

Multidimensional Emotional Intelligence Assessment - Workplace (MEIA-W)

Report for:

Sam Sample
June 30, 2010

This report is based on the above individual's responses to the Multidimensional Emotional Intelligence Assessment - Workplace (MEIA-W), a measure designed to assess emotional intelligence -- defined as a personality trait or willingness (versus ability or capacity) to perceive, understand, regulate, and express emotions in the self and others. Emotional intelligence has been widely recognized in the popular and professional media as an important contributor to understanding workplace behavior. The MEIA-W consists of 144 items designed to assess 10 distinct aspects of emotional intelligence as expressed in the workplace.

In general, emotional intelligence has been characterized as a "more-is-better" quality. However, it is important to recognize that the value of emotional intelligence -- considered broadly or in terms of its specific components -- depends critically on the nature of the job, the work environment, including coworkers, and the organization. Being high on a given aspect of emotional intelligence may contribute to performance in some situations and be counter-productive in others. For example, creative thinking may be desirable in jobs requiring innovative thinking, but undesirable in jobs demanding close attention to detail. This means that the value that is placed on an individual's MEIA-W scores needs to be judged relative to the demands faced in the work situation.

The next page of this report lists the above individual's results on the 10 primary scales that comprise the MEIA-W. These scales are categorized into Core EI and Proximal Outcomes. "Core EI" refers to the key processes or core components that underlie emotional intelligence, namely the willingness to evaluate and express emotion in the self and others, and one's willingness to regulate emotion in themselves and those around them. "Proximal Outcomes" refers to the ways that emotional intelligence can be applied to facilitate decision making, problem solving, and pursuit of important life goals. For instance, emotional intelligence can facilitate creative thinking, which in turn can expand one's options in making important life decisions.

For each of the 10 MEIA-W scales, male, female, and combined percentile scores are provided and indicate how this person's results compare to the MEIA-W norming sample. The score profiles are followed by brief scale descriptions and sample items.

Although the MEIA-W is a reliable and valid assessment device, it is important to recognize that no such measure will be one hundred percent accurate. It is important to note that the information contained in this report should be considered within the context of other information about the individual (e.g. aptitude testing, structured interviews, additional personality attributes etc.) prior to making employment and development decisions.

MEIA-W Scores

The charts below show this person's results on the 10 main scales that comprise the MEIA-W, grouped into core EI facets and proximal outcomes. For each of the 10 MEIA-W scales, male, female, and combined percentile scores are provided and indicate how this person's results compare to the MEIA-W norming sample. SCORES ARE PRESENTED SEPARATELY FOR MEN AND WOMEN. HOWEVER, SEX-BASED NORMS SHOULD NOT BE USED IN PERSONNEL SELECTION APPLICATIONS. THEY ARE OFFERED HERE FOR NORMATIVE COMPARISONS NOT INVOLVED IN SELECTION.

Core EI

| | Percentiles | | | Low | 0 | 10 | 20 | 30 | 40 | Average | | | 80 | 90 | High | 100 |
|------------------------------------|-------------|--------|----------|-----|---|----|----|----|----|---------|----|----|----|----|------|-----|
| | Male | Female | Combined | | | | | | | 50 | 60 | 70 | | | | |
| Recognition of Emotion in the Self | 63 | 59 | 61 | | | | | | | | | | | | | |
| Regulation of Emotion in the Self | 40 | 48 | 45 | | | | | | | | | | | | | |
| Recognition of Emotion in Others | 78 | 80 | 79 | | | | | | | | | | | | | |
| Regulation of Emotion in Others | 76 | 81 | 78 | | | | | | | | | | | | | |
| Nonverbal Emotional Expression | 86 | 81 | 84 | | | | | | | | | | | | | |
| Empathy | 98 | 97 | 97 | | | | | | | | | | | | | |

Each percentile score is the percentage of persons in a comparison group receiving a lower test score. In the Male column, this person's test scores are compared to the males in the comparison group. The Female column shows how this person's test scores compare to the females in the comparison group. The Combined column and the graph show how this person's scores compare to the entire comparison group. Percentile scores around 50 are average.

Proximal Outcomes

| | Percentiles | | | Low | 0 | 10 | 20 | 30 | 40 | Average | | | 80 | 90 | High | 100 |
|---------------------------|-------------|--------|----------|-----|---|----|----|----|----|---------|----|----|----|----|------|-----|
| | Male | Female | Combined | | | | | | | 50 | 60 | 70 | | | | |
| Intuition vs. Reason | 99 | 99 | 99 | | | | | | | | | | | | | |
| Creative Thinking | 69 | 73 | 72 | | | | | | | | | | | | | |
| Mood Redirected Attention | 92 | 95 | 93 | | | | | | | | | | | | | |
| Motivating Emotions | 45 | 48 | 47 | | | | | | | | | | | | | |

Each percentile score is the percentage of persons in a comparison group receiving a lower test score. In the Male column, this person's test scores are compared to the males in the comparison group. The Female column shows how this person's test scores compare to the females in the comparison group. The Combined column and the graph show how this person's scores compare to the entire comparison group. Percentile scores around 50 are average.

Scale Descriptions

Core EI

Recognition of Emotion in the Self

- being in touch with one's feelings and describing those feelings in words

Sample Item: When I get upset at work, I always know the exact cause of it.

Regulation of Emotion in the Self

- controlling one's own emotional states, particularly in emotionally arousing situations

Sample Item: I can keep myself calm even in highly stressful work situations.

Recognition of Emotion in Others

- attending to others' nonverbal emotional cues, such as facial expressions and tone of voice

Sample Item: I can tell what my coworkers are feeling even when talking to them over the phone.

Regulation of Emotion in Others

- managing others' emotional states, particularly in emotionally arousing situations

Sample Item: Usually, I know what it takes to turn a coworker's boredom into excitement.

Nonverbal Emotional Expression

- communicating one's feelings to others through bodily (i.e., nonverbal) expression

Sample Item: I like to give a pat on the back to an employee who's done a good job.

Empathy

- understanding others' emotions by relating them to one's own experiences

Sample Item: If I saw someone I work with being harassed, I would get upset.

Proximal Outcomes

Intuition vs. Reason

- using emotions in the pursuit of life goals; basing decisions on feelings over logic

Sample Item: I often depend on intuition in planning projects.

Creative Thinking

- using emotions to facilitate divergent thinking

Sample Item: Some of my coworkers think my ideas are daring.

Mood Redirected Attention

- interpreting strong (usually negative) emotions in a positive light

Sample Item: Strong emotions brought on by my job allow me to understand myself better.

Motivating Emotions

- pursuing one's goals with drive, perseverance, and optimism

Sample Item: I believe I can do almost any job assigned to me.