels

‡ At least one attention check item was incorrect, suggesting that the client may not have read the questions carefully, rushed to select a response, or experienced challenges paying attention or focusing on the questions. This is a potential validity concern and further exploration with the client is recommended.

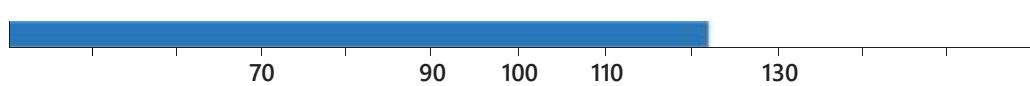
Overview of Scores

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

Total EI

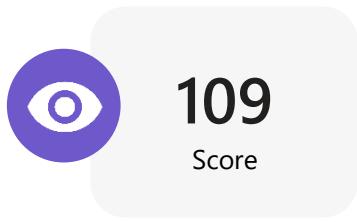


Skilled

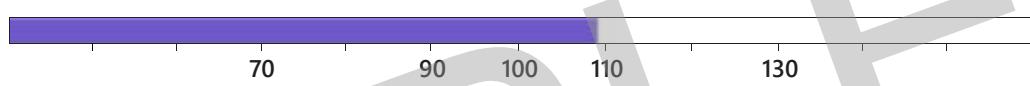


Overall sense of your ability to reason with emotions and about emotion-related information.

Perceiving Emotions



Proficient

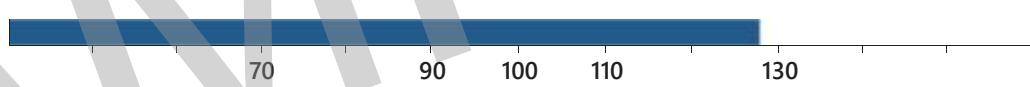


The skills needed to perceive and accurately identify emotions in people and their environments.

Connecting Emotions



Skilled

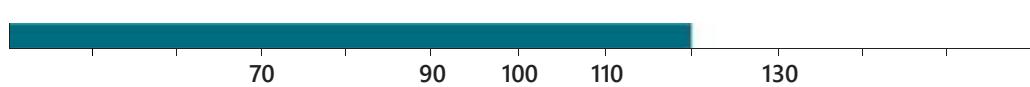


The skills needed to feel and use emotions to assist thought and connect with others through empathy.

Understanding Emotions



Skilled

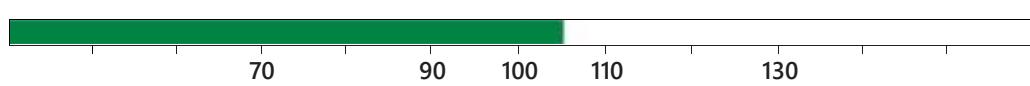


The skills needed to understand emotional information, including the meaning, causes, and changes in emotions.

Managing Emotions



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.



