

# MSCIEIT™

## Mayer-Salovey-Caruso Emotional Intelligence Test™

### Personal Summary Report

*By John D. Mayer, Peter Salovey & David R. Caruso*

<b>Name:</b>	<b>Jill Brown</b>
Administration Age:	30
Gender:	Female
Administration Date:	Friday, February 22, 2002



Copyright © 2001, Multi-Health Systems Inc. All rights reserved.  
P.O. Box 950, North Tonawanda, NY 14120-0950  
3770 Victoria Park Ave., Toronto, ON M2H 3M6

## What Is Emotional Intelligence?

Although the term “emotional intelligence” has come to mean many different things, it consists of two parts: emotion and intelligence, as the test authors most recently define it (e.g., Mayer, Salovey, & Caruso, 2000). “Emotions” refer to the feelings a person has in a relationship. For example, if a person has a good relationship with someone else, that individual is happy; if the person is threatened, he or she is afraid. Intelligence, on the other hand, refers to the ability to reason with or about something. For example, one reasons with language in the case of verbal intelligence, or reasons about how objects fit together in the case of spatial intelligence. In the case of emotional intelligence, one reasons with emotions, or emotions assist one’s thinking. That is, emotional intelligence, as measured by the MSCEIT™, refers to the capacity to reason with emotions and emotional signals, and to the capacity of emotion to enhance thought.

## The Mayer-Salovey Ability Model of Emotional Intelligence

Dr. Peter Salovey and Dr. John D. Mayer first published their work on these concepts in 1990 (Mayer, DiPaolo, & Salovey, 1990; Salovey & Mayer, 1990). They then published a revised theory of emotional intelligence (Mayer & Salovey, 1997). This theory further elaborated the existence of four related areas of emotional intelligence. They called these areas “branches” to illustrate that the abilities were arranged in a hierarchical order from the least psychologically complex to the most psychologically complex.

Mayer and Salovey defined these specific abilities as *the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth* (Mayer & Salovey, 1997). Here is a summary of this four-branch model of emotional intelligence:

*Perceiving and Identifying Emotions* - the ability to recognize how you and those around you are feeling.

*Using Emotions to Facilitate Thought* - the ability to generate emotion, and then reason with this emotion.

*Understanding Emotions* - the ability to understand complex emotions and emotional “chains,” and how emotions transition from one stage to another.

*Managing Emotions* - the ability to manage emotions in yourself and in others.

## What Does the MSCEIT™ Measure?

The MSCEIT™ is a performance test of emotional intelligence. A performance test provides an estimate of a person’s ability by having them solve problems. The MSCEIT™ asks you to solve problems about emotions, or problems that require the use of emotion.

