

# Using the CPI 260® Instrument with the Bar-On EQ-i® Assessment



The ever-changing nature of the global economy inevitably affects not only our business practices but also—and perhaps more profoundly—our day-to-day operations. If you work in the field of professional development, you have likely noticed a downshift in the amount of attention and resources being channeled to programs related to leadership development, change and conflict management, succession planning, team building, and so on. That downshift necessitates increased creativity in the way practitioners glean and apply information from data points, assessments, interviews, and work samples. We now need to do more with less and make changes that will be sustainable under duress. If we rise to the challenge, we can continue to deliver quality services with integrity that will help make people and organizations better.

It is with these thoughts in mind that we can approach connecting the CPI 260® assessment to other instruments, with the goal of making the data come alive in the most robust way possible. The CPI 260 tool has seen success in many different vertical markets with various applications, all leading to personal and professional effectiveness in leadership. It delivers consistent and dead-on results—their accuracy sometimes coming as a surprise even to the person who answered the questions. Therein lies the brilliance of the instrument: It uncovers the story behind the data—that is, the story that unfolds as we interpret results into something meaningful for the client. As practitioners, it is our job to tell that underlying story.

## USING THE CPI 260® INSTRUMENT WITH THE EQ-i® ASSESSMENT

The CPI 260 instrument was developed to assess the most sought-after leadership characteristics. Giving it an edge is the fact that the norm group for one of its reports—the CPI 260® Coaching Report for Leaders—was composed of 5,610 on-track executives and managers who participated in the Leadership Development Program at the Center for Creative Leadership. Global companies have clamored for this type of data and the opportunity to compare their executives to the best and the brightest. The CPI 260® Coaching Report for Leaders offers that precise scenario, comparing a person's results to those of the executives and managers who make up the norm group for the instrument.

The coaching report analyzes eighteen leadership characteristics in five core performance areas. Each leadership characteristic is informed by two CPI 260 scales, as shown in the chart on the following page.

<b>Core Performance Area</b>	<b>CPI 260® Leadership Characteristic</b>	<b>CPI 260® Scales</b>
<b>Self-management</b>	Self-awareness	Self-acceptance Empathy
	Self-control	Self-control Social Conformity
	Resilience	Well-being Self-acceptance
<b>Organizational Capabilities</b>	Use of Power and Authority	Dominance Self-control
	Comfort with Organizational Structures	Social Conformity Achievement via Conformance
	Responsibility and Accountability	Responsibility Leadership
	Decisiveness	Dominance Independence
<b>Team Building and Teamwork</b>	Interpersonal Skill	Sociability Amicability
	Understanding Others	Empathy Insightfulness
	Capacity for Collaboration	Tolerance Creative Temperament
	Working with and Through Others	Managerial Potential Independence
<b>Problem Solving</b>	Creativity	Creative Temperament Achievement via Independence
	Handling Sensitive Problems	Empathy Dominance
	Action Orientation	Sensitivity Flexibility
<b>Sustaining the Vision</b>	Self-confidence	Leadership Independence
	Managing Change	Flexibility Self-control
	Influence	Dominance Sociability
	Comfort with Visibility	Social Presence Capacity for Status

Source: Adapted from *CPI 260® Coaching Report for Leaders: Advanced Guide for Interpretation* by Sam Manoojian (Mountain View, CA: CPP, Inc., 2006), p. 7. Copyright 2006 by CPP, Inc. All rights reserved.

CPI 260 data can be combined with data derived from other instruments, such as the *Emotional Quotient-Inventory* (EQ-i®) assessment developed by Reuven Bar-On, to offer a more holistic picture of the person with whom we are working. As its name implies, the EQ-i instrument was developed specifically to evaluate a person's emotional intelligence. When we blend EQ data with information from the CPI 260 assessment on leadership competencies, we see a comprehensive picture of behavior, attitudes, and competencies.

News headlines frequently trumpet the inevitable and sometimes tragic consequences of brilliant people exhibiting poor judgment, immaturity, and a lack of insight around their personal and professional decisions. And we have seen numerous examples of the fallout from high-potential executives having superior technical competencies but lacking the emotional intelligence to be an effective manager or leader. It is here that people get stuck as individual contributors with nowhere to go. The CPI 260 and EQ-i assessments can help them get unstuck and break through to the next level of effectiveness and performance.

To understand how the CPI 260 and EQ-i assessments communicate with each other (i.e., whether the data reinforce/confirm or deny/dispute the hypotheses of one instrument or the other, as if in a conversation about the person who took both instruments), we can look at their individual data offerings and think about how we can use that information. The charts below and on the following page list similarities and differences in the areas assessed by the two instruments.