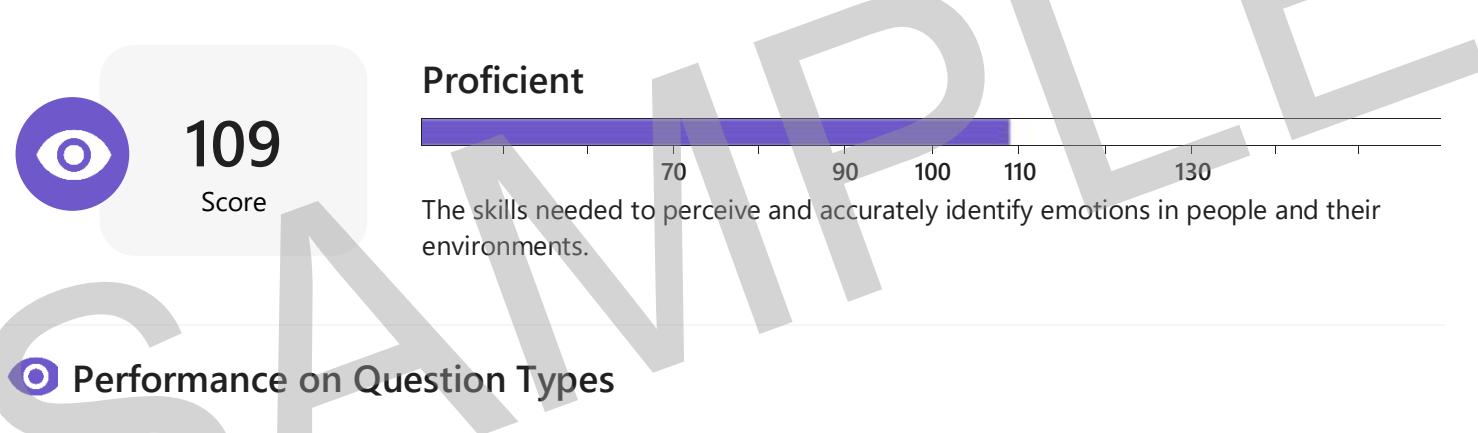
Information About Perceiving Emotions

The Perceiving Emotions domain looks at a person's accuracy in perceiving emotions in themselves, others, and the environment. This domain is assessed using three types of questions.

The Faces and Videos questions combine to measure your client's ability to accurately identify how people feel based on their facial expressions. The Contextual Pictures questions measure your client's ability to consider non-facial cues, such as those presented in their external surroundings or through body language.

Perceiving Emotions Score

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



Performance on Question Types

	Percent Correct	Low Range	Mid-Range	High Range
Faces	63%		✓	
Videos	75%		✓	
Contextual Pictures	100%			✓

Note. Even though this information is provided about your client's performance across the different question types within this domain, the Perceiving Emotions domain score is the most precise and is the one that you should be framing most of your conversation around.

Reflection Questions

Your client scored in the **Proficient** range for Perceiving Emotions. Here are some questions you might consider asking your client based on their answers to the different question types:

- When you are perceiving emotions, is your accuracy similar for all emotions, or are you more accurate for some emotions?
- Can you recall instances where your understanding of someone's feelings was correct? Were there times when your initial understanding was almost right, but not quite?
- Are there some emotions that you tend to miss perceiving in people's facial features? What cues do you use to pick up on those emotions later?
- Can you describe a situation where you noticed that someone's expressed emotions didn't match their true feelings? What facial cues led you to this realization?
- As someone who observes people closely, can you share instances where you were able to sense someone's mood from their body language or gestures?

SAMPLE



Information About Connecting Emotions

The Connecting Emotions domain provides information on how well your client can connect physical feelings to different emotions and how they connect different emotions to different types of thinking and problem-solving. This domain is assessed using four types of questions.

The Sensations and Emotion Dimensions question types measure your client's ability to identify how warm or cold (i.e., pleasant or unpleasant) an emotion feels or whether an emotion is low or high energy. The more your client possesses these skills, the more they will be able to connect with and empathize with others.

Performance on the Facilitation and Changing Contexts questions can be used to help you understand the extent to which your client can capitalize on how different emotions can be helpful for different kinds of problem-solving. For example, if someone is in a joyful state, they can use that emotion to inspire a team.

Connecting Emotions Score

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

128

Score

Skilled

70

90

100

110

130

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

Performance on Question Types

	Percent Correct	Low Range	Mid-Range	High Range
Sensations	100%			✓
Emotion Dimensions	100%			✓
Facilitation	50%			✓
Changing Contexts	50%		✓	

Note. Even though this information is provided about your client's performance across the different question types within this domain, the Connecting Emotions domain score is the most precise and is the one that you should be framing most of your conversation around.

Reflection Questions

Your client scored in the **Skilled** range for Connecting Emotions. Here are some questions you might consider asking your client based on their answers to the different question types:

- Can you share instances where you've formed an emotional connection with others?
- How often do you shift your perspective to understand an issue or problem differently?
- Emotional empathy is the ability to feel what someone else feels. Can you recall a time when you empathized with someone's feelings, even if you hadn't experienced their situation before?
- How successful are you at connecting people's emotions to how those emotions impact their problem-solving or completion of different tasks like detailed work, error checking, or idea generation?
- Which emotions, if any, do you find difficult to change if they're not beneficial for your current task?

SAMPLE



Information About Understanding Emotions

The Understanding Emotions domain provides insight into how your client uses their knowledge of emotions to understand why people feel the way they do and to predict how their emotions may change. This domain is assessed using three types of questions.

