

Personality Characteristics of Individuals
who are Emotionally Intelligent

by

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AN ABSTRACT OF THE THESIS OF

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The present study sought to identify the personality traits associated with emotional intelligence. Eighty three students (30 male, 53 female) ranging between 17 and 42 years of age completed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and a personality inventory known as the California Q-Sort as part of a 10 week research experience class. Significant gender differences led to an examination of results separately within male and female subsamples. A principle components analysis supported a reduction of dvs from the original set of 100 Q-sort items to a manageable set personality domains within gender. Results revealed that emotionally intelligent females described themselves as not Socially Perceptive, Expressive, not Hard Workers, but Irresponsible. Emotionally intelligent men on the other hand described themselves as being Spontaneous Charmers, Tentative Reflective, Chronically Upbeat, Laid-Back Achievers, and Conceited. Direction for further assessment of emotional intelligence is discussed.

Key Words: Emotional Intelligence, Personality, Q-Sort, MSCEIT, Gender Differences

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Personality Characteristics of Individuals who are Emotionally Intelligent

Situations occur every day that call for individuals who are particularly skilled at understanding and reading the emotions of others. Research shows that handling our emotions and getting along with others is a better predictor of success than IQ (Snarey & Vaillant, 1985). Caruso, Bienn, & Kornacki (2006) found the ability to read other people and communicate using emotions to be a valuable skill in education, counseling, business and personal interactions. For example, Deeter-Schmelz & Sojka (2003) showed that high emotional intelligence is associated with more effective performance in sales. Cadman & Brewer (2001) demonstrated the importance of recruiting emotionally intelligent individuals into the field of nursing when they demonstrated that emotionally intelligent nurses play an important role in influencing positive patient outcomes. Emotional intelligence is thought to be linked to, and predictive of, life outcomes as well. There are disadvantages to having low emotional intelligence scores. Low emotional intelligence scores may be related to involvement in self-destructive behavior (Trinidad & Johnson, 2001). Research is making it increasingly evident that identification of individuals who are emotionally intelligent has enormous societal benefits.

The concept of emotional intelligence appears to have popped up in mainstream culture with the release of Daniel Goleman's book, *Emotional Intelligence* (1995). Emotional Intelligence has become a current craze of our culture (Zeidner, Roberts, & Matthews, 2004). If you google for emotional intelligence in the news you will find several hundred articles all written within the past month. If you search back further you can find nearly 45,000 news articles published. Salovey & Mayer published their first article on Emotional Intelligence in 1990 titled *Emotional Intelligence*, before Goleman,

and this was probably where he got the idea for his book.

Emotional Intelligence

Emotional Intelligence involves perceiving and expressing emotions, understanding and using emotions, managing emotions, and using emotions for personal development (Mayer & Salovey, 1997; Salovey & Mayer 1990). There is currently a discussion as to whether emotional intelligence is an ability (Mayer, Caruso, Salovey, 1999; Gohm, 2004) or a trait (Petrides & Furnham, 2001). Traits are viewed as a relatively stable pattern of learned behavior (Funder, 1991). Abilities are the quality of performing in such a way as to allow achievement or accomplishment (Salovey & Mayer, 1990). The trait approach to psychology involves understanding how individuals differ from each other (Funder, 1998). The trait view of emotional intelligence considers emotion related self-perceptions and emotional disposition and is measured through self-report, whereas ability emotional intelligence addresses emotion related cognitive abilities measured by performance based tests (Petrides, Pita, & Kokkinaki, 2007). Very low correlations between the performance based and trait based emotional intelligence have been found to exist (O'Connor & Little, 2003).

Performance Based Measure of Emotional Intelligence

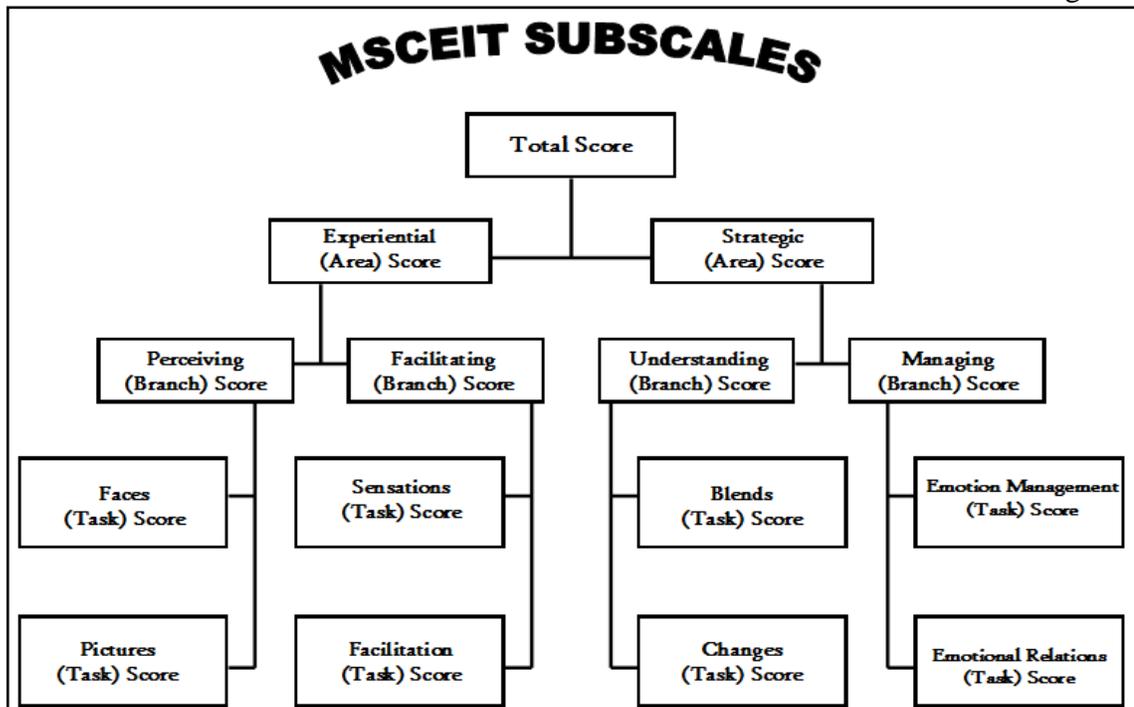
The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is a multifaceted measure of emotional intelligence designed to measure various aspects of someones ability to solve problems that deal with emotions or problems that require the use of emotions to determine the correct course of action. The test requires the test taker to identify emotions in pictures of faces as well as designs and scenery, to indicate feelings that facilitate and inhibit specific thought processes, to answer how combined

emotions can be used to form other emotions and how emotional reactions can change over time and situation, and to select consequences for choosing various emotional responses (Dunn, Brackett, Ashton-James, Schneiderman, & Salovey, 2007).

The MSCEIT is divided in two major areas: Experiential and Strategic. The Experiential Area measures how well the test taker can compare emotional information to sensory experiences such as taste, smell, or feelings. This area does not rely on the takers comprehension of the emotion they are perceiving, merely their ability to connect it to other experiences. The Strategic Area measures the ability to understand emotional information and to use it strategically to self-manage your own emotions as well as use the emotions to your own advantage. This does not mean that the responder feels the emotion but rather that the individual shows a cognitive understanding of what the emotion signifies.

Research by Lopes, Salovey, & Straus (2003) found the MSCEIT to connect with self-report measures of interpersonal relationships, providing evidence for incremental validity and convergent validity of the MSCEIT with the concept of emotional intelligence. MSCEIT scores also correlated with peer reports of social ability and interpersonal relationship (Lopes, Brackett, Nezlek, Schutz, Sellin, & Salovey, 2004). These studies indicate that the MSCEIT does indicate success in interpersonal relationships which is expected of individuals who are emotional intelligence.

Figure 1



The MSCEIT was used in this study views emotional intelligence as an ability and thus uses a performance based emotional intelligence. Another advantage to the use of a performance measure is that performance measures of emotional intelligence are protected from the response bias that self-report measures are subject to (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006). Ability measures of emotional intelligence are also advantageous because they are very resistant to faking an ability (Petrides, Furnham, & Frederickson, 2004).

Relationship between Emotional Intelligence and Personality

In general the relationship between the MSCEIT and personality has been explored by using the concept of the Big Five. Researchers have found evidence that emotional intelligence as measured by the MSCEIT relates to the personality constructs defined by the Big Five. Lopes, Salovey & Straus (2003) found that the MSCEIT positively correlated with agreeableness and conscientiousness, but negatively correlated with openness

(Lopes et al., 2003). Davies, Stankov, and Roberts (1998) showed that emotional intelligence was related to extroversion, agreeableness, and low neuroticism. Research by Bastian, Burns, & Nettelbeck (2005) found that the MSCEIT correlated positively with openness and agreeableness. Brackett, Mayer, & Warner (2004) showed that openness or intellect was significantly correlated positively with the Experiential Area of emotional intelligence, Strategic Area of emotional intelligence, and total MSCEIT score of emotional intelligence. They also found that agreeableness was significantly correlated positively with the Experiential Area of emotional intelligence, Strategic Area of emotional intelligence, and total MSCEIT score of emotional intelligence (Brackett et al., 2004).

In this study the California Q-sort was chosen as a measure of personality over a big five trait measure because it allows for a more complex description of an individual's own unique personality. The California Q-Sort was developed with the intent to allow for the description of any sort of individual (Block, 1961/1978). It does not constrain all nuances of human behavior in to only five universal traits. Block (1961/1978) published the California Q-Sort with the original intent of using it in a clinical setting, however, Bem & Funder (1978) adapted the California Q-Sort so that the ideographic method could be used by researchers attempting to explain personality in a broader way.

The Present Study

The present study goes beyond the big five traits and uses the California Q-Sort as adapted by Bem & Funder (1978) to evaluate the relationship between personality and emotional intelligence, at a more complex and nuanced level. The goal of the present study is to identify the personality of individuals who are emotionally intelligent.

Method

Participants

Students were recruited by word of mouth and advertising through the psychology student email list to enroll in a research experience practicum. The research experience practicum ran for four terms over the course of two years. The class met three times a week for 50 minutes. Attendance to all 29 meetings was required for this practicum. In this practicum students were provided with the opportunity to gain experience in psychological assessment first hand and to learn about the various types of measures used in research. The research practicum assessed a wide range of personality and performance tasks relevant to Emotional Intelligence. Students were given feedback on most of these measures. Researchers took care to assure students that their grades were pass/fail and based on attendance to the class and not their performance or responses. The current study is reporting only two of the many assessments and measures used over the term.

Each term 21 participants were divided into three groups of 7, except for one that had only 20 participants which were split in two groups of 7 and one group of 6. Gender was balanced across the groups. Acquaintance level within groups was minimized. The participants ranged from 17 to 42 years of age, men ranging from 17 to 27, and women ranged from 18 to 42. The mean age for both groups was 21.8 years of age, the mean age for men was 21.2 years of age and the mean age for women was 22.2 years of age. The participants in this study consisted of 53 female and 30 male undergraduates from Oregon State University.

