



John D. Mayer, Ph.D., Peter Salovey, Ph.D., & David R. Caruso, Ph.D.

Aim

MSCEIT measures the capacity to reason using feelings, and the capacity of feelings to enhance thought. The authors of MSCEIT define emotional intelligence more specifically as the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so they promote emotional and intellectual growth. MSCEIT is an ability-based scale that measures how well people perform tasks and solve emotional problems as opposed to relying on an individual's subjective assessment of their perceived emotional skills.

MSCEIT was developed from an intelligence-testing tradition formed by the emerging scientific understanding of emotions and their function and from the first published ability measure specifically intended to measure emotional intelligence, namely Multifactor Emotional Intelligence Scale (MEIS).

MEIS was made up of 402 items and was composed of 12 subscale measures. One central purpose of developing MEIS was to test the Four-Branch Model and compare the general, expert, and target approaches to emotional intelligence. MEIS had performed well as a measure of the Four-Branch Model but had certain limitations; namely its length and evident areas for scale improvement. For these and other reasons, MSCEIT was developed.

In general, the abilities measured by MSCEIT are distinct in relation to other personality scales, scales of academic intelligence, and other similar tools. That is, no other test or combination of tests captures what MSCEIT measures. Its wide applicability can provide information of value in corporate, educational, clinical, medical, and research settings. Potential users of MSCEIT include psychologists, psychiatrists, human resource professionals, organizational development consultants, physicians, social workers, guidance counselors, and career counselors.

MSCEIT is versatile in business environments; for instance, it can assist in the process of hiring emotionally intelligent, potentially successful personnel, and by making the employee recruitment and selection process more reliable and efficient. MSCEIT can also be used with current employees to evaluate their ongoing level of functioning and well being, and as a tool for gauging the impact and effectiveness of organizational training.

When used in educational settings, MSCEIT can help school psychologists and counselors identify students who are unable to cope adequately with social demands and who are more likely than others to respond with problematic behavior including smoking, drinking, and violent activities. The obtained results can also serve as a basis for discussions about career and further educational options.

Within a clinical domain, MSCEIT can assess a patient's general degree of emotional intelligence—the ability to perceive, facilitate, understand, and manage emotions. It can be used by professionals to help their clients develop a better understanding of themselves and to develop plans for acquiring emotional knowledge.

MSCEIT has the flexibility of being administered individually or to a group. Group administration may be more appropriate if MSCEIT is being used as part of the selection process, as a prescreening tool or as a team development or leadership tool. When being used for psychological and medical cases, independent administration is recommended.

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User Qualification

MSCEIT may be easily administered and scored by professionals with advanced training in psychological assessment and professionals from related disciplines that adhere to relevant assessment standards. Individuals without formal psychological training and professional affiliations need to be trained and certified to use the MSCEIT by the MHS Organizational Effectiveness Group. MSCEIT is classified as a B-level instrument, which requires that, as a minimum, the user has completed courses in tests and measurement at a university and/or has completed the MSCEIT Certification Workshop. Qualified MSCEIT users must assume responsibility for the professional use, interpretation, and communication of the results. The MSCEIT Certification Workshop is available through MHS, Inc. (Please see the MSCEIT Certification Workshops section in this brochure.)

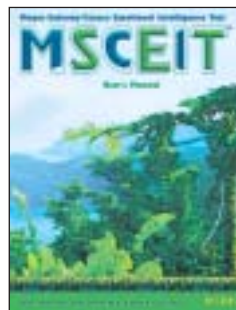
Norming

Normative data for MSCEIT is based on data collected from over 50 research sites from diverse geographic locations. The majority of the data came from U.S. sites, but several other countries also participated in data collection including Australia, Canada, India, Philippines, Scotland, Slovenia, South Africa, Sri Lanka, Switzerland, and United Kingdom. The normative data for MSCEIT is a compilation of data from three samples. The combined total of these three samples creates a normative base of 5000 respondents, consisting of individuals of both genders who are 17 years of age and older.

The User's Manual covers

- age and gender breakdown of the pooled sample,
- sample sizes and percentage representation for ethnicity,
- demographic information pertaining to education level, and
- age, ethnic, and gender differences.

Format




Administration resources for MSCEIT include the User's Manual, Item Booklets, and Response Sheets. Convenient and easy scoring options are available depending on the mode of administration. Scoring options include mail-in or fax-in services for paper-and-pencil administrations and online scoring services for MSCEIT Online administrations. MSCEIT responses are computer-scored, allowing for fast generation of all the scores as well as a graphical and textual description of the obtained results. Each scoring option generates an identical report type:

- The **Personal Summary Report** is a 14-page graphical format that yields a Total Emotional Intelligence score as well as two Area scores. There are also four Branch scores, and finally, scores for eight individual tasks are reported. A detailed explanation of each of these 15 scores is provided throughout the report. Also included are the results for the Supplemental scores, converted percentile scores, and an item response table. This report is designed to be viewed only by the qualified professional.