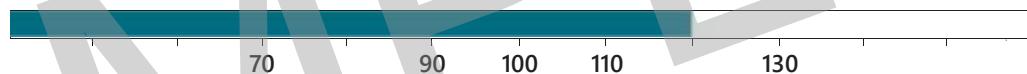
The Changes and Progressions questions combine to measure your client's understanding of how emotions develop and can change based on events. The Blends questions measure your client's ability to understand and voice the many and sometimes conflicting nuances of more complex emotions.

Understanding Emotions Score

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

 120

Score

Skilled

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



Performance on Question Types

	Percent Correct	Low Range	Mid-Range	High Range
Changes	93%			✓
Progressions	70%			✓
Blends	57%		✓	

Note. Even though this information is provided about your client's performance across the different question types within this domain, the Understanding Emotions domain score is the most precise and is the one that you should be framing most of your conversation around.

Reflection Questions

Your client scored in the **Skilled** range for Understanding Emotions. Here are some questions you might consider asking your client based on their answers to the different question types:

- When do you use your knowledge of emotions to help you better understand people?
- How often do you share your emotional knowledge and predictions with others?
- Can you recall instances where your prediction of people's reactions was accurate, even when others didn't see it coming?
- Are there nuances to some emotions that you point out to other people to help them better understand a situation?
- What words do you frequently use to express your emotions? Can you think of any alternatives or synonyms for these words?

SAMPLE



Information About Managing Emotions

The Managing Emotions domain looks at a person's ability to effectively use emotional strategies to manage their own and other people's emotions when working towards the achievement of desired outcomes. It assesses your client's openness to emotions in problem-solving and their awareness that effective emotion management depends on using a range of strategies. This domain is assessed using two types of questions.

The Emotion Scenarios questions measure your client's ability to process emotion-laden situations using verbal narratives. The Picture Panels questions measure your client's ability to process emotion-laden situations using visual stories or drawings. Additionally, your client's performance on these two types of Managing Emotions questions can be used to shed additional light on their ability to manage emotions in themselves and others.

⚖️ Managing Emotions Score

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

105

Score

Proficient

70 90 100 110 130

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.

⚖️ Performance on Question Types

	Percent Correct	Low Range	Mid-Range	High Range
Emotion Scenarios	68%		✓	
Picture Panels	86%		✓	

Note. Even though this information is provided about your client's performance across the different question types within this domain, the Managing Emotions domain score is the most precise and is the one that you should be framing most of your conversation around.

Reflection Questions

Your client scored in the **Proficient** range for Managing Emotions. Here are some questions you might consider asking your client based on their answers to the different question types:

- Is your decision-making process effective? What aspects are successful and what could be improved?
- Which emotions are easier for you to incorporate into decision-making? Which emotions may be disrupting your thought processes?
- What coping strategies do you use in stressful situations? Have you used these strategies to help others?
- What types of emotional situations do you handle well? Conversely, what situations or contexts do you find yourself struggling with a bit?
- Can you recall a stressful situation that you successfully resolved? What strategies did you use? Can you also recall a stressful situation where the outcome wasn't ideal? What did you try that didn't work as expected?

SAMPLE

Domain Comparisons

Clients' scores will often vary across the domains, but small variations are typical and rarely indicate meaningfully different levels of ability with one domain versus another. However, a large gap (i.e., 10 points or more) between domain scores can provide useful insights. It's important to note that these differences show varying skill levels, not personal preferences. To help your client understand how their domain scores may impact each other, consider incorporating the information in this section into your feedback session with your client.

Perceiving Emotions

109

Connecting Emotions

128



Your client's Perceiving Emotions score is meaningfully lower than their Connecting Emotions score. This suggests that they are more skilled at using their emotions to enhance their performance or their connections with others than they are at perceiving emotions.

Note that your client scored in the High range for the Sensations and Emotion Dimensions questions. This indicates that there may be times when their emotional empathy for others—where emotional empathy is feeling what other people feel—is potentially misplaced. That is, their perception of a person may not be accurate, which results in an incorrect or mismatched emotional connection.

Perceiving Emotions

109

Understanding Emotions

120



Your client's Perceiving Emotions score is meaningfully lower than their Understanding Emotions score. This suggests that they are more skilled at acquiring accurate information about emotions through conversation or analysis of a situation than in their initial perception of emotional cues.

Perceiving Emotions

109

Managing Emotions

105



Your client's Perceiving Emotions score is not meaningfully different from their Managing Emotions score, suggesting that they have a similar level of skill in these two domains.

