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THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN BUSINESS

SISI LIU
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Abstract

The purpose of the thesis is to analyze how emotional intelligence (EI) is applied in business. Starting with the development of EI, this paper introduces the reader to the background and models of EI. After gained an understanding in EI, business cases are then brought in to answer the question, “why promote EI in business”? Suggestions and solutions to the most popular EI barriers are also included in this paper to help the readers improve their EI.

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Introduction: What drew me into Emotional Intelligence

Over the past centuries, much emphasis has been put on many aspects of intelligence, such as logical reasoning, math skills, verbal skills, understanding analogies, and etc. However, after years of research, researchers were still confused by the fact that while intelligence quotient (IQ) could predict to a significant degree of academic performance and professional and personal success, some other unknown factor also play an important role in a person's life. For instance, the researchers found out that even with a high IQ score, some people didn't do well in their lives. Such a phenomenon intrigued me. After careful examination, the major factor that hindered their success was determined as the poor thinking, behaving, and communicating abilities. Such ability is defined as emotional intelligence (EI), which describes the ability, capacity, skill, or, in the case of the trait EI model, a self-perceived ability to identify, assess and control the emotions of one's self, of others, and of groups.

II. The Development of EI

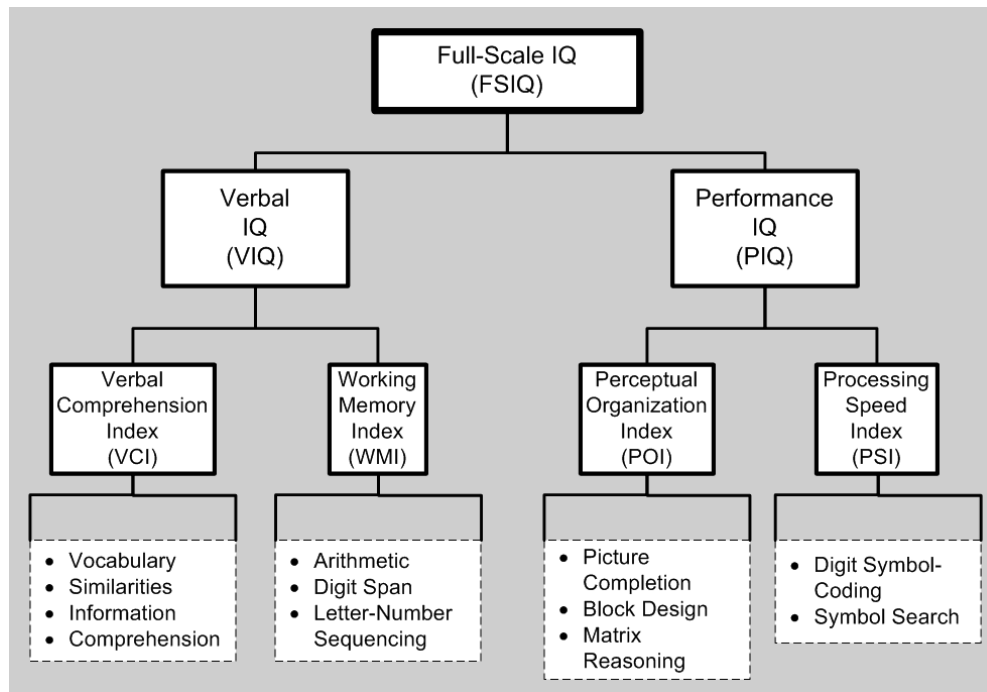
History of EI

In 1900, Charles Robert Darwin first explored the significance of emotional expression for survival and second adaptation. He also identified its influences on human kind and on our society. At that time, the major discussions and research were focused in the cognitive field, which was “the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses” (“Cognition.”, 2011). In other words, while researchers studied both intelligence and emotions, these two areas were treated as two distinct subjects and were relatively separate.

Despite the separation on research between intelligence and emotions, a few researchers, such as the American psychologist Edward L. Thorndike, noticed the non-cognitive aspects of intelligence. Twenty years later, he summarized two types of intelligence—social intelligence and mechanical intelligence—in the publications of *Introduction to the Theory of Mental and Social Measurements* in 1904 and of *The Measurement of Intelligence* in 1927. In these books, he described social intelligence as interpersonal skills, or “the ability to understand and manage men and women, boys and girls, to act wisely in human relations.” Although his key research and publications were not on emotional intelligence, they contributed greatly and opened the gate to EI research. His invention of the term, social intelligence, soon prevailed in psychology.

Similarly, David Wechsler, a leading Romanian-born American psychologist, agreed with Edward L. Thorndike’s findings. He also emphasized the non-cognitive

factors' role and effects on intelligence. The well known intelligence scale, Wechsler Adult Intelligence Scale (WAIS), was developed by him in 1940. WAIS is categorized into verbal and non-verbal or performance IQ tests and each one is composed of more detailed sub-tests. The chart below displays and organizes the relationships among the categories of tests (Alecmonroy, 2011).



The verbal sub-tests mainly examine the skill of vocabulary, verbal reasoning, information of culture, abstract social conventions, arithmetic, concentration, and attention and working memory. On the other hand, the performance sub-tests indicate the level of ability for visual memory, spatial perception, non-verbal reasoning, visual-motor coordination, and visual perception. After taking the tests, scores are generated for both verbal and performance tests. Based on these two test scores, a combined report is formed and called Full-Scale IQ score.

In addition to WAIS, Wechsler was devoted to the Wechsler Intelligence Scale for Children (WISC) and the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). These scales, WAIS, WISC, and WPPSI, were created based on his definition of intelligence, “the global capacity to act purposefully, to think rationally, and to deal effectively with [one's] environment” (Kaplan, 2009, page 256). Even today, the WAIS IQ tests are still the primary tool to measure adult intelligence and are the most commonly administered psychological test (Kaplan, 2009).