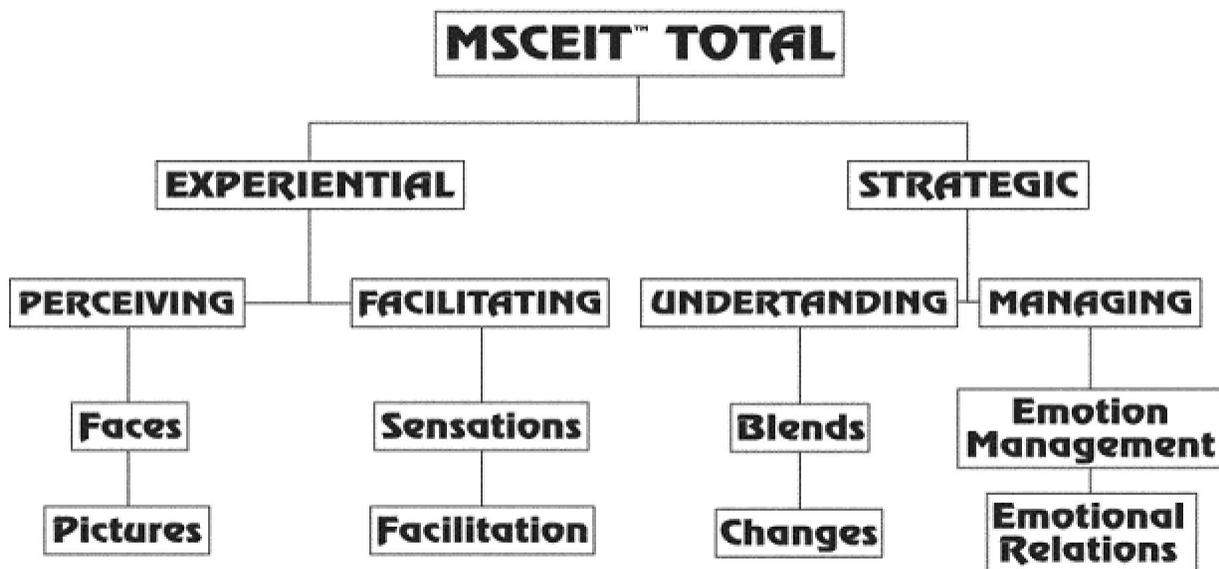
## Emotional Intelligence In Context

Emotional intelligence is one of hundreds of parts of our personality. Is it the most important predictor of success in life or work? It probably is part of “success” but it is not the sole ingredient, nor is it the most important one.

## MSCEIT™ Scores

### The Scores You Will See

The MSCEIT™ yields a total emotional intelligence score as well as two area scores (Experiential and Strategic Emotional Intelligence). There are also four Branch scores, for Perceiving Emotion, Facilitating Thought, Understanding Emotion, and Managing Emotion. Finally, scores for eight individual Tasks are reported.



### How MSCEIT™ Scores Are Reported

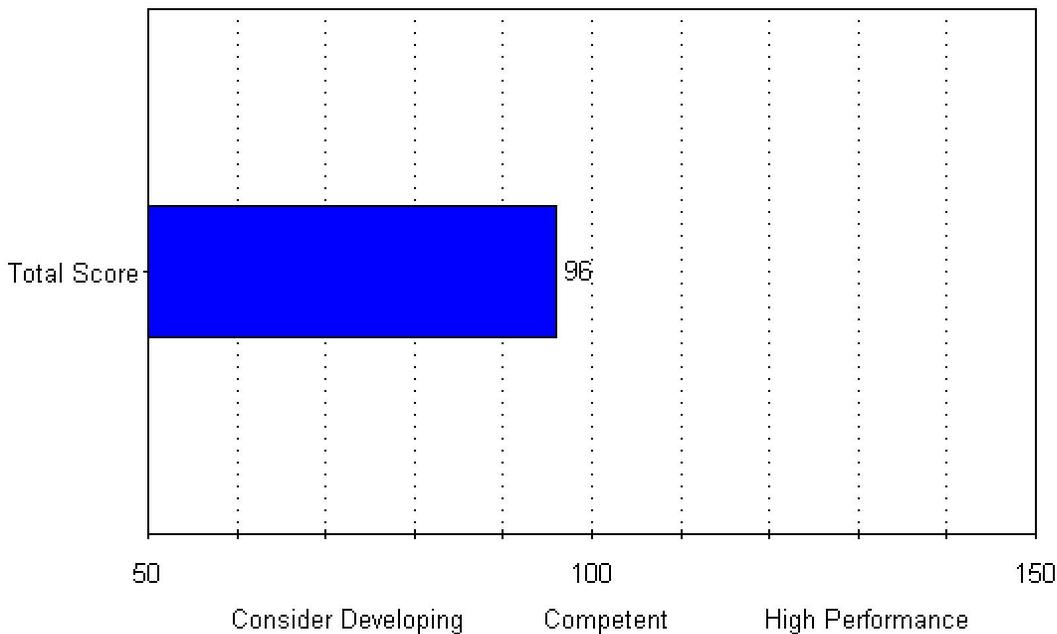
The MSCEIT™ scores are reported like traditional intelligence scales so that the average score is 100 and the standard deviation is 15. If a person obtains a MSCEIT™ score around 100, then they are in the average range of emotional intelligence. A person obtaining a score of 115 is one standard deviation above the mean, or, at the 84th percentile. If someone obtains an overall MSCEIT™ score of 85, they are one standard deviation below the mean, or, at the 16th percentile. Area, branch and task level results are scored in the same manner. As with all tests, the MSCEIT™ compares individuals against the normative sample, not with the population in general.

