



Mayer-Salovey-Caruso Emotional Intelligence Test™

Management Report -- Brief

Report by John D. Mayer, Peter Salovey & David R. Caruso, and Carol F. Moore

Report Prepared For:
John Sample
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P.O. Box 950, North Tonawanda, NY 14120-0950
3770 Victoria Park Ave., Toronto, ON M2H 3M6

What Is Emotional Intelligence?

Emotional intelligence (EI) means different things to different people. The term is sometimes associated with good character or social skills such as friendliness. The MSCEIT™ is based on an ability model of emotional intelligence that views emotional intelligence as a standard form of intelligence, much like verbal or spatial intelligence. The “four-branch model” of EI was introduced by Peter Salovey and Jack Mayer in 1990 and revised in 1997:

“Emotional intelligence (EI) is the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.”

(Mayer & Salovey, 1997, p. 10)

For much of the 20th century, emotions and moods were thought to be superfluous to the workplace. Feelings were popularly considered to be illogical and detrimental to productivity; however, current research tells us that emotions are integral to our success in both our personal and professional lives. Emotions cannot be divorced from decision-making and problem solving as previously thought. Rather than interfering with good decision making, emotions are in fact necessary and critical for effective decisions (Damasio, 1994).

Emotions help people to cope, survive, and thrive in their environment. Without access to the signals and information conveyed by emotions, critical information can be missed, leading to decisions that could result in less desirable outcomes. The ability to accurately identify emotions in yourself and in others, and to effectively utilize this emotional data, is the essence of emotional intelligence.

Emotions convey data about an individual and his or her relationship to the surrounding world. An emotion occurs due to some change in the internal and/or external environment that is important to the individual, and it helps to motivate and guide the person. For example, happiness may be a signal of acceptance or joining with others; anger generally reflects having one's goals blocked; fear is experienced when one is threatened, and so forth.

Research suggests that emotional intelligence is a predictor of performance and success in the workplace. For example, a study of financial analysts working at a Fortune 500 insurance company revealed that employees with higher emotional intelligence were seen by their supervisors as being easier to work with and more responsible for creating a positive work environment (Lopes, Grewal, Kadis, Gall & Salovey, 2006). In addition, they were more tolerant of stress, more interpersonally sensitive, and seen as having a greater potential for leadership. Finally, they tended to receive higher salaries and more promotions than people with lower emotional intelligence.

This report is designed to be used in conjunction with a text, face-to-face feedback session with a MSCEIT certified user, or course curriculum that provides additional insight into the complexities of your results and the use of EI assessment as a tool for managerial skills development. To read more about EI skills at work, consult *The Emotionally Intelligent Manager* (2004). This book presents practical ways of becoming a better and more effective leader using the knowledge and practice of emotions.

What Does the MSCEIT™ Measure?

According to Mayer & Salovey (1997) emotional intelligence consists of four different, yet interrelated, abilities. These include:

Branch	The ability to...
Identifying Emotions	Accurately recognize how you and those around you are feeling.
Using Emotions	Generate emotions and use emotions in cognitive tasks such as problem solving and creativity.
Understanding Emotions	Understand complex emotions and emotional consequences, and how emotions transition from one stage to another.
Managing Emotions	Intelligently integrate the data of emotions in yourself and in others in order to devise effective strategies that help to achieve positive outcomes.

The most valid way to measure any kind of intelligence is to examine a person's skills in that area compared to a criterion of correctness (Mayer, Roberts, & Barsade, in press). The MSCEIT™ is a performance test of emotional intelligence. A performance test provides an estimate of a person's ability by evaluating how they solve problems. In a performance test, you demonstrate your skill by completing tasks requiring that skill. The MSCEIT™ asks you to solve problems about emotions, and to use emotions to solve problems.

Identifying Emotions

People who are good at *Identifying Emotions* can accurately identify other peoples' feelings just by looking at their faces, listening to their voices, or watching for other situational cues. They recognize their own feelings – for example, they don't tell themselves "I'm fine" when they are angry or sad. This ability is critical as emotions contain information about ourselves, other people, and the world around us.

Managers who perceive emotions effectively are better able to understand how their employees may be affected by a rapidly changing, and often politically charged, environment (Sy & Côté, 2004). These managers are also seen by their associates as being more effective in their management role (Kerr, Garvin, Heaton, & Boyle (2005). Also, they may be able to react more appropriately to their employees' emotions. For example, if workers are sad, a good manager will recognize the need for a change in task or mood to regain peak performance.

Using Emotions

Our emotions influence both what we think about, and how we think. *The Using Emotions* ability measures a person's capacity to utilize different emotions to help him or her think in different ways (Mayer, Caruso, & Salovey, 1999). This emotion ability can also be used to select the most appropriate task given one's emotional state.