In 1983, the widespread belief that the established definition of intelligence lacked depth and dimensions fostered the introduction of new intelligence theories. Among them, multiple intelligence theory by Howard Gardner was most significant, as written and published in *Frames of Mind: The Theory of Multiple Intelligences*. His theory was very similar to Edward L. Thorndike’s thought about social intelligence in the early 1900s, but it further explored and categorized intelligence into interpersonal intelligence and intrapersonal intelligence. Gardner believed that interpersonal intelligence is the capacity relating to working with, understanding, and communicating with other people, while intrapersonal intelligence is the capacity relating to self-reflection and understanding of one's own goals and emotions. (“KET | Art to Heart | Glossary”, 2011)

Finally, in 1985, Wayne Payne invented the phrase, emotional intelligence, in his doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence*¹. The theoretical

¹ The abstract and some chapters of Payne’s thesis can be found at: <http://eqi.org/payne.htm#The original abstract>

framework of his thesis explored “the nature and characteristics of emotion and emotional intelligence” and provided guidance in three ways to develop EI “in self and, by way of education, in others” (Payne, 1985). The methods included:

“...(1) raising important issues and questions about emotion; (2) providing a language and framework to enable us to examine and talk about the issues and questions raised; and (3) providing concepts, methods and tools for developing emotional intelligence.” (Payne, 1985)

Soon thereafter 1990, Peter Salovey, currently the Provost of Yale University, and John D. Mayer, a personality psychologist, published “Emotional Intelligence” in the journal *Imagination, Cognition, and Personality*. Their significant contribution to the EI field made them the leading force in the research. In the article, they recognized Payne’s thesis as the framework of EI. Furthermore, they conceptualized EI as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (Salovey 2007, page 1961). Most importantly, the emotional abilities were categorized into four main branches—perceiving emotions, using emotions, understanding emotions, and managing emotions. These branches were put in the order of importance and difficulty levels. While perceiving and using emotions are relative easy, the higher levels of EI—understanding and managing emotions—require some control and regulation over one’s emotions. More detailed information regarding to Salovey’s EI model will be introduced in next section, “Different models of EI”, of this paper.

Later, in 1995, Daniel Goleman, a psychologist as well as a *New York Times* science writer, published *Emotional Intelligence: Why It Can Matter More Than IQ*. He, like Salovey, defined EI in four categories: self-awareness, self-management, social awareness, and relationship management. Yet, he used the mixed model instead of the ability model that Salovey used. As a result of his popular book, the concept of EI was popularized.

Different models of EI

In the 1990s, even though the general definition of EI was agreed among researchers, each research focused on different aspects EI. Therefore, three main models² of EI were summarized as the ability model, the mixed model, and the trait model.

| | The Ability Model | The Mixed Model | The Trait Model |
|--------------|--|--|---|
| Contributors | Salovey, Mayer, & Caruso | Goleman, Boyatzis, & Hay/McBer | Petrides, Perez, & Furnham |
| Year | 1990 - present | 1995 | 2005 |
| Key Ideas | <ol style="list-style-type: none"> 1. Perceiving Emotion 2. Integrating Emotions to Facilitate Thought 3. Understanding Emotions 4. Regulating Emotions to Promote Personal Growth | <ol style="list-style-type: none"> 1. Self-Awareness 2. Self-Management 3. Social Awareness 4. Relationship Management | It has the same idea as in the ability model, but the way of measurement differs. |
| Measurement | MSCEIT ³ | ESCI | TMMS and TEIQue |
| | Measures actual EI abilities | Measures 12 competencies | Measures self-reported EI abilities |

² Most information of the three models is referenced from http://en.wikipedia.org/wiki/Emotional_intelligence

³ Brochure and sample result are included in the Appendix.

1. The Ability Model

The ability model considered emotions as helpful information for a person to get engaged in a social environment. It suggested that each individual differs in the ability to process emotions as information and relate such information to cognition. Salovey and Mayer's work contributed greatly to the ability model. In 1990, they originally divided EI abilities into four branches, the ability to perceive emotions, to use emotions, to understand emotions, and to manage emotions. Later in 1997, they revised these four categories as the ability to perceive emotion, to integrate emotion to facilitate thought, to understand emotions, and to regulate emotions to promote personal growth. As mentioned earlier, these categories were put in the order of importance and difficulty levels.

PERCEIVING EMOTION is the most basic step in emotional intelligence. It is the ability to accurately recognize and identify the responses and emotional expressions from others and from oneself. For example, the ability to understand the facial expressions or the voice that conveys happiness, or anger, or frustration, or fear, is a part of the ability to perceive emotion. During a contract negotiation, for example, the tone and gestures one behaves may affect the result greatly. A good understanding of such expressions provides hints for an individual to act in appropriate ways. Furthermore, Salovey and Mayer pointed out that an emotionally intelligent individual is "sensitive to its false or manipulative expression" (Salvoey, 1997). Such basic yet complicated ability presents a starting point in understanding emotions.

INTEGRATING EMOTIONS TO FACILITATE THOUGHT refers to the ability to, as it plainly suggests, connect emotions to facilitate cognitive activities and to promote thinking and problem solving. For instance, a businessman may worry about how to choose an investment over the other. Before making a decision, he'll compare investment A with investment B by their rate of return and forgone opportunity costs. His concerns to make a better investment are the emotions and signals that facilitate the internal thoughts—whichever brings a greater benefit and minimizes costs is the better investment for him. Inputting emotions, therefore, correlates with the matters that are truly important.

UNDERSTANDING EMOTIONS is built upon both perceiving emotions and integrating emotions to facilitate thought. Each emotion conveys a message that is conducted by certain actions and activities. Frustration usually indicated a need to be encouraged and comforted. It could be a result of a wrong business decision by board of directors or a failed law suits against a competitor. Associating the emotions, such as frustration, with possible events, like a business failure, is the central meaning of understanding motions. Fully understanding emotions requires the ability to both comprehend the meaning of emotions and to reason the possible causes and results of the emotions.

