

Profile Report



SIX EMOTIONAL STYLE SCALES
TWELVE SUBSCALES
PERCENTILE SCORED, 1-99
FIVE INTERPRETATION BANDS

A REPORT FOR:

Sam Sample

CREATED 10 SEPTEMBER 2026
CONFIDENTIAL · VALID 18-24 MONTHS

Introduction

This report is confidential and is produced on behalf of Sam Sample, who completed the Emotional Intelligence Survey on 10/09/2026. The results are likely to be valid for 18-24 months.

The questionnaire asks individuals to describe how they typically attend to, distinguish, express and manage emotion -- their own and other people's. It measures emotional *style*: each scale describes a way of operating with strengths at both ends, not a competence with a right answer. The responses have been summarised and compared with a norm group who completed the same questionnaire, so the results are shaped by a meaningful comparison with others.

The report is restricted to the answers given in this questionnaire. It provides insight into six aspects of emotional style and enables you to anticipate how an individual is likely to behave.

01.1 PROFILE CHART

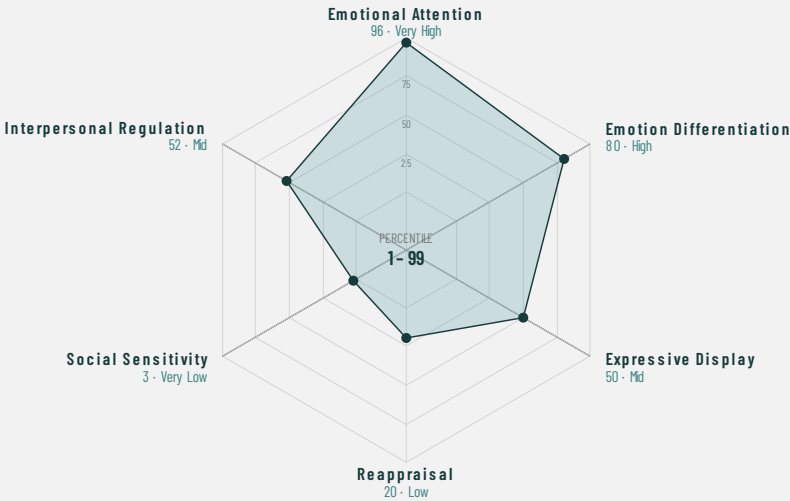
This report summarises responses into 6 individual scales, each with two subscales:

SCALE	LOW SCORERS CAN BE DESCRIBED AS	HIGH SCORERS CAN BE DESCRIBED AS
Emotional Attention	Task-focused and even-keeled, but may be slow to register their own mood	Self-aware and reflective, but may dwell on feelings or be distracted by them
Emotion Differentiation	Uncomplicated about feelings, but may find it hard to say exactly what is wrong	Precise and articulate about emotions, but may over-analyse how they feel
Expressive Display	Composed and private, but may be hard to read or seem detached	Open and easy to read, but may reveal reactions they would rather have kept
Reappraisal	Takes feelings as they come and acts on situations directly, but may stay with a first reaction	Flexible and resilient in outlook, but may talk themselves out of feelings that carried a signal
Social Sensitivity	Focused and takes people at face value, but may miss signals that someone is not fine	Attuned and perceptive, but may over-interpret cues or absorb the mood around them
Interpersonal Regulation	Respects others' space and lets people own their feelings, but may seem unresponsive when support is wanted	Supportive and proactive with others' feelings, but may step in where listening was needed

Summary Profile

The percentile scores indicate the proportion of the population who score at or below Sam Sample. For example, a score of 50 on a given scale indicates that Sam's score is higher than approximately 50% of the population, but not higher than 51%. Each score is then placed in one of five interpretation bands.

1-10	11-30	31-69	70-89	90-99
Very Low	Low	Mid	High	Very High



SCALE	PERCENTILE	BAND	PROFILE
Emotional Attention	96	VERY HIGH	<div><div></div></div>
Emotion Differentiation	80	HIGH	<div><div></div></div>
Expressive Display	50	MID	<div><div></div></div>
Reappraisal	20	LOW	<div><div></div></div>
Social Sensitivity	3	VERY LOW	<div><div></div></div>
Interpersonal Regulation	52	MID	<div><div></div></div>

Comparative Group	Global general population norm group.
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Emotional Attention

The Emotional Attention scale assesses how much attention a person pays to their own feelings as they go about the day — noticing moods as they shift, checking in on how they feel, and reflecting on why. It can extend to preoccupation with one's own emotional state.



PERCENTILE SCORE

VERY HIGH

1 · OUTWARD-FOCUSED

INWARD-FOCUSED · 99

01 SCORE INTERPRETATION

The responses suggest:

- Continuously aware of their own emotional state, often in fine detail.
- Notices even small shifts in mood and quickly asks why.
- Attends closely to physical signs of emotion such as tension or restlessness.
- Spends a good deal of time thinking about how they feel and what caused it.
- Own feelings remain in the foreground even when the task is demanding.

