AN EXAMINATION OF THE RELATION BETWEEN
ABILITY EMOTIONAL INTELLIGENCE AND PSYCHOPATHY

By Emily R. Swim

The present study investigated whether a negative relation between psychopathy and ability emotional intelligence (AEI) exists. One hundred fifty one undergraduate student participants (72 men and 79 women) completed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Self-Report Psychopathy Scale-III (SRP-III), and a brief demographic questionnaire. After controlling for gender, an overall association of psychopathy and AEI was found, $r = .-22$, $p < .01$. Furthermore, exploratory analyses examining MSCEIT subscales showed that this negative association was mainly driven by deficits found for the faces, sensations, and emotional management subscale. The present findings suggest a deficit in emotional processing in higher psychopathy individuals is linked to emotional stimuli and contextual cues.

AN EXAMINATION OF THE RELATION BETWEEN
ABILITY EMOTIONAL INTELLIGENCE AND PSYCHOPATHY

by

Emily R. Swim

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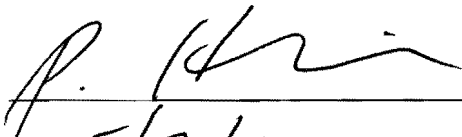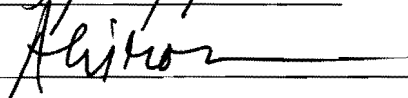Master of Science-Psychology

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INTRODUCTION

Psychopathy refers to a personality construct characterized by a cold and callous affective orientation toward others and an interpersonal style that is glib, superficial, and manipulative. Individuals with high levels of psychopathy are known for their lack of emotional responsitivity and disregard for others' needs. Additionally, this affective-interpersonal orientation tends to manifest as acts of social deviance, poor judgment, and inability to learn from experience (Cleckley, 1976; Patrick, 2006). The presence of these characteristics in higher psychopathy individuals is suggestive of a broad affective dysfunction (Kring & Bachorowski, 1999).

Affective dysfunction may in turn undermine emotional intelligence, low levels of which are associated with ineffective social interaction and socially deviant behavior (Austin, Farrelly, Black, & Moore, 2007). However, little research has examined how emotional intelligence relates to individual differences in psychopathy. The one exception is research done by Malterer, Glass, and Newman (2008), who found that trait emotional intelligence (TEI) deficits in forensic inpatient men were inversely related to psychopathy. The present study expands upon this research by examining ability emotional intelligence (AEI) and its association with psychopathy. By investigating an emotional dysfunction in psychopathy, using ability EI, we may learn more about the emotional processes that underlie the antisocial characteristics of psychopathic individuals.

Psychopathy

Psychopathy was first defined by Cleckley (1976) in terms of actions and intentions associated with antisocial personality disorder. A list of characteristics was developed based on non-criminal interviews and observations, providing the profile of a high psychopathy individual. This list includes characteristics such as poor judgment and failure to learn from experience, general poverty in major affective reactions, and unresponsiveness in interpersonal relations (Cleckley, 1976). Cleckley's checklist has provided researchers with a basis for exploring psychopathy as an independent concept, apart from Antisocial Personality Disorder. Expanding upon Cleckley's idea, researchers have found empirical associations between psychopathy and deficits in psychological functioning, including attentional impairment and emotional perception (Blair & Mitchell, 2008).

Evidence of a dysfunction in emotional perception associated with psychopathy has been found in various laboratory studies. Incarcerated males who scored high on psychopathy personality measures were found to respond slower to negative emotional words and stimuli (Long & Titone, 2007). Studies have found a negative correlation between psychopathy scores and the ability to recognize fearful facial expressions (Del Gazio & Falkenbach, 2008). Additionally, Bagley, Abramowitz, and Kosson (2009) found an association between psychopathy scores and a deficiency in accurately recognizing vocal affect. Furthermore, based on evidence that scores on the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) predict social deviance ($r = -.27$) (Brackett & Mayer, 2003), some researchers have suggested that the emotional

processing common in individuals with higher levels of psychopathy may impact AEI, which is turn is responsible for their increased levels of antisocial behavior (Del Gazio & Falkenbach, 2008; Blair & Mitchell, 2008).

Several theories and hypotheses exist to explain the underlying causes of the emotional dysfunction linked to psychopathy. The Response-Modulation Hypothesis proposes that the quality of emotion processing is determined by attentional factors. Operating under this model, researchers have found that psychopathic individuals appear to be deficient in their ability to connect emotional experiences to contextual cues (Glass & Newman, 2009). Additionally, it has been found that high psychopathy individuals are less able to adapt or change their behavior in response to stimuli that is not pertinent to their primary focus of attention (Zeier, Maxwell, & Newman, 2009).