REGULATING EMOTIONS TO PROMOTE PERSONAL GROWTH is the highest branch and the most difficult step to achieve in the ability model. Mostly, emotions can be managed. It begins with openness to feelings and occurs within a person's emotional comfort zone. As an executive appears in an interview, he knows to

behave in certain ways even though his feelings are different from how he must behave when being asked harsh questions. He must not yell if he feels angry in public in order to keep reputation of the company he represents. In other words, he separates emotions with behaviors, and “to engage and disengage from emotions at appropriate times” (Salovey, 1997). Overall, regulating emotions happens under voluntary control and promotes personal or social goals.

The most recognized measures of ability EI are by Mayer, Caruso, and Salovey. Their first measurement standard was Multifactor Emotional Intelligence Scale (MEIS) in 1999, which was revised into Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) in 2002. MSCEIT consists of 141 items to evaluate performance. It 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 (Mayer, Salovey, & Caruso, 2002). A simple brochure and a sample result of MSCEIT are included in the Appendix.

2. The Mixed Model

In 1995, Goleman published *Emotional Intelligence: Why It Can Matter More Than IQ* and introduced the mixed model. This model focuses on a more practical aspect of EI—the abilities and skills that demonstrate leadership performance. It defined emotional competencies as learned capabilities that can be developed to achieve better performance. In addition, the mixed model outlines self-awareness, self-management, social awareness, and relationship management as four major factors that affect one’s EI.

SELF-AWARENESS is the conscious knowledge of one's own character, feelings, motives, and desires ("Self-awareness" (a.), 2011). It includes self experience and requires the capacity to understand emotional impact on people and in the environment. The basis of self-awareness is personal identity. Self-awareness theory states that when people focus on themselves, they evaluate and compare their current behavior to their internal standards and values ("Self-awareness" (b.), 2011). With self-awareness, businessmen and businesswomen will understand better about why they feel or behave the way they do. This understanding gives them the opportunity and freedom to change the flaws they have. It also helps them to find the dream job accordingly and to make better decisions for their company. Without fully understanding oneself, self-acceptance and willingness to change are difficult.

SELF-MANAGEMENT is the taking of responsibility for one's own behavior and well-being ("Self-management", 2011). It requires controlling over emotions under different circumstances. This branch of the mixed model has very similar concepts and definitions as in the branch of the ability model, "REGULATING EMOTIONS TO PROMOTE PERSONAL GROWTH"⁴. The most popular self-management skills applied in business include, but not limited to, recording transactions accurately, clear-thinking about business events, being cooperative in team works, acting as a dependable businessman or businesswomen, looking for ways to improve efficiency, and behaving with rational. These skills are developed gradually and can raise the value of an individual at work.

⁴ The ability model is explained on page 10 of this paper.

SOCIAL AWARENESS is the ability to sense, understand, and react to others' emotions while comprehending social networks ("Emotional Intelligence", 2011). The popular campaigns to promote social awareness includes, but not limited to, the campaign against music piracy—"Stop illegal downloading", against killing animals—"Say no to fur", and against land mines—a weight-triggered explosive device. As individuals understand the negative influences from certain goods and services, they will stop using and purchasing them. For instance, after an individual gained an understanding in the fur industry, he or she will consider the attitude of others around him or her. The surrounding pressure, thus, will stop the individual from purchasing fur products.

RELATIONSHIP MANAGEMENT is the ability to inspire, influence, and develop others while managing conflicts ("Emotional Intelligence"). The relationship may be formed in social, cultural, or other kinds of environment. The most popular relationship management in business includes customer relationship management (CRM) and Enterprise relationship management (ERM). CRM is a strategy involves interactions with customers, such as marketing, customer service, and technical support. Its purposes are to attract new customers while maintain old customers at the same time. ERM, on the hand, is the management beyond CRM.

"Enterprise Relationship Management is basically a business strategy for value creation that is not based on cost containment, but rather on the leveraging of network-enabled processes and activities to transform the relationships between the organization and all its internal and external constituencies in order to

maximize current and future opportunities.”

—Galbreath, 2002, page 8

For the purpose of leadership measurement, Goleman considered EI as “a wide array of competencies and skills that drive managerial performance”. He further argued that individuals are born with a general EI which sets the range and potential for learning it. From his research and perspective, EI is the strongest predictor for success in the workplace.

Based on Goleman’s model, two major tools that measure EI well are the Emotional Competency Inventory (ECI)⁵ in 1999 and the Emotional and Social Competency Inventory (ESCI) in 2007. ECI measures 18 competencies and provides feedback about an individual’s strengths and the areas for improvement. According to Hay⁶, it’s the seminal work of Dr. Daniel Goleman and Dr. Richard Boyatzis, with Hay/McBer’s 35 years of competency research and field-proven assessment technology. However, ECI was criticized since its sample was taken from a professional research community. Therefore, in 2007, Dr. Richard Boyatzis with Hay revised ECI into ESCI to provide better measurement results. The ESCI measures 12 competencies instead of 18, but still are organized into the four branches as mentioned above.

3. The Trait Model

The trait model, in a way, is very similar with the ability model. The trait EI is defined as “a constellation of emotional self-perceptions located at the lower levels of

⁵ A introduction of ECI can be found at: <http://www.b-coach.com/pay/ECI/ecibroc4blank.pdf>

⁶ Hay or Hay Group is a global management consulting firm. <http://www.haygroup.com/ww/Index.aspx>

personality” (Petrides, 2007). In other words, this model focuses on individuals’ personality framework as a measurement of EI. Therefore, the major difference between the two models is that the trait model uses an individual’s self-reported emotional abilities, where as the ability model measures an individual’s actual EI abilities with scientific instruments. This measurement distinction, according to Petrides, has far reaching theoretical and practical implications:

“For example, trait EI would not be expected to correlate strongly with measures of general cognitive ability or proxies thereof, whereas ability EI should be unequivocally related to such measures”

—Pérez, 2005, page125

The trait model may not be as useful as the other two models since the conducted research are based on how individuals think about themselves and thus are biased. However, such model provides helpful analysis for an individual to understand him or her personality better. The model could also offer suggestions to locate an individual’s interests in careers, for example. Furthermore, Pérez and Petrides also argued that in terms of success in measurement, the accuracy in the trait model has better outcomes than the ability model.

