

# Multidimensional Emotional Intelligence Assessment (MEIA)

## Report for:

Sam Sample  
January 29, 2012

This report is based on the above individual's responses to the Multidimensional Emotional Intelligence Assessment (MEIA), 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 media and academic literature as a potentially important contributor to understanding human behavior. The MEIA consists of 150 items designed to assess 10 distinct aspects of emotional intelligence.

The next page of this report lists the above individual's results on the 10 primary scales that comprise the MEIA. 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 scales, male, female, and combined percentile scores are provided and indicate how this person's results compare to the MEIA norming sample. The score profiles are followed by brief scale descriptions and sample items.

Although the MEIA is a reliable and valid assessment device, it is important to recognize that no such measure will be one hundred percent accurate. As a result, the information contained in this report should be considered along with this individual's EI aptitude, and other information about his or her personality. The administrative indices listed on the last page of this report should also be taken into consideration.

## MEIA Scores

The charts below show this person's results on the 10 main scales that comprise the MEIA, grouped into core EI facets and proximal outcomes. The percentile scores shown in these charts show how this person's results compare to the males and females in the norming group, as well as to the entire norming group.

### Core EI

	Percentiles			Low	Average	High								
	Male	Female	Combined											
Recognition of Emotion in the Self	83	86	85	0	10	20	30	40	50	60	70	80	90	100
Regulation of Emotion in the Self	76	87	82	0	10	20	30	40	50	60	70	80	90	100
Recognition of Emotion in Others	65	55	60	0	10	20	30	40	50	60	70	80	90	100
Regulation of Emotion in Others	76	74	75	0	10	20	30	40	50	60	70	80	90	100
Nonverbal Emotional Expression	17	10	13	0	10	20	30	40	50	60	70	80	90	100
Empathy	32	23	26	0	10	20	30	40	50	60	70	80	90	100

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	Average	High								
	Male	Female	Combined											
Intuition vs. Reason	40	33	36	0	10	20	30	40	50	60	70	80	90	100
Creative Thinking	97	98	97	0	10	20	30	40	50	60	70	80	90	100
Mood Redirected Attention	84	84	84	0	10	20	30	40	50	60	70	80	90	100
Motivating Emotions	75	78	77	0	10	20	30	40	50	60	70	80	90	100

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:* If I am upset, I know the 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 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 how people are feeling even if they never tell me.

#### Regulation of Emotion in Others

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

*Sample Item:* Usually, I know what it takes to turn someone else's boredom into excitement.

#### Nonverbal Emotional Expression

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

*Sample Item:* I like to hug those who are emotionally close to me.

#### Empathy

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

*Sample Item:* I am sensitive to the feelings of other people.

### Proximal Outcomes

#### Intuition vs. Reason

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

*Sample Item:* I often use my intuition in planning for the future.

#### Creative Thinking

- using emotions to facilitate divergent thinking

*Sample Item:* People think my ideas are daring.

#### Mood Redirected Attention

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

*Sample Item:* Having strong emotions forces me to understand myself.

#### Motivating Emotions

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

*Sample Item:* I believe I can do almost anything I set out to do.

## Administrative Indices

### Missing Responses: 0

*More than 5 missing responses is considered too many. Administrations with more than 5 missing responses should be interpreted with caution.*

### Infrequency Score: 1.33

*An Infrequency Score greater than 2.5 is considered problematic. A high Infrequency Score is usually a sign of careless responding. Such cases should be handled by either gathering further data to clarify the test-taker's purposefulness in responding, or nullifying the entire case.*