

MSCEIT™¹ — Mayer-Salovey-Caruso Emotional Intelligence Test

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NOTE: This reading is adapted from Mayer, Salovey & Caruso, 2002b, *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) User's Manual*, Multi-Health Systems Inc., Toronto, Canada and Dr David Caruso's website at <<http://www.eiskills.com/MSCEIT.html>>. The permission of the authors, and publisher and copyright holder of the MSCEIT, Multi-Health Systems, Inc., Toronto, Canada, has been obtained to reproduce this Appendix A on the Mayer-Salovey- Caruso Emotional Intelligence Test in the author's Ph. D. thesis. Also note that copies of the MSCEIT emotional intelligence test may be ordered from the publisher online at <http://www.mhs.com>; by e-mail customerservice@mhs.com; by fax: 416-492-3343 or (888) 540-4484; or by surface mail at MHS Inc., 3770 Victoria Park Ave., Toronto, Ontario, M2H 3M6, Canada. Alternatively, the MSCEIT may be ordered online from Dr David Caruso at www.emotionaliq.com, or email at david@emotionalIQ.org.

In 1990, Mayer and Salovey published two articles on emotional intelligence. The first article (Salovey & Mayer, 1990) reviewed literature throughout the disciplines of psychology and psychiatry, artificial intelligence, and other areas, and concluded that there might exist a human ability fairly called emotional intelligence. The idea was that some people reasoned with emotions better than others, and also, that some people's reasoning was more enhanced by emotions than others. The companion article (Mayer, DiPaolo, & Salovey, 1990) presented a first ability model of emotional intelligence — a suggestion that emotional intelligence, measured as a true intelligence, might exist.

Since that time, Mayer, Salovey, and their colleagues refined their model of emotional intelligence (see Mayer & Salovey, 1997), and expended considerable efforts toward developing a high-quality ability measure in the area. The newly developed Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT V2.0; Pronounced "Mes-keet"; Mayer, et al., 1999, 2000, 2002a, 2002b) is the result of this theoretical and empirical research.

The MSCEIT is based on an ability model of emotional intelligence. "The MSCEIT is designed to attain one overall Emotional Intelligence score, two area scores, and four branch scores. The scores are reported as emotional intelligence quotients (EIQs). Each branch score, in turn, is made up of two individual tasks" (Mayer, Salovey & Caruso, 2002b, p. 8). Test raw data is scored according to the MSCEIT Version 2.0 general consensus or expert scoring criteria. Refer to Table B1.1 for the structure and levels of feedback from the MSCEIT (Mayer, et al., 2002b, p. 8).

Table B1.1 – MSCEIT V2.0: Structure and levels of feedback

Overall Scale	Two Areas of the MSCEIT	Four Branches of the MSCEIT	Task Level	
Emotional Intelligence (EIQ) MSCEITOX	Experiential Emotional Intelligence (EEIQ) AREA_EXX	BRANCH1X Perceiving Emotions (PEIQ)	Faces	A_TOTX
			Pictures	E_TOTX
		BRANCH2X Facilitating Thought (FEIQ)	Facilitation	B_TOTX
			Sensations	F_TOTX
	Strategic Emotional Intelligence (SEIQ) AREA_REX	BRANCH3X Understanding Emotions (UEIQ)	Changes	C_TOTX
			Blends	G_TOTX
		BRANCH4X Managing Emotions (MEIQ)	Emotional Management	D_TOTX
			Emotional Relations	H_TOTX

Introduction to the MSCEIT Ability Model of Emotional Intelligence

The MSCEIT is an ability model of emotional intelligence. The model consists of four classes or branches of emotional abilities (Mayer, Caruso, & Salovey, 2000b; Mayer & Salovey, 1997; Mayer, et al., 2000a; Salovey & Mayer, 1990). The MSCEIT (Mayer & Salovey, 1997), measures your potential – or set of abilities – to reason with emotions and emotional signals, and to use emotion to enhance thought; hence the term *emotional intelligence*. Specifically, the MSCEIT tests your potential or ability in four areas;

Branch 1 – Perceiving and Identifying Emotions: the ability to recognize how you and those around you are feeling.