Lykken (1996) proposed the low fear hypothesis to explain behavior exhibited by higher-psychopathy individuals. Lykken found that individuals with high levels of psychopathy showed lower fearfulness, decreased physiological responding, and impaired fear conditioning (Patrick, 2006). Furthermore, Gray's model of the Behavioral Inhibition System (BIS) also has been used to explain why individuals with higher levels of psychopathy seek rewards with no fear of punishment (Patrick, 2006). Specifically, weak BIS activation in response to conflict situations leads to the low anxiety and behavioral disinhibition, among higher psychopathy individuals (Lykken, 1996).

A common conceptualization of psychopathy has been to describe it as possessing two higher-order dimensions. The core dimension, known as Factor 1, consists of affective-interpersonal mannerisms including manipulative behavior and callous

emotional reactivity. The second dimension, know as Factor 2, consists of a tendency to engage in rash, antisocial behavior (Patrick, 2006). This dual dimension model, proposed by Hare (1991), is operationalized by the Psychopathy Checklist-Revised (PCL-R), a measure used with clinical and forensic participants to assess specific personality traits and behaviors related to the construct of psychopathy.

More recently, a four-factor model expands upon the dual-model of psychopathy by explaining psychopathy using four dimensions: interpersonal manipulation, callous affect, erratic lifestyle, and criminal tendencies (Williams, Paulhus, & Hare, 2007). Viewed as a continuous dimension, this four-factor model is commonly used in non-criminal samples and reflects psychopathic traits often exhibited throughout the population (Levenson, Kiehl, & Fitzpatrick, 1995). By operationalizing a four-factor model using examples of socially deviant behaviors, rather than just criminal behavior, researchers are able to effectively assess psychopathy across various samples (Patrick, 2006). In the present research, the four-factor model was used to define the construct of psychopathy.

Emotional Intelligence

The concept of emotional intelligence has been variously defined as a set of interrelated abilities or an eclectic mix of traits (Mayer, Salovey, & Caruso, 2008). This split is mainly driven by the conflicting view of emotional intelligence as either a cluster of personality characteristics or an individual's ability to perceive, process, use, and understand emotions. Trait emotional intelligence (TEI), also known as the mixed model

of EI, is defined as a collection of emotion-related self perceptions and is operationalized with self-report surveys. Self-report surveys, including the Bar-On Emotional Intelligence Inventory (EQ-i) and the Self-Report Emotional Intelligence Test (SREIT), were shown to have associations with four of the Big Five personality factors as well as measures of motivation, optimism, and self-esteem (Brackett & Mayer, 2003). However, it has been suggested that these self-report surveys are biased, test only an individual's capability to report what they think are appropriate emotional responses, and do not accurately assess the construct of emotional intelligence (Brackett & Mayer, 2003).

Alternatively, ability emotional intelligence (AEI) is viewed as part of a class of intelligences, requiring cognitive processing (Mayer et al., 2004). It is defined as the capacity to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide thinking and actions (Salovey & Grewal, 2005). This conceptualization is explained in a four-branch model of emotional intelligence: perceiving emotions, using emotions, understanding emotions, and managing emotions. Perceiving emotions refers to the ability to identify emotions. Using emotions refers to the ability to recognize mood and adapt emotions to the situation at hand. At a broader level, understanding emotions refers to the ability to comprehend emotional language and to detect slight changes in emotion. Finally, the managing emotions branch refers to the ability to regulate emotions and to use that information to achieve intended goals (Salovey & Grewal, 2005).

AEI is captured using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), a 141-item test made up of various tasks designed to measure each branch or

skill set proposed by the ability emotional intelligence model (Mayer et al., 2004). These

tasks range from basic facial recognition (perceiving emotions) to complicated emotional

relationships tasks (managing emotions). By conceptualizing emotional intelligence

using various tasks and scenarios, EI is measured free of bias and assumptions that

individuals are aware of their emotional abilities (Salovey & Grewal, 2005). These

conceptualizations of emotional intelligence put participants in scenarios representative

of various emotional situations, working to identify how EI specifically influences

behavior (Brackett & Mayer, 2003). Given the advantages of the ability EI model of

emotional intelligence, AEI was used in the present research to operationalize the broad

concept of emotional intelligence.

Psychopathy and Emotional Intelligence

Exploring the relation between an emotional dysfunction and psychopathy has

been investigated from a variety of perspectives and explanations. However, the

influence of emotional intelligence has received little attention and raises important

questions regarding this association. Looked at in adult, male inmates, trait emotional

intelligence (TEI) deficits were found to be associated with total PCL-R scores as well as

the impulsive-antisocial dimensions explained in Hare's two-factor model of

psychopathy (Malterer et al., 2008). Beyond these findings, little is known about the

association between psychopathy and emotional intelligence. Furthermore, the use of a

self-report measure of emotional intelligence does not necessarily assess an individual's

actual ability to participate in various stages of emotional processing. Malterer et al.