Procedures and Measures

California Q-Sort. (Block, 1961/1978; Bem & Funder, 1978). The self Q-Sort was completed during the fourth week of the project. Most students complete the Q-sort in one class period. Those that did not were given additional time to complete their Q-sort. The California Q-Sort is an ideographic measure of personality that allows for a complex and nuanced description of one's own unique personality profile. The California Q-sort has 100 descriptive statements such as "Is charismatic" or "Behaves in a sympathetic or considerate manner," each printed on an individual card (Appendix A). These items were formulated and extensively evaluated over several years by a group of psychiatrists and psychologists (Funder, 1998). They provide a comprehensive coverage of personality. The participant must arrange all 100 cards into a forced normal distribution in 9 categories, which only allowed a certain number of cards in each of the nine categories – from most to least like themselves. See Appendix B for Q-sort answer sheet (Funder & Harris, 1986). The Q-sort cards are ranked on a scale of 1 to 9, 1 being "extremely uncharacteristic" and 9 being "extremely characteristic." Research demonstrated that judgments made by the individual and a friend or acquaintance agree well with each other (Funder, 1980).

Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT). (Mayer, Salovey, Caruso, 2002). The MSCEIT served as a measure of emotional intelligence. It was completed during the second week of the research experience practicum. Participants were given as much time as they need to complete the assessment, but everyone finished within 60 minutes.

The MSCEIT is a multifaceted measure of emotional intelligence designed to

measure various aspects of one's ability to solve problems about emotions and problems that require the use of emotions to solve. The MSCEIT is a 141 item test that requires participants to identify emotions in faces and designs, to indicate feelings that facilitate and inhibit specific thought processes, to answer how combined emotions can be used to form other emotions and how emotional reactions can change over time and situation, and to select consequences for choosing various emotional responses (Dunn, Brackett, Ashton-James, Schneiderman, & Salovey, 2007). The MSCEIT takes approximately 30 to 45 minutes to complete. The internal consistency of the MSCEIT is .91 and the test-retest reliability is .86.

The MSCEIT is divided into two major areas: Experiential and Strategic. These areas are divided further into four branches: the Perceiving Emotions branch, the Facilitating Thought branch, the Understanding Emotions branch, and the Managing Emotions branch. Each of the four branches is assessed by two tasks for a total of eight tasks. See Appendix C for example questions from each branch.

The Experiential Area measures how well the test taker can compare emotional information to sensory experience. The Experiential Area is based on the ability to perceive emotional information that relates to color, aesthetics, and sensations. This area does not rely on the respondent's comprehension of the emotion they are perceiving. Test-retest reliability for the Experiential Area is .90.

The Experiential Area is divided into the *Perceiving Emotions* branch and *Facilitating Thought* branch. The Perceiving Emotions branch measures how well a person can identify emotion in themselves and others. This reflects an understanding of how others around you are feeling. Test-retest reliability for the Perceiving Emotions

branch is .90. Two tasks contribute to the perceiving emotions score: assessing human faces and assessing emotions in pictures. The faces task requires the respondent to identify the emotions expressed in photos of real people that vary in gender, ethnicity and age. Its test-retest reliability is .82. The pictures task asks respondents to identify the appropriate emotions conveyed by certain art images and landscape photos. Its test-retest reliability is .87. The Facilitating Thought branch measures whether the respondents own emotions are used to solve problems in a creative manner. High scorers in the Facilitating Thought branch are good at seeing things from different perspectives. Test-retest reliability for the changes in perspective branch is .76. The two tasks that contribute to this Facilitating Thought score are the sensations and facilitation task. The sensations task asks the respondent to compare emotions to various tactile sensations and this task has a test-retest reliability of .56. The facilitation task assesses an understanding of how moods interact with our thinking and logic. The facilitation task has a test-retest reliability of .62.

The Strategic Area is the ability to understand emotional information and use it strategically to self-manage your emotions. This does not mean that the responder feels the emotion but rather that the individual cognitively understands what the emotion signifies. The reliability for the Strategic Area is .85.

The Strategic Area is divided into the *Understanding Emotions* branch and the *Managing Emotions* branch. The Understanding Emotions branch of the Strategic Area assesses the ability to understand complex emotional meanings, situations, and transitions. Understanding how emotions change over time is important to understanding

others and understanding yourself. The reliability for the Understanding Emotions branch is .77.

The two tasks that contribute to the Understanding Emotions score are the blends task and changes task. The blends task asks responders to divide complex emotions into their simplest parts and to combine simple emotions into something more complex which has a test-retest reliability of .64. The changes task assesses the knowledge of how emotions transition to one another. The changes task has a test-retest reliability of .64.

The Managing Emotions branch of the Strategic Area measures the strategic use of emotions in making decisions and effectively dealing with your surroundings. They allow emotions to participate in their thought process while understanding how using emotions different ways can be beneficial to the person. The test-retest reliability for the Managing Emotions branch is .81. The two tasks that contribute to the Managing Emotions score are the emotional management task and emotional relations task.

The emotional management task measures the ability to incorporate self emotions into decision making, which has a test-retest reliability of .62. The emotional relations task assesses the ability to include emotions into decision making involving others. The emotional relations task has a test-retest reliability of .68.

Correct answers on the MSCEIT were derived by developers through consensus of expert and non-expert evaluation. A problem that exists with consensus scoring is that the tough questions should only have a small number of individuals getting the correct answer, but with consensus scoring the majority answer is treated as the correct answer when it may be the incorrect one (Matthews, Roberts, Zeidner, 2004). The creators of the test noted that the task scores are important to assessing an individual's specific skill

strengths for reading others. The task scores should be used to look for extreme strengths, and can be used to discover weaknesses that can be improved (Mayer, Salovey, & Caruso, 2002). Due to this, the branches and tasks were not reported in this study because their discriminant validity has not yet been fully determined.

Feedback and Debriefing.

MSCEIT performance reports were distributed on the last day of the practicum. This feedback was distributed to students in the class so that results were private. At these times the psychometric properties of the measures were discussed. The students were not given feedback on the Q-sort. Students were also invited to visit the head researcher at any time during or after the course if they had any questions regarding their feedback or other aspects of the course.

Results

MSCEIT scores are based on population norms and have been transformed to correspond to a mean of 100 and a standard deviation of 15 (Mayer, Salovey, & Caruso, 2002). The sample of students in this study performed as expected. The mean total MSCEIT score was 99.33, with scores ranging from 69 to 120. The mean score for Men was 95.40, with scores ranging from 69 to 113. The mean score for Women was 101.57, with scores ranging from 85 to 120. The mean score for Women was significantly higher than the score for Men, $t(81) = 2.90, p < .01$. This difference between men and women lead to the analysis being performed within sex.

Performance on the MSCEIT was correlated with all 100 items on the Q-sort (See Appendix D) Correlations were also reported by sex (See Appendix E - Females & Appendix F - Males). There were 17 cards that correlated significantly with the MSCEIT within Women and 19 cards that correlated significantly with the MSCEIT for Men.

Q-Sort Item Reduction.

To better organize the reporting of these results a principle components analysis was performed within sex on all of the Q-sort items that correlated significantly with either: (a) the total MSCEIT performance or (b) performance on one of its two major subscales. The purpose of this principle components analysis was not to uncover statistically significant evidence of latent variables in the traditional sense (e.g., Mulaik, 1972) but merely to provide some empirical support for arranging relevant Q-sort items in a table in such a way as to suggest plausible organizing themes that might aid the interpretation of results (Rosenthal & Rosnow, 2008, p. 639). The following section summarizes the results of this data reduction.

Personality of Emotionally Intelligent Females

A principle components analysis on the Q-sort items that correlated with the MSCEIT within females suggested they could be organized into four personality themes labeled: Irresponsible, Socially Perceptive, Expressive and Hard Worker.

Irresponsible. Six Q-Sort items contributed to this theme. The Irresponsible female referred to respondents who described themselves as self-indulgent and tended to spoil themselves with pleasurable activities (Card #67). They described themselves as having very little self-control and expressed themselves impulsively (Card #53). They reported that their behavior and attitude is unpredictable and prone to vary (Card #50). They said that they tend to sabotage their own desires and goals (Card #55). They did not consider their personality to be consistent (Card # 75) and they did not consider themselves dependable (Card #2).

Table 1

Irresponsible Females

	MSCEIT	MSCEIT	MSCEIT
Q-Sort Card	Total	Experiential	Strategic
	(n = 53)	(n = 53)	(n = 53)
<i>Irresponsible</i>			
# 2 (Reversed): Is a genuinely dependable and responsible person.	-.35**	-.33*	-.17
# 67: Is self-indulgent.	.40**	.41**	.11
# 53: Various needs tend toward relatively direct and uncontrolled expression; unable to delay gratification.	.33*	.37**	.10
# 50: Is unpredictable and changeable in behavior and attitudes.	-.07	.13	-.31*
# 55: Is self-defeating.	-.15	.06	-.32*
# 75 (Reversed): Has a clear-cut, internally consistent personality.	-.13	-.29*	-.15

* $p < .05$, ** $p < .01$

Note: Items indicated as being Reversed with respect to the trait theme title only.

The correlations reported in the table reflect the original item; not a reversed scored item.

Generally, emotionally intelligent women described themselves as being irresponsible. Three of the above items correlated with the total MSCEIT score: Item 67:

Is self indulgent, was positively correlated ($r = .40, p < .01$); Item 53: Impulsive and uncontrolled expression, was positively correlated ($r = .33, p < .05$); and Item 2: Dependable and responsible, was negatively correlated ($r = -.35, p < .01$). Four items that correlated with the MSCEIT Experiential Area score: Item 67: Is self indulgent, correlated positively ($r = .41, p < .01$); Item 53: Impulsive and uncontrolled expression, correlated positively ($r = .37, p < .01$); Item 75: Internally consistent personality, correlated negatively ($r = -.29, p < .05$); and Item 2: Dependable and responsible, correlated negatively ($r = -.33, p < .05$). But only two items (unpredictability and self-sabotage) correlated with MSCEIT Strategic Area performance (Item 50: Is unpredictable with changeable behavior, ($r = -.31, p < .05$) and Item 55: Is self-defeating, ($r = -.32, p < .05$).

Socially Perceptive. The next relevant personality theme within women is the Socially Perceptive theme. There were five cards that correlated significantly with the MSCEIT total and subscales. These individuals believed that they know and understand themselves well (Card #60). They also reported that they understand the interpersonal signals that indicate what someone else is thinking or feeling (Card #64). They also said that they do not blame others for their mistakes (Card #23). They described themselves as trusting of others and do not take advantage of the situation (Card #37). They also reported that they appreciate the arts (Card #66).

Table 2

Socially Perceptive Females

	MSCEIT	MSCEIT	MSCEIT
Q-Sort Card	Total	Experiential	Strategic
	(n = 53)	(n = 53)	(n = 53)
<i>Socially Perceptive</i>			
# 64: Is socially perceptive of a wide range of a wide range of interpersonal cues.	-.28*	-.41**	.04
# 60: Has insight into own motives and behavior.	.26 ¹	.08	.33*
# 23 (Reversed): Extrapunitive; tends to transfer or project blame.	.22	.35*	-.08
# 37 (Reversed): Is guileful and deceitful, manipulative, opportunistic.	-.22	.03	-.39**
# 66: Enjoys esthetic impressions; is esthetically reactive.	-.15	-.03	-.27*

¹ $p < .1$, * $p < .05$, ** $p < .01$

Note: Items indicated as being Reversed with respect to the trait theme title only.

