Abstract

This manuscript examines the measurement instrument developed from the ability model of EI (Mayer and Salovey, 1997), the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Mayer, Salovey and Caruso, 2002). The four subtests, scoring methods, psychometric properties, reliability, and factor structure of the MSCEIT are discussed, with a special focus on the discriminant, convergent, predictive, and incremental validity of the test. The authors review associations between MSCEIT scores and important outcomes such as academic performance, cognitive processes, psychological wellbeing, depression, anxiety, prosocial and maladaptive behavior, and leadership and organizational behavior. Findings regarding the low correlations between MSCEIT scores and self-report measures of EI also are presented. In the conclusion the authors provide potential directions for future research on emotional intelligence.