(2008) note that additional investigations of psychopathy and AEI should be done in an attempt to trace similar patterns.

Using the MSCEIT measure of AEI, researchers have found an inverse association between EI scores and deviant behaviors such as drug and alcohol use. Lower EI scores have been found to relate to poor relations with friends and negative social interactions (Brackett, Mayer, & Warner, 2004). Additionally, negative correlations between AEI, measured using the MSCEIT, and Machiavellianism, which shares many characteristics of psychopathy, were found (Austin, et al., 2007). These findings lead to questions about the role that emotional intelligence has on behavior and social interactions.

Given that psychopathy and ability emotional intelligence are inversely related to antisocial interactions, it may be useful to examine how psychopathy and AEI are related. I hypothesize that psychopathy is negatively associated with overall AEI. Additionally, exploratory goals of this study include investigating how the various dimensions of the four-factor model of psychopathy are related to the four branches of AEI. The use of an AEI measure may lead to a better understanding of how emotions and emotional processing influences behavior. Knowledge of the association between AEI and psychopathy will further contribute to research on the influence of emotional dysfunction on socially deviant behavior and manipulative tendencies.

METHOD

Participants

One hundred sixty two undergraduate psychology students, enrolled in an introductory psychology course at the University of Wisconsin Oshkosh, participated in this study in exchange for partial course credit toward completion of a course research requirement. Eleven participants were removed from the sample due to errors in survey administration; the remaining one hundred fifty one were used in the final analysis. Participants were recruited using an online SONA research participation system.

The sample consisted of 79 (52.3%) females and 72 (47.7%) males. Ages ranged from 18-24 ($M = 18.98$, $SD = 1.16$). The majority of the sample was White/Caucasian (144, 95.4%). Other ethnicities reported included Asian (6, 4%) and Hispanic/Latino (1, 0.7%).

Measures

Participants were first asked to complete the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT V2.0) measure of ability emotional intelligence, followed by the Self-Report Psychopathy Scale-III (SRP-III) measure of psychopathy, and concluded with a brief demographic survey.

Mayer-Salovey-Caruso Emotional Intelligence Test

This 141-item measure of ability emotional intelligence is divided into four-branches of EI, consisting of two subsets each. Comprising the perceiving emotions branch are the faces and pictures subscales. These subscales were designed to measure

the ability to perceive and appraise emotion in faces and pictures or designs. Emotions portrayed include: anger, sadness, happiness, disgust, fear, surprise, and excitement. Next, the using emotions branch is measured through the sensations and facilitation subscales. These tests include tasks of matching mood with specific sensations or behaviors. Specific emotions that may affect behavior or performance are identified in these particular tasks. The understanding emotions branch is measured by the blends and changes subscales. These subtests assess understanding of how one experiences simultaneous emotions and identifies how emotions change over time. Finally, the managing emotions branch is measured through the emotion management and emotional regulation subscales. These tasks test for the most appropriate social response, in varying situations, in order to achieve desired outcomes (Mayer, 2001).

Strong split-half reliability coefficients have been found for the entire measure (r = .91) as well as for the four branches of emotional intelligence (range from r = .80 - .91) (Mayer, Salovey, & Caruso, 2002). Additionally, for overall AEI scores, a test-retest coefficient of .86 has been found. MSCEIT scores have also been found to have an association with measures of psychological well-being (r = .28) and verbal SAT scores (r = .32) (Brackett & Mayer, 2003).

The MSCEIT answers were evaluated and determined correct by comparison of a general consensus normative sample. The general consensus method compares scores to that of a normative database consisting of over 5,000 respondents. This method operates under the impression that the majority of the population agrees and appreciates the meanings of these emotional messages (Mayer et al., 2004). Each answer is scored

against the proportion of normative samples that chose that same answer. For example, if

a participant indicated that a particular face from the faces task showed "extreme

happiness" and the same answer was chosen by 40% of the normative sample, the

participant's raw score would be a .40. The total raw score is calculated by the sum of all

proportions across the 141 items (Mayer, Salovey, Caruso, & Sitarenios, 2003). Total

normative raw score averages for females ($M = .50$, $SD = .004$) are higher than males (M

$= .47$, $SD = .004$). The total raw score is then transformed to a normal curve with a

mean $= 100$ and a standard deviation $= 15$. Scores above 115, or at or above the 84th

percentile, indicate enhanced emotional intelligence, scores between 85-115 indicated

moderate or average emotional intelligence, and scores below 85, or at or below the 16th

percentile, indicate that emotional intelligence needs development (Mayer et al., 2002).