In 1995, Salovey, Mayer, Goldman, and Turvey invented Trait Meta Mood Scale (TMMS), which predicts the value of depression, mood recovery, and goal orientation. Later in 2003, the other group, Petrides, Pérez, and Furnham, conducted the Trait Emotional Intelligence Questionnaire (TEIQue), which measures a wider range of

emotions—adaptive coping styles, job stress and performance, organizational commitment, deviant behavior at school, sensitivity to mood induction, and mental health, such as depression and personality disorders. Both TMMS and TEIQue are well known trait EI measurement tools, but TEIQue is more updated and popular.

III. Business Approaches to Improve EI

Why promote emotional intelligence in the workplace?

While making business decisions, one is often told to use information and logic and to keep emotional interference at a minimum in order to maintain professional judgment. However, based on the research results that are included in the next section of this paper, the unrealistic goal of separating one's emotions from work isn't ideal in the business world anymore.

Modern organizations look for ways to improve their overall performance. As a result, the process of hiring becomes more strict and competitive. The criteria for success at work, in addition to being an expertise in the field, also include how well individuals interact with each other. The interaction is an example of EI. Management recognizes that EI plays a significant role in human capital. It not only affects the efficiency of an operation, but also influences the working environment. Therefore, training on EI is a desirable part of work training. The following case studies emphasize different EI abilities, but all illustrate an increase in profits for a business entity.

Case Studies and Results

In the past decade, much research showed that the higher the EI of an individual, especially a sales agent, the better the economic profit he/she provides. As Spencer stated, "...even a very small shift in performance can result in significant economic results" (Spencer, 2001, page 28). The table below summarizes several case studies. It also identifies the company that's being tested and the economic benefits.

| | The Company/Source | Results |
|--------|---|---|
| Case 1 | MetLife--a leading provider of insurance and other financial services | Optimism, as factor self-awareness and self-management in the mixed model EI, increased profits by 37% (Seligman 2001). |
| Case 2 | L'Oreal--the international leader in cosmetics and beauty | High EI sales agents lead to a \$2,558,360 increase in revenue (Spencer, McClelland, & Spencer, 1994). |
| Case 3 | The US Air Force | High EI candidates reduced personnel turnover rate and thus decreased related costs by \$3 million (The United States). |
| Case 4 | AT&T--a leader in telecommunication services | Trained EI management increased productivity by 20% (Bradberry, 2004). |

| | | |
|--------|-------------------------|---|
| Case 5 | Life Insurance Company | The insurance agents with strong EI abilities doubled sales (Goldman, 1998). |
| Case 6 | Incon financial records | Return on Investment proved that investment in EI is a good decision (Spencer, 2001). |

Case 1: MetLife & Optimism

Martin E.P. Seligman, Zellerbach Family Professor of Psychology and Director of the Positive Psychology Center at the University of Pennsylvania, works on positive psychology, learned helplessness, depression, and on optimism and pessimism. His studies showed that optimism is one of the emotional competences that help increase productivity. For example, new salesmen at MetLife with a higher score on the test of “learned optimism” created 37% more business profits than pessimists (Seligman 2001).

Case 2: L’Oreal & Revenue

At L’Oreal, salespeople are hired based on their emotional competencies, such as optimism. Such new policy in the hiring process dramatically increases sales and revenue. Agents with higher EI outperformed others and increased revenue by \$2,558,360 in a year. Furthermore, personnel turnover rate for the higher EI agents during the year was 63% lower the normal group (Spencer, McClelland, & Spencer, 1994).

Case 3: US Air Force & Personnel turnover rate

Similarly, by selecting high Emotional Quotients (EQ) candidates, the US Air Force reduced annual turnover rate from 35% to 5%. As a result, \$3 million was saved per year (The United States). A lower personnel turnover rate not only maintains a more stable and secure working environment for military, but also saves time and money for the human resources department.

Case 4: AT&T & Performance

According to TalentSmart⁷, AT&T trained its management, from line supervisors to senior executives, to improve EI. Researchers used Emotional Intelligence Appraisal⁸ to measure their progress after training. The appraisal, written by Dr. Travis Bradberry and Dr. Jean Greaves, is a set of EI assessments that combine real-time assessment in the EI model with dynamic online-learning. It indicated an increase in EI in the management, which accounted for 20% more productivity. Furthermore, TalentSmart studies also showed the link between EQ and job performance—EQ alone explains 58% of a leader's job performance, and 90% of top performers are those with a high EQ.

Case 5: Life Insurance Company & Sales

In 1998, Goleman included a research result from Hay/McBer Research and Innovation Group in his book, *Working with Emotional Intelligence*. The emotional competencies in the research include self-confidence, learned optimism, initiative, and

⁷ TalentSmart is a popular provider of emotional intelligence tests, training, and products. For more information, visit <http://www.TalentSmart.com>

⁸ The appraisal is also online at http://www.talentsmart.com/products/emotional-intelligence-appraisal-eq_ei_18.html

empathy. Insurance agents with weak EI abilities generated sales of \$54,000, whereas the agents with strong EI abilities generated sales of \$114,000—more than twice as much.

