



**MSCEIT<sup>®</sup><sub>2</sub>**

Mayer-Salovey-Caruso Emotional Intelligence Test™

Second Edition



# Individual Report

## Client Version

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June 21, 2024



# Welcome to the MSCEIT<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> 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

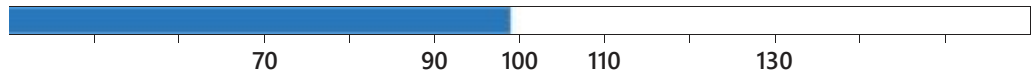
Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)

## Total EI




**99**  
Score

**Proficient**



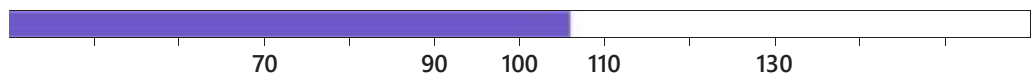
Overall sense of your ability to reason with emotions and about emotion-related information.

## Perceiving Emotions




**106**  
Score

**Proficient**



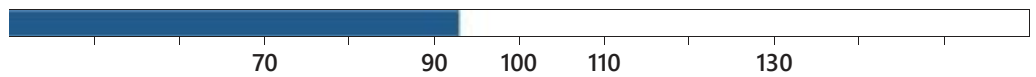
The skills needed to perceive and accurately identify emotions in people and their environments.

## Connecting Emotions




**93**  
Score

**Proficient**



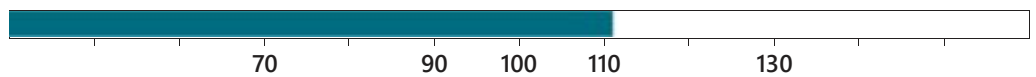
The skills needed to feel and use emotions to assist thought and connect with others through empathy.

## Understanding Emotions




**111**  
Score

**Skilled**



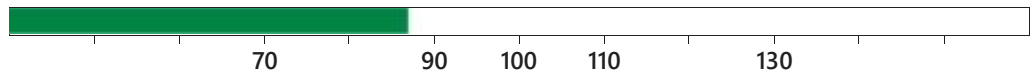
The skills needed to understand emotional information, including the meaning, causes, and changes in emotions.

## Managing Emotions



**87**  
Score

**Consider Developing**



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 MSCEIT<sup>2</sup> 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).

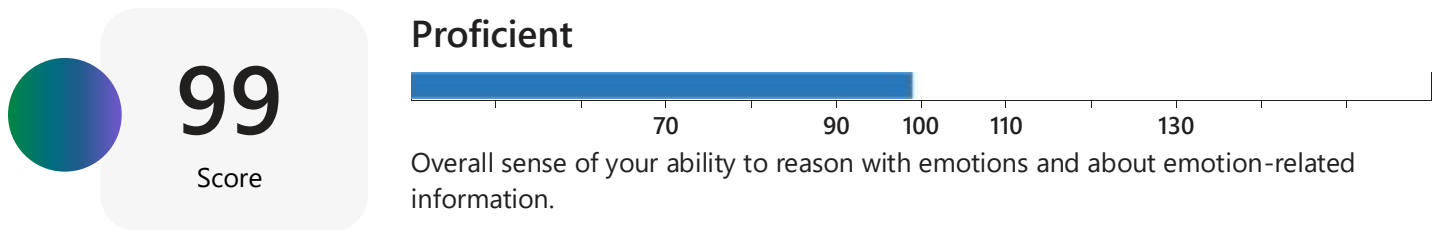
# Total EI

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+)



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

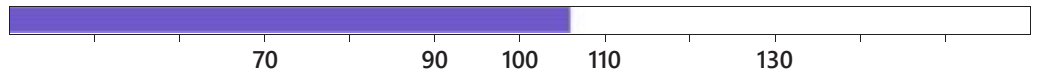
Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)



106

Score

Proficient



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

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

- Your awareness and interpretation of your emotions and the emotions of others is generally accurate.
- You should follow your instincts of how people feel.
- Depending on the importance of a situation, you may need to confirm your initial perception of emotions by asking detailed questions and adjusting your understanding of the situation.