Translations



Using our worldwide network of over 400 qualified translators with backgrounds in psychology and medicine, MHS provides accurate translations of assessments published by MHS as well as by other publishers. MSCEIT is currently available in English. For more information about the availability of MSCEIT in other languages, please contact the MHS Translations Department.



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Scientific Validation

MSCEIT was developed using rigorous test-development procedures. The User's Manual discusses its background and underlying theoretical concepts and offers a series of nine case studies that illustrate potential uses of MSCEIT across a variety of settings. Reliability and validity data provide empirical justification for MSCEIT's use.

- Face validity is readily apparent in the tasks employed by the test,
- Content validity is also strong, as the scale items provide a good representation of the Four Branch Model,
- Findings to date point to suitable construct validity and unique predictive validity,
- Detailed psychometric development history is outlined
- Scale intercorrelations are presented

Please refer to the MSCEIT User's Manual for greater detail.

Instrument

MSCEIT is a 141-item performance scale that measures how well people perform tasks rather than asking them for their own assessment of their emotional sensitivity. Responses to MSCEIT represent actual abilities at solving emotional problems; this means that scores are relatively unaffected by self-concept, response set, emotional state, and other confounds. The theory of emotional intelligence is based on several key ideas, and through empirical study and research the Four-Branch Model of emotional intelligence was established.

MSCEIT provides 15 main scores: Total EI score, two Area scores, four Branch scores, and eight Task scores. In addition to these 15 scores, there are three Supplemental scores.

Four-Branch Model of Emotional Intelligence

	Branch Name	Brief Description of Skills Involved
Emotional Intelligence	Perceiving Emotions	The ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli.
	Facilitating Thought	The ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes.
	Understanding Emotions	The ability to understand emotional information, how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings.
	Managing Emotions	The ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth.

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These are as follows:

- **Total Emotional Intelligence Score** – This score provides an overall index of the respondent’s emotional intelligence.

- **Area Scores** – An Experiential Emotional Intelligence score provides an index of the respondent’s ability to perceive emotional information, to relate it to other sensations such as color and taste, and to use it to facilitate thought.

A Strategic Emotional Intelligence score provides an index of the respondent’s ability to understand emotional information and use it strategically for planning and self-management.

- **Branch Scores** – A Perceiving Emotions score indicates the degree to which the respondent can identify emotion in himself or herself and others.

A Facilitating Thinking score indicates the degree to which the respondent can use his or her emotions to improve thinking.

An Understanding Emotions score indicates how well the respondent understands the complexities of emotional meanings, emotional transitions, and emotional situations.

An Emotional Management score registers how well the respondent is able to manage emotions in his or her own life and in the life of others.

- **Task Scores** – These correspond to the eight tasks of MSCEIT.

Throughout the Faces Task, the respondent is asked to identify how a person feels based on his or her facial expression.

The Pictures Task involves determining the emotions that are being expressed in music, art, and in the environment around the respondent.

The Sensations Task is measured by a task in which the respondent is asked to compare certain emotions to different sensations, such as light, color, and temperature.

The Facilitation Task measures the respondent’s knowledge of how moods interact and support thinking and reasoning.

The Blends Task assesses the respondent’s ability to analyze blends of emotions into their parts and, conversely, to assemble simple emotions together with complex feelings.

The Changes Task measures the test-taker’s knowledge of emotional “chains”, or how emotions transition from one to another (e.g., how anger can change into rage).

In the Emotion Management Task, the respondent’s ability to incorporate his or her own emotions into decision-making is measured.

The Emotional Relations Task measures the respondent’s ability to incorporate emotions into decision-making that involves other people.

- **Supplemental Scores** – These measures provide additional information to help understand the respondent’s response style.

The Scatter score provides an indication of the amount of fluctuation between a respondent’s Task scores.

The Positive-Negative Bias score provides a measure of an individual’s tendency to respond to pictorial stimuli with either positive or negative emotions.

Readability analysis conducted using the Dale-Chall procedure provides a North American eighth-grade reading level.



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MSCEIT Certification Workshops

The MHS Organizational Effectiveness Group (MHS OEG) conducts certification workshops on the use of Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) for professionals who work in the area of executive coaching, recruitment, employee development, organizational development, and management training.

Group size is limited at these three-day certification workshops so that optimally, the professional needs of each participant can be addressed in a relaxed, interactive environment. Participants gain the following:

- Qualification to purchase and administer MSCEIT (see User Qualification)
- Familiarization with the Mayer-Salovey model of EI
- An in-depth understanding of the four branch model of EI
- Competence in the administration and interpretation of MSCEIT
- An understanding of the strengths of this ability-based measure
- Practice applying the MSCEIT with real-world corporate examples

All participants receive a pre-workshop information package which includes general workshop information such as scheduling, preparation materials, and the opportunity to complete an online assessment using MSCEIT. Individual feedback and interpretation will be provided prior to or during the workshop. Certification sessions take place at the MHS Head Office located at 3770 Victoria Park Avenue, Toronto, ON. An Onsite Training option is also available.