Case 6: Branch managers & Return on investment (ROI)

In 2001, Spencer published *The Economic Value of Emotional Intelligence Competencies and EIC-Based HR Programs* and proved that investment in EI has a high rate of return to the company. The financial figures in the table below were extracted from Incon financial statements. With an investment of \$224,000 for branch manager’s EI competencies, the profit was \$1,596,000 in total. Return on investment, therefore, was 613%. Compare with the control group, each trained branch manager outperformed the control group by \$1.457 million in revenue and \$57,000 in net profit. Such demonstration further showed the importance of EI in business.

| | Revenue (per person) | Profit (per person) |
|-----------------|----------------------|---------------------|
| Trained manager | \$3.117M | \$249,000 |
| Control manager | \$1.660M | \$192,000 |
| Difference | \$1.457m | \$57,000 |

How to improve emotion intelligence in the workplace?

Do you know your EI?

As the case studies suggested, EI has been applied in the workplace more recently than in the past. It is regarded as one of the top factors determining an employee's value. However, EI still is a relatively vague concept and is hard to measure. Therefore, Goleman designed twelve questions to help people gain an understanding about their EI:

1. Do you understand both your strengths and weaknesses?
2. Can you be depended on to take care of every detail? Do you hate to let things slide?
3. Are you comfortable with change and open to novel ideas?
4. Are you motivated by the satisfaction of meeting your own standards of excellence?
5. Can you stay optimistic when things go wrong?
6. Do you see things from another person's point of view and sense what matters most to that person?
7. Do you let customers' needs determine how you serve them?
8. Do you enjoy helping co-workers develop their skills?
9. Can you read office politics accurately?
10. Will you be able to find "win-win" solutions in negotiations and conflicts?
11. Are you the kind of person other people want on a team? Do you enjoy collaborating with others?
12. Are you usually persuasive?

If the answer “yes” for oneself or from his/her coworkers exceeds half among all the questions, it indicates a normal EI level, which includes working capabilities and working maturity. In other words, more answer “yes” for oneself, higher the EI level, and vice versa.

Furthermore, since EI is a broad concept, it is hard to include solutions to every aspect in the paper. Therefore, only the most common problems at work, procrastination and communication, are analyzed.

Procrastination

Procrastination is the act of replacing high-priority actions with low-priority actions. For example, a CEO chooses to email his relatives while a room of staff is waiting for him to begin a monthly meeting. In other words, important tasks are put off to a later time and may increase business risks. Therefore, even though procrastination doesn't change an individual's capability and intellect, it greatly affects his/her output and efficiency.

In order to improve work efficiency, the management of Facebook recommended the Podoro Technique⁹ to its employees. The Pomodoro Technique uses five easy steps helping individuals to accomplish their goals in addition to the free worksheets on its website:

1. Choose a task to be accomplished
2. Set the Pomodoro to 25 minutes (the Pomodoro is the timer)

⁹ More detailed information is available at <http://www.pomodorotechnique.com/>

3. Work on the task until the Pomodoro rings, then put a check on your sheet of paper
4. Take a short break (5 minutes is OK)
5. Every 4 Pomodoros take a longer break

The technique not only is available online, but also is published and can be purchased as a book. Written by Francesco Cirillo, *The Pomodoro Technique* provides helpful methods for time management. Once the above five-step-method becomes easy to achieve, the following steps are recommended to further improve one's efficiency:

1. Find out how much effort an activity requires
2. Cut down on interruptions: Internal & External Interruptions
3. Estimate the effort required for activities
4. Make the Pomodoro more effective
5. Set up a Timetable

In addition, Cirillo also created a Google group--Pomodoro Technique¹⁰--and the Pomodoro World¹¹. These two forums allow people to share their experiences, ask questions, and look for encouragement to fight against procrastination. Overall, the technique aims to eliminate procrastination by reducing the stress caused by the pressure of time, improving the estimates accuracy of each task, and dealing with interruptions during a task.

¹⁰ <http://groups.google.com/group/pomodorotechnique?pli=1>

¹¹ <http://www.pomodoroworld.com/experiences/>

Communication

Communication is basic and is used in daily lives. Presentations, business letters, meetings, and contract negotiations are all important forms of communication in business. It can be simple or hard. The purpose is to convey a message. Yet, successful communication involves several steps, suggested by David Berlo's the Sender-Message-Channel-Receiver (SMCR) Model:

1. Sender wants to pass a message.
2. Sender encodes the message in understandable words.
3. Message is sent through channels, such as face-to-face meetings, emails, or phone calls.
4. Receiver receives a clear message.
5. Receiver decodes the message.
6. Receiver sends feedback to the sender.

Step 1 is the planning phase of communication. Having an understanding in the objective and audience are important. The effectiveness of the planning can be evaluated and confirmed by the following questions¹²:

- When I write a memo, email, or other document, I give all useful background information and detail I can to make sure that my message is understood.
- Before I communicate, I think about what the person needs to know, and how best to convey it.

¹² A test for communication skills is available at http://www.mindtools.com/pages/article/newCS_99.htm

Step 2 involves encoding. A clear and concise message is always favorable. The sender needs to consider both how to pass a message and how well the receiver can decode it.

- I try to anticipate and predict possible causes of confusion, and I deal with them up front.
- When I finish writing a report, memo, or email, I scan it quickly for typos and so forth, and then send it off right away.
- I use diagrams and charts to help express my ideas.
- I consider cultural barriers when planning my communications.

Step 3 is choosing the communication channel to reach the other party. The availability and the preferable way for communication of the receiver should be the main factor that decides the channel.

- I use quick and efficient communication channels.
- Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on).

Step 4 and 5 are the latter part of a communication process—the receiver. Depends on the form of the communication from the sender, decoding and interpreting messages may need nodding, paying attention to body language, and reading.

- When people talk to me, I try to see their perspectives.
- When talking to people, I pay attention to their body language.

Step 6, the last step, is sending feedback to the sender. It's an indication of agreement, level of interest, or level of confidence.

- If I don't understand something, I tend to ask about it.
- When someone's talking to me, I think about what I'm going to say next to make sure I get my point across correctly.
- I try to help people understand the underlying concepts behind the point I am discussing. This reduces misconceptions and increases understanding.

Overall, EI can be developed. Individuals who look for EI improvement should first identify their major weaknesses, such as in procrastination or communication, before selecting the solutions to study.