## Strategies to Improve and Leverage Your Accuracy at Perceiving Emotions

Because you are proficient in this area, your emotional recognition and perception skills are usually accurate. To enhance your skills even more, make sure you pay attention to the words that people say and compare that to the emotional cues that are expressed through body language, body position and posture, facial expressions, and voice rhythm and tone. Specific strategies are provided below to help you further develop your EI skills in this domain.

### **Mood Checking.**

You can increase your awareness of emotions by using a mood meter. A mood meter is a graph that people can use to chart what they are feeling; it typically consists of four quadrants and charts the degree of pleasantness that one feels on the horizontal axis and the degree of energy that one feels on the vertical axis. At regular intervals throughout the day, record your levels of pleasantness and energy on your mood meter of choice, and write down what just happened that led to those recorded levels. If you perform this activity over time, you may be able to notice the reasons or patterns of behavior that lead you to feel certain emotions.

### **Practicing Communication Skills.**

Work with your coach or a partner to practice different tones, volumes, and speeds of speech and discuss how a person's vocal delivery conveys information about their emotional state. For example, try speaking loudly, quickly, and in a harsh tone. Then try speaking quietly, slowly, and in a calm tone. Have the other person identify which emotional state you are expressing and discuss what aspects of *how* you communicated cued them into your emotional state.

### **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.

### **Clarifying.**

Make a habit of asking questions in such a way that will lead others to provide more open and honest feedback. For example, try a question such as, “It seemed to me you may have been saddened by this news, but I’m not sure that I’m right. Can you tell me how you felt about this announcement?” Adding, “Based on my impression....” or “I may be wrong, but...” allows space for the other person to elaborate on what they thought or felt about the 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

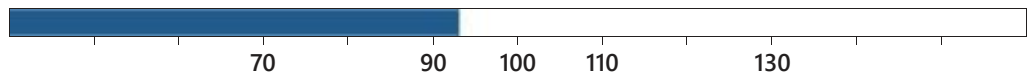
Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | Skilled (110-129) | Expert (130+)



# 93

Score

### Proficient



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

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

- You recognize that your thoughts and emotions are linked. Although you can generally feel what others feel, you may be better at relating to others when they are in certain moods.
- You are generally flexible in your thinking. You take the time to consider multiple points of view, allowing you to engage in open-minded decision-making, planning, and idea generation.
- Although you are already proficient at using the skills measured in this domain, there may still be times when you struggle to see things from different perspectives or when you are less effective at changing your mood to match the task at hand. For example, you may find it more challenging to purposely bring yourself down into a calm or slightly sad state, which will be more helpful when you need to carefully consider an issue.

## Strategies to Improve and Leverage Your Effectiveness at Connecting Emotions

Given your level of proficiency in this area, remember to try to connect with people on an emotional level and be strategic about how you match emotions to tasks. Specific strategies are provided below to help you further develop your EI skills in this domain.

### **Becoming Aware of Sensations.**

Become more aware of the link between emotions and body sensations. Any activity that uses your body will affect the way you feel. Depending on the mood you want to achieve, you can engage in a variety of activities (e.g., mindfulness exercises, listening to music, adjusting your body posture) to increase your awareness of how your body sensations may impact your mood. Try to alter your mood by engaging in a specific activity and discuss with your coach or write about what you noticed and how the activity impacted your mood.

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### **Task Matching.**

As your feelings change, check in with yourself to see if the task you are currently working on is still the most appropriate one. Think of some daily tasks that you do and ask yourself the following questions:

- What emotions do you typically feel when you do those tasks?
- Are these emotions helpful to the task?
- If not, what emotions would be more helpful?
- How can you generate a more helpful emotion before or during the task?

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### **Valuing Emotions.**

While you are aware of the link between emotions and thoughts, you may be avoiding or blocking certain types of feelings. Start to consider how your unpleasant emotions impact your thoughts throughout the day and take note of times when those less pleasant emotions may actually bring value to your ability to complete a task or solve a problem.