### Variability of Scores

Your score is an approximate result. If you were to take the test again, there is a good chance that your score would be different, so please keep that in mind as you interpret your results. Each part of the MSCEIT™ has greater, and less, variability. Your scores are reported along with a 90% confidence interval or range. If you took the test a second time, you could expect with 90% confidence that you would receive a new score within the interval. In addition, test scores represent your actual ability, as well as other factors such as motivation, fatigue, language fluency, and so forth.

## Total Emotional Intelligence Score

The following graph shows the standard score for total emotional intelligence. As with any global score, the MSCEIT™ Total score is a convenient summary of a person's performance on this test. The Total score compares an individual's performance on the MSCEIT™ to those in the normative sample. This score is a good place to start when analyzing your level of emotional intelligence.



Your MSCEIT™ Total Score is 96. If you took the test again, your score would likely change somewhat due to the variability that is a part of the testing process. To determine how much your score might change, we have calculated a 90% confidence interval for your MSCEIT™ Total Score. This confidence interval is from 89 to 103 and reflects the range of scores within which you can be 90% confident your true ability falls.

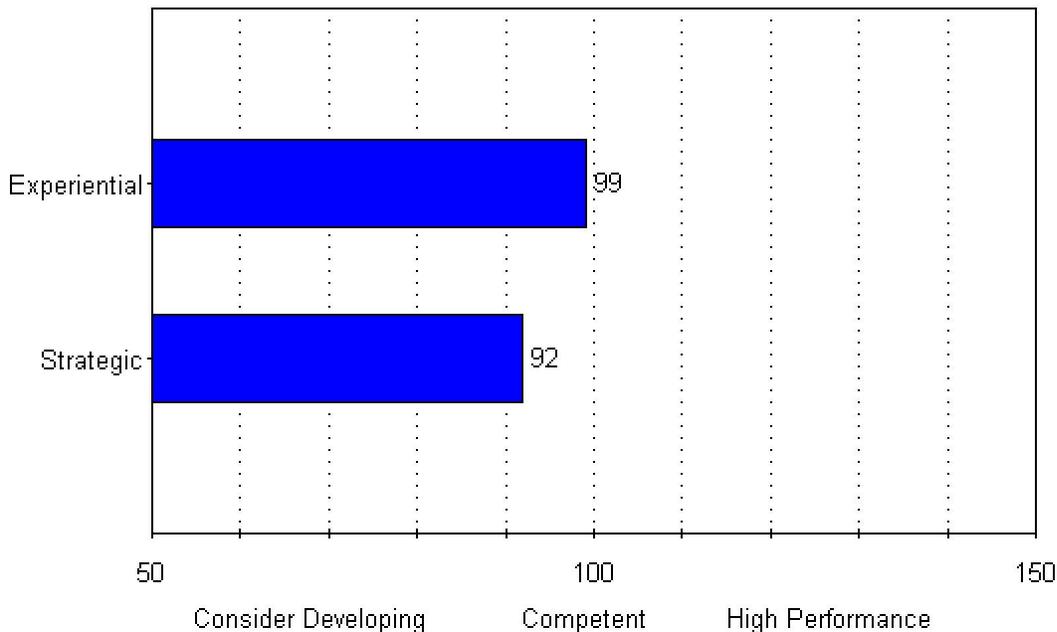
### MSCEIT™ Total Score

The Total emotional intelligence score indicates an overall capacity to reason with emotion, and to use emotion to enhance thought. It reflects the capacity to perform well in four areas: (1) the ability to perceive emotions, (2) to access, generate, and use emotions so as to assist thought, (3) to understand emotions and emotional knowledge, and (4) to regulate emotions so as to promote emotional and intellectual growth (after Mayer and Salovey, 1997, p. 8).

After the Total Score, the Area Scores provide you with a closer look at your MSCEIT™ performance.

## Area Scores

Now, let's look at your two MSCEIT™ Area Scores. These are Experiential Emotional Intelligence and Strategic Emotional Intelligence.