IV. Conclusion

Clearly, emotional intelligence affects business performance. The trained employee, mainly managers, not only increased productivity, sales, and profits, but also decreased related costs for a business entity. With a ROI of 613% in one study, it is obvious that the investment on EI training is a good decision.

During this yearlong research, I found many interesting topics related to EI. Other than the impact of EI in business, the importance of EI in personal lives and the ways to improve personal EI intrigued me as well. At the same time, the correlation between EQ and IQ seems mysterious. Therefore, my future research will be very likely to answer these questions.

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VI. Appendix

A. The Ability Model¹³: Brochure of MSCEIT by Mayer, Salovey, & Caruso



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.

¹³ The Ability Model is explained on page 8 of this paper.

Mayer-Salovey-Caruso Emotional Intelligence Test

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.



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

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. |

Mayer-Salovey-Caruso Emotional Intelligence Test

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.



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

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

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.

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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.

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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.

B. A Sample Result of MSCEIT: only a portion of the sample result is included



Resource Report

*David R. Caruso, portions adapted with permission from Mayer, Salovey, & Caruso (2002)
Personal Summary Report. Toronto, ON: MHS.*

| | |
|----------------------|--------------------------------|
| Name: | N B |
| Age: | 39 |
| Gender: | Female |
| Norm Option: | Expert |
| Duration: | 39 minutes 24 seconds |
| Administration Date: | Monday, July 11, 2005 (Online) |

Please refer to the MSCEIT™ User's Manual for a description of the norms used in generating these results.



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MSCEIT™ test items and normative data © 2002 Multi-Health Systems Inc.
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P.O. Box 950, North Tonawanda, NY 14120-0950
3770 Victoria Park Ave., Toronto, ON M2H 3M6

The MSCEIT™ Resource Report contains the following:

- What is Emotional Intelligence?
- About the MSCEIT™
- MSCEIT™ Performance Flowchart
- The Skills the MSCEIT™ Measures
- MSCEIT™ Summary for N B
- How does the MSCEIT™ Work?
- Your MSCEIT™ Results
 - Your Overall MSCEIT™ Score
 - Your MSCEIT™ Ability Scores
 - Your MSCEIT™ Task Scores
- Conclusions and Suggestions

What is Emotional Intelligence?

Defining Emotional Intelligence

Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).

The MSCEIT™ measures four related abilities:

Perceiving Emotions—the ability to correctly identify how people are feeling.

Using Emotions to Facilitate Thought—the ability to create emotions and to integrate your feelings into the way you think.

Understanding Emotions—the ability to understand the causes of emotions.

Managing Emotions—the ability to create effective strategies that use your emotions to help you achieve a goal, rather than having your emotions negatively affect you.

A Closer Look at the Four Abilities

Perceiving Emotions

What is Perceiving Emotions? Everyone experiences and relates to feelings and emotions. Even the world around you communicates and sends emotional messages. Emotions contain valuable information about relationships and about the world around you. This ability to perceive emotions starts with being aware of these emotional clues, and then accurately identifying what they mean.

How is this ability used? You need to be aware of your own feelings and emotions so that you have accurate information about the world around you. Being aware of others' emotions is a key to working with people.

Using Emotions to Facilitate Thought

What is Using Emotions? How we feel influences how we think. If you feel sad, you may view the world one way, while if you feel happy, you 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. Knowing which moods are best for which situations and "getting in the right mood" is an ability.

How is this ability used? If you stay aware of your emotions, which contain valuable information, and then use them to solve problems, the outcome may be more positive.

Understanding Emotions

What is Understanding Emotions? Emotions contain information, and our ability to understand this 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? *How* will my friend feel if I say that to him? *What* will happen if I say that to her?

How is this ability used? Insight into ourselves, and others, may require emotional knowledge. This knowledge helps us to understand people better.

Managing Emotions

What is Managing Emotions? If emotions contain information, then ignoring this information means that we can end up making a poor decision. At times, we need to stay open to our feelings, learn from these feelings, and use this information to make decisions and to take appropriate action. Sometimes, though, it may be best to disengage from an emotion and return to it later in order to manage it effectively.

How is this ability used? If you can find the right balance in managing your emotions, you should be more successful.

About the MSCEIT™

What the MSCEIT™ Measures

Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).

The MSCEIT™ is an Ability Measure of Emotional Intelligence

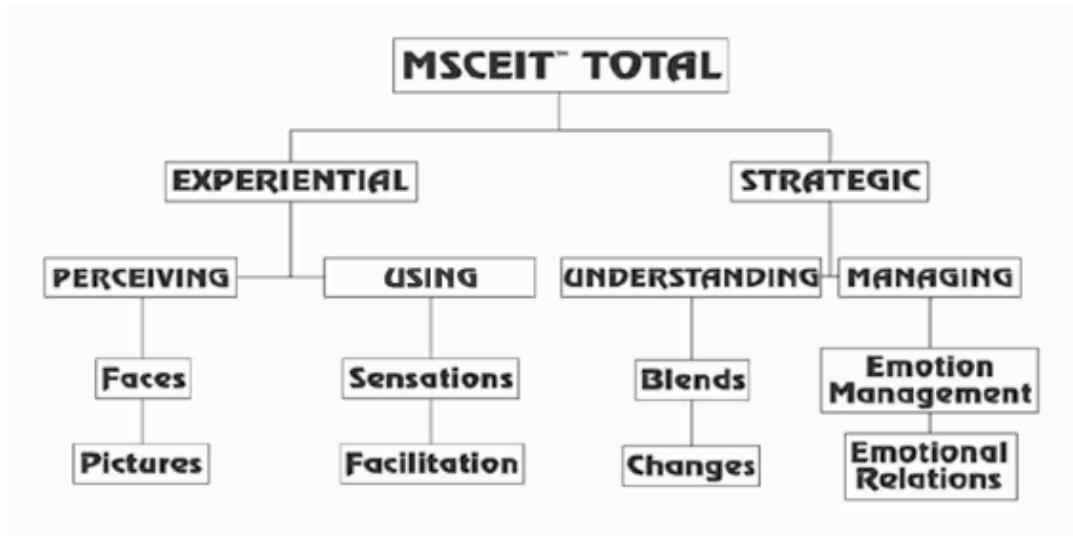
The MSCEIT™ assessment is an ability-based measure of emotional intelligence. This means that you can get a low score on the MSCEIT™, but through hard work and effort you can behave in an emotionally-intelligent manner. Conversely, you can get a high score on the MSCEIT™ but not utilize the emotional abilities that you possess.