The correlations reported in the table reflect the original item; not a reversed scored item.

Unexpectedly, self reported social perceptiveness correlated negatively with MSCEIT performance. There were two items the correlated with MSCEIT total: Item 60: Has insight into self, positively correlated reaching near significance ($r=.26$, $p < .1$) and Item 64: Socially perceptive to interpersonal cues, correlated negatively

($r = -.28, p < .05$). There were two items that correlated significantly with the MSCEIT Experiential Area. Item 23: Transfers and projects blame, correlated positively ($r = .35, p < .05$) and Item 64: Socially perceptive to interpersonal cues, correlated negatively ($r = -.41, p < .01$). There were three cards that correlated with the MSCEIT Strategic Area: Item 60: Has insight into self, correlated positively ($r = .33, p < .05$); Item 37: Takes advantage of people and situations, correlates negatively ($r = -.39, p < .01$); and Item 66: Moved by forms of art, correlates negatively ($r = -.27$ and $p < .05$).

Expressive. Expressive is the third theme for women. There were three items that correlated with this category. These individuals described themselves as very facially and gesturally expressive (Card #43). They reported that they experience strong emotions (Card #97) and also reported that they like to talk to others (Card #4).

Table 3

Expressive Females

	MSCEIT Total (n = 53)	MSCEIT Experiential (n = 53)	MSCEIT Strategic (n = 53)
<i>Expressive</i>			
# 97 (Reversed): Is emotionally bland; has flattened affect.	-.31*	-.241	-.20
# 4: Is a talkative individual.	.29*	.36**	.04
# 43: Is facially and/or gesturally expressive.	.20	.02	.31*

$\dagger p < .1, * p < .05, ** p < .01$

Note: Items indicated as being Reversed with respect to the trait theme title only.

The correlations reported in the table reflect the original item; not a reversed scored item.

Women who scored high on the MSCEIT described themselves as being expressive. Two cards correlated with MSCEIT total. Item 97: Is emotionally bland, correlated negatively ($r = -.31, p < .05$) and Item 4: Is talkative, correlated positively ($r = .29, p < .05$). The same two items were correlated with the MSCEIT Experiential Area: Item 97: Is emotionally bland, negatively correlated and reached near significance ($r = -.24, p < .1$) and Item 4: Is talkative, correlated positively ($r = .36, p < .01$). The final item in this theme correlated with the MSCEIT Strategic Area score. Item 43: Is facially expressive, correlated positively ($r = .31, p < .05$).

Hard Worker. The final theme for women is the Hard Worker theme. There were three items in this theme. These individuals reported that they appear to have a high degree of intellectual capacity (Card #8) and they also said that they are very productive and get things done (Card #26). These individuals also said that they value power in themselves and those around them (Card #91).

Table 4

Hard Worker Females

	MSCEIT	MSCEIT	MSCEIT
Q-Sort Card	Total	Experiential	Strategic
	(n = 53)	(n = 53)	(n = 53)
<i>Hard Worker</i>			
# 26: Is productive; gets things done.	-.34*	-.33*	-.08
# 91: Is power oriented; values power in self and others.	-.28*	-.231	-.15
# 8: Appears to have a high degree of intellectual capacity.	-.13	-.32*	.23

† $p < .1$, * $p < .05$, ** $p < .01$

Perhaps, surprisingly, women who describe themselves as a hard worker tended to score lower on the MSCEIT. There were two items that both correlated negatively with the MSCEIT total. Item 91: Is power oriented, ($r = -.28, p < .05$) and Item 26: Is productive, ($r = -.34, p < .05$). All three items correlated negatively with the MSCEIT Experiential Area, however Item 91: Is power oriented, reached near significance ($r = -.23, p < .1$). While Item 8: Appears to have high intellectual capacity, ($r = -.32, p < .05$) and Item 26: Is productive, ($r = -.33, p < .05$) reached significance. None of the three items in the Hard Worker theme correlated significantly with the MSCEIT Strategic Area.

Personality of Emotionally Intelligent Males

Spontaneous Charmer. The first group of items I labeled is the Spontaneous

Charmer. There were six cards in this theme. The Spontaneous Charmer described the tendency to experience intense emotions (Card #97). They described themselves as warm and compassionate toward others (Card #35). These individuals reported to live in the moment (Card #79) and enjoy experiencing the sensations of life (Card #58). They also said that they intuitively understand the clues that tell us what others are thinking or feeling (Card #64). They also reported that they have a deep understanding of themselves (Card #60).

Table 5

Spontaneous Charmer Males

	MSCEIT	MSCEIT	MSCEIT
Q-Sort Card	Total	Experiential	Strategic
	(n = 30)	(n = 30)	(n = 30)
<i>Spontaneous Charmer</i>			
# 58: Enjoys sensuous experiences (including touch, taste, smell, physical contact).	.47**	.46*	.36
# 79 (Reversed): Tends to ruminate and have persistent, preoccupying thoughts.	-.24	-.41*	.11
# 35: Has warmth; has capacity for close relationship; compassionate.	.34†	.35†	.28
# 97 (Reversed): Is emotionally bland; has flattened affect.	-.31	-.37*	-.13
# 64: Is socially perceptive of a wide range of a wide range of interpersonal cues.	.26	.37*	-.01
# 60: Has insight into own motives and behavior.	.36	.42*	.19

† $p < .1$, * $p < .05$, ** $p < .01$

Note: Items indicated as being Reversed with respect to the trait theme title only.

The correlations reported in the table reflect the original item; not a reversed scored item.

Men who describe themselves as having qualities of the Spontaneous Charmer perform well on the MSCEIT. Two items correlated positively with the MSCEIT total, Item 35: Is compassionate, reached near significant ($r = .34, p < .1$) and Item 58: Enjoys

sensory experience, reached significance ($r = .47, p < .01$). All six cards correlated with the MSCEIT Experiential Area. Item 97: Is emotionally bland, ($r = .37, p < .05$), Item 58: Enjoys sensory experience, ($r = .46, p < .05$), Item 64: Socially perceptive to interpersonal cues, ($r = .37, p < .05$), and Item 60: Has insight into self ($r = .42, p < .05$) all correlated positively and reached significance. Item 35: Is compassionate, reached near significance for the Experiential Area ($r = .35, p < .1$). Item 79: Dwells on the past, was the only item to correlate negatively with this category ($r = -.41, p < .05$). None of the cards in this theme correlated significantly with the MSCEIT Strategic Area.

Tentative Reflective. The second theme for men was the Tentative Reflective theme. Three cards were associated with this dimension. The Tentative Reflective individual said that they tend to avoid making quick decisions and if possible will avoid making decisions all together (Card #42). This person reported that they act and behave in a slow manner (Card #20). The Tentative Reflective individual also reported to see themselves as unattractive (Card #31).

Table 6

Tentative Reflective Males

	MSCEIT	MSCEIT	MSCEIT
Q-Sort Card	Total	Experiential	Strategic
	(n = 30)	(n = 30)	(n = 30)
<i>Tentative Reflective</i>			
# 20 (Reversed): Has a rapid personal tempo; behaves and acts quickly.	-.45*	-.31	-.49**
# 42: Reluctant to commit self to any definite course of action; tends to delay or avoid action.	.32	.16	.42*
# 31 (Reversed): Regards self as physically attractive.	-.31	-.43*	-.03

* $p < .05$, ** $p < .01$

Note: Items indicated as being Reversed with respect to the trait theme title only.

The correlations reported in the table reflect the original item; not a reversed scored item.

Item 20 was the one card correlated significantly with the MSCEIT total ($r = -.45, p < .05$). Item 31: Believes they are attractive, was the one card that correlated negatively with the MSCEIT Experiential Area ($r = -.43, p < .05$). Two items correlated with the MSCEIT Strategic Area Item 42: Delays response, correlated positively ($r = .42, p < .05$) and Item 20: Behaves and acts quickly, correlated negatively ($r = -.49, p < .01$).

Chronically Upbeat. The Chronically Upbeat theme was the third theme for men. There were three items found in this theme. The Chronically Upbeat reported that their

moods are relatively stable (Card #82). They reported being happy and not depressed (Card #84). This individual also reported that their behavior and attitudes are predictable and not prone to change (Card #50).

Table 7

Chronically Upbeat Males

Q-Sort Card	MSCEIT	MSCEIT	MSCEIT
	Total (n = 30)	Experiential (n = 30)	Strategic (n = 30)
<i>Chronically Upbeat</i>			
# 84: Is cheerful.	.29	.19	.361
# 82 (Reversed): Has fluctuating moods.	-.29	-.16	-.36*
# 50 (Reversed): Is unpredictable and changeable in behavior and attitudes.	-.50**	-.49**	-.35

¹ $p < .1$, * $p < .05$, ** $p < .01$

Note: Items indicated as being Reversed with respect to the trait theme title only.

The correlations reported in the table reflect the original item; not a reversed scored item.

Males scoring high on the MSCEIT describe themselves as being chronically upbeat. Item 50: Has unpredictable behavior, was the only item that correlated negatively with the MSCEIT total ($r = -.50, p < .01$) and negatively with the MSCEIT Experiential Area ($r = -.49, p < .01$). The two other items in this theme correlated with the MSCEIT Strategic Area. Item 82: Has fluctuating moods, correlated negatively ($r = -.36, p < .05$) with significance, while Item 84: Is cheerful, correlated positively and reached near significance ($r = .36, p < .1$).

Laid-Back Achiever. The fourth theme was the Laid-Back Achiever theme.

There were four items in this dimension. The Laid-Back Achiever was an individual who reported to not reveal much emotion in their facial expression (Card #43). They reported that they maintained a relaxed and calm manner (Card #33). This person said they have very high goals for themselves (Card #73) and considered themselves a perfectionist (Card #6).

Table 8

Laid-Back Achiever Males

Q-Sort Card	MSCEIT	MSCEIT	MSCEIT
	Total (n = 30)	Experiential (n = 30)	Strategic (n = 30)
<i>Laid-Back Achiever</i>			
# 33: Is calm, relaxed in manner.	.34	.14	.53**
# 71: Has high aspiration level for self.	.27	.09	.43*
# 6: Is fastidious.	.43*	.41*	.35
# 43 (Reversed): Is facially and/or gesturally expressive.	-.33	-.06	-.51**

* $p < .05$, ** $p < .01$

Note: Items indicated as being Reversed with respect to the trait theme title only.

The correlations reported in the table reflect the original item; not a reversed scored item.

Males who describe themselves as laid-back achiever scored high on the MSCEIT. There were four items that correlated with the Laid-Back Achiever theme. Item 6: Is a perfectionist, has the only item to correlate with the MSCEIT total

($r = .43, p < .05$), this item was also the only item to correlate significantly with the MSCEIT Experiential Area ($r = .41, p < .05$). The final three items correlated with the MSCEIT Strategic Area. Two of the three correlated positively Item 33: Is calm ($r = .53, p < .01$), and Item 71: Has high aspirations for self ($r = .43, p < .05$). Finally Item 43: Is facially expressive, correlated negatively with the MSCEIT Strategic Area, ($r = -.51, p < .01$).