Self Report Psychopathy Scale-III

Using a 5-point Likert scale (1 = *disagree strongly*, 2 = *disagree*, 3 = *neutral*, 4 =

agree, 5 = *agree strongly*) participants were asked to anonymously respond to 64 self-

statement items. These items reflect psychopathic characteristics modeled in four

dimensions: interpersonal manipulation (IPM), callous affect (CA), erratic life style

(ELS), and criminal tendencies (CT). Examples of these statements include: "I purposely

flatter people to get them on my side" (IPM); "I never feel guilty for hurting others"

(CA); "I've often done something dangerous just for the thrill of it" (ELS); and "I have

tricked someone into giving me money" (CT).

Good alpha reliabilities have been reported for overall self-reported psychopathy

($r = .81$) as well as the four dimensions: IPM ($r = .81$), CA ($r = .79$), ELS ($r = .74$), and

CT (r = .82) (Williams et al., 2007). The SRP-III has been reported to be correlated with the Narcissistic Personality Inventory (r = .50) and the Machiavellianism measure MACH-IV (r = .31) (Patrick, 2006).

Total scores on the SRP-III can range from 64 to 320, a higher score indicating more psychopathic characteristics and traits. On average, total male norm scores (M = 165.2, SD = 27.4) are higher than total female norm scores (M = 139.4, SD = 25.4). Additionally, all four subscales range from 16 to 80 with male norm scores (IPM: M = 47.2, SD = 9.5; CA: M = 44.5, SD = 7.2; ELS: M = 46.5, SD = 9.0; CT: M = 26.9, SD = 8.9) higher than female norm scores (IPM: M = 41.0, SD = 8.9; CA: M = 34.3, SD = 8.0; ELS: M = 41.4, SD = 8.2; CT: M = 22.8, SD = 8.3) (Williams et al., 2007).

Procedure

The study took place in a campus computer lab room set aside for the sole use of this study. Upon entering, participants were given a packet containing the study's information sheet and instructions for logging on and completing the online MSCEIT V.2, as well as a questionnaire packet containing the SRP-III scale and the demographic questionnaire. To ensure anonymity, each packet was labeled with a randomly assigned identification (ID) number. Participants were instructed to enter this ID number before beginning the online MSCEIT assessment. The ID number was used for purposes of comparison in data analysis and no identifying information was attached to the ID number. Finally, once participants completed all measures they received a detailed debriefing form and were thanked for their participation.

RESULTS

MSCEIT Scores

Total MSCEIT raw scores, after general consensus scoring, ranged from .24 to .52 ($M = .44$, $SD = .05$). Total female scores ($M = .46$, $SD = .04$) were significantly higher than males ($M = .43$, $SD = .06$), $t(149) = 4.334$, $p < .001$, $d = 0.70$. Branch raw scores for perceiving emotions ranged .20 to .58 ($M = .49$, $SD = .07$); using emotions ranged .17 to .51 ($MD = .41$, $SD = .07$); understanding emotions ranged .27 to .61 ($M = .49$, $SD = .07$); and managing emotions ranged .09 to .50 ($M = .39$, $SD = .08$).

SRP-III Scores

Total scores on the SRP-III measure of psychopathy ranged from 84 to 210 ($M = 144.58$, $SD = 25.11$). Average male total scores ($M = 158.19$, $SD = 22.12$) were significantly higher than average female total scores ($M = 132.18$, $SD = 20.98$), $t(149) = 7.416$, $p < .001$, $d = 1.21$. Subscale scores for interpersonal manipulation ranged 18 to 66 ($M = 39.65$, $SD = 9.1$); callous affect ranged 18 to 59 ($M = 37. 31$, $SD = 7.96$); erratic life style ranged 19 to 66 ($M = 42. 07$, $SD = 8.68$); and criminal tendencies ranged 16 to 46 ($M = 25.56$, $SD = 6.76$).

Associations Between Psychopathy and Ability Emotional Intelligence

To determine the association between overall psychopathy and overall ability emotional intelligence a bivariate correlation analysis was used. A significant association

was found between SRP-III and MSCEIT scores, however, after controlling for gender using a partial correlation analysis, the association between SRP-III and MSCEIT scores decreased but remained significant. Table K-1 shows correlations for total SRP-III scores, SRP-III dimension scores, total MSCEIT scores, and MSCEIT branch scores before controlling for gender whereas Table K-2 shows the same correlations after controlling for gender.