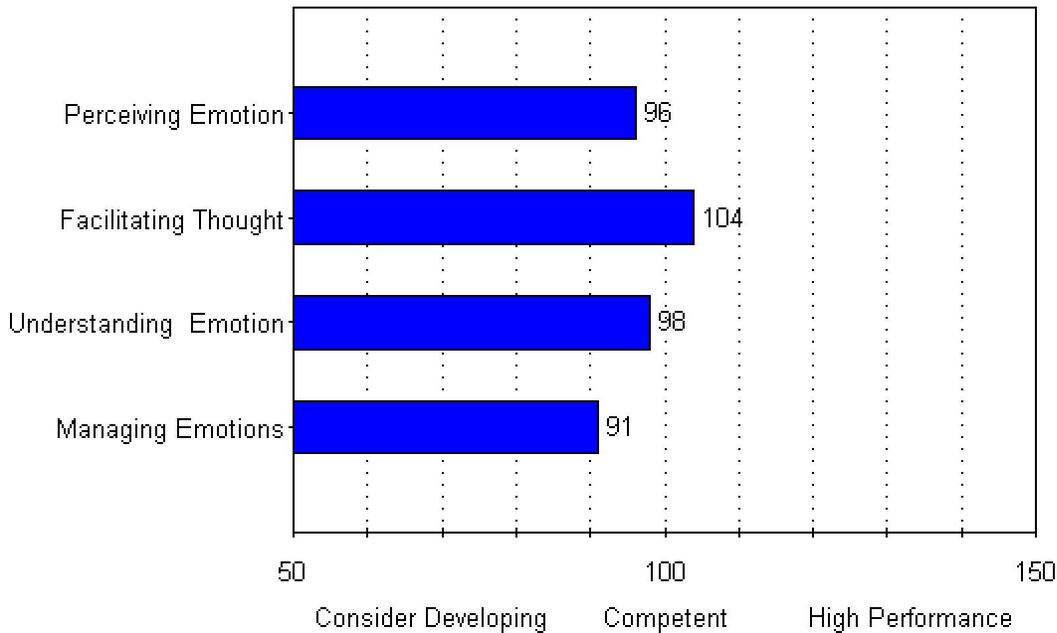
The 90% confidence interval for your Experiential Area score is 91 to 107, and for your Strategic Area score is 84 to 101.

**Experiential Emotional Intelligence Score** The Experiential Emotional Intelligence Score (EEIS) focuses on the identification of emotion and its productive use in thought. Your EEIS indicates the capacity to feel emotion and to do so productively. It focuses on more basic-level processing of emotion (as opposed to the rational understanding and management of emotion). The EEIS is based on the Perceiving and Facilitation Branches of the emotional intelligence model. These two Branches may rely more on how feelings *feel* and how the individual responds and classifies such feelings.

**Strategic Emotional Intelligence Score** Strategic Emotional Intelligence involves higher-level, conscious processing of emotions. These Branches require reasoning *about* emotions, how they develop over time, how they may be managed, and how to fit emotional management into social situations. They are strategic in the sense that one may use such information to chart an emotional course for oneself and others according to personal and social needs. The score is based on your performance on the Understanding and Managing Branches of emotional intelligence.

## Branch Scores

Recall that the MSCEIT™ is based on the four branch model of emotional intelligence. Next, let's examine your four MSCEIT™ Branch Scores to learn more about your emotional abilities.



The 90% confidence interval for your Perceiving Emotions Branch score is 88 to 103, for your Facilitation of Thought Branch score is 93 to 115, for your Understanding Emotions Branch score is 87 to 109, and for your Managing Emotions Branch score is 81 to 101.

### Perceiving Emotion

The Perceiving Emotions score concerns your ability to recognize how you and those around you are feeling. The first branch of the emotional intelligence model involves the capacity to perceive feelings accurately. Emotional perception involves paying attention to, and accurately decoding, emotional signals in facial expressions, tone of voice, and artistic expressions.