Conceited. There were three items that correlated with the Conceited theme. This is the final theme for men. The Conceited individual reported that he did not concern himself with whether or not he is a decent person (Card #72). They reported having very little self control and often acted impulsively (Card #53). This individual also said that they see themselves as superior to others and behaves in this way (Card #27).

Table 9

Conceited Men

Q-Sort Card	MSCEIT	MSCEIT	MSCEIT
	Total (n = 30)	Experiential (n = 30)	Strategic (n = 30)
<i>Conceited</i>			
# 27: Shows condescending behavior in relations with others.	-.30	-.40*	-.05
# 72 (Reversed): Concerned with own adequacy as a person, either at conscious or unconscious levels.	.23	.341	-.31
# 53: Various needs tend toward relatively direct and uncontrolled expression; unable to delay gratification.	-.33	-.37*	-.23

¹ $p < .1$, * $p < .05$, ** $p < .01$

Note: Items indicated as being Reversed with respect to the trait theme title only.

The correlations reported in the table reflect the original item; not a reversed scored item.

Males willing to describe themselves as more conceited performed worse on the MSCEIT. The Conceited theme has three items. These items did not correlated significantly with either the MSCEIT total or the MSCEIT Strategic Area. All three items correlated with the MSCEIT Experiential Area. Two of the items correlated negatively; Item 53: Has little self control, ($r = -.37$, $p < .05$) and Item 27: Acts in condescending manner, ($r = -.40$, $p < .05$). A single item correlated positively with

MSCEIT Experiential Area, Item 72: Concerned with self adequacy, reaching near
significance ($r = .34, p < .1$).

Discussion

The goal in this study was to identify the personality of an emotionally intelligent person. This study revealed that men and women who are emotional intelligent have different personalities from one another. This wasn't expected but is clearly evident from this research. We discovered that emotionally intelligent men described themselves in a way that fits the labels defined in this study as spontaneous charmer, tentative reflective, chronically upbeat, laid back achiever, and not conceited. While emotionally intelligent women described themselves in such a way that fit the labels defined in this study as irresponsible, not socially perceptive, expressive, and as not a hard worker.

The Emotionally Intelligent Man

Emotionally intelligent men described themselves as Laid-Back Achievers. They also described themselves as calm and collected, and did not reveal too much emotion on their face. This control over the emotion in their face would seem to show that they have excellent control over their expressions. The emotional intelligence area that related to maintaining a calm demeanor and not showing much expression was the Strategic Area scores on the MSCEIT. These men appeared to be good at strategic use of their emotions and excellent at self-managing their own emotions for their personal gain. This type of control should be expected for individuals who are emotionally intelligent.

Emotionally intelligent men were Tentative Reflective. These men described themselves as behaving in a slower manner and described a tendency to delay action. They reported putting more thought into potential actions and thought more about potential consequences. These characteristics relate to the Strategic Area of the MSCEIT which involves controlling emotions and the ability to use them in constructive ways.

These men were controlled and did not act too quickly or rashly. Interestingly, they did not describe themselves as attractive. It's possible that individuals who did not see themselves as attractive are used to others viewing them less positively and saw things in more negative tones. The men who see themselves as unattractive likely have a more negative perception or outlook on the surrounding world. Work by Rosenthal, Hall, DiMatteo, Rogers & Archer (1979) shows that individuals who are prone to a more negative view are better at reading emotions that are expressed.

Chronically Upbeat men described themselves as cheerful, had a consistent personality and saw themselves as stable and reliable. Emotionally intelligent men described themselves as chronically upbeat. It is possible that men who show a more cheerful demeanor are better at managing situations than those who are not chronically upbeat. The ability to manage situations relates to the Strategic Area of emotional intelligence. Since allowing emotions to participate in your thoughts is viewed as managing emotions, it is highly likely that these men used their positive mannerisms to help them deal with difficult situations and individuals. Thus they allowed their upbeat personality to be of benefit to them.

The males who described themselves in a conceited fashion was not emotionally intelligent. These men had low scores on Experiential Area of the MSCEIT. Part of the score on the Experiential Area of the MSCEIT involves perceiving the emotions in themselves and others, and how these emotions indicate how those around you are feeling. Men who described themselves as conceited likely do not express an interest in understanding how those around them are feeling. It is likely that their disinterest in others feelings has made them unable to recognize the emotional experience in others

because they do not know what these feelings look like.

The dimension of Spontaneous Charmer relates to the Experiential Area of the MSCEIT. The men that described themselves as experiencing strong or intense emotions seem to have high scores on this area of emotional intelligence. The Experiential Area involves using your own emotional information to identify emotions in yourself as well as emotions in others. These men also described themselves as being social perceptive and aware of interpersonal cues. This description is consistent with what is expected in the Experiential Area of emotional intelligence which looks at individual's ability to read expressed emotions (Mayer, Salovey & Caruso, 2002).

The Emotionally Intelligent Woman

The personality theme labeled in this study as expressive was correlated with high scores on the MSCEIT. These women describe themselves as talkative. It's possible that women who talk to others become better at understanding the emotions of others because they end up learning the cues that indicate what someone is feeling through conversation. This conversation could act to teach these women how to read the emotional experience of others, because they have their judgments of how someone else is feeling confirmed or denied. Two of the descriptions in this category correlated with the total and experiential MSCEIT scores, the third card correlated with the Strategic Area score. The self description of being facially expressive was connected to the Strategic Area score. It is likely that women who are facially expressive are better at understanding what the facial expressions of others represent. It's likely that these women recognize what others are feeling possibly through mimicry; they mimic the expression and recognize the feeling. Early research has shown that holding certain facial expressions allows us to experience

things differently: holding a pencil in our mouths to mimic smiling causes us to find cartoons funnier (Schallhorn & Lunde, 1999). It's possible that this mimicry allows the individuals to more accurately perceive the emotions others around them are experiencing. The Affective Communication Task (Friedman, Prince, & Riggio, 1980) which is a self-report measure of spontaneous nonverbal expressiveness and charisma should help identify high emotionally intelligent women. If emotionally intelligent women are expressive the Affective Communication Task should be expected to correlate positively with high scores of emotional intelligence.

Women who described themselves as hard workers had lower scores on the MSCEIT. The Experiential Area of the MSCEIT was particularly relevant for this group. These women reported being productive and valuing power. It is possible that women who described themselves with these self descriptions are intentionally trying to not be expressive or emotionally understanding. These women are possibly interested in achievement and climbing a corporate ladder, having come under the perception that masculinity is linked to success. This has led to them being less emotionally perceptive.

Women who described themselves in such a way as to indicate their being socially perceptive turned out not to be emotionally intelligent. It is important to recognize that these descriptions were self-report and that research has shown that confidence in abilities does not necessarily indicate accuracy (Pulman & Colman, 1996). It is possible that these women are also describing themselves in socially acceptable ways. Women are supposed to be moved by works of art and are supposed to be socially perceptive. The cultural expectations of how they should describe themselves may lead to them describing themselves this way. It should also be observed that men who

describe themselves as being socially perceptive were emotional intelligent, while women who described themselves this way were not. Earlier research from Pulman & Colman (1997) found that females were less overconfident than men, however research has not explored the role of emotional intelligence, overconfidence and gender. Further research should explore this relationship; it is possible that competence and confidence are only related to women's emotional intelligence and not to men's.

Emotionally intelligent women described themselves as irresponsible. Women who described themselves with cards that appeared to more hedonistic had higher scores with the Experiential Area on the MSCEIT. These women were apparently self-indulgent and expressed emotions impulsively. This may lead women to understand the full range of emotional experience through their own experiences of these emotions. This experience is likely to help them understand the emotions that others around them are experiencing. These women also described themselves in contradictory ways; at one moment describing themselves as impulsive and at the same time being predictable. However, when they described themselves as predictable this related to the Strategic Area of the MSCEIT. It is possible that these women are capable of being both predictable and impulsive.

Limitations of the Present Study

In this study only one of the eighty-three participants scored above one standard deviation on the MSCEIT. 77 participants fell within a standard deviation of the mean, 4 participants scored one standard deviation below the mean, 1 participant scored below two standardizations of the mean, and 1 participant score one standard deviation above the mean. The lack of high scorers on the MSCEIT may mean that this research might be

more valid in identifying the personality of men who were *low* in emotional intelligence rather than those high in emotional intelligence. This means the chronically upbeat man might only be of average emotional intelligence, and the depressed male scores have low emotional intelligence scores. However, the majority of female participants fell within a standard deviation of emotional intelligence, so it is likely that these results are stronger for these personality themes, due to the truncated range. Truncated ranges result in an underestimation of the correlation coefficient and mean the effects of the correlation are often stronger (De Veaux, Velleman, & Bock, 2005). In this study we found one female who scored above one standard deviation for emotional intelligence. Clearly, further research is needed to explore whether the personality characteristics describe individuals who score high on the MSCEIT.

Another limitation of this study may be the measure that was used to investigate emotional intelligence. Ability measures, such as the MSCEIT, have been criticized for using consensus scoring as a method for determining accuracy (Petrides, Furnham, & Frederickson, 2004). The problem with consensus scoring is that the tough questions should have a small number of individuals getting the correct answer, however, when consensus scoring is used the majority answer should be the wrong answer, while being scored as the correct one (Matthews, Roberts, Zeidner, 2004). The other problem with this method of consensus scoring is that there is no true emotional content or correct answer because the scoring is on objective criteria (Matthews, Roberts, Zeidner, 2004; Petrides, Furnham, & Frederickson, 2004). Another problem with the MSCEIT is that while it is classified as a performance measure of emotional intelligence it does not relate to performance measures of IQ, such as the Raven's Progressive Matrices (Ciarrochi,

Chan, & Caputi, 2000). The scores on the MSCEIT do correlate with the verbal intelligence which seems to indicate it might not truly be an ability measure of emotional intelligence (Brackett & Mayer, 2003). Further research should continue to explore the MSCEIT to determine its strengths and weaknesses.

Concluding Remarks

Further research should also explore whether individuals described with these personality traits also score high on other measures of social skills and interpersonal personal skills and whether emotional intelligence is linked to positive life outcomes and experiences. Research should investigate how to improve scores on emotional intelligence. Shapiro (1997) has discussed how to raise our children to be emotionally intelligent. Further research should investigate how to apply this research to the academic setting because of the many positive outcomes associated with high scores in emotional intelligence (Grewal & Salovey, 2006). Dulewicz & Higgs (2004) also found that training can increase an individual's emotional intelligence scores. Further research should investigate the most effective ways to train others to be more emotionally intelligent.

The present study evaluated self-described personality types for the MSCEIT and discovered that several different personality types existed and that their were different personalities types for men and women. This study found that emotionally intelligent men describe themselves as spontaneous charmers, tentative reflective, chronically upbeat, laid-back achievers, and modest, while emotionally intelligent women describe themselves as irresponsible, expressive, lazy, and socially unaware. There were no items that statistically correlated for both genders. Emotionally intelligent individuals possess

the skill to have satisfying interactions and relate to others in many meaningful ways (Caruso, Bienn, & Kornacki, 2006). Identification of these individuals with high emotional intelligence allows us to encourage them to pursue fields where their skills will be best utilized.