Exploratory Analysis

To further explore the significant association between psychopathy and ability emotional intelligence, additional partial correlation analyses were done. The four SRP-III dimensions were compared to the eight subscale scores from the MSCEIT. These subscales consist of the faces and pictures tasks, which make up the perceiving emotions branch, the facilitation and sensations tasks, which make up the using emotions branch, the changes and blends tasks, which make up the understanding emotions branch, and the emotional management and emotional relations tasks, which make up the managing emotions branch. After controlling for gender, the faces, sensations, and emotional management tasks were found to significantly correlate with overall SRP scores, interpersonal manipulation, and callous affect dimensions. Also, the emotional management tasks were also found to significantly correlate with the criminal tendencies dimension of the SRP-III. The facilitation tasks were found to significantly correlate with the interpersonal manipulation dimension of the SRP-III. Furthermore, the emotional relations tasks were found to significantly correlate with overall SRP scores

and the interpersonal manipulation dimension. Table K-3 shows a more thorough

breakdown of all correlation coefficients of SRP-III dimensions and MSCEIT subscales

after controlling for gender.

DISCUSSION

The purpose of this study was to examine the association between ability emotional intelligence and psychopathy. The findings are consistent with the hypothesis that these two variables are negatively related to each other. However, although an association between psychopathy and ability emotional intelligence was found, the association was weaker after controlling for gender. Recently, Visser, Bay, Cook, and Myburgh (2010) found a similar negative association between psychopathy and ability emotional intelligence for both males and females and this association was higher for males than females. However, the influence of gender was not taken into account as a significant driver of this association. By controlling for gender, the present results demonstrate that the association between psychopathy and AEI may not be as strong as originally assumed.

Though an overall deficit in emotional intelligence associated with psychopathy cannot be assumed several of the findings in the present study contribute to a better understanding of emotional processing in individuals with higher levels of psychopathy. Consistent with Del Gazio and Falkenbach's (2008) research, individuals high in psychopathy in the present study were not able to accurately identify facial expressions in the faces tasks of the MSCEIT. Additionally, similar to Glass and Newman's (2009) findings, psychopathic individuals were not able to accurately connect the appropriate emotion to a situation based on environmental cues; tasks used in the emotional management and emotional relations subscales of the MSCEIT. The current findings

show that an emotional processing dysfunction related to psychopathy does exist but is not pervasive. The largest deficits in ability emotional intelligence were found in the faces, sensations, and emotional management tasks, particularly among those scoring high on Factor 1 psychopathy (interpersonal manipulation and callous affect). These tasks required participants to label the appropriate emotional based on contextual cues and information provided in hypothetical, social situations. Furthermore, the MSCEIT subscale tasks that required participants to identify and interpret their own emotions, such as in the pictures tasks, did not show a deficit in AEI. This provides evidence that individuals with higher levels of psychopathy may have a developed understanding of their own emotions.

Individuals with higher levels of psychopathy show deficits in discriminating emotions (Habel, Kuhn, Salloum, Devos, & Schneider, 2002) and interpreting emotional cues (Bagley et al., 2009), evidence suggesting insufficient emotional processing. This emotional deficit can partly be attributed to diminished emotional intelligence abilities but seems to be influenced by the context of these emotions and the emotional cues available for interpretation.

Limitations

The scoring method used to determine ability emotional intelligence compares participant responses to what was commonly answered by previous test takers. Though there are no correct or wrong answers, low or below average responses on the MSCEIT indicate a lack of agreement from the norm. If high psychopathy individuals use an

alternative cognitive processing to interpret emotions this would appear as a deficit as measured by the MSCEIT. Critics of the MSCEIT argue that, through confirmatory factor analysis, a four branch model may lack construct validity (Gignac, 2005; Rossen, Kranzler, & Algina, 2008). Refinements of the MSCEIT could indeed change the theory of ability emotional intelligence and its impact on emotional processing in research.

Additionally, the participants used in the present study consisted of individuals who scored low-to-moderate on the SRP-III measure of psychopathy. Although psychopathy can be measured as a continuous dimension, further research that focuses on the emotional intelligence abilities of individuals with high levels of psychopathy would contribute to a better understanding of the extent to which the negative relation between psychopathy and AEI found here generalizes.

Future Directions

With evidence to explain an emotional processing dysfunction associated with psychopathy found in this study, as well as various past research findings, the pervasiveness of this deficit is still unclear in the context of social situations. Lishner, Vitacco, Hong, and Stocks (2010) found that high level psychopathy individuals are not impaired in their ability to experience empathy toward others but may respond to social stimuli with a more overall, negative affect. If a negative affective disposition is associated with psychopathy, the basis for emotional processing may be skewed compared to how the average person responds to social stimuli.