Example of MSCEIT Branch 1 – Identifying Emotions

	Indicate the emotions expressed by this face.					
	Happiness	1	2	3	4	5
	Fear	1	2	3	4	5
	Sadness	1	2	3	4	5

In this task you are asked to identify how a person felt based upon his or her facial expression and the extent to which images and landscapes expressed emotion. People who score low on perceiving emotion are not very capable of reading people. Such people often also score low on the self-management tasks because their inability to read people often means they cannot manage emotional situations.

People who receive low scores in perceiving emotion are often taken aback as it could mean a change in self-image is required, something people are initially reluctant to do. Such people can be egocentric and fixed in their "point of view". They need to ask themselves if there was ever a situation in which someone acted in a way he or she had failed to predict. This may get the person to acknowledge that they have a need to change and develop this ability.

People who have strength in perceiving emotion are delighted to discover their "hidden asset" that may lead them into a new and exhilarating career, such as marketing, communications, counselling, and coaching, where their "hidden" emotional ability can be put to good use.

Branch 2 – Facilitation of Thought: the ability to generate emotion, and then reason with this emotion. Assimilating basic emotional experiences into mental life, including weighing emotions against one another and against other sensations and thoughts, and allowing emotions to direct attention.

Example of MSCEIT Branch 2 – Using Emotions

What mood(s) might be helpful to feel when meeting in-laws for the very first time?

	<i>Not Useful</i>				<i>Useful</i>
Tension	1	2	3	4	5
Surprise	1	2	3	4	5
Joy	1	2	3	4	5

The two elements of this branch are the sensations (empathy) tasks and facilitation (moods) tasks. In the sensations (empathy) tasks of the test you will compare different emotions to different situations such as light, colour, and temperature. A high score here indicates you are able to generate a certain amount of emotion and then compare it to the sensory modalities in the task. A low score indicates you have difficulty in generating emotions to compare and contrast with the sensory modalities. For example, you do not have a strong ability to generate empathy for someone who is feeling exhilarated at winning a senior position at work.

In the facilitation (moods) task you are assessed on your ability to generate a mood to assist and support thinking and reasoning. Strong performers can easily see the relevance of emotions to performance and motivation whereas those with low average abilities in this task are less able to generate the right mood to enhance performance, productivity, and teamwork.

People who are open to experience, those who are good at accessing emotions (that is, those who are empathetic), and those with a vivid imagination, often score very high on facilitation (generating mood). People who block emotions, those who are emotionally constipated and generally fight against negative feelings, choose consciously or unconsciously to not feel, because it hurts too much (it is too painful), and are not able to generate mood. They are conscious of a feeling in their head and not in their body. Because the feeling is in their head they cannot generate emotion in their body. As a consequence, they tend not to feel much at all and score low on ability to generate empathy and mood to facilitate thinking and reasoning.

Branch 3 – Understanding Emotions: the ability to understand complex emotions and emotional "chains", how emotions transition from one stage to another. The ability to recognise the emotions, to know how they unfold, and to reason about them accordingly.

Example of MSCEIT Branch 3 – Understanding Emotions

Tom felt anxious, and became a bit stressed when he thought about all the work he needed to do. When his supervisor brought him an additional project, he felt _____. (Select the best choice.)

- a) Overwhelmed
- b) Depressed
- c) Ashamed
- d) Self Conscious
- e) Jittery

In this task you will be asked to analyse blends of emotions for their parts and assemble simple emotions into compound emotions. For example, what emotions combine to form a feeling of contempt? Secondly, you are assessed on your knowledge of emotional "chains"; how emotions transition from one to another. For example, how anger can change into rage.

A high score in Branch 3 of the MSCEIT indicates high emotional insight, but does not necessarily indicate a strong ability to *feel* emotions (Branch 2). Someone with a low score in understanding emotional chains and blends will not pick up on cues from others and may find it difficult to read people (Branch 1). Alternatively, a woman who scores low on understanding emotions may perceive well that her partner is feeling depressed, yet be unable to understand why her partner is depressed. This person has little empathy (no awareness of the usual emotion likely to be experienced following a certain event) because she has difficulty understanding emotional chains and compound emotions. She believes that all people should respond to an event as she would.