Managers who know how to use emotions to inform their thoughts and other cognitive activities might work on a project that requires creativity when they are feeling good, and recognize that a subdued mood may be more conducive to projects that require close attention to detail (Salovey & Grewal, 2005). Those effective in this area are able to gain other perspectives about a situation by considering how their thought processes would change if they were in a different emotional state.

Understanding Emotions

Emotions are complex, and we often have difficulty expressing our emotions in words. *Understanding Emotions* involves labeling emotions, recognizing relationships between emotions, and understanding what leads to various emotions, all of which are critical components of emotional intelligence. A person with good emotional understanding is one who can figure out why he or she feels a certain way and how those feelings will change as the situation changes. A person high in this ability can also predict how another person will feel in a given situation.

Research shows that managers who are highly adept at *Understanding Emotions* also have better working relationships with their subordinates (Rosete & Ciarocchi, 2005). Managers who are able to effectively label and predict emotions may also have improved strategic thinking skills, meaning that they will be more able to inspire a sense of purpose and direction, focus strategically, harness information and opportunities, and show good judgment, intelligence, and common sense.

Managing Emotions

Because emotions convey information, we need to stay open to this information, and use it to help us make good decisions. Some people are able to change their own emotions and the emotions of others, when it is necessary to reach a goal. For example, a salesperson might listen to inspirational songs to get "pumped up" before a big sales meeting, or a manager might express indignation about an incident of poor customer service at another organization to elicit a competitive spirit in her employees.

A study by Côté, Lopes, & Salovey (cited in Sy & Côté, 2004) demonstrated that managers high in this ability were rated as being "more visionary" than other managers, and Giles (2001) found a positive relationship between a manager's ability to manage emotions and his or her direct reports' organizational commitment rate. For example, a manager who effectively leads a team out of a painful restructuring situation in which favorite colleagues were let go acknowledges the grief and upset of the remaining team members, and works to build enthusiasm towards continuing work and contributing to the company.

How is the MSCEIT™ Scored?

One of the primary challenges in the assessment of emotional intelligence is how to score a “correct answer.” The MSCEIT™ scoring key used for this report is based on an “expert consensus,” in which each individual item response is compared to the responses given by a panel of experts on emotion. The point value associated with a particular item response matches the proportion of the expert panel who selected that same response for a given item, such that the higher the score, the more similar was the response to that of the experts.

The MSCEIT was standardized on a large normative sample consisting of 5000 individuals, with a weighting scheme demographically representative of the US adult population (i.e., gender, age, and ethnicity). As a result, scores do not directly reflect the number of items answered “right”, but rather reflect performance relative to others who have taken the test.

Results are presented in this report on three general levels: Consider Developing, Proficient, and Skilled. Scores within the Proficient range are considered average in relation to the normative sample. Scores within the Consider Developing range are below average (i.e., bottom 15%), and scores within the Skilled range are above average (i.e., top 15%).

More detailed information about the computation of scores and other scoring options, as well as interpretation guidelines, can be found in the MSCEIT Technical brochure, available online from MHS at: www.mhs.com/ROE/.

This report presents just a portion of the MSCEIT model. A full breakdown of the emotional intelligence skills measured by the MSCEIT is available in the full MSCEIT Resource Report, available through the test publisher at www.mhs.com.

MSCEIT™ Overall Result

The overall emotional intelligence result measures your general capacity to reason with emotion and to use emotion to enhance thought. This score reflects your performance in four areas: (1) to perceive emotions, (2) to access, generate, and use emotions to assist thought, (3) to understand emotions and emotional knowledge, and (4) to regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey, 1997). These abilities play a role in how people manage and lead others.



Your score suggests that you are generally aware of emotions, utilize them to direct your attention intelligently, understand the causes of emotion, and manage them effectively. Your four branch scores will help you to better understand your relative strengths and weaknesses within these four areas to help you leverage your abilities in different management situations.

Some specific tips for enhancing your EI skills are illustrated in each Branch score that follows.

Identifying Emotions

Great managers recognize that the wide variety of emotions people experience can have a huge impact in the workplace. Emotions (our own and those of others) communicate valuable information about relationships and the world. This ability starts with being aware of emotional clues, and then accurately identifying what they mean.

Common emotions include:

- Anger
- Fear
- Surprise
- Happiness
- Disgust
- Sadness

In managerial situations, it is important to judge how people feel, particularly when you are trying to influence behavior, resolve conflict, offer feedback, tell others something that is difficult to accept, and work with teams.