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Appendix A

Q1: Is critical, skeptical, not easily impressed.

Q2: Is a genuinely dependable and responsible person.

Q3: Has a wide range of interests. *Regardless of how deep or superficial the interest may be.*

Q4: Is a talkative individual.

Q5: Behaves in a giving way toward others. *Regardless of the motivation involved.*

Q6: Is fastidious. *A perfectionist; fussy about minor things.*

Q7: Favors conservative values in a variety of areas. *Favors preserving traditional practices, values, and conditions.*

Q8: Appears to have a high degree of intellectual capacity. *This item refers to capability, not necessarily performance. Also, originality is not assumed.*

Q9: Is uncomfortable with uncertainty and complexities.

Q10: Anxiety and tension find outlet in bodily symptoms. *Low Placement implies that body does not react at all to stress (e.g., person does not perspire, shake, or have other bodily signs of nervousness.) High Placement implies bodily dysfunction or physical illness caused by stress.*

Q11: Is protective of those close to him or her. *Low Placement implies person acts in under-protective, unconcerned manner. Medium Placement implies appropriate degree of concern. High Placement implies over-protective.*

Q12: Tends to be self-defensive. *Quick to protect or defend self from criticism; tends to deny criticism; humorless about own shortcomings.*

Q13: Is thin-skinned; sensitive to anything that can be construed as criticism or an interpersonal slight. *E.g., rudeness or insult.*

Q14: Genuinely submissive; accepts domination comfortably.

Q15: Is skilled in social techniques of imaginative play, pretending and humor. *E.g., would be good at charades.*

Q16: Is introspective and concerned with self as an object. *Thinks about self; examines own thoughts and feelings. Does not necessarily imply insight or mean that person understands self well.*

Q17: Behaves in a sympathetic or considerate manner.

Q18: Initiates humor. *E.g., makes jokes or tells humorous stories.*

Q19: Seeks reassurance from others.

Q20: Has a rapid personal tempo; behaves and acts quickly.

Q21: Arouses nurturant feelings in others. *Others like to take care of and protect; causes others to feel motherly or fatherly toward him/her.*

Q22: Feels a lack of personal meaning in life.

Q23: Extrapunitive; tends to transfer or project blame. *Tends to blame others for own failures or faults.*

Q24: Prides self on being “objective,” rational.

Q25: Tends toward over-control of needs and impulses; binds tensions excessively; delays gratification unnecessarily. *Holds everything in; keeps a tight rein on his or her emotions; postpones pleasure unnecessarily.*

Q26: Is productive; gets things done.

Q27: Shows condescending behavior in relations with others. *Acts as if self is superior to others. Low Placement implies only absence of acting superior, not necessarily acting as if all people are equal or that self is inferior to others.*

Q28: Tends to arouse liking and acceptance in people.

Q29: Is turned to for advice and reassurance.

Q30: Gives up and withdraws where possible in the face of frustration and adversity.

Low Placement implies person tries even harder when obstacles appear. High Placement implies generally defeatist, gives up easily.

Q31: Regards self as physically attractive.

Q32: Seems to be aware of the impression he or she makes on others.

Q33: Is calm, relaxed in manner.

Q34: Over-reactive to minor frustrations; irritable.

Q35: Has warmth; has capacity for close relationship; compassionate.

Q36: Is subtly negativistic; tends to undermine and obstruct or sabotage.

Q37: Is guileful and deceitful, manipulative, opportunistic. *Exploits and advantage of people and situations.*

Q38: Has hostility toward others. *Feelings of hostility are intended here, regardless of how or whether they are actually expressed.*

Q39: Thinks and associates ideas in unusual ways; has unconventional thought processes.

Q40: Is vulnerable to real or fancied threat, generally fearful.

Q41: Is moralistic. *Judges self and others strongly in terms of right and wrong, regardless of the particular nature of the moral code.*

Q42: Reluctant to commit self to any definite course of action; tends to delay or avoid action.

Q43: Is facially and/or gesturally expressive.

Q44: Evaluates the motivation of others in interpreting situations. *Tries to figure out the intentions behind other people's actions. Accuracy of evaluation not assumed. Low Placement implies insensitivity to intentions of others. High Placement implies preoccupation or over concern with intentions of others.*

Q45: Has a brittle ego-defense system; has a small reserve of integration; would be disorganized and maladaptive when under stress or trauma. *Does not cope well under stress or strain.*

Q46: Engages in personal fantasy and daydreams, fictional speculations.

Q47: Has a readiness to feel guilt. *Feelings of guilt are intended here, regardless of how or whether they are actually expressed.*

Q48: Keeps people at a distance; avoids close interpersonal relationships.

Q49: Is basically distrustful of people in general; questions their motivations.

Q50: Is unpredictable and changeable in behavior and attitudes.

Q51: Genuinely values intellectual and cognitive matters. *Ability or achievement is not implied here.*

Q52: Behaves in an assertive fashion. *Speaks up to get what he or she wants; not afraid to express opinions. This refers to how the person acts, not how he/she might feel while doing so.*

Q53: Various needs tend toward relatively direct and uncontrolled expression; unable to delay gratification. *Has little self-control; expresses emotions impulsively; unable to postpone pleasure.*

Q54: Emphasizes being with others; gregarious. *Characteristically prefers to be with others rather than alone.*

Q55: Is self-defeating. *Acts in ways which undermine, sabotage, or frustrate his or her own goals and desires.*

Q56: Responds to humor. *Appreciates humor.*

Q57: Is an interesting, arresting person.

Q58: Enjoys sensuous experiences (including touch, taste, smell, physical contact).

Q59: Is concerned with own body and the adequacy of its physiological functioning.

Q60: Has insight into own motives and behavior. *Knows and understands self well.*

Q61: Creates and exploits dependency in people. *Causes others to be dependent and then takes advantage of this dependency, regardless of how this is done, e.g., by punishing them, spoiling them, etc. Low Placement implies person respects and encourages independence and individuality of others.*

Q62: Tends to be rebellious and non-conforming.

Q63: Judges self and others in conventional terms like “popularity,” “the correct thing to do,” social pressures, etc.

Q64: Is socially perceptive of a wide range of a wide range of interpersonal cues. *Is alert to clues which reveal how others are thinking or feeling.*

Q65: Characteristically pushes and tries to stretch limits; sees what he/she can get away with.

Q66: Enjoys esthetic impressions; is esthetically reactive. *E.g., appreciates or is moved by works of art, beautiful music, drama, etc.*

Q67: Is self-indulgent. *Reluctant to deny self pleasure; tends to spoil self with pleasurable activities.*

Q68: Is basically anxious. *Nervous, worries a lot underneath.*

Q69: Is sensitive to anything that can be construed as a demand. *This refers only to being alert to or aware of demands, regardless of how or whether the person responds to them.*

Q70: Behaves in an ethically consistent manner; is consistent with own personal standards.

Q71: Has high aspiration level for self.

Q72: Concerned with own adequacy as a person, either at conscious or unconscious levels. *Worries about being inadequate as a person. Can be true even if person seems self-satisfied on the surface.*

Q73: Tends to perceive many different contexts in sexual terms; eroticizes situations. *Sees sexual overtones in most interactions.*

Q74: Is subjectively unaware of self-concern; feels satisfied with self.

Q75: Has a clear-cut, internally consistent personality.

Q76: Tends to project his/her own feelings and motivations onto others. *Tends to see feelings and motives in others which he/she prefers not to recognize in self.*

Q77: Appears straight forward, forthright, candid in dealing with others.

Q78: Feels cheated and victimized by life; self-pitying.

Q79: Tends to ruminate and have persistent, preoccupying thoughts.

Q80: Interested in members of the opposite sex. *Low Placement implies only absence of such interest, not homosexual interests or dislike of the opposite sex.*

Q81: Is physically attractive; good looking. *The culture's definition of physical attractiveness is to be applied here.*

Q82: Has fluctuating moods.

Q83: Able to see to the heart of important problems.

Q84: Is cheerful. *Low Placement implies unhappiness or depression.*

Q85: Emphasizes communication through action and non-verbal behavior. *Prefers to express self through deeds, actions, or non-verbal communication, rather than through talking.*

Q86: Handles anxiety and conflicts by, in effect, refusing to recognize their presence; repressive or dissociative tendencies. *Tends to deny unpleasant thoughts, conflicts, or feelings; prefers to believe they don't exist.*

Q87: Interprets basically simple and clear-cut situations in complicated and particularizing ways. *Particularizing implies detailed.*

Q88: Is personally charming.

Q89: Compares self to others. Is alert to real or fancied differences between self and other people.

Q90: Is concerned with philosophical problems; e.g., religions, values, the meaning of life, etc.

Q91: Is power oriented; values power in self and others.

Q92: Has social poise and presence; appears socially at ease.

Q93: a. Behaves in a masculine style and manner. b. Behaves in a feminine style and manner. *The culture's definition of masculinity or femininity is to be applied here. If subject is male, 93a. appears; if subject is female, 93b. is to be evaluated.*

Q94: Expresses hostile feelings directly.

Q95: Tends to proffer advice. *Proffer = offer or give.*

Q96: Values own independence and autonomy. *Autonomy = freedom to act and think without help or interference from others.*

Q97: Is emotionally bland; has flattened affect. *Tends not to experience strong or intense emotions.*

Q98: Is verbally fluent; can express ideas well.

Q99: Is self-dramatizing; histrionic. *Theatrical; exaggerates emotion.*

Q100: Does not vary roles; relates to everyone in the same way.

(Block, 1961; Bem & Funder, 1978).