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### **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

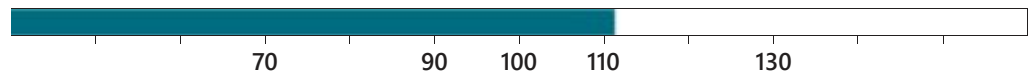
Develop (<70) | Consider Developing (70-89) | Proficient (90-109) | **Skilled (110-129)** | Expert (130+)



**111**

Score

### Skilled



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

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

- You have a rich emotional vocabulary and an in-depth understanding of emotions. You can describe emotions and understand the nuances that differentiate similar emotions.
- You have a strong understanding of people’s intentions and motivations, the causes of emotions, and how they may change over time.
- You may be seen by others as being emotionally aware and insightful because you are usually able to figure out what will happen next in terms of how people will feel.



## Strategies to Improve and Leverage Your Effectiveness at Understanding Emotions

Your Understanding Emotions score indicates that you have good insight into people—this is a real strength for you. If you spend more time observing how people are feeling and stay open to these feelings (whether they are pleasant or not), you can become even more effective in your relationships with others. 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.

### Connecting With Others.

Getting to know what impacts people emotionally takes time and practice. Some people will tell you how they’re feeling and why they feel that way, while others will not. This will depend on their personality, culture, life experiences, and comfort level with sharing this information. To develop your understanding of others, they need to trust your intentions. Let them understand why you want to know them better—share that you want to be a better leader/colleague/friend and you want to know what is important to them.

### Being an Emotional Guide.

Because you likely have good insight into predicting how others might feel about certain situations, you can use this skill set to guide others who might not be as knowledgeable. Advise those around you on how others may emotionally respond to situations. For example, if you are a leader, and a member of your team has to give feedback to someone else, encourage your team member to think through how the other person may respond and what the possible outcomes of the situation may be.



# 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.

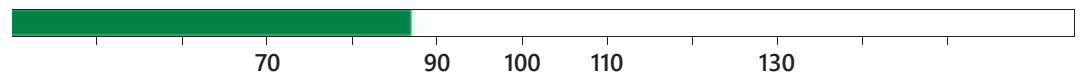
## Your Managing Emotions Score

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



**87**  
Score

### Consider Developing



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 **Consider Developing** range for **Managing Emotions**. This score suggests the following:

- You may be "too logical" at times, and you may not consider the data from emotions often enough. Perhaps you are a rational person who greatly values the things you can see and touch, rather than the harder-to-define things we call emotions.
- You may sometimes address a problem in a logical manner (or focus only on the actual problem in front of you) but fail to understand and address the emotional causes of the issue.
- There may be times when you prevent yourself from feeling certain emotions since they may be uncomfortable for you.

## Strategies to Improve and Leverage Your Effectiveness at Managing Emotions

You can improve your management of emotions by focusing on emotions that you are more comfortable with managing in yourself and others. Specific strategies are provided below to help you develop your EI skills in this domain.

### **Creating a Pros and Cons List.**

Discuss with a coach the effectiveness of a solution or decision by listing the potential emotional benefits (pros) and negative emotional consequences (cons) of the action. Make sure you consider the emotional pros and cons from various viewpoints and time orientations. For example, will this solution only benefit you or will it also be helpful to the team? Will this decision resolve a current emotional conflict but lead to future emotional challenges?

### **Channel Switching.**

This strategy involves taking a break or moving away from the present moment by listening to music or singing, reading a book, exercising, or just remembering a previous moment in which you experienced pleasant emotions, all of which can help you temporarily distance yourself from your unpleasant thoughts or emotions.

### **Assessing the Situation.**

Before you make a decision, ask yourself the following:

- How does each person feel?
- What are you and/or other people paying attention to and thinking about because of those feelings?
- What can you and/or other people do to manage those feelings?

By learning to ask those questions regularly and verifying your answers, your thought processes will eventually automatically consider emotional information when you are making decisions.