It is also unclear whether the influence of stimuli on emotional processing is motivated by personal relevance. The Response-Modulation Hypothesis proposes that emotional processing in individuals with higher levels of psychopathy is influenced by attentional factors (Glass & Newman, 2009). Operating under the Response-Modulation Hypothesis, Zeier et al (2009) found that contextual cues that are not the primary focus of attention do not influence behavior in individuals with higher levels of psychopathy. However, little is known about whether these contextual cues are contributing to how an individual with higher levels of psychopathy is processing and responding to stimuli that may contribute to their direct goal or intent. If an individual has nothing to gain from a particular situation, the processing of emotional stimuli may be altered. By further investigating the influence of various types of emotional stimuli on antisocial tendencies commonly found in psychopathy, we may better understand the influence that contextual cues play in the behavior of higher psychopathy individuals.

APPENDIX A

Information Statement

Information Statement
University of Wisconsin Oshkosh
Perceptions of Emotion and Self

The Department of Psychology supports the practice of protecting human participants in research. The following information is provided so that you can decide whether you wish to complete the following questionnaire. Your participation is solicited but is strictly voluntary.

<u>Purpose of Research</u>: The purpose of this research is to examine how people perceive emotion and how that is linked to self-perceptions.

<u>Specific Procedure to be Used</u>: You will be asked to complete the following questionnaires that ask about your perceptions of emotional and self-perceptions using both online and paper/pencil formats.

<u>Duration of Participation</u>: Your participation will take no more than 60 minutes, for which you will earn 2 experiment credits.

<u>Benefits to the Individual</u>: You may learn about research regarding self-perceptions of emotion as well as various formats of questionnaires.

<u>Risks to the Individual</u>: Risks are minimal and are no greater than those ordinarily encountered in daily life. You will be asked to respond to several questions regarding how you perceive yourself.

<u>Confidentiality</u>: All your responses will be anonymous and will in no way contain identifying information. Additionally, your responses will not be linked to the amount of credit you receive in this study. Your responses will be averaged with those of other participants.

<u>Voluntary Nature of Participation</u>: **By completing these questionnaires you are indicating your consent to take part in this research.** You may choose to discontinue answering the questionnaire at anytime for any reason. If you decide you do not want to complete this questionnaire, please let the researcher know and he/she will excuse you from the study. Any information collected from you up to that point will then be destroyed.

If you have any questions, please ask us or contact:
Emily Swim
Department of Psychology
University of Wisconsin Oshkosh
Oshkosh, WI 54901
swime08@uwosh.edu

If you have any complaints about your treatment while filling out this questionnaire, please call or write. (Although the chairperson may ask for your name, all complaints are kept in confidence)

Chair, Institutional Review Board for Protection of Human Participants
c/o Grants Office
UW Oshkosh

APPENDIX B

Debriefing Form

Debriefing Form
University of Wisconsin Oshkosh
Perceptions of Emotion and Self

What is the general goal of the research?
The purpose of this research is to examine the association between emotional intelligence and self-perception questionnaires. By assessing emotional intelligence (EI), one's ability to perceive, understand, use, and manage emotions, we can better understand individual's emotional processes and how they are linked to one's self-perception.

What type of research is this study? What are some variables of interest?
This study is correlational research. The variables of interest include scores obtained from the measure of emotional intelligence and average scores from the self-report questionnaire. By gathering data on these variables we are able to understand the association between them as well as the direction and magnitude of their relation.

What topic from Introductory Psychology does this research demonstrate?
This relates to research on the influence of individual differences on various psychological traits often studied in Abnormal and Personality Psychology.

Where can I learn more about this type of research?
You can read the following journal articles to learn more about emotional intelligence and personality:

Kring, A.M. & Bachorowski, J. (1999). Emotions and psychopathology. *Cognition And Emotion, 13 (5)*, 575-599.

Mayer, J.D., Salovey, P., & Caruso, D.R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychology Inquiry, 15 (3)*, 197-215.

Thank you for your participation. We believe that your data will allow us to better understand the emotional processes that influence behavior. If you have any further questions about this research or your participation in this study please feel free to contact **Emily Swim** at **swime08@uwosh.edu**

APPENDIX C

MSCEIT Sample Item-Faces Task

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 fear | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | Extreme fear |

3

| No surprise | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | Extreme surprise |

4

| No disgust | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | Extreme disgust |

5

| No excitement | ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | Extreme excitement |

APPENDIX D

MSCEIT Sample Item-Pictures Task

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

1.

Happiness					

2.

Fear					

APPENDIX E

MSCEIT Sample Item-Sensations Task

3. Imagine you are feeling cold, slow, and sharp. How much is that feeling like each of the following?

	Not Alike				Very Much Alike
a. challenged	○ 1	○ 2	○ 3	○ 4	○ 5
b. isolated	○ 1	○ 2	○ 3	○ 4	○ 5
c. surprised	○ 1	○ 2	○ 3	○ 4	○ 5

APPENDIX F

MSCEIT Sample Item-Changes Task

15 . A man was feeling rested and then felt admiration. What happened in between?