Your score suggests that you are generally able to accurately gauge most people's emotions. However, it's possible that you may miss more subtle cues at certain times or in certain individuals, or there may be certain emotions that make you uncomfortable.

You can develop this skill by paying attention to expressions, tones, and body language. Once you are paying attention, you'll need to process the information you obtain. In situations where you need to increase your emotional accuracy, consider the following suggestions:

- Look at how a person's expression changes. Note cues such as whether the person is smiling a real smile, or whether they are forcing a smile. A real smile uses muscles around the nose, eyes, and forehead.
- Watch and listen to how tone of voice, gestures, and eye contact indicate the person's emotional state. Ask yourself if the non-verbal cues match what the person is saying.
- Verify your impressions with the other person when accuracy of this information is important. For example, ask questions such as "did you really agree with that presentation?" or "you seem satisfied with that outcome, is that correct?".

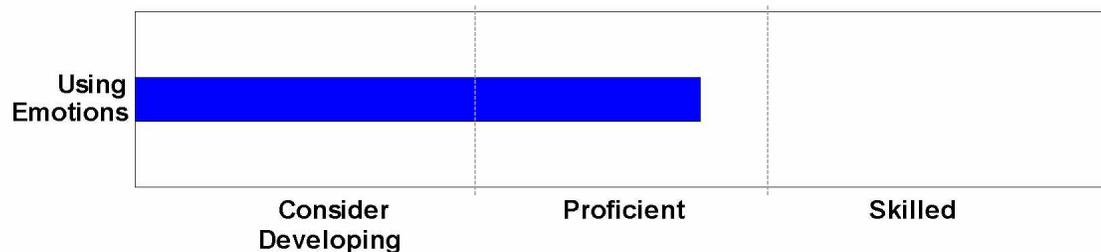
Managers who are proficient at identifying emotions are better able to gain important and accurate information about how people are feeling. These sources of data about people can then be used to help make more informed decisions and answer critical managerial questions such as:

- Is the meeting going well?
- Is my point being understood?

- What is the team morale like?
- Is the customer satisfied?
- Is the team truly engaged in the project?

Using Emotions

Using Emotions describes the ability to know which moods are best for which situations, and how to get into the right mood. How we think is influenced by how we feel. If you are feeling sad, you may view the world one way, but if you feel happy, you will interpret the same events differently. People in a sad or negative mood tend to focus on details and search for errors. Those in a more positive mood are better at generating new ideas and novel solutions to problems. Successful managers can adopt a mood that is most appropriate to the situation at hand. This ability also deals with establishing an emotional connection with others by understanding internal feeling states. The ability to shift emotions may foster creative thinking (Mayer & Salovey, 1997) or effective public speaking (Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin & Bommer, 2007).



Your score indicates that you can often connect with the feelings of others. You may not do this for all emotions or situations. However, you seem to be able to encourage open-minded decision making, planning, and idea generation by considering multiple points of view. You can generate enthusiasm for a project, and energize, direct, and motivate yourself and your group.

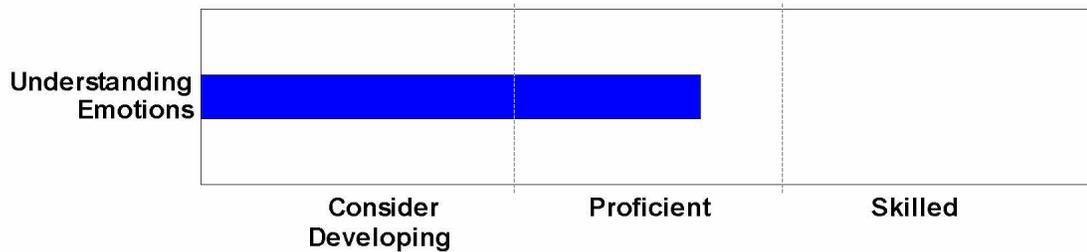
Further development of this emotional skill could be of benefit to you. To develop this skill, consider the link between emotions and thought:

- Why might happiness help to generate ideas and brainstorm?
- Why are more neutral or slightly negative moods ideal for detail work and error-checking?
- What mood would you want to be in when conducting a performance evaluation?
- If you find yourself in a negative mood state, consider what it would be like to feel a different way about the situation. This technique might help you gain alternative perspectives.

To generate emotions that help you think and understand better, think of real or imagined events where you experienced that particular emotion. If you can later tap into these memories and moods, your current feelings may change and be more appropriate for the task at hand.

Understanding Emotions

Our ability to understand emotional information and think about it plays an important role in our day-to-day life. This ability answers questions such as: Why are we feeling happy? If I say this to my coworker, how will he feel? What will happen if I say that to her? Emotionally intelligent managers conduct what we call “emotional what-if analyses”. They are able to successfully predict how people will react to alternative scenarios and then to utilize this knowledge to take appropriate action. At a minimum, such managers are less likely to be surprised by others’ reactions.