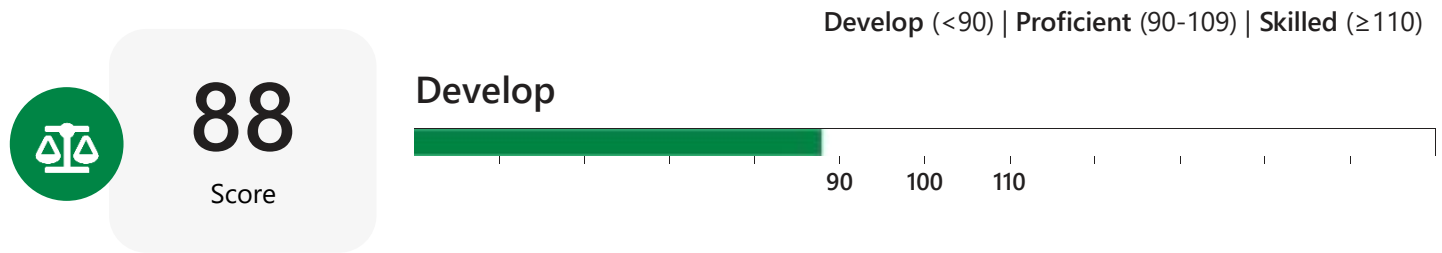
### **Using Emotional Self-Strategies.**

Other strategies for improving one's mood include learning to accept the current situation without getting stuck in negative thinking, trying to take on the perspective of another person who might be contributing to the unpleasant situation, and temporarily distracting oneself from the unpleasant mood by thinking about or doing something else. Think about a time when you've used each of these strategies. What did you do? Did the strategy help? How?

## Self vs. Other Management

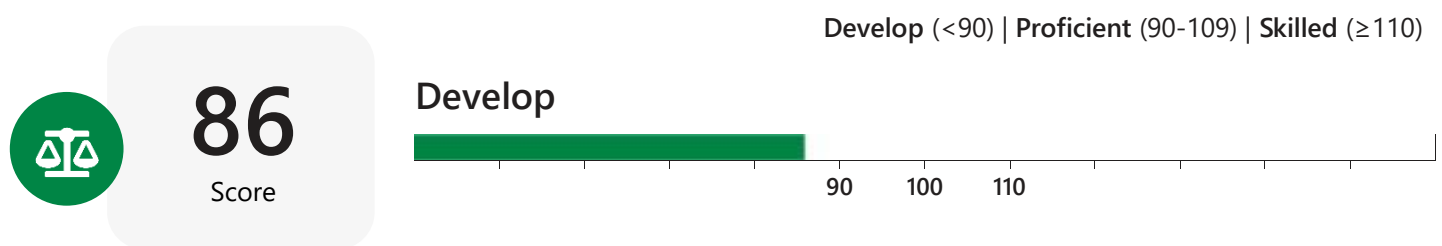
Your responses to the Managing Emotions questions can also be used to help you understand how effective you are at managing emotions in yourself compared to managing emotions in others.

### Your Emotion Self-Management Score



You scored in the **Develop** range for **Emotion Self-Management**, which suggests that you don't always pay attention to how you feel; therefore, your decisions may not consider critical information. You may need to work on developing your awareness and understanding of how your emotions may impact your thoughts and behaviors. When making decisions, you may only occasionally choose strategies that include important emotion-based data.

### Your Emotion Other-Management Score



You scored in the **Develop** range for **Emotion Other-Management**, which suggests that you may not be considering other people's feelings when you are making decisions. At times, you may come across as being too logical, and some might even say that you are too practical or impersonal when dealing with interpersonal problems.

### Comparing Self and Other Management

Your scores on **Emotion Self-Management** and **Emotion Other-Management** suggest that you have roughly the same amount of skill in managing your own and other people's emotions. Given that there are multiple aspects of this skill area that you can work on to improve your ability to manage emotions in general, you may want to concentrate on one small aspect of the domain at a time. For example, start by focusing your efforts on developing emotional self-management strategies, and once you are comfortable using those strategies on yourself, then consider how they might be helpful in your interactions with others.