○ 1	a. while resting, the man solved an important problem at work
○ 2	b. the man heard a story about a sports hero who set a new world record
○ 3	c. his friend called to say he had just purchased a new sports car at a great price
○ 4	d. a package arrived with a gift from his mother
○ 5	e. his doctor called to say his checkup indicated he was healthy

APPENDIX G

MSCEIT Sample Item-Emotional Management 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.

○ 1	a. Very ineffective
○ 2	b. Somewhat ineffective
○ 3	c. Neutral
○ 4	d. Somewhat effective
○ 5	e. Very effective

APPENDIX H

MSCEIT Sample Item-Emotional Relations Task

3 . Everything is going well for Liz. While others have been complaining about work, Liz has just gotten a promotion and a decent raise. Her children all are very happy and doing well in school, her marriage is stable and very happy. Liz is starting to feel very self-important and finds herself tempted to brag about her life to her friends. How effective would each of the following responses be for maintaining her relationships?

Response 1: Since everything is so good, it's okay to feel proud of it. But Liz also realized that some people see it as bragging, or may be jealous of her and so she only talked to close friends about her feelings.

○ 1	a. Very ineffective
○ 2	b. Somewhat ineffective
○ 3	c. Neutral
○ 4	d. Somewhat effective
○ 5	e. Very effective

APPENDIX I

SRP-III

Self-Perceptions Form 1

Directions: Please rate the degree to which you agree with the following statements about you using the scale below. You can be honest because your name will not be associated with your answers.