02 TYPICAL FEEDBACK

Individuals with a similar score on the Emotional Attention scale have received the following developmental feedback comments:

- Described as highly self-aware and reflective.
- Seen as quick to recognise when something has affected them.
- Colleagues sometimes note a tendency to dwell on feelings or to analyse reactions at length.
- Occasionally encouraged to let a mood pass rather than examine it.

03 SUBSCALES

The subscales below provide additional insight. The responses suggest:

97

Emotional Noticing

VERY HIGH

Registers even small changes in feeling immediately, and stays aware of them under pressure.

95

Self-Monitoring

VERY HIGH

Continuously monitors their own emotional state and spends considerable time examining it.

04 EXPLORING THE RESULTS

The questions below are designed to facilitate discussion with an interviewer or feedback provider to explore the results in more detail and reflect on strengths and development areas based on the context of the assessment.

01 What do you gain from paying such close attention to your feelings, and what does it cost you?

02 Describe a time when focusing on how you felt made a task harder rather than easier.

03 How do you stop reflection tipping into rumination?

04 When has your self-awareness been most useful to others?

Emotion Differentiation

The Emotion Differentiation scale assesses how finely a person distinguishes between their emotions — whether feelings arrive with specific names or as a general sense of good or bad. It can extend to over-analysis of emotional nuance.



PERCENTILE SCORE

HIGH

1 · BROAD-BRUSH

FINE-GRAINED · 99

01 SCORE INTERPRETATION

The responses suggest:

- Readily identifies the specific emotion they are feeling.
- Distinguishes clearly between similar feelings, such as anxiety and irritability.
- Uses specific words for feelings rather than general ones.
- Notices when two different emotions are present at once.
- Recognises that good moods, as well as bad, come in distinct kinds.

02 TYPICAL FEEDBACK

Individuals with a similar score on the Emotion Differentiation scale have received the following developmental feedback comments:

- Described as articulate about their own reactions.
- Seen as able to pinpoint what is wrong, which makes problems easier to address.
- Valued in feedback and coaching conversations for their emotional precision.
- Occasionally described as more analytical about feelings than colleagues expect.

03 SUBSCALES

The subscales below provide additional insight. The responses suggest:

83

Discrimination

HIGH

Clearly distinguishes closely related feelings and notices when more than one is present.

77

Labelling

HIGH

Readily puts specific names to feelings, including different kinds of good mood.

04 EXPLORING THE RESULTS

The questions below are designed to facilitate discussion with an interviewer or feedback provider to explore the results in more detail and reflect on strengths and development areas based on the context of the assessment.

01 How does knowing precisely what you feel change what you do about it?

02 Describe a time when distinguishing between two similar feelings mattered.

03 How do you use your emotional vocabulary when supporting others?

04 Are there settings where precision about feelings is less welcome?

Expressive Display

The Expressive Display scale assesses how visibly a person shows what they feel — in the face, voice and body — and how easily other people can read them. It can extend to wearing every reaction openly.



PERCENTILE SCORE

MID

1 · CONTAINED

EXPRESSIVE · 99

01 SCORE INTERPRETATION

The responses suggest:

- Shows feelings in a moderate, generally proportionate way.
- Expression, voice and manner give a reasonable indication of how they are.
- Keeps some reactions private while letting others show, depending on the setting.
- People close to them can usually read their mood; others sometimes can.
- Neither notably guarded nor notably open.

02 TYPICAL FEEDBACK

Individuals with a similar score on the Expressive Display scale have received the following developmental feedback comments:

- Seen as approachable and reasonably easy to read.
- Colleagues say they usually know where they stand with them.
- Regarded as able to keep a reaction in check when the situation calls for it.
- Feedback rarely raises expressiveness as an issue either way.

03 SUBSCALES

The subscales below provide additional insight. The responses suggest:



Readability

MID

People who know them can usually read their mood; others sometimes can.



Visible Expression

MID

Feelings show moderately in face and voice, in proportion to their strength.

04 EXPLORING THE RESULTS

The questions below are designed to facilitate discussion with an interviewer or feedback provider to explore the results in more detail and reflect on strengths and development areas based on the context of the assessment.

01 In which settings do you show more of what you feel, and in which less?

02 Describe a time when you chose to show a reaction deliberately. What was the effect?

03 How well do you think colleagues read you, and how do you know?

04 Is there any situation where you would want to be more, or less, expressive?

Reappraisal

The Reappraisal scale assesses the habit of changing how one thinks about a situation in order to change how one feels about it — looking for another angle, a longer view or a useful side. It can extend to rationalising away feelings that deserved attention.



