REVELIAN

INDIVIDUAL REPORT
KATHERINE ADAMS

Report Date: 11 Aug 2017
Position: Example Position
Client/Company: ABC Company

Assessments Included	Report Interpretation Module	Assessment Date	Results Valid Until
Emotional Intelligence Test (MSCEIT)	▶	16 Aug 2016	16 Aug 2017

IMPORTANT! <u>DO NOT</u> share this report with individual candidates. It contains a link to confidential and sensitive information about all candidates for this position.

Please note:

▶ This multi-media presentation provides a guided tour of the individual candidate report content and structure to support the interpretation of the results. Please note this presentation relates to a generic example and not the actual candidate listed above.

Notice To Report Recipient(s)

Information contained within this report is private and confidential, and is provided on the basis that its recipient(s) will use it responsibly.

Revelian's involvement in the recruitment process is limited to providing the prospective employer with information regarding the relevant attributes of candidates as measured by Revelian assessments. It is the prospective employer who makes final selection decisions. As some assessments were completed unsupervised by this candidate, Revelian can not guarantee that their responses are their own. Supervised testing, where possible, is recommended in this case.

Revelian recommends that assessment information be considered along with information gained from other sources when making final selection decisions.

REPORT INTERPRETATION AND SUPPORT

Revelian provides the following supporting resources and options to ensure appropriate interpretation of candidate assessment reports.

Support Resources
1. **Report Interpretation Modules** appear throughout this report to help you interpret the information presented. Please click on the link provided to view an online presentation providing a generic overview of the content and structure of the report. The modules are designed to help support your interpretation of the results and ultimate recruitment decisions. ⏵ Please click the media icon to view the [Individual Candidate Report Interpretation Presentation](https://app.revelian.com/reports/individual/) (https://app.revelian.com/reports/individual/).
2. **eLearning Modules** provide you with a comprehensive overview of each assessment, including assessment theory, structure of the assessment, candidate experience and interpretation of results. These training modules are accessed via the 'Learning Centre' in your Revelian Workspace. Please revisit these modules as often as you like as an ongoing reference.
3. **Psychologist Support** is available as needed. To arrange further consultation with a Revelian Psychologist, please telephone 1300 137 937 (within Australia), 0800 046 9690 (within United Kingdom) or +61 7 3552 5700 (outside Australia) during business hours. Alternatively, please email: clientservices@revelian.com.

ASSESSMENT SUMMARY

The following report provides information regarding Katherine Adams's results on the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Katherine is currently being considered for the position of Example Position.

Katherine's score on the assessment can be briefly described as follows.

Assessment	Score
MSCEIT	Exceeded 82% of general comparison

Katherine's performance can be ranked against other candidates who have completed all the required assessments.

Candidate Rank: 1 out of 4 candidates

The details of other candidates applying for the position can be accessed by viewing the position report, available by clicking here.

This report is based on the results of the MSCEIT. This assessment provides insight into Katherine's emotional intelligence. Other qualities relevant to Katherine's suitability for the role may be best understood using additional selection methods, such as additional psychological assessment, interviews and reference checks. In making a final selection decision, Revelian recommends that all available information about the candidate be considered.

The remainder of this report provides further information regarding Katherine's assessment results.

EMOTIONAL INTELLIGENCE TEST (MSCEIT)

REPORT INTERPRETATION

For further details regarding the interpretation of the results presented below, please view the following online Report Interpretation presentation. This learning module explains how to interpret this specific section of the report and extract additional meaning from the results presented.

▶ Please click the media icon to view the [Emotional Intelligence Test Report Interpretation Presentation](https://app.revelian.com/reports/msceit/) (https://app.revelian.com/reports/msceit/).