# Visual and Verbal EI

The MSCEIT<sup>®</sup> 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

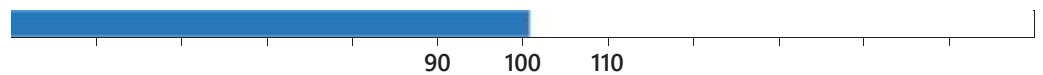
Low (<90) | Mid-Range (90-109) | High (≥110)



101

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

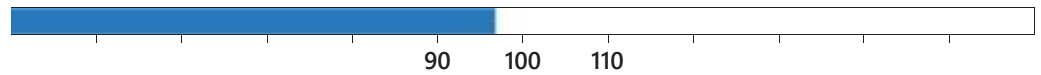
Low (<90) | Mid-Range (90-109) | High (≥110)



97

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.

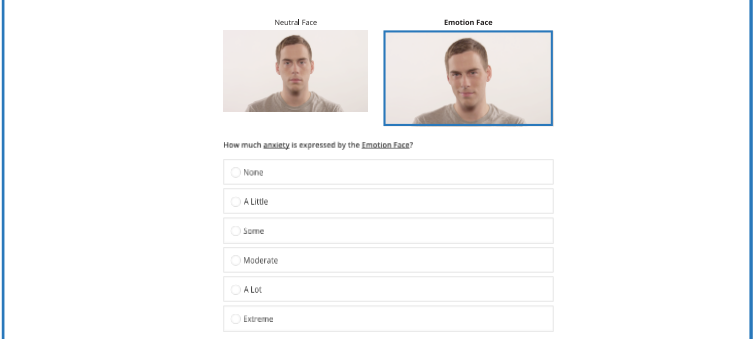
### Comparing Visual and Verbal EI

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<sup>®</sup> 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.

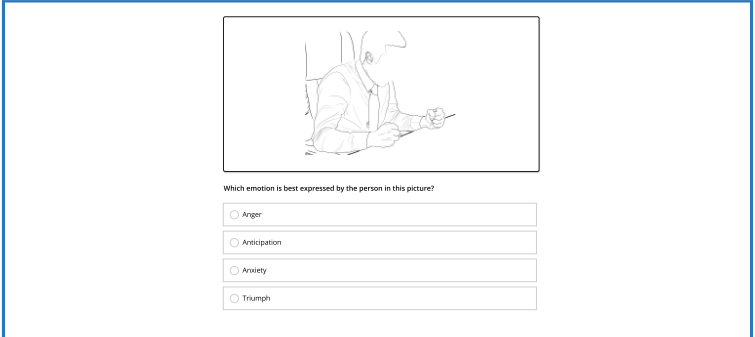


Neutral Face      Emotion Face

How much ability is expressed by the Emotion Face?

- None
- A Little
- Some
- Moderate
- A Lot
- Extreme

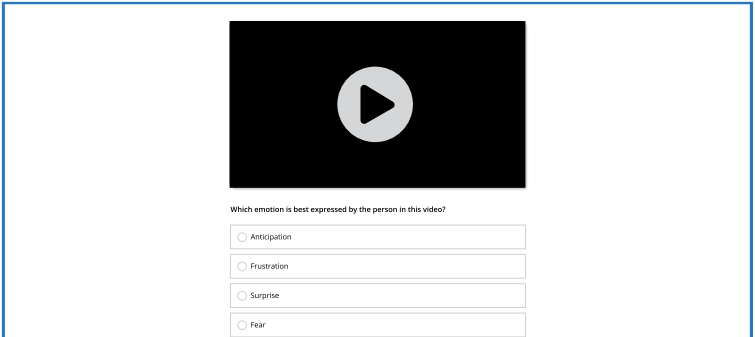
The **Contextual Pictures** questions ask you to select the emotion portrayed in a drawing of a person. These questions are designed to measure your skill at perceiving non-facial emotional cues, including those presented through body language or environmental contexts.



Which emotion is best expressed by the person in this picture?

- Anger
- Anticipation
- Anxiety
- Triumph

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.



Which emotion is best expressed by the person in this video?

- Anticipation
- Frustration
- Surprise
- Fear

## 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<sup>®</sup> 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<sup>®</sup> 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?

<input type="checkbox"/> Affection	<input type="checkbox"/> Anger
<input type="checkbox"/> Disappointment	<input type="checkbox"/> Fear
<input type="checkbox"/> Sadness	<input type="checkbox"/> 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<sup>®</sup> 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.