Branch 4 – Managing Emotions: the ability which allows the management and regulation of emotion in oneself and others, such as knowing how to calm down after feeling angry or being able to empathise with and alleviate the anxiety of another person.

Example of MSCEIT Branch 4 – Managing Emotions

Debbie just came back from vacation. She was feeling peaceful and content. How well would each action preserve her mood?

Action 1: She started to make a list of things at home that she needed to do.

Very Ineffective..1.....2.....3.....4.....5..Very Effective

Action 2: She began thinking about where and when she would go on her next vacation.

Very Ineffective..1.....2.....3.....4.....5..Very Effective

Action 3: She decided it was best to ignore the feeling since it wouldn't last anyway.

Very Ineffective..1.....2.....3.....4.....5..Very Effective

The emotion management tasks of Branch 4 measure your ability to:

1. Regulate your own emotion in decision making (self-management); and
2. Incorporate your emotions and the emotions of others into decision making that impact on other people (social management). You were assessed on how effective different actions would be in achieving an outcome involving other people.

1. Managing emotion in self (self-management):

In this task you are asked to rate the effectiveness of alternative actions in achieving a certain result in situations where a person must regulate his or her own emotions.

Low score – Those who score low in self-management tasks are prone to misread a situation and blame out, blame others, feel a victim, feel others hurt them, get angry or withdraw, and want others to do something to make them feel better. Using the 4-step cognitive framework (chapter 4) will assist such a person to improve his or her self-management abilities by incorporating his or her own emotions into cognitive reframing and decision making.

High score – Those who score highly in self-management tasks take responsibility for their feelings, know that despite emotional pain they can do something to make themselves feel better, and can think about an event from a number of different perspectives. Such a person is skilled at regulating his or her emotions to make well-balanced emotional decisions.

2. Managing emotion in others (social management):

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In this task you are asked to incorporate your own and others' emotions into decision making.

Low score – Those who score low in social management tasks may or may not be able to identify/empathise with another's emotions, but will react to another's emotion with self-judgment. Person A with low self-management abilities does not acknowledge or give permission for Person B to have the feeling. As a consequence, Person B does not feel emotionally safe with Person A, as Person B perceives Person A's reaction to be generally unpredictable. People with low self-management task scores will find it difficult to problem solve effectively using the emotions of others.

High score – Those who score highly in social management tasks are able to empathise with another's feelings and have the ability to convey that understanding. They have strong interpersonal skills. Such a person allows another to have a negative emotion without taking it personally. They will encourage another to express or experience an emotion safely, that is they will not judge the other person. A person with a high task score for social management will make optimal decisions that incorporate all elements of a problem, including recognising and using the emotions of others.

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 MSCEIT 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" (Mayer, Salovey & Caruso, 2002b, p. 71).

As scores are subject to variability when taken again, there is a good chance that the result will be different. The authors of the MSCEIT report a 90% confidence interval or range for each reported MSCEIT total, area, and branch score within which a person's true ability falls.

"Scoring of the MSCEIT is based on North American data. People from emerging or non-Western nations taking the test, and non-native English speakers, should be alert to the fact that cultural variation can lower scores on the MSCEIT, and should check local norms where available" (Mayer, Salovey & Caruso, 2002b, p. 80). Mayer and colleagues argue that the results on which the tests are based "suggest that the MSCEIT has cross-cultural applicability and utility" (p. 9).

Guidelines for interpreting the range of MSCEIT scores (Mayer, et al., 2002b, p. 18) are as follows (table B1.2):

Table B1.2 – Guidelines for interpreting MSCEIT Scores	
EIQ Range	Qualitative Range
69 or less	Consider Development
70-89	Consider Improvement
90-99	Low Average Score
100-109	High Average Score
110-119	Competent
120-129	Strength
130+	Significant Strength