Connecting Emotions
128

Understanding Emotions
120

Your client's Connecting Emotions score is not meaningfully different from their Understanding Emotions score, suggesting that they have similar levels of skill in these two domains.

Connecting Emotions
128

Managing Emotions
105

Your client's Connecting Emotions score is meaningfully higher than their Managing Emotions score. This suggests that your client is less skilled at leveraging strategies to manage emotions than they are at feeling and experiencing their emotions or using emotions to impact the way they or others think, behave, or make decisions.

Understanding Emotions
120

Managing Emotions
105

Your client's Understanding Emotions score is meaningfully higher than their Managing Emotions score. This suggests that they are more skilled at gathering information about emotions through conversation or analysis of a situation than they are at using strategies to manage emotional situations.

Interpretation of Supplemental Scores

Perceived MSCEIT 2 Performance

This section provides the response to one item that asks your client to rate their self-perceived performance on the MSCEIT® 2.

Thinking back to your answers, how well do you think you performed on this test?

I think I did average.

How can you use this information?

Because your client's Total EI score is higher than their self-rating of average performance, you may want to ask your client questions about their experience with taking the assessment. Are there specific sections that they remember to be particularly challenging or confusing? Are they surprised by their domain scores? If so, which ones were surprising?

Positive-Negative Bias Score

This score was carried over from the original MSCEIT. The Bias score is not an ability score—it reflects whether the client endorsed more negative or more positive emotions when answering the Faces questions.



Negative Response Bias (<90) | No Response Bias (90-109) | Positive Response Bias (≥110)

When responding to the Faces questions, some people endorse more unpleasant emotions or more pleasant emotions than actually exist. Your client's score was in the **No Response Bias** range; therefore, there is no evidence of such an emotion response bias.

How can you use this information?

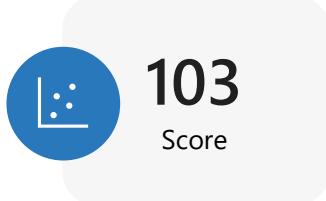
Note: the Positive-Negative Bias Score has lower reliability than the other scores and should be used with great caution. We make this score available to coaches who have used the previous version of the MSCEIT.

A midrange score suggests that your client generally does not project a positive or negative bias into their emotional perceptions.

Scatter Score

This score was carried over from the original MSCEIT®. The Scatter score is an indication of the degree of variation achieved by a client across the four domains in comparison to the normative sample.

Low Scatter (<90) | Average Scatter (90-109) | Elevated Scatter (≥110)



Your client has an **Average Scatter** score, which means that their scores across the four domains showed a typical amount of variability.

How can you use this information?

Because your client's Scatter Score is **Average**, this means the Total EI score is a good summary of their overall emotional intelligence functioning. At the same time, you can expect some variability across the four domain scores, so it is recommended that you spend some portion of the feedback session exploring the domains in which your client scored the lowest.

Processing Pleasant and Unpleasant Emotions

Processing Pleasant Emotions Score

This score indicates your client's skill at accurately responding to assessment items involving pleasant emotions. "Pleasant" emotions have sometimes been called "positive" emotions as opposed to "negative" emotions.

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



108

Score

Your client's ability to accurately process assessment items involving pleasant emotions was in the **Proficient** range, which suggests that your client is generally accurate when responding to questions that featured more pleasant emotions and emotion scenarios.

Processing Unpleasant Emotions Score

This score indicates your client's skill at accurately responding to assessment items involving unpleasant emotions. "Unpleasant" emotions have sometimes been called "negative" emotions as opposed to "positive" emotions.

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



131

Score

Your client's ability to accurately process assessment items involving unpleasant emotions was in the **Skilled** range, which suggests that your client is quite accurate when responding to assessment items that featured more unpleasant emotions and emotion scenarios.

Comparing Processing Pleasant and Unpleasant Emotions Scores

Your client processes unpleasant emotions more accurately than pleasant emotions. Ask if they are aware of this difference and how these differences in skill level impact their daily life. Be respectful and cautious here as sometimes this conversation can trigger discussions about the client's family, upbringing, and so forth. Be aware, too, of your own boundaries of competence. Keep in mind that the MSCEIT 2 measures ability, not personal preference or choice. So, it doesn't reflect what your client chooses to do or prefers to do regarding their emotional processing.