Accurate appraisal of emotions starts with attending to emotional expressions. If a person is uncomfortable with another person's expression of negative emotions, for instance, and they turn away every time they sense another's discomfort, they may not perceive accurately that other person's emotional state. While this Branch of the model also includes accurate appraisal of one's *own* emotions and the expression of emotion, the MSCEIT™ measures the appraisal of emotions in others and in images. Evidence suggests that the accurate appraisal of others is related to accurate perception in oneself as well.

### Facilitating Thought

Your Facilitating Thought score is the ability to employ your feelings to enhance the cognitive system (thinking) and, as such, this ability can be harnessed for more effective problem-solving, reasoning,

decision-making, and creative endeavors. Of course, cognition can be disrupted by emotions, such as anxiety and fear, but emotions also can prioritize the cognitive system to attend to what is important and even focus on what it does best in a given mood.

Emotions also change the way we think, creating positive thoughts when a person is happy, and negative when the person is sad. These changes in viewpoint force us to view things from different perspectives. Such shifting viewpoints may foster creative thinking.

### **Understanding Emotion**

Emotions form a rich and complex interrelated symbol set, and many people discuss the existence of an “emotional language.” Your score on the Understanding Emotions Branch reflects being able to label emotions and to reason with them at an effective understandable level.

Understanding what leads to various emotions is a critical component of emotional intelligence. For instance, annoyance and irritation can lead to rage if the cause of the irritation continues and intensifies. Knowledge of how emotions combine and change over time is important in our dealings with other people and in enhancing our self understanding.

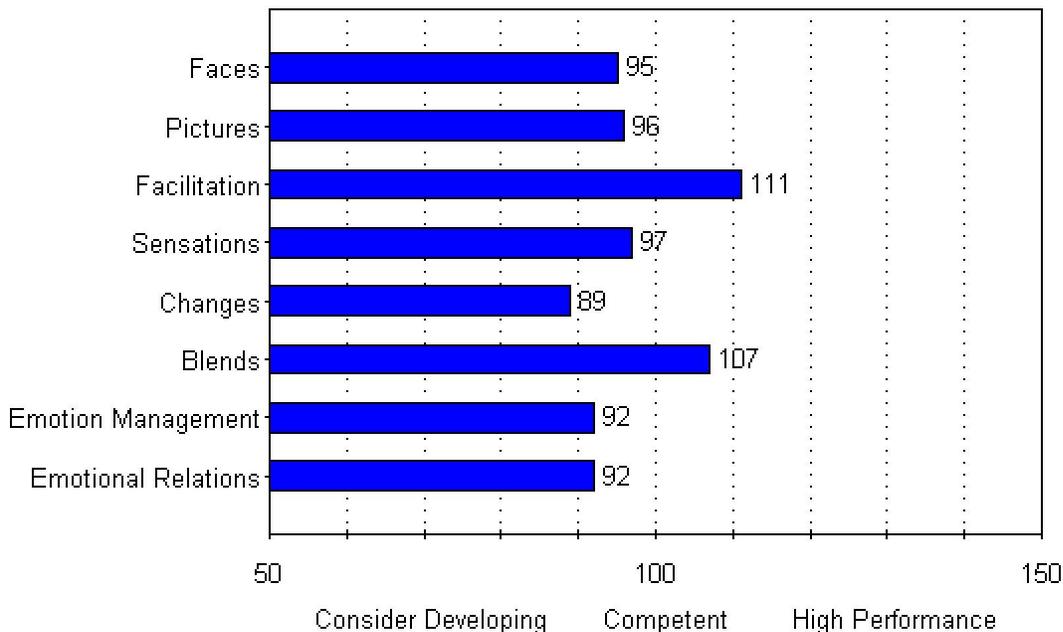
### **Managing Emotions**

Your Managing Emotions score concerns one’s capacity to manage emotions successfully, when appropriate. Managing emotions means that you remain open to emotional information at important times, and closed to it at other times. It means successfully managing and coping with emotions. It also means working with feelings in a judicious way, rather than acting on them without thinking. For example, reacting out of anger can be effective in the short-run, but anger that is channeled and directed may be more effective in the long-run.