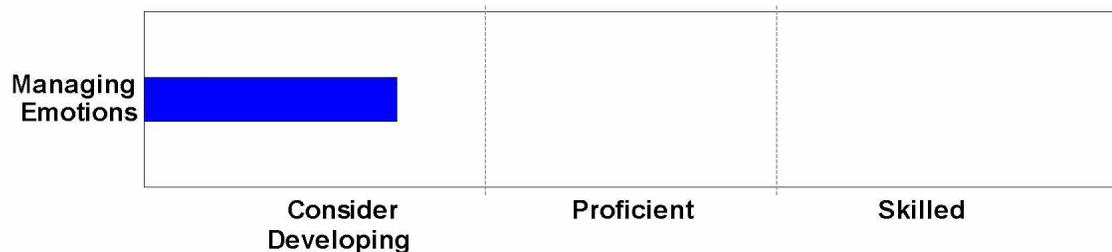
Your score indicates that you have a good emotional vocabulary and you understand the causes of emotions. On occasion, you may find peoples’ intentions and motivations unclear, which can interfere with your ability to plan effectively. Consider asking people questions regarding their underlying needs more often to enhance this ability.

To further develop these skills, consider practicing the following techniques during your interactions with your group:

- Continue to practice active listening skills and concentrate on the reactions people have to the things you say and do.
- Confirm the reasons underlying a person’s reaction. For example, say “You don’t seem happy to be part of this project. Is there something going on that we can talk about?”
- Think through the possibilities of how the person might feel if the situation continues. What are the worst, probable, and best outcomes?
- Consider causes of others’ emotions. What other factors might be influencing their responses?

Managing Emotions

Managing Emotions refers to the ability to intelligently integrate the perception of emotions in yourself and in others in order to devise effective strategies that help you achieve positive outcomes. Because emotions communicate information, ignoring expressions of emotion means ignoring information vital to good decision-making. We need to stay open to our feelings, learn from these feelings, and use this information to make decisions and to take appropriate action. At times, though, it may be best to disengage from an emotion and to return to it later in order to be effective. For example, if a colleague makes a subtle, negative comment about you in a meeting, the situation may generate anger in you. Acting on that anger in a staff meeting may not be the most effective strategy. Later, you can approach the colleague and indicate that the comment was inappropriate.



Your score indicates that although you may address the main issues, you may not get to the heart of interpersonal problems, or address more hidden, emotional factors. There might be emotional situations that you do not handle as well, or feelings that you have a more difficult time processing. Try to stay open to unpleasant feelings, which can alert you to otherwise less obvious realizations.

When you feel uncomfortable, don't ignore the feeling. Ask yourself why you feel that way and what the feeling is telling you. Reflect on a time in your life when you did not have all of the objective information but you had a strong feeling about the decision, and there was a positive outcome.

Practice this skill by considering the following:

- Stay attuned to pleasant emotions and feelings. Try to understand where they come from and how to continue them. This ability will be critical when brainstorming or creating a vision.
- Are there emotions that make you uncomfortable? Rather than avoiding them, be conscious of how they might affect your decision making.
- What emotions (in yourself and others) make you feel uncomfortable and trigger an avoidance response? Consider some strategies that will help you to repair your mood, which will in turn help you tackle situations head on.
- Examine the impact of what you say and do: ask yourself how people will react and whether this is the outcome that you really want.
- Instead of reacting immediately to a strong emotion, ask yourself "is this the best time to respond?"

Applying Your Emotional Intelligence

Now that you have an understanding of how your emotional strengths and areas for development impact your managerial responsibilities, you can better manage emotional situations by using the development strategies in this report. To leverage these abilities, practice heightening your awareness using Caruso and Salovey's (2004) four-step approach. These four questions can be asked about any emotional situation. The next few times you find yourself in an emotionally-challenging situation, complete the following worksheet:

Describe the situation:	
How does each person feel?	
What are you and the other person/people paying attention to and thinking about as a result of these feelings?	
What causes each person to feel the way s/he does?	
What can you and the other person do to manage these feelings?	

By learning how to ask these questions regularly, and by verifying your answers whenever possible, your thought processes will become more automatic as you improve your ability to take into account emotional information in your decision-making processes. Through practice, you will learn to perceive emotions more accurately, use emotions more effectively to facilitate thought, understand emotions more fully, and manage emotions more competently.

Thank you for taking the MSCEIT™. To learn more about emotional intelligence and the MSCEIT, email emotionalintelligence@mhs.com.

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