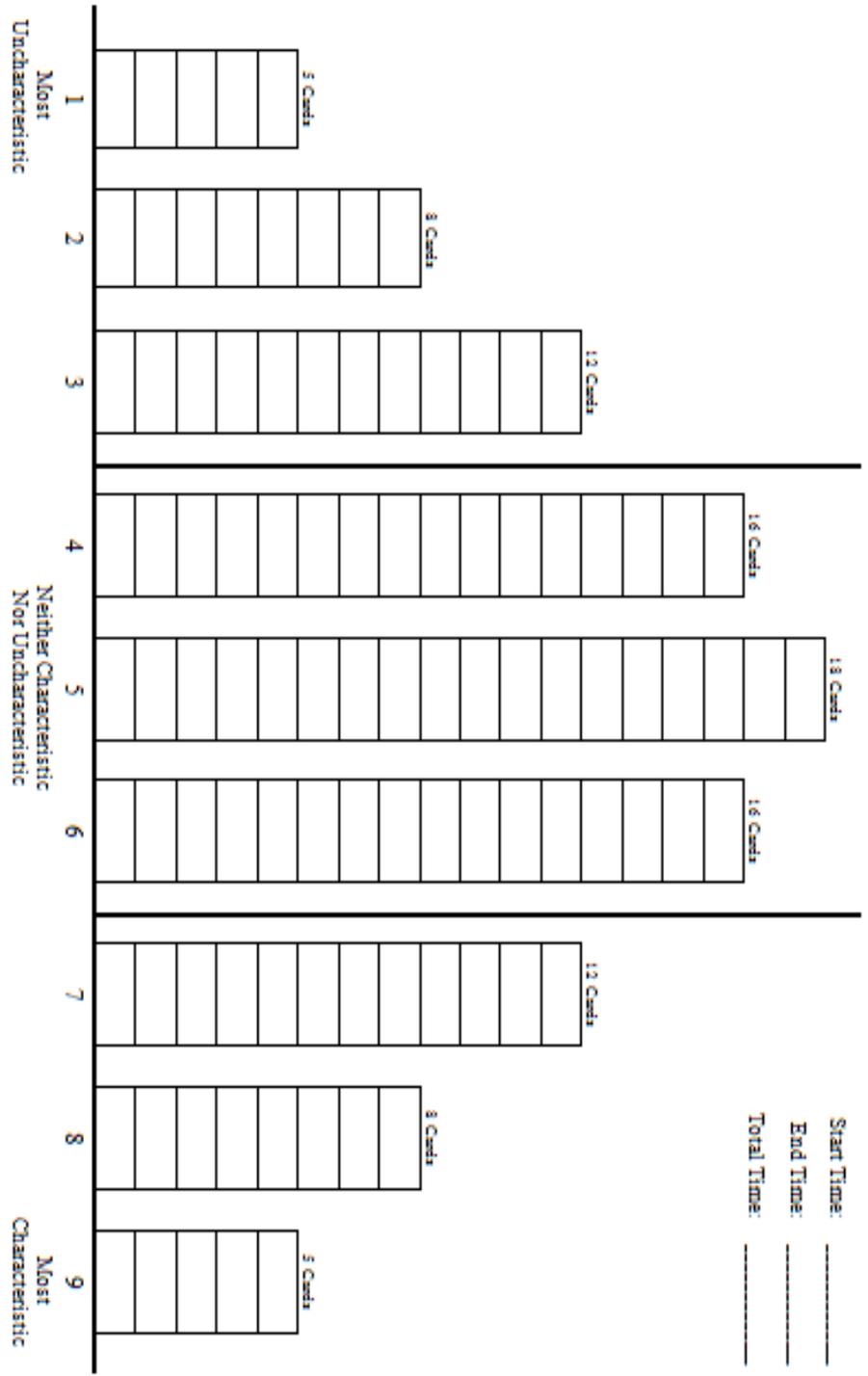
Appendix B

CALIFORNIA Q-SET SORTING GUIDE

Person Being Described: _____ Color/Letter: _____ Sorter: _____ Date: _____

After you have completed your sorting, record the identification card numbers for each category in the boxes below.
 (Note: The card numbers within any category may be in any order.)

Start Time: _____
 End Time: _____
 Total Time: _____



(Funder & Harris, 1986)

Appendix C

Faces Task

4.

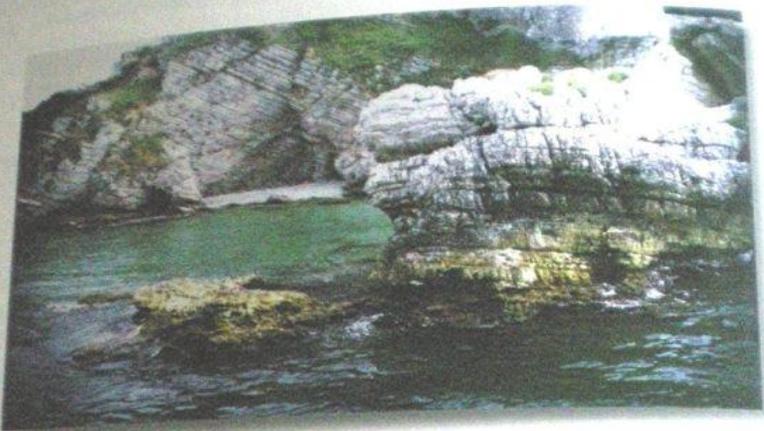


Instructions: How much is each feeling below expressed by this face?
(Please select a response for each item.)

1. No happiness	1	2	3	4	5	Extreme happiness
2. No sadness	1	2	3	4	5	Extreme sadness
3. No fear	1	2	3	4	5	Extreme fear
4. No anger	1	2	3	4	5	Extreme anger
5. No disgust	1	2	3	4	5	Extreme disgust

Pictures Task

SECTION E

1. 

Instructions: How much is each feeling below expressed by this picture?
(Please select a response for each item.)

	1	2	3	4	5
1. Happiness					
2. Sadness					
3. Fear					
4. Anger					
5. Disgust					

Sensations Task

1. **Imagine feeling guilty that you forgot to visit a close friend who has a serious illness. In the middle of the day, you realize you completely forgot to visit your friend at the hospital. How much is the feeling of guilt like each of the following?**

	Not Alike			Very Much Alike	
a. cold	1	2	3	4	5
b. blue	1	2	3	4	5
c. sweet	1	2	3	4	5

Facilitation Task

- 1. Mara woke up feeling pretty well. She had slept well, felt well rested, and had no particular cares or concerns. How well would each action help her preserve her mood?**

Action 1: She got up and enjoyed the rest of the day.

- a. Very ineffective b. Somewhat ineffective c. Neutral d. somewhat effective e. Very effective

Action 2: Mara enjoyed the feeling, and decided to think about and appreciate all the things that were going well for her.

- a. Very ineffective b. Somewhat ineffective c. Neutral d. somewhat effective e. Very effective

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

- a. Very ineffective b. Somewhat ineffective c. Neutral d. somewhat effective e. Very effective

Action 4: She used the positive feeling to call her mother, who had been depressed, and tried to cheer her up.

- a. Very ineffective b. Somewhat ineffective c. Neutral d. somewhat effective e. Very effective

Blends Task

- 1. A feeling of concern most closely combines the emotions of _____.**
 - a. love, anxiety, surprise, anger
 - b. surprise, pride, anger, fear
 - c. acceptance, anxiety, fear, anticipation
 - d. fear, joy, surprise, embarrassment
 - e. anxiety, caring, anticipation

Changes Task

- 1. Marjorie felt more and more ashamed, and began to feel worthless. She then felt _____.**
 - a. overwhelmed
 - b. depressed
 - c. ashamed
 - d. self-conscious
 - e. jittery

Emotion Management Task

- 1. John developed a close friend at work over the last year. Today, that friend completely surprised him by saying he had taken a job at another company and would be moving out of the area. He had not mentioned he was looking for other jobs. How effective would John be in maintaining a good relationship, if chose to respond in each of the following ways?**

Response 1: John felt good for him and told his friend that he was glad he got the new job. Over the next few weeks, John made arrangements to ensure they stayed in touch.

- a. Very ineffective b. Somewhat ineffective c. Neutral d. somewhat effective e. Very effective

Response 2: John felt sad that his friend was leaving, but he considered what happened as an indication that the friend did not much care for him. After all, the friend said nothing about his job search. Given that his friend was leaving anyway, John did not mention it, but instead went looking for other friends at work.

- a. Very ineffective b. Somewhat ineffective c. Neutral d. somewhat effective e. Very effective

Response 3: John was very angry that his friend hadn't said anything. John showed his disapproval by deciding to ignore his friend until the friend said something about what he had opinion that the friend was not worth talking to

- a. Very ineffective b. Somewhat ineffective c. Neutral d. somewhat effective e. Very effective

Emotional Relations Task

- 1. What mood(s) might be helpful to feel when creating new, exciting decorations for a birthday party?**

	Not Useful				Useful
a. annoyance	1	2	3	4	5
b. boredom	1	2	3	4	5
c. joy	1	2	3	4	5

(Mayer, Salovey, & Caruso, 2002)

Appendix D

	MSCEIT	MSCEIT	MSCEIT
	Total	Experiential	Strategic
Q-Sort Card	(n = 83)	(n = 83)	(n = 83)
#1: Is critical, skeptical, not easily impressed.	-.18	-.20†	-.05
#2: Is a genuinely dependable and responsible person.	-.17	-.23*	.03
#3: Has a wide range of interests.	.12	.02	.17
#4: Is a talkative individual.	.30**	.31**	.18
#5: Behaves in a giving way toward others.	.18†	.13	.15
#6: Is fastidious.	.32**	.26*	.28*
#7: Favors conservative values in a variety of areas.	-.00	.03	-.07
#8: Appears to have a high degree of	-.06	-.21†	.17

intellectual capacity.

#9: Is uncomfortable with uncertainty and complexities.	.18	.11	.15
#10: Anxiety and tension find outlet in bodily symptoms.	.11	.11	.07
#11: Is protective of those close to him or her.	.03	.03	-.05
#12: Tends to be self-defensive.	.10	.09	.07
#13: Is thin-skinned; sensitive to anything that can be construed as criticism or an interpersonal slight.	.214	.204	.16
#14: Genuinely submissive; accepts domination comfortably.	.05	.04	.03
#15: Is skilled in social techniques of imaginative play, pretending and humor.	-.14	-.09	-.17
#16: Is introspective and concerned with self as an object.	-.04	-.06	.01

Personality of EI Individual 57

#17: Behaves in a sympathetic or considerate manner.	.08	.04	.08
#18: Initiates humor.	.03	.07	-.07
#19: Seeks reassurance from others.	.194	.194	.13
#20: Has a rapid personal tempo; behaves and acts quickly.	-.16	-.14	-.10
#21: Arouses nurturant feelings in others.	-.10	-.02	-.15
#22: Feels a lack of personal meaning in life.	-.07	-.00	-.09
#23: Extrapunitive; tends to transfer or project blame.	.02	.13	-.13
#24: Prides self on being “objective,” rational.	-.18	-.20	-.08
#25: Tends toward over-control of needs and impulses; binds tensions excessively; delays gratification unnecessarily.	-.09	-.16	.01

#26: Is productive; gets things done.	-.10	-.13	-.02
#27: Shows condescending behavior in relations with others.	-.06	-.03	-.03
#28: Tends to arouse liking and acceptance in people.	-.03	-.13	.08
#29: Is turned to for advice and reassurance.	.07	-.01	.13
#30: Gives up and withdraws where possible in the face of frustration and adversity.	-.02	-.03	.03
#31: Regards self as physically attractive.	-.14	-.14	-.05
#32: Seems to be aware of the impression he or she makes on others.	-.00	-.05	.06
#33: Is calm, relaxed in manner.	-.07	-.14	.03
#34: Over-reactive to minor frustrations; irritable.	.11	.13	.06
#35: Has warmth; has capacity for close relationship; compassionate.	.25*	.15	.28**

#36: Is subtly negativistic; tends to undermine and obstruct or sabotage.	.08	.11	.001
#37: Is guileful and deceitful, manipulative, opportunistic.	-.30**	-.11	-.36***
#38: Has hostility toward others.	-.18†	-.18†	-.13
#39: Thinks and associates ideas in unusual ways; has unconventional thought processes.	-.02	.02	-.07
#40: Is vulnerable to real or fancied threat, generally fearful.	-.05	-.05	-.04
#41: Is moralistic.	-.02	.04	-.11
#42: Reluctant to commit self to any definite course of action; tends to delay or avoid action.	.19†	.11	.23*
#43: Is facially and/or gesturally expressive.	.04	.02	.04
#44: Evaluations the motivation of others in interpreting situations.	.03	-.01	.06