It is important to understand that the ability to successfully manage emotions often entails the awareness, acceptance, and use of emotions in problem solving. When we speak of emotional regulation, some people understand the term to mean the suppression of emotion, or rationalization of emotion. Managing Emotions involves the participation of emotions in thought, and the ability to allow thought to include emotions. Optimal levels of emotional regulation likely will neither minimize nor exaggerate emotion.

## Task Scores

Individual Task scores should be interpreted with caution as they are not, on average, as reliable individually as are the Branch and Area scores. Nonetheless, the individual Task scores may be of use in the interpretative process and are supplied below.



The following sections describe what each of the Task scores measure. You can use these descriptions to help you better understand your results. The scores on these tasks will vary much more than will your other MSCEIT™ scores, and therefore, must be used with great caution.

### Perceiving Emotions

**Faces Task** - In this task, designed to measure Perceiving Emotions, you were asked to identify how a person feels based upon their facial expression.

**Pictures Task** - Emotional perception also involves determining the emotions that are being expressed in music, art, and the environment around you. This aspect of Perceiving Emotions was measured by the task in which you indicated the extent to which certain images or landscapes expressed various emotions.

### Facilitating Thought

**Facilitation Task** – Different moods assist certain kinds of problem solving. The Facilitation Task measures your knowledge of how moods interact and support our thinking and reasoning.

**Sensations Task** - This Branch was measured by a task in which you were asked to compare different

emotions to different sensations, such as light, color and temperature.

### **Understanding Emotions**

**Changes Task** – The Changes Tasks measures your knowledge of experiencing possibly conflicting emotions in certain situations and understanding emotional “chains,” or how emotions transition from one to another (e.g., how contentment can change into joy).

**Blends Task** - Understanding emotions refers to being able to connect situations with certain emotions (e.g., knowing that a situation involving a loss might make someone feel sad).

### **Managing Emotions**

**Emotion Management Task** - The Emotion Management task asked you to rate the effectiveness of alternative actions in achieving a certain result, in situations where a person had to regulate their own emotions.

**Emotional Relations Task** - This task asked you to evaluate how effective different actions would be in achieving an outcome involving other people.

**Remember:** Task scores are rough approximations of one’s actual ability in these areas. These scores have much greater variability than do your other MSCEIT™ scores.

## Supplementary Scales

This section provides the results for the Scatter Score, Positive-Negative Bias Score, and Omission Rates.

### Scatter Score

**Scatter Score = 90**

High standardized scatter scores (>115) indicate a profile where there are large discrepancies in the results for the different tasks. Such scores may indicate a lot of variation in skill in different elements of emotional intelligence. Moderate scores show a typical amount of variation in the task results. Low scores (<85) indicate very consistent scores across the tasks.

### Positive-Negative Bias Score

**Positive-Negative Bias Score = 89**

High standardized bias scores (> 115) indicate a more than typical tendency to respond to the pictorial stimuli by assigning a positive emotion. Moderate scores indicate a typical amount of positive and negative assignments to the pictorial stimuli. Low scores (<85) indicate that more than a typical amount of negative assignments to stimuli have been made.

### Omission Rates

**Omission Rate Overall = 0.00%****Omission Rate Section A = 0.00% (Faces)****Omission Rate Section B = 0.00% (Facilitation)****Omission Rate Section C = 0.00% (Changes)****Omission Rate Section D = 0.00% (Emotion Management)****Omission Rate Section E = 0.00% (Pictures)****Omission Rate Section F = 0.00% (Sensations)****Omission Rate Section G = 0.00% (Blends)****Omission Rate Section H = 0.00% (Emotional Relations)**

If the overall omission rate is greater than 10%, the validity of the administration should be brought into question. If the omission rate for a given task is 50% or more, the score for that section (as well as associated Branch, Area and Total scores) will not be computed.

## Percentiles

Some people prefer to view their scores as *percentiles* rather than as IQ-type scores. Percentile scores range from 1 to 99, where a score of 1 means that you would be at the lowest level compared to others, and a score of 99 would mean that your results would place you higher than 99% of the people in the standardization sample.