BACKGROUND INFORMATION

The MSCEIT represents an ability-based measure of emotional intelligence, which assesses an individual's capacity to understand their own and others emotions and to use emotions to enhance thought. In particular, emotional intelligence, as measured by the MSCEIT, measures a candidate's ability to:
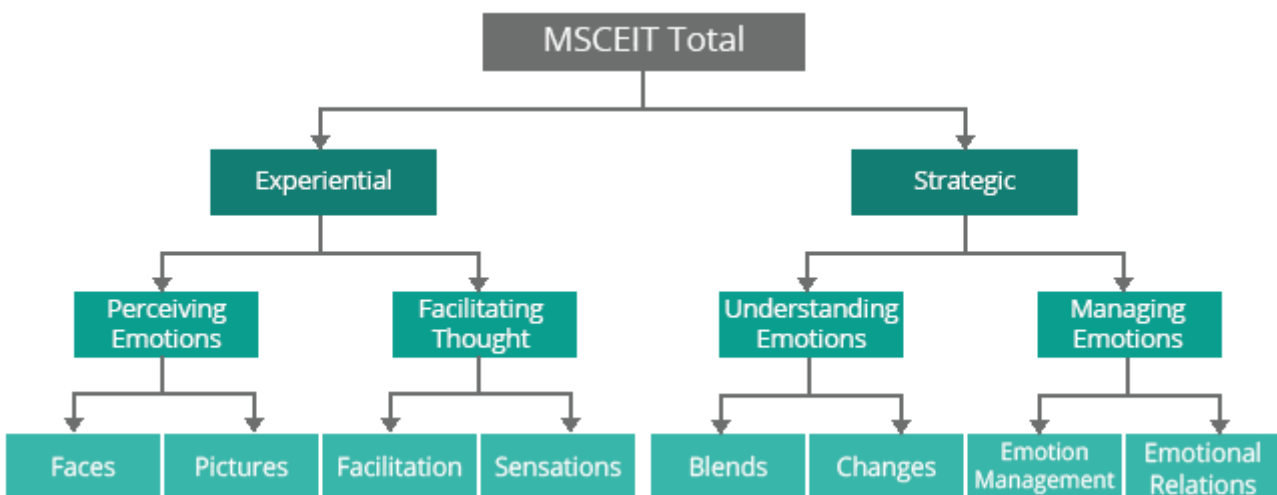
- Recognise their own and others' emotions,
- Generate and use emotions in problem solving,
- Understand emotions and how emotions may change, and
- Manage their own and others' emotions.

As an ability-based measure of emotional intelligence, the MSCEIT estimates a candidate's emotional intelligence by asking them to solve problems about emotions, or problems that require the use of emotion. Research indicates that emotional intelligence, as measured by the MSCEIT, is a good predictor of job performance. Individuals with high scores on the MSCEIT are better able to perceive, identify and manage emotions in themselves and others, making them effective at managing those around them. Accordingly, emotional intelligence is of particular importance in jobs that involve working as part of a team, customer service, or displaying leadership behaviours.

ANALYSIS

After Katherine completed the MSCEIT, her responses were calculated to yield a Total Emotional Intelligence score, two area scores: Experiential and Strategic Emotional Intelligence, and four branch scores: Perceiving Emotions, Facilitating Thought, Understanding Emotions, and Managing Emotions. In addition, eight individual task scores are also presented. Please note that when interpreting these scores, the Total Emotional Intelligence score should be considered as most reliable while the overall profile of the candidate's emotional intelligence should be considered by reviewing the Branch scores. Caution should be used when reviewing the task scores presented, as this information is only intended to provide further detail regarding Katherine's responses and should not be used for decision making purposes.

The graphic below displays the relationships between these scores.

To convey how well Katherine performed on the test her score is described in a number of ways. Firstly, Katherine's score was compared with scores achieved by a large group of people who have also completed

this measure. Additionally, Katherine's score was given a classification to describe the range in which it fell. As is shown below, these classifications represent different parts of the "normal" curve that is produced when the scores of large groups of people are plotted.

Far Below Average	Below Average	Average	Above Average	Far Above Average
10% of people score within this range	10% of people score within this range	60% of people score within this range	10% of people score within this range	10% of people score within this range

RESULTS AND INTERPRETATION

Total Score

The following table displays Katherine's Total Emotional Intelligence score.