Personality of EI Individual 60

#45: Has a brittle ego-defense system; has a small reserve of integration; would be disorganized and maladaptive when under stress or trauma.	.02	.05	-.03
#46: Engages in personal fantasy and daydreams, fictional speculations.	-.01	-.01	-.03
#47: Has a readiness to feel guilt.	.06	.03	.11
#48: Keeps people at a distance; avoids close interpersonal relationships.	-.18†	-.13	-.15
#49: Is basically distrustful of people in general; questions their motivations.	-.24*	-.21†	-.14
#50: Is unpredictable and changeable in behavior and attitudes.	-.27	-.13	-.33
#51: Genuinely values intellectual and cognitive matters.	.01	-.07	.14
#52: Behaves in an assertive fashion.	-.09	.02	-.17
#53: Various needs tend toward relatively	.05	.09	.03

**direct and uncontrolled expression;
unable to delay gratification.**

#54: Emphasizes being with others;
gregarious. .09 .14 -.04

#55: Is self-defeating. -.11 .01 -.21

#56: Responds to humor. .14 .16 .07

#57: Is an interesting, arresting person. -.12 -.20† .05

**#58: Enjoys sensuous experiences
(including touch, taste, smell, physical
contact).** .27* .21† .25*

#59: Is concerned with own body and the
adequacy of its physiological functioning. .03 .04 .004

**#60: Has insight into own motives and
behavior.** .27* .19† .24*

#61: Creates and exploits dependency in
people. -.13 -.06 -.17

#62: Tends to be rebellious and non- .03 .15 .16

conforming.

#63: Judges self and others in conventional terms like “popularity,” “the correct thing to do,” social pressures, etc. -.06 -.07 -.01

#64: Is socially perceptive of a wide range of a wide range of interpersonal cues. **-.09** **-.15** **-.03**

#65: Characteristically pushes and tries to stretch limits; sees what he/she can get away with. -.04 .03 -.12

#66: Enjoys esthetic impressions; is esthetically reactive. **.01** **.07** **-.11**

#67: Is self-indulgent. **.20†** **.27*** **-.02**

#68: Is basically anxious. .06 .11 -.02

#69: Is sensitive to anything that can be construed as a demand. .05 .02 .10

#70: Behaves in an ethically consistent manner; is consistent with own personal standards. .23 .17 .19

#71: Has high aspiration level for self.	.05	-.09	.23*
#72: Concerned with own adequacy as a person, either at conscious or unconscious levels.	.24*	.21†	.15
#73: Tends to perceive many different contexts in sexual terms; eroticizes situations.	-.11	.01	-.20
#74: Is subjectively unaware of self-concern; feels satisfied with self.	-.09	-.07	-.12
#75: Has a clear-cut, internally consistent personality.	.03	-.07	.10
#76: Tends to project his/her own feelings and motivations onto others.	-.08	.00	.03
#77: Appears straight forward, forthright, candid in dealing with others.	-.21†	-.16	-.21†
#78: Feels cheated and victimized by life; self-pitying.	-.01	-.02	.03

#79: Tends to ruminate and have persistent, preoccupying thoughts.	.03	-.04	.15
#80: Interested in members of the opposite sex.	-.00	-.05	.02
#81: Is physically attractive; good looking.	-.12	-.13	-.03
#82: Has fluctuating moods.	.06	.08	.05
#83: Able to see to the heart of important problems.	.08	.15	.07
#84: Is cheerful.	.23*	.23*	.13
#85: Emphasizes communication through action and non-verbal behavior.	-.15	-.12	-.13
#86: Handles anxiety and conflicts by, in effect, refusing to recognize their presence; repressive or dissociative tendencies.	-.04	.02	-.10
#87: Interprets basically simple and clear-cut situations in complicated and particularizing ways.	-.10	-.06	-.12

Personality of EI Individual 65

#88: Is personally charming.	-.09	-.06	-.08
#89: Compares self to others. Is alert to real or fancied differences between self and other people.	.07	-.01	.16
#90: Is concerned with philosophical problems; e.g., religions, values, the meaning of life, etc.	.02	.02	.02
#91: Is power oriented; values power in self and others.	-.28	-.25	-.18
#92: Has social poise and presence; appears socially at ease.	-.01	-.06	.05
#93: a. Behaves in a masculine style and manner. b. Behaves in a feminine style and manner.	-.03	-.13	.10
#94: Expresses hostile feelings directly.	-.03	-.02	-.04
#95: Tends to proffer advice.	.12	.08	.11
#96: Values own independence and	.09	-.04	.214

autonomy.

**#97: Is emotionally bland; has flattened
affect.** **-.38***** **-.35**** **-.23***

#98: Is verbally fluent; can express ideas
well. .01 -.01 .04

#99: Is self-dramatizing; histrionic. .03 .10 -.04

#100: Does not vary roles; relates to
everyone in the same way. -.24* -.21† -.20†

† $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$
NOTE: Items in Bold Reported in this study

Appendix E - Females

	MSCEIT	MSCEIT	MSCEIT
	Total	Experiential	Strategic
Q-Sort Card	(n = 53)	(n = 53)	(n = 53)
#1: Is critical, skeptical, not easily impressed.	-.06	-.12	.06
#2: Is a genuinely dependable and responsible person.	-.35**	-.33*	-.17
#3: Has a wide range of interests.	-.02	-.08	.05
#4: Is a talkative individual.	.29*	.36**	.04
#5: Behaves in a giving way toward others.	.09	-.02	.18
#6: Is fastidious.	.15	.10	.15
#7: Favors conservative values in a variety of areas.	-.13	-.07	-.10
#8: Appears to have a high degree of intellectual capacity.	-.13	-.31*	.23

Personality of EI Individual 68

#9: Is uncomfortable with uncertainty and complexities.	.254	.10	.274
#10: Anxiety and tension find outlet in bodily symptoms.	.22	.16	.22
#11: Is protective of those close to him or her.	.02	-.05	.00
#12: Tends to be self-defensive.	.24	.17	.21
#13: Is thin-skinned; sensitive to anything that can be construed as criticism or an interpersonal slight.	.18	.14	.18
#14: Genuinely submissive; accepts domination comfortably.	-.04	-.05	-.02
#15: Is skilled in social techniques of imaginative play, pretending and humor.	-.04	-.03	-.05
#16: Is introspective and concerned with self as an object.	-.16	-.12	-.18
#17: Behaves in a sympathetic or	.02	-.03	.03

considerate manner.

#18: Initiates humor.	.07	.07	.00
#19: Seeks reassurance from others.	-.00	.07	-.07
#20: Has a rapid personal tempo; behaves and acts quickly.	-.06	.11	.09
#21: Arouses nurturant feelings in others.	-.20	-.09	-.24
#22: Feels a lack of personal meaning in life.	-.02	.09	-.10
#23: Extrapunitive; tends to transfer or project blame.	.22	.35	-.08
#24: Prides self on being “objective,” rational.	-.13	-.12	-.04
#25: Tends toward over-control of needs and impulses; binds tensions excessively; delays gratification unnecessarily.	-.12	-.17	.03
#26: Is productive; gets things done.	-.34*	-.33*	-.13

Personality of EI Individual 70

#27: Shows condescending behavior in relations with others.	.16	.24	-.01
#28: Tends to arouse liking and acceptance in people.	-.02	-.15	.16
#29: Is turned to for advice and reassurance.	.01	-.10	.14
#30: Gives up and withdraws where possible in the face of frustration and adversity.	-.08	-.10	.03
#31: Regards self as physically attractive.	.01	.03	-.01
#32: Seems to be aware of the impression he or she makes on others.	-.12	-.22	.12
#33: Is calm, relaxed in manner.	-.25	-.23	-.20
#34: Over-reactive to minor frustrations; irritable.	.00	.06	-.04
#35: Has warmth; has capacity for close relationship; compassionate.	.05	-.07	.20
#36: Is subtly negativistic; tends to	.19	.20	.04

undermine and obstruct or sabotage.

#37: Is guileful and deceitful, manipulative, opportunistic. **-.22** **.03** **-.39****

#38: Has hostility toward others. -.10 -.08 -.08

#39: Thinks and associates ideas in unusual ways; has unconventional thought processes. .12 .13 -.02

#40: Is vulnerable to real or fancied threat, generally fearful. -.07 .02 -.11

#41: Is moralistic. -.00 .06 -.09

#42: Reluctant to commit self to any definite course of action; tends to delay or avoid action. **.04** **.04** **.04**

#43: Is facially and/or gesturally expressive. **.20** **.02** **.30***

#44: Evaluations the motivation of others in interpreting situations. -.11 -.18 .04

#45: Has a brittle ego-defense system; has a .09 .08 .09

small reserve of integration; would be disorganized and maladaptive when under stress or trauma.

#46: Engages in personal fantasy and daydreams, fictional speculations. -.03 -.00 -.09

#47: Has a readiness to feel guilt. .12 .10 .10

#48: Keeps people at a distance; avoids close interpersonal relationships. -.27† -.14 -.22

#49: Is basically distrustful of people in general; questions their motivations. -.26 -.14 -.22

#50: Is unpredictable and changeable in behavior and attitudes. **-.07** **.13** **-.31***

#51: Genuinely values intellectual and cognitive matters. .10 -.07 .27†

#52: Behaves in an assertive fashion. -.04 .08 -.20

#53: Various needs tend toward relatively direct and uncontrolled expression; unable to delay gratification. **.33*** **.37**** **.10**

Personality of EI Individual 73

#54: Emphasizes being with others; gregarious.	.04	.05	-.01
#55: Is self-defeating.	-.15	.06	-.31
#56: Responds to humor.	.07	.09	.00
#57: Is an interesting, arresting person.	-.06	-.20	.18
#58: Enjoys sensuous experiences (including touch, taste, smell, physical contact).	.02	-.02	.10
#59: Is concerned with own body and the adequacy of its physiological functioning.	-.05	.02	-.12
#60: Has insight into own motives and behavior.	.26†	.08	.33*
#61: Creates and exploits dependency in people.	-.06	.05	-.15
#62: Tends to be rebellious and non- conforming.	.13	.25	-.14

#63: Judges self and others in conventional terms like “popularity,” “the correct thing to do,” social pressures, etc.	-.08	-.03	-.11
#64: Is socially perceptive of a wide range of a wide range of interpersonal cues.	-.28*	-.41**	.04
#65: Characteristically pushes and tries to stretch limits; sees what he/she can get away with.	.13	.16	-.02
#66: Enjoys esthetic impressions; is esthetically reactive.	-.15	-.03	-.27*
#67: Is self-indulgent.	.40**	.41**	.11
#68: Is basically anxious.	.10	.16	.01
#69: Is sensitive to anything that can be construed as a demand.	.08	-.01	.21
#70: Behaves in an ethically consistent manner; is consistent with own personal standards.	.20	.11	.19