<b>Total MSCEIT™</b>	: 40
<b>Experiential Area Score</b>	: 48
<b>Perceiving Emotions Branch</b>	: 38
Faces Task	: 37
Pictures Task	: 39
<b>Facilitating Thought Branch</b>	: 61
Facilitation Task	: 77
Sensations Task	: 43
<b>Strategic Area Score</b>	: 30
<b>Understanding Emotions Branch</b>	: 45
Changes Task	: 23
Blends Task	: 69
<b>Managing Emotions Branch</b>	: 28
Emotion Management Task	: 29
Emotional Relations Task	: 29

**Scoring Method** : General

Demographic Correction : None

In developing the MSCEIT™, we examined several different ways to score the answers. We can compare your answers to those of experts on emotions, called the expert consensus, or to the ratings of other people, called the general consensus (or general scoring).

Our research has shown that the general and expert consensus scoring methods yield almost identical results.

The General Scoring Method was used in your report.

## Cautionary Remarks

Scoring of the MSCEIT™ is based on North American data. People from emerging or non-Western nations taking the test, and non-native English language speakers, should be alert to the fact that cultural variation can lower scores on the MSCEIT™, and should check local norms where available. More generally speaking, an individual's personal functioning is the product of many qualities, and no one test captures them all. For that reason, the use of the MSCEIT™ with other psychological assessment instruments is encouraged. In addition, the consideration of MSCEIT™ results should always be considered in the context of consultation with a qualified professional.

## Concluding Comments

Emotional intelligence can be defined and measured as an intelligence, or as a set of abilities. The MSCEIT™ provides you with an estimate of these emotional skills. Tests like the MSCEIT™ are designed to help people learn more about themselves and to better understand their strengths.

We are excited about the MSCEIT™ and we hope that it will provide you with useful information and insights. Thank you for taking the MSCEIT™!



John (Jack) D. Mayer



Peter Salovey



David R. Caruso

## Item Response Table

The following response values were entered for the items on MSCEIT™.

Item #	Response						
1.	1	37.	A	73.	C	109.	5
2.	4	38.	E	74.	B	110.	1
3.	2	39.	E	75.	B	111.	1
4.	1	40.	C	76.	2	112.	5
5.	1	41.	D	77.	2	113.	5
6.	1	42.	C	78.	2	114.	1
7.	4	43.	B	79.	1	115.	4
8.	3	44.	B	80.	1	116.	5
9.	2	45.	C	81.	3	117.	4
10.	1	46.	A	82.	2	118.	5
11.	1	47.	B	83.	1	119.	1
12.	5	48.	B	84.	1	120.	3
13.	3	49.	C	85.	1	121.	E
14.	1	50.	B	86.	1	122.	A
15.	1	51.	D	87.	1	123.	A
16.	4	52.	B	88.	1	124.	E
17.	1	53.	C	89.	1	125.	A
18.	1	54.	D	90.	1	126.	D
19.	2	55.	A	91.	1	127.	D
20.	4	56.	E	92.	1	128.	B
21.	1	57.	E	93.	4	129.	E
22.	1	58.	A	94.	1	130.	E
23.	5	59.	C	95.	3	131.	B
24.	3	60.	D	96.	2	132.	A
25.	5	61.	C	97.	1	133.	E
26.	2	62.	D	98.	1	134.	A
27.	1	63.	B	99.	2	135.	A
28.	1	64.	D	100.	1	136.	E
29.	4	65.	E	101.	1	137.	B
30.	1	66.	D	102.	4	138.	B
31.	1	67.	C	103.	1	139.	D
32.	1	68.	D	104.	1	140.	B
33.	2	69.	E	105.	2	141.	B
34.	4	70.	B	106.	5		
35.	1	71.	B	107.	5		
36.	B	72.	A	108.	1		

## References

Mayer, J. D., DiPaolo, M. T., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54, 772-781.

Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Implications for Educators* (pp. 3-31). New York: Basic Books.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of Intelligence* (pp. 396-420). Cambridge, England: Cambridge University Press.

Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.

Date Printed: Friday, February 22, 2002

**End of Report**