How Does the MSCEIT™ Work?

The MSCEIT™ is an ability test. This means that some answers on the MSCEIT™ are better than others. Consider the part of the MSCEIT™ where you were asked to identify the emotions expressed in a photo of a person. That person is feeling a certain way, and the MSCEIT™ gauges your ability to accurately identify that person's emotions. Some responses are rated higher than others.

MSCEIT™ Performance Flowchart

The MSCEIT™ yields a number of scores relating to your emotional intelligence. This is a chart of the scores that this report will cover.



The Skills the MSCEIT™ Measures

The MSCEIT™ measures a person's emotional intelligence. It divides emotional intelligence into four related abilities or skills.

| Ability | Question Types | How the Ability May be Used | Test Sections |
|---|--|---|---|
| Accurately identify emotions of people and elicited by objects. | Identify emotions in faces, landscapes, and designs. | "Read" people's moods for feedback. | Faces, Pictures |
| Generate an emotion and solve problems with that emotion. | How moods impact thinking; relate feelings to thoughts. | Create the right feeling to assist in problem solving, communicate a vision, lead people. | Facilitation, Sensations |
| Understand the causes of emotions. | Multiple choice emotion vocabulary questions. | Be able to predict how people will emotionally react. | Changes, Blends |
| Stay open to emotions and integrate emotions with thinking. | Indicate effectiveness of various solutions to problems. | Integrate emotion and thought to make effective decisions. | Emotion Management, Emotional Relationships |

The MSCEIT yields several test scores.

Ability Scores

- Perceiving (Identifying) Emotions
- Using Emotions
- Understanding Emotions
- Managing Emotions

Specific Task Scores

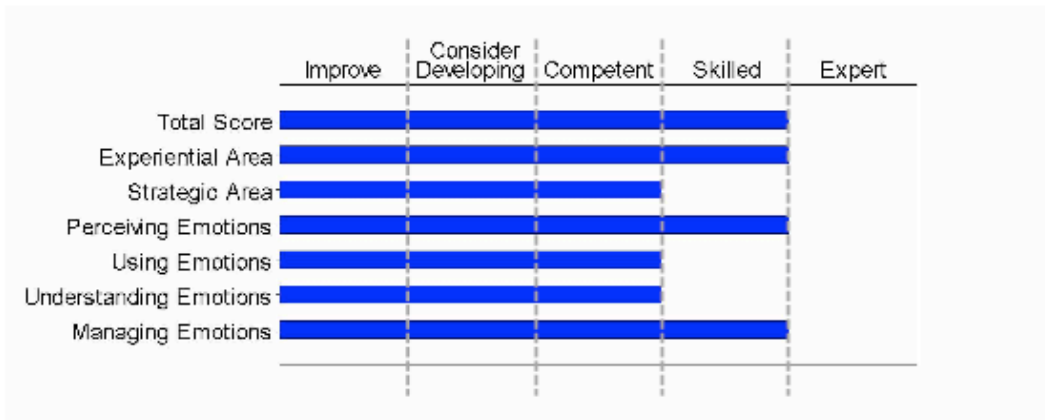
Each of these four abilities is measured in two different ways by the MSCEIT. These sub-sections of the MSCEIT are called tasks. There are eight such tasks:

- Perceiving Emotions—Faces and Pictures
- Using Emotions—Facilitation and Sensations
- Understanding Emotions—Changes and Blends
- Managing Emotions—Emotion Management and Emotional Relationships

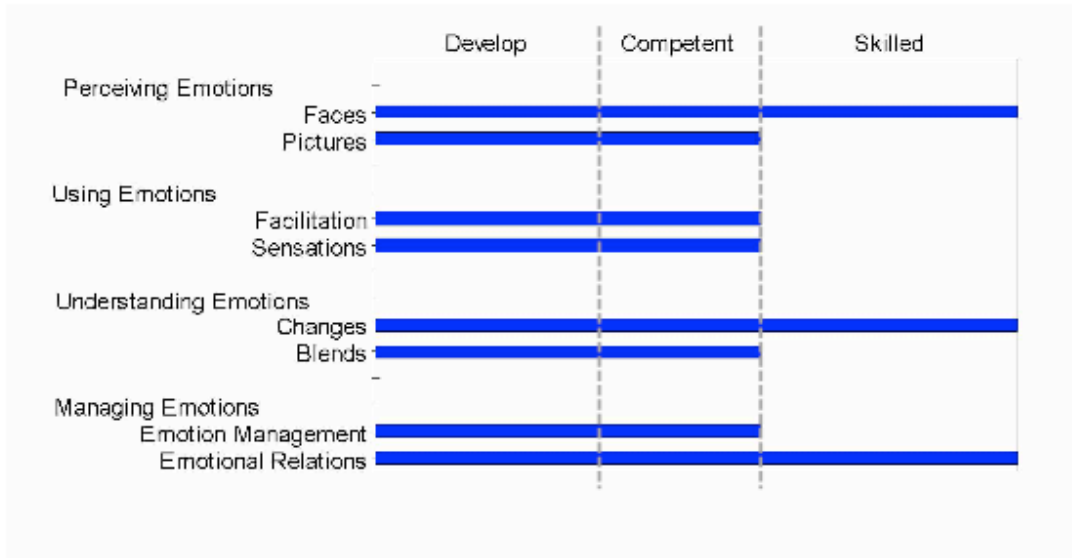
MSCEIT™ Summary for N B

Your overall MSCEIT™ score is a summary of your results. The Experiential Area Score represents your Perceiving and Using Emotion scores, and your Strategic Area Score represents your Understanding and Managing Emotion scores.