1	2	3	4	5
Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly

_____ 1. I'm a rebellious person.

_____ 2. I'm more tough-minded than other people.

_____ 3. I think I could "beat" a lie detector.

_____ 4. I have taken illegal drugs (e.g., marijuana, ecstasy).

_____ 5. I have never been involved in delinquent gang activity.

_____ 6. I have never stolen a truck, car or motorcycle.

_____ 7. Most people are wimps.

_____ 8. I purposely flatter people to get them on my side.

_____ 9. I've often done something dangerous just for the thrill of it.

_____ 10. I have tricked someone into giving me money.

_____ 11. It tortures me to see an injured animal.

_____ 12. I have assaulted a law enforcement official or social worker.

_____ 13. I have pretended to be someone else in order to get something.

_____ 14. I always plan out my weekly activities.

_____ 15. I like to see fist-fights.

_____ 16. I'm not tricky or sly.

_____ 17. I'd be good at a dangerous job because I make fast decisions.

_____ 18. I have never tried to force someone to have sex.

_____ 19. My friends would say that I am a warm person.

_____ 20. I would get a kick out of 'scamming' someone.

_____ 21. I have never attacked someone with the idea of injuring them.

1	2	3	4	5
Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly

_____ 22. I never miss appointments.

_____ 23. I avoid horror movies.

_____ 24. I trust other people to be honest.

_____ 25. I hate high speed driving.

_____ 26. I feel so sorry when I see a homeless person.

_____ 27. It's fun to see how far you can push people before they get upset.

_____ 28. I enjoy doing wild things.

_____ 29. I have broken into a building or vehicle in order to steal something or vandalize.

_____ 30. I don't bother to keep in touch with my family any more.

_____ 31. I find it difficult to manipulate people.

_____ 32. I rarely follow the rules.

_____ 33. I never cry at movies.

_____ 34. I have never been arrested.

_____ 35. You should take advantage of other people before they do it to you.

_____ 36. I don't enjoy gambling for real money.

_____ 37. People sometimes say that I'm cold-hearted.

_____ 38. People can usually tell if I am lying.

_____ 39. I like to have sex with people I barely know.

_____ 40. I love violent sports and movies.

_____ 41. Sometimes you have to pretend you like people to get something out of them.

_____ 42. I am an impulsive person.

_____ 43. I have taken hard drugs (e.g., heroin, cocaine).

_____ 44. I'm a soft-hearted person.

_____ 45. I can talk people into anything.

_____ 46. I never shoplifted from a store.

1	2	3	4	5
Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly

_____ 47. I don't enjoy taking risks.

_____ 48. People are too sensitive when I tell them the truth about themselves.

_____ 49. I was convicted of a serious crime.

_____ 50. Most people tell lies everyday.

_____ 51. I keep getting in trouble for the same things over and over.

_____ 52. Every now and then I carry a weapon (knife or gun) for protection.

_____ 53. People cry way too much at funerals.

_____ 54. You can get what you want by telling people what they want to hear.

_____ 55. I easily get bored.

_____ 56. I never feel guilty over hurting others.

_____ 57. I have threatened people into giving me money, clothes, or makeup.

_____ 58. A lot of people are "suckers" and can easily be fooled.

_____ 59. I admit that I often "mouth off" without thinking.

_____ 60. I sometimes dump friends that I don't need any more.

_____ 61. I would never step on others to get what I want.

_____ 62. I have close friends who served time in prison.

_____ 63. I purposely tried to hit someone with the vehicle I was driving.

_____ 64. I have violated my probation from prison.

APPENDIX J

Demographic Survey

Demographic Information

1. Age: _____

2. Gender (circle one):   Male   Female

3. Ethnicity (please select one):

___ American Indian/Alaskan Native

___ Asian

___ Black/African American

___ East Indian/Pakistani

___ Hispanic/Latino

___ Native Hawaiian/Other Pacific Islander

___ White/Caucasian (not of Hispanic origin)

___ Other; please specify: _____

APPENDIX K

Table K-1

Correlations Between Psychopathy and Ability Emotional Intelligence Before Controlling for Gender

Variable	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
1. **Overall SRP**	__								
2. Interpersonal Manipulation	.83**	__							
3. Callous Affect	.77**	.58**	__						
4. Erratic Lifestyle	.78**	.49**	.44**	__					
5. Criminal Tendencies	.69**	.43**	.33**	.44**	__				
6. **Overall AEI**	-.35**	-.35**	-.37**	-.11	-.26**	__			
7. Perceiving Emotions	-.26**	-.27**	-.27**	-.09	-.17	.74**	__		
8. Using Emotions	-.27**	-.28**	-.25**	-.09	-.23**	.77**	.53**	__	
9. Understanding Emotions	-.11	-.14	-.15	.04	-.10	.67**	.32**	.32**	__
10. Managing Emotions	-.38**	-.32**	-.39**	-.18*	-.26**	.72**	.31**	.43**	.32**

Note: Overall SRP = Overall Self-Report Psychopathy; Overall EI = Overall Emotional Intelligence. * $p < .05$; ** $p < .01$.

Table K-2

Correlations Between Psychopathy and Ability Emotional Intelligence After Controlling for Gender

Variable	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
1. **Overall SRP**	__								
2. Interpersonal Manipulation	.81**	__							
3. Callous Affect	.67**	.50**	__						
4. Erratic Lifestyle	.74**	.41**	.29**	__					
5. Criminal Tendencies	.66**	.38**	.22**	.38**	__				
6. **Overall AEI**	-.22**	-.27**	-.22**	-.02	-.18*	__			
7. Perceiving Emotions	-.17*	-.21*	-.17*	-.01	-.10	.73**	__		
8. Using Emotions	-.17*	-.21*	-.12	.01	-.17*	.75**	.51**	__	
9. Understanding Emotions	-.06	-.11	-.10	.09	-.07	.68**	.30**	.30**	__
10. Managing Emotions	-.23**	-.23**	-.22**	-.05	-.18*	.68**	.25**	.38**	.30**

Note: Overall SRP = Overall Self-Report Psychopathy; Overall EI = Overall Emotional Intelligence. *$p < .05$; ** $p < .01$.

Table K-3

Correlations Between Psychopathy and Ability Emotional Intelligence Subscales After Controlling for Gender

Variable	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*
1. Overall SRP	__											
2. Interpersonal Manipulation	.81**	__										
3. Callous Affect	.67**	.50**	__									
4. Erratic Lifestyle	.74**	.41**	.29**	__								
5. Criminal Tendencies	.66**	.38**	.22**	.38**	__							
6. Faces Tasks	**-.19***	**-.20***	**-.18***	-.07	-.12	__						
7. Pictures Tasks	-.07	-.13	-.08	.05	-.04	.19*	__					
8. Facilitation Tasks	-.12	**-.16***	-.04	.004	-.15	.41**	.26**	__				
9. Sensations Tasks	**-.17***	**-.18***	**-.18***	.01	-.14	.36**	.27**	.38**	__			
10. Changes Tasks	.004	-.05	-.06	.10	-.02	.14	.14	.10	.32**	__		
11. Blends Tasks	-.10	-.14	-.12	.06	-.09	.15	.34**	.15	.31**	.43**	__	
12. Emotional Management Tasks	**-.26***	**-.24***	**-.32***	-.06	-.16	**.17***	.14	.11	.28**	.29**	.26**	__
13. Emotional Relations Tasks	**-.17***	**-.18***	-.12	-.04	-.16	.14	.21*	.24**	.44**	.18*	.22**	.52**

Note: Correlations in bold are specifically mentioned in the results section. Overall SRP = Overall Self-Report Psychopathy; *p* < .05, **p* < .01.

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