PERCENTILE SCORE

LOW

1 · ACCEPTING

REFRAMING · 99

01 SCORE INTERPRETATION

The responses suggest:

- Occasionally looks for another way to think about an upsetting situation, but not as a habit.
- First interpretations tend to persist unless something prompts a rethink.
- More inclined to change the situation or to sit with a feeling than to reframe it.
- Sometimes goes over what happened rather than how to see it.
- Finding a useful side to a setback does not come easily.

02 TYPICAL FEEDBACK

Individuals with a similar score on the Reappraisal scale have received the following developmental feedback comments:

- Seen as straightforward and unwilling to sugar-coat.
- Colleagues sometimes suggest an alternative view that they had not considered.
- Valued for facing problems squarely.
- Occasionally encouraged to let go of a frustration sooner.

03 SUBSCALES

The subscales below provide additional insight. The responses suggest:

28

Perspective Flexibility

LOW

First interpretations tend to persist; tends to go over what happened rather than how to see it.

14

Reframing Habit

LOW

Occasionally reframes a difficulty, usually when prompted by someone else.

04 EXPLORING THE RESULTS

The questions below are designed to facilitate discussion with an interviewer or feedback provider to explore the results in more detail and reflect on strengths and development areas based on the context of the assessment.

01 What usually prompts you to reconsider how you are seeing a problem?

02 Describe a time when someone offered you a different angle. Did it help?

03 When you are upset, do you tend to act, wait, or rethink? Which works best for you?

04 Where would a more flexible view have made a recent difficulty easier?

Social Sensitivity

The Social Sensitivity scale assesses how readily a person picks up on other people's emotional signals — tone, expression, silences and the mood of a room. It can extend to over-reading others or being distracted by their moods.



PERCENTILE SCORE

VERY LOW

1 · TASK-FOCUSED

PEOPLE-ATTUNED · 99

01 SCORE INTERPRETATION

The responses suggest:

- Attention is on the task; the mood of the people around them largely passes unnoticed.
- Takes people at their word when they say they are fine.
- Usually finds out that someone was upset after the event, and often from someone else.
- Small changes in tone, expression or behaviour tend not to register.
- Shifts in the mood of a group are picked up late, if at all.

02 TYPICAL FEEDBACK

Individuals with a similar score on the Social Sensitivity scale have received the following developmental feedback comments:

- Seen as focused and even-handed, treating everyone the same regardless of mood.
- Colleagues say they need to state clearly when something is wrong.
- Occasionally described as oblivious to tension in the room.
- Encouraged to check in with people rather than assuming all is well.

03 SUBSCALES

The subscales below provide additional insight. The responses suggest:

2

Cue Detection

VERY LOW

Changes in tone, expression or behaviour go unnoticed; takes "I'm fine" entirely at face value.

4

Mood Awareness

VERY LOW

The mood of a room passes them by; learns of tension or upset later and from others.

04 EXPLORING THE RESULTS

The questions below are designed to facilitate discussion with an interviewer or feedback provider to explore the results in more detail and reflect on strengths and development areas based on the context of the assessment.

01 How do you usually find out that a colleague is having a difficult time?

02 Describe a time when you missed a signal that someone was not fine. What happened?

03 What would help you notice a change in the mood of a meeting earlier?

04 When does focusing on the task rather than on people serve you well?

Interpersonal Regulation

The Interpersonal Regulation scale assesses how actively a person steps in to influence other people's emotional states — lifting spirits, settling people down, heading off bad moods. It can extend to managing feelings that others would rather have been left with.

52

PERCENTILE SCORE

MID

1 · HANDS-OFF

HANDS-ON · 99

01 SCORE INTERPRETATION

The responses suggest:

- Steps in to support others when it seems warranted, and holds back when it does not.
- Balances listening with trying to help someone feel differently.
- Sometimes lifts spirits or settles people down; sometimes leaves them to it.
- Will help take the heat out of a tense situation between others if needed.
- Neither hands-off nor hands-on as a rule.

02 TYPICAL FEEDBACK

Individuals with a similar score on the Interpersonal Regulation scale have received the following developmental feedback comments:

- Seen as supportive without being overbearing.
- Colleagues say they can turn to them and will be helped appropriately.
- Regarded as reading situations reasonably well before acting.
- Feedback rarely raises supportiveness as an issue either way.

03 SUBSCALES

The subscales below provide additional insight. The responses suggest:

51

Stepping In

MID

Judges when to get involved; will take the heat out of a tense situation if it seems necessary.

52

Uplifting & Calming

MID

Lifts spirits or settles people when it seems warranted, and listens when it does not.

04 EXPLORING THE RESULTS

The questions below are designed to facilitate discussion with an interviewer or feedback provider to explore the results in more detail and reflect on strengths and development areas based on the context of the assessment.

01 How do you decide whether someone needs help or space?

02 Describe a time when you stepped in to change how someone felt. How did it go?

03 What role do you tend to take when the team's mood drops?

04 Where might you be more, or less, active in supporting others?