#71: Has high aspiration level for self.	-.15	-.23	.06
#72: Concerned with own adequacy as a person, either at conscious or unconscious levels.	.10	.02	.15
#73: Tends to perceive many different contexts in sexual terms; eroticizes situations.	.05	.16	-.14
#74: Is subjectively unaware of self-concern; feels satisfied with self.	-.03	.03	-.17
#75: Has a clear-cut, internally consistent personality.	-.13	-.29*	.14
#76: Tends to project his/her own feelings and motivations onto others.	-.18	-.08	-.20
#77: Appears straight forward, forthright, candid in dealing with others.	-.06	.04	-.20
#78: Feels cheated and victimized by life; self-pitying.	-.01	.04	-.07

#79: Tends to ruminate and have persistent, preoccupying thoughts.	.13	.10	.11
#80: Interested in members of the opposite sex.	.15	.11	.10
#81: Is physically attractive; good looking.	-.03	-.03	.02
#82: Has fluctuating moods.	.09	.06	.14
#83: Able to see to the heart of important problems.	.07	.19	-.14
#84: Is cheerful.	.18	.22	-.03
#85: Emphasizes communication through action and non-verbal behavior.	.234	-.20	-.14
#86: Handles anxiety and conflicts by, in effect, refusing to recognize their presence; repressive or dissociative tendencies.	.06	.11	-.05
#87: Interprets basically simple and clear-cut situations in complicated and particularizing ways.	.09	.12	-.02

Personality of EI Individual 77

#88: Is personally charming.	-.08	-.14	.02
#89: Compares self to others. Is alert to real or fancied differences between self and other people.	.01	-.08	.15
#90: Is concerned with philosophical problems; e.g., religions, values, the meaning of life, etc.	-.03	-.01	-.06
#91: Is power oriented; values power in self and others.	-.28*	-.23	-.15
#92: Has social poise and presence; appears socially at ease.	-.14	-.17	-.04
#93: a. Behaves in a masculine style and manner. b. Behaves in a feminine style and manner.	.06	-.04	.15
#94: Expresses hostile feelings directly.	-.04	.00	-.07
#95: Tends to proffer advice.	.27†	.17	.19
#96: Values own independence and	.08	-.10	.26

autonomy.

#97: Is emotionally bland; has flattened affect.	-.31*	-.23†	-.20
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#98: Is verbally fluent; can express ideas well.	-.01	-.04	.01
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#99: Is self-dramatizing; histrionic.	-.01	.03	-.01
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#100: Does not vary roles; relates to everyone in the same way.	-.17	-.14	-.16
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† $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

NOTE: Items in Bold Reported in this study

Appendix F - Males

	MSCEIT	MSCEIT	MSCEIT
	Total	Experiential	Strategic
Q-Sort Card	(n = 30)	(n = 30)	(n = 30)
#1: Is critical, skeptical, not easily impressed.	-.13	-.17	.02
#2: Is a genuinely dependable and responsible person.	-.01	-.15	.24
#3: Has a wide range of interests.	.31†	.20	.34†
#4: Is a talkative individual.	.25	.15	.28
#5: Behaves in a giving way toward others.	.29	.34†	.13
#6: Is fastidious.	.43*	.41*	.35†
#7: Favors conservative values in a variety of areas.	.26	.31†	.06
#8: Appears to have a high degree of intellectual capacity.	.22	.17	.27

Personality of EI Individual 80

#9: Is uncomfortable with uncertainty and complexities.	.13	.14	.02
#10: Anxiety and tension find outlet in bodily symptoms.	-.24	-.15	-.34
#11: Is protective of those close to him or her.	.00	.11	-.16
#12: Tends to be self-defensive.	-.10	-.07	-.13
#13: Is thin-skinned; sensitive to anything that can be construed as criticism or an interpersonal slight.	.04	.12	-.07
#14: Genuinely submissive; accepts domination comfortably.	.10	.13	.02
#15: Is skilled in social techniques of imaginative play, pretending and humor.	-.13	-.05	-.21
#16: Is introspective and concerned with self as an object.	.16	.07	.30
#17: Behaves in a sympathetic or	.10	.08	.08

considerate manner.

#18: Initiates humor. .03 .12 -.13

#19: Seeks reassurance from others. .30 .27 .25

#20: Has a rapid personal tempo; behaves and acts quickly. **-.45*** **-.31†** **-.49****

#21: Arouses nurturant feelings in others. -.11 -.03 -.17

#22: Feels a lack of personal meaning in life. -.12 -.15 -.08

#23: Extrapunitive; tends to transfer or project blame. **-.09** **-.05** **-.13**

#24: Prides self on being “objective,” rational. .07 -.06 .20

#25: Tends toward over-control of needs and impulses; binds tensions excessively; delays gratification unnecessarily. -.01 -.08 .04

#26: Is productive; gets things done. **.25** **.26** **.17**

#27: Shows condescending behavior in relations with others.	-.30	-.40†	-.05
#28: Tends to arouse liking and acceptance in people.	.10	.04	.08
#29: Is turned to for advice and reassurance.	.06	.05	.06
#30: Gives up and withdraws where possible in the face of frustration and adversity.	-.24	-.17	-.25
#31: Regards self as physically attractive.	-.31†	-.43*	-.03
#32: Seems to be aware of the impression he or she makes on others.	.16	.26	-.04
#33: Is calm, relaxed in manner.	.34†	.14	.53**
#34: Over-reactive to minor frustrations; irritable.	.09	.09	.02
#35: Has warmth; has capacity for close relationship; compassionate.	.36†	.35†	.28
#36: Is subtly negativistic; tends to	-.12	-.10	-.11

undermine and obstruct or sabotage.

#37: Is guileful and deceitful, manipulative, opportunistic. **-.28** **-.20** **-.24**

#38: Has hostility toward others. -.25 -.31† -.15

#39: Thinks and associates ideas in unusual ways; has unconventional thought processes. .12 .14 .11

#40: Is vulnerable to real or fancied threat, generally fearful. -.07 -.20 .00

#41: Is moralistic. .05 .09 -.06

#42: Reluctant to commit self to any definite course of action; tends to delay or avoid action. **.32†** **.16** **.42***

#43: Is facially and/or gesturally expressive. **-.33†** **-.06** **-.51****

#44: Evaluations the motivation of others in interpreting situations. .22 .27 .13

#45: Has a brittle ego-defense system; has a -.11 -.04 -.23

small reserve of integration; would be disorganized and maladaptive when under stress or trauma.

#46: Engages in personal fantasy and daydreams, fictional speculations.	.05	.01	.08
#47: Has a readiness to feel guilt.	-.24	-.35	.01
#48: Keeps people at a distance; avoids close interpersonal relationships.	.09	-.10	-.06
#49: Is basically distrustful of people in general; questions their motivations.	-.50**	-.49**	-.35†
#50: Is unpredictable and changeable in behavior and attitudes.	-.50**	-.49**	-.35†
#51: Genuinely values intellectual and cognitive matters.	-.03	-.02	.04
#52: Behaves in an assertive fashion.	-.18	-.09	-.17
#53: Various needs tend toward relatively direct and uncontrolled expression; unable to delay gratification.	-.33†	-.37*	-.23

#54: Emphasizes being with others; gregarious.	.01	.17	.20
#55: Is self-defeating.	-.19	-.18	-.19
#56: Responds to humor.	.17	.22	.08
#57: Is an interesting, arresting person.	-.08	-.11	.03
#58: Enjoys sensuous experiences (including touch, taste, smell, physical contact).	.47**	.46*	.36†
#59: Is concerned with own body and the adequacy of its physiological functioning.	.15	.09	.19
#60: Has insight into own motives and behavior.	.36†	.41*	.19
#61: Creates and exploits dependency in people.	-.22	-.22	-.19
#62: Tends to be rebellious and non- conforming.	-.03	.05	-.13

#63: Judges self and others in conventional terms like “popularity,” “the correct thing to do,” social pressures, etc.	.00	-.13	.16
#64: Is socially perceptive of a wide range of a wide range of interpersonal cues.	.26	.37*	-.01
#65: Characteristically pushes and tries to stretch limits; sees what he/she can get away with.	-.19	-.12	-.20
#66: Enjoys esthetic impressions; is esthetically reactive.	.12	.15	.00
#67: Is self-indulgent.	.01	.07	-.16
#68: Is basically anxious.	-.14	-.11	-.20
#69: Is sensitive to anything that can be construed as a demand.	-.01	.7	-.09
#70: Behaves in an ethically consistent manner; is consistent with own personal standards.	.25	.23	.17

#71: Has high aspiration level for self.	.27	.09	.43
#72: Concerned with own adequacy as a person, either at conscious or unconscious levels.	.23	.34	-.03
#73: Tends to perceive many different contexts in sexual terms; eroticizes situations.	-.34†	-.26	.31
#74: Is subjectively unaware of self-concern; feels satisfied with self.	-.07	.14	.03
#75: Has a clear-cut, internally consistent personality.	.31†	.33†	.16
#76: Tends to project his/her own feelings and motivations onto others.	.10	.19	.03
#77: Appears straight forward, forthright, candid in dealing with others.	-.28	-.36†	-.08
#78: Feels cheated and victimized by life; self-pitying.	-.02	-.12	.16

#79: Tends to ruminate and have persistent, preoccupying thoughts.	-.24	-.41	.11
#80: Interested in members of the opposite sex.	-.15	-.26	-.04
#81: Is physically attractive; good looking.	-.25	-.29	-.07
#82: Has fluctuating moods.	-.29	-.15	-.36*
#83: Able to see to the heart of important problems.	.26	.27	.15
#84: Is cheerful.	.29	.19	.36†
#85: Emphasizes communication through action and non-verbal behavior.	-.04	.06	-.15
#86: Handles anxiety and conflicts by, in effect, refusing to recognize their presence; repressive or dissociative tendencies.	-.29	-.24	-.25
#87: Interprets basically simple and clear-cut situations in complicated and particularizing ways.	-.30	-.30	-.19

Personality of EI Individual 89

#88: Is personally charming.	-.01	.11	-.09
#89: Compares self to others. Is alert to real or fancied differences between self and other people.	.05	-.00	.09
#90: Is concerned with philosophical problems; e.g., religions, values, the meaning of life, etc.	.16	.14	.20
#91: Is power oriented; values power in self and others.	-.26	-.24	-.18
#92: Has social poise and presence; appears socially at ease.	.17	.13	.19
#93: a. Behaves in a masculine style and manner. b. Behaves in a feminine style and manner.	-.11	-.26	.08
#94: Expresses hostile feelings directly.	.04	.01	.06
#95: Tends to proffer advice.	.00	-.01	.06
#96: Values own independence and	.11	.06	.17

autonomy.

**#97: Is emotionally bland; has flattened
affect.** **-.31†** **-.37*** **-.13**

#98: Is verbally fluent; can express ideas
well. .06 .07 .10

#99: Is self-dramatizing; histrionic. -.05 .10 -.21

#100: Does not vary roles; relates to
everyone in the same way. -.21 -.22 -.15

† $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$
NOTE: Items in Bold Reported in this study