Table 1 - Total Score

	Level of Overall Emotional Intelligence					Comparison Score
	Far Below Average	Below Average	Average	Above Average	Far Above Average	General Comparison
MSCEIT Total Score						Above Average (82%)

This global score represents a convenient summary of Katherine's performance on this measure. This score indicates Katherine's overall capacity to understand her own and others emotions and use emotions to enhance thought.

As discussed previously, research evidence has demonstrated the link between emotional intelligence and job performance in certain positions. Katherine's overall score on this assessment, when compared to the general comparison group, highlights an above average level of emotional intelligence.

Area Scores

Katherine's Experiential Emotional Intelligence and Strategic Emotional Intelligence scores are displayed in the table below.

Table 2 - Area Scores

Area	Emotional Intelligence Area Scores					Comparison Score
	Far Below Average	Below Average	Average	Above Average	Far Above Average	General Comparison
Experiential						Above Average (88%)
Strategic						Average (66%)

The Experiential Emotional Intelligence score is derived from Katherine's performance on the Perceiving Emotions and Facilitating Thought branches and focuses on the identification of emotion and its interaction with thought. Strategic Emotional Intelligence is derived from Katherine's performance on the Managing

Emotions and Understanding Emotions branches and is focused on an understanding of how emotions develop over time and how they are managed and suited to particular social situations.

Branch Scores

Katherine's branch scores are displayed in the table below.

Table 3 - Branch Scores

Branch	Emotional Intelligence Branch Scores					Comparison Score
	Far Below Average	Below Average	Average	Above Average	Far Above Average	**General Comparison**
Perceiving Emotions						Far Above Average (95%)
Facilitating Thought						Average (67%)
Understanding Emotions						Average (72%)
Managing Emotions						Average (49%)

Perceiving Emotions

The Perceiving Emotions branch is concerned with Katherine's capacity to accurately recognise her own emotions and the emotions of others around her. Emotional perception involves paying attention to and accurately decoding emotional signals in facial expressions, tone of voice and artistic expression. Although the MSCEIT measures the appraisal of emotions in others and in images, evidence suggests that such appraisal is also related to accurate perceptions of emotions in oneself.

Facilitating Thought

The Facilitating Thought branch is focused on Katherine's ability to employ feeling to enhance cognitive thought and, as a result, harness more effective problem-solving, reasoning, decision-making and creative ability. Emotions can assist in prioritising tasks by identifying those tasks of greater importance. Emotions also influence the way we think (e.g., positive thoughts are generated when one is happy). Differing emotions therefore encourage a variety of perspectives while also fostering creative thinking.

Understanding Emotions

The Understanding Emotions branch reflects Katherine's capacity to define and label emotions and reason with them effectively. Understanding what leads to various emotions is a critical component of emotional intelligence as knowledge of how emotions combine and change over time is important in interactions with others.
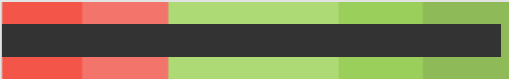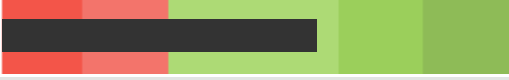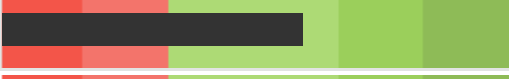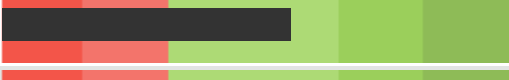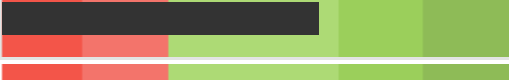
Managing Emotions

The Managing Emotions branch assesses Katherine's ability to manage emotions successfully. This entails remaining open to emotional information at important times, and closed to emotions when they may not be relevant. Managing emotions also refers to using emotions in a considered and rational manner, rather than choosing to act without the appropriate degree of thought.

Task Scores

Katherine's performance on each task of the MSCEIT is presented in the table below. It is important to note that task scores have much greater variability than other MSCEIT scores. Greater emphasis should therefore be placed on interpreting a candidate's overall, area and branch scores.