Presenter

Tammy Kostecki-Dillon heads the Professional and Corporate Training and Development area of MHS. In that role she designs and leads the BarOn EQ-i® Certification Training Workshops, the MSCEIT Certification Workshops, the Train-the-Trainer program, as well as training for other EI related products published by MHS. Ms. Kostecki-Dillon also has extensive experience in the research and development of leading assessment tools, including technical and conceptual reviewing of products and evaluating their psychometric soundness. Previously, she worked in a variety of settings, conducting training seminars and providing individual psy-

chological assessment, consulting, and coaching. Additionally, she has considerable experience in program development and evaluation to ensure assessment and training quality and efficacy.

For additional details on workshops, contact MHS Customer Service.

MSCEIT Authors

John (Jack) D. Mayer, Ph.D.

Dr. Mayer's study of psychology integrated his interests in both the sciences and the arts. He completed his M.A. and Ph.D. in general psychology at Case Western Reserve University, then worked for two years as a research associate in the intelligence laboratory of Dr. Douglas Detterman. His education continued at Stanford University as a Postdoctoral Scholar, where he studied the interaction of emotion and thought with Dr. Gordon Bower. Dr. Mayer is presently a professor of psychology at the University of New Hampshire. Dr. Mayer's scholarly work has encompassed both empirical research and theory development. Regarding the mutual influences of feelings and thought, he developed, with his colleague Peter Salovey, the scientific theory of emotional intelligence, and a series of ability tests for its measure were developed. He has also developed a framework for the description of an individual's overall psychological functioning. His systems framework for the study of personality has appeared in a series of peer-reviewed articles in the *Journal of Personality*, *Psychological Inquiry*, and elsewhere.

Professor Mayer has published over 70 theoretical and empirical scientific publications, including peer-reviewed articles, book chapters, and edited books. Dr. Mayer has served on the editorial boards of *Psychological Bulletin*, the *Journal of Personality*, the *Journal of Personality and Social Psychology*, and the *Journal of General Psychology*. He has been the recipient of an Individual National Research Service Award from the National Institute of Mental Health; he has had his research funded by the National Institutes of Health; and has been a senior research fellow of the United States Army Research Institute.

Mayer-Salovey-Caruso Emotional Intelligence Test

Peter Salovey, Ph.D.

After completing his undergraduate education at Stanford University, Peter Salovey received his Ph.D. in clinical psychology from Yale University. He now serves as the Chris Argyris Professor of Psychology, and Professor of Epidemiology and Public Health, and Chairman of the Department of Psychology. Professor Salovey is also the director of the Department of Psychology's Health, Emotion, and Behavior (HEB) Laboratory and Deputy Director of the Yale Center for Interdisciplinary Research on AIDS (CIRA). Peter Salovey's recent work on emotion has focused on the ways in which feelings facilitate adaptive cognitive and behavioral functioning. Professor Salovey has published over 165 articles in the scientific literature. Some of his recent books include: *The Psychology of Jealousy and Envy* (1991), *The Remembered Self: Emotions and Memory in Personality* (1993; with Jefferson A. Singer), *Psychology* (1993; with Zick Rubin and Letitia Anne Peplau), *Emotional Development and Emotional Intelligence: Educational Implications* (1997; with David Sluyter), and *At Play in the Fields of Consciousness* (1999; with Jefferson A. Singer). Professor Salovey edits the Guilford Press series on Emotions and Social Behavior, and was named the first editor of the *Review of General Psychology*.

Dr. Salovey's research has been funded by the National Cancer Institute, the American Cancer Society, the National Institute of Mental Health, the National Center for Health Statistics, the Andrew W. Mellon Foundation, and the Ethel F. Donaghue Foundation.

David R. Caruso, Ph.D.

David R. Caruso is a psychologist and founder of WorkLife Strategies of New Canaan, Connecticut, whose work on career-related issues spans assessment, counseling, organizational development, and executive coaching. He received his master's degree and his doctorate in psychology from Case Western Reserve University. Upon graduation, he was awarded a National Institute of Mental Health fellowship and spent the next two years as a postdoctoral fellow in Developmental psychology at Yale University. At Yale, his work included collaborations with Dr. Edward Zigler and with Dr. Robert Sternberg. He serves as Vice President of Assessment at Harris-McCully Associates, a human resources consulting company based in New York City. In addition, Dr. Caruso is a Research Affiliate in the Department of Psychology at Yale University.

Dr. Caruso's interests center around how to apply models of emotional intelligence and personality to the workplace. Dr. Caruso combines a distinguished academic career in psychology with more than 10 years of experience in small business, consulting, and Fortune 500 organizations. He has led numerous product development teams, conducted sales training seminars, developed and implemented marketing plans, and introduced new products in the United States and Europe, including a new line of multimillion dollar software programs.