Here is a graph that summarizes your Total, Area, and Ability results. For development purposes, it is most helpful to focus on your four specific emotional ability scores: Perceiving, Using, Understanding, and Managing emotions.



Each of these four abilities is measured in two different ways. Let's take a look at these more specific, task scores.



Your MSCEIT™ Results

Your total MSCEIT™ score is in the *Skilled* range. Your score indicates that you are aware of emotions in yourself and in others, and that your perception and understanding of emotion is accurate.

How To Interpret Your MSCEIT™ Results

Your scores are the result of comparing your test answers to those of emotion experts.

You may wonder how emotions can be scored. You may also wonder if there is one best or correct way to feel. The answer is that there is not a single best or correct way to feel. In general, there is no single, best answer to the questions. Instead, your responses are compared to a *range* of possible answers. In other words, you might get points towards a higher score whether you rated a face as a "5" or a "4" on how well it represents happiness.

Once each part of the MSCEIT™ has been scored, there is a way to indicate what your level of skill is in each area compared to other people. The MSCEIT™ was standardized on a very large sample of people (5,000), with the results being statistically weighted to be representative of the adult population of the United States (in terms of age, gender, and ethnicity).

A score range is provided in order to help you interpret your results. This score range is an estimate of your actual ability. The ranges are defined as follows:

Improve: You may have some difficulty in this area. It would be helpful to enhance your skills and knowledge.

Consider Developing: While this is not a strength, you can consider enhancing this skill area if it is an important part of your daily life.

Competent: You have sufficient skill to perform in this area with some degree of success.

Skilled: This is an area of strength for you.

Expert: This may be a highly developed area of expertise; your score suggests that you have great potential in this area.



Your Scores In Context

It is critical to remember that every psychological measure has error associated with its results. Always remember: No assessment is perfect! Assessment scores reflect your ability as well as many other factors. Emotional intelligence is one of hundreds of parts of our personality. Is it the most *important* predictor of success in life or work? Research conducted using the MSCEIT indicates that emotional intelligence does play a role in certain areas of life, but not in all areas.

You can acquire new skills and new knowledge. Therefore, if you want to improve one of your emotional intelligence abilities, you may be able to do so. Use this report in an emotionally-intelligent manner. Try to remain open to this information and feedback and use it as a helpful, productive, and positive growth experience.

The MSCEIT™ Questions

As an ability measure, some of the MSCEIT™ questions are probably quite different from questions on other assessments you may have taken. Some questions may not appear to be directly relevant to what you do. There are assessment items that may seem strange and unusual, especially those involving pictures and relating feelings to other senses.

These different components of the assessment were chosen because they provide a stable measure of emotional abilities. The MSCEIT™ assessment measures abilities in direct as well as in indirect ways. Several published research studies indicate that the MSCEIT™ assessment provides a reliable measure of emotional skills that are related to various aspects of performance in work, school, and home settings.

SISI LIU
814-509-0002
sl15123@psu.edu

EDUCATION

The Pennsylvania State University, University Park, PA
Smeal College of Business
Schreyer Honors College
BS Accounting

Class of Dec, 2011
Full Scholarship since 2008
Dean's List: since Fall 2008

STUDENT LEADERSHIP AND EXTRACURRICULAR INVOLVEMENT

Presidential Leadership Academy (PLA), University Park, PA

2009-11

Member

- Taught by the President of PSU, Graham B. Spanier, and the Dean of Schreyer Honors College, Chris Brady
- Traveled to NY and interacted with CEOs, such as Karen Peetz from Bank of NY Mellon
- 2010: we the class worked on the High-Risk College Drinking (HRCDD) project and presented to the entire university in April. HRCDD analyzed six different categories that affect students' drink behavior:
 - Balancing Work and "Play": Power Struggles between Alcohol and Academics
 - First Year Transition
 - Greek Life and the Community: Combating HRCDD
 - A Changing Culture: An Analysis of HRCDD Behaviors
 - The Pre-Gaming Phenomenon
 - Alumni

SHO Time Orientation Mentor, University Park, PA

2009-10

Service Team Leader Assistant

- Set up ice breaker activities and introduced incoming freshmen to each other

University Park Undergraduate Association--Internal Development, University Park, PA

2009-10

Secretary

- Recorded meeting minutes and took attendance

Asian American Students in Action (AASIA), University Park, PA

2009-10

Mentor

- Helped international students go through a transition of different cultures and languages

First Year Testing Counseling and Advising Program (FTCAP), University Park, PA

2009-10

Mentor

- Gave tours and helped students settle down, e.g. schedule classes, register ID, and set up webmail account

Schreyer Service Committee, University Park, PA

2008-09

Member

- Made donations, helped to decorate our community during holidays, and wrote letters to support our soldiers

WORK AND SERVICE EXPERIENCE

Kumon Learning Center, Bala Cynwyd, PA

2008-09

Math Tutor

- Worked one-on-one to improve students' math skills, graded their work, and recorded their progress

Chinese American Culture Center, Philadelphia, PA

Summer 2008

Chinese Tutor

- Taught young children Chinese characters and culture

Wistar Institute of UPenn, The Maley Laboratory, Philadelphia, PA

Summers of 2006-08

Research Assistant

- Tried to contribute to our society by volunteering in the cancer research lab for three summers

SKILLS AND INTERESTS

LANGUAGES: Proficient in Chinese and English

COMPUTER: SAP, Photoshop, Illustrator, and MS Office: Word, Excel, PowerPoint, Access, and Publisher.

- Simple webpage design and HTML editing: Macromedia Dreamweaver