Table 4 - Task Scores

Task	Emotional Intelligence Task Scores	Comparison Score
	Far Below Average / Below Average / Average / Above Average / Far Above Average	**General Comparison**
Faces		Far Above Average (99%)
Pictures		Average (71%)
Facilitation		Average (66%)
Sensations		Average (62%)
Changes		Average (72%)
Blends		Average (61%)
Emotion Management		Average (61%)
Emotional Relations		Average (38%)

The Faces task asked Katherine to identify how a person was feeling based on their facial expression. The Pictures task asked Katherine to indicate to what extent certain images or landscapes expressed various emotions. Both tasks contribute to the Perceiving Emotions branch of the MSCEIT.

The Facilitation task measured Katherine's knowledge of how moods interact and support thinking and reasoning. The Sensations task asked Katherine to compare different emotions to different sensations, such as light, colour and temperature. Both tasks contribute to the Facilitating Thought branch of the MSCEIT.

The Changes task measured Katherine's understanding of conflicting emotions in certain situations and how emotions transition from one situation to another (e.g., how contentment can change to joy). The Blends task refers to Katherine's ability to connect situations with certain emotions (e.g., linking a situation involving loss to sadness). Both tasks contribute to the Understanding Emotions branch of the MSCEIT.

The Emotion Management task asked Katherine to rate the effectiveness of certain actions in a situation requiring the regulation of emotions. The Emotional Relations task asked Katherine to evaluate the effectiveness of different actions in achieving an outcome involving other people. Both tasks contribute to the Managing Emotions branch of the MSCEIT.

Supplementary Scales

Supplementary measures have also been included in the MSCEIT to provide additional information and understanding of Katherine's results and response style. This includes the Scatter score and Positive-Negative Bias score.

Scatter Score

The MSCEIT Scatter score provides an indication of the amount of fluctuation among a candidate's task scores. High Scatter scores indicate large discrepancies in the results for the different tasks. Such scores may indicate a large degree of variation in skill across different elements of emotional intelligence. Moderate Scatter scores show a typical amount of variation in task results. Low Scatter scores indicate very consistent scores across the tasks.

Katherine's results depict a consistency in the scores she achieved across the emotional intelligence tasks. This is further evident when reviewing the task scores achieved by Katherine.

Table 5 - Scatter Variation

Scale	Rating
Scatter Score	Low

Positive-Negative Bias Score

The Positive-Negative Bias score provides an indication of a candidate's tendency to respond to pictorial stimuli with either positive or negative emotions. Positive Bias scores indicate a more than typical tendency to respond positively to the face and picture items. Neutral Bias scores indicate a typical amount of positive and negative responding. Negative Bias scores indicate a more than typical amount of negative responding to the face and picture items.

Katherine's results depict a typical amount of positive and negative responding to face and picture items throughout the assessment. Katherine can therefore be generally expected to read emotional situations accurately and offer a realistic and balanced appraisal of those situations.

Table 6 - Positive-Negative Tendency

Scale	Rating
Positive-Negative Bias Score	Neutral

Important Considerations

Emotional intelligence has demonstrated strong links with job performance across a wide array of occupations and industries. It's greatest power however lies in predicting performance in jobs that involve working with others. Therefore, an assessment of emotional intelligence is most relevant when recruiting for positions that involve a high degree of team work, customer service or management of others (e.g., supervisory or leadership roles).

Scoring of the MSCEIT is based on a predominately Western sample of respondents. Caution therefore should be taken when interpreting the scores of candidate's from emerging or non-Western nations and non-native English backgrounds, as cultural variation can influence scores. Similar caution is recommended when interpreting the scores of candidates with physical or intellectual impairments that may adversely impact their performance on this test.

A candidate's effective functioning in a particular position is a product of many qualities and not a result of their level of emotional intelligence alone. As such, the MSCEIT should not be used in isolation when making recruitment decisions. Revelian recommends that results of other psychological assessments and selection methods (e.g., structured interviews) be used to supplement the results provided by the MSCEIT to ensure a fair and valid selection outcome.