As we look at the two columns in each chart, we see that some categories seem to closely parallel their counterpart in the other assessment. Others touch on only some of what is explained or examined by the other instrument. Let's dig into the meanings of some of the CPI 260 leadership characteristics and EQ-i subscales to illustrate potential synergies in the data.

CPI 260® Leadership Characteristic	EQ-i® Subscale
Self-awareness	Emotional Self-Awareness
Self-control	Impulse Control
Resilience	Stress Tolerance
Responsibility and Accountability	Social Responsibility
Decisiveness	Problem Solving
Interpersonal Skill	Interpersonal Relationship
Understanding Others	Empathy
Capacity for Collaboration	Interpersonal Relationship
Creativity	Flexibility (partial)
Self-confidence	Self-Regard
Managing Change	Stress Tolerance
Influence	Assertiveness

CPI 260® Scale	EQ-i® Subscale
Dominance	Assertiveness
Capacity for Status	Self-Actualization
Sociability	Interpersonal Relationship
Social Presence	Self-Regard and Self-Actualization
Independence	Independence
Empathy	Empathy
Responsibility	Social Responsibility
Social Conformity	Reality Testing (partial)
Self-control	Impulse Control
Good Impression	Optimism (partial)
Well-being	Happiness and Optimism
Tolerance	Stress Tolerance (partial)

### Self-acceptance (CPI 260® Instrument) and Emotional Self-Awareness (EQ-i®)

The **Self-acceptance** scale of the CPI 260 tool asks people how capable they are of looking at the less desirable parts of themselves and making peace with them. If people are able to see that, for the most part, they have positive qualities that others may appreciate and see as valuable, it provides them with comfort and stability for when they are examining a quality they possess that is either not productive or undesirable. This invokes the “warts and all” theory that, as long as we can come to terms with the ugly parts of ourselves, we have the potential to really love the best parts of ourselves. From the EQ-i perspective, **Emotional Self-Awareness** is defined as people’s ability to recognize their feelings, to differentiate between them, to know why they are feeling these feelings, and to recognize the impact these feelings have on others around them.

When we blend data that offer insights into how people have made peace with themselves (CPI 260 tool) and how they identify their feelings (EQ-i), we have the very essence of measuring EQ at the highest level. We can imagine that clients who score high in both areas tend to be deliberate about their interactions with others and know how to respond appropriately in difficult situations. They will not be derailed if they are questioned or challenged about an idea or process but rather will listen to the feedback and use it as constructive criticism. When clients score low in both areas, it signifies a possible lack of desire to take responsibility in their interactions with others. They may be too fragile to take in positive constructive criticism and so may become defensive or turn inward and feel shame, doubt, and/or anger. Our goal as professionals in partnering with our clients is to give them tools to help them accept who they are and change those things that are not working for them.

### Self-control (CPI 260® Instrument) and Impulse Control (EQ-i®)

“Foot-in-mouth disease” has stalled the career of many bright and capable executives. Once people have offered critical feedback or comments to others, they can never truly take back what they said. It is imperative, then, for them to know beforehand what their knee-jerk reaction to a challenging situation is likely to be. The CPI 260 leadership characteristic **Self-control** examines the degree to which clients are able to regulate themselves in the best and worst of circumstances. **Impulse Control** on the EQ-i assessment explores their ability to resist or delay an impulse or the temptation to act.

It would be strange to find that a client had scored high in one of these categories and low in the other. Such a mismatch would indicate some inconsistent behavior or possibly a difference in perspective at the time he took the two assessments. When we see low scores in both categories, we can bet that the person has had some challenges in interacting with others. Impulsive behaviors come in many forms. For some, impulses may be self-destructive; for others, they may get in the way of working effectively with others. Our hope is that we see higher scores in both categories so that our clients present as reasonable people capable of assessing situations as they arise and contemplating the best course of action toward the solution they seek. We want our clients to be able to pause before speaking, reacting, or taking action, so that they don't do something they will later regret. The CPI 260 Self-control leadership characteristic is curvilinear, in that a score that is too high (>70) might imply that the client is too restrictive in his actions and communications with others. This person's profile might indicate that he is wound too tightly or plays things too safely and has difficulty taking risks. In such a case, it would be best to help the client experiment with small, calculated risks until he can have success and broaden the scope of his behaviors.

### Resilience (CPI 260® Instrument) and Stress Tolerance (EQ-i®)

How quickly people bounce back from problems can be predictive of whether they will rise or fall in the face of difficult circumstances. **Resilience** probes this process in terms of what people do with the “failure” (i.e., blame themselves or see it as a learning experience) and whether and how they reboot to try again in hopes of achieving a more successful result. Similarly, **Stress Tolerance** has to do with people's ability to be resourceful and effective and to remain composed during a problematic situation. It also involves the degree of optimism people bring to most situations and their overall life perspective. Combining our understanding of all these aspects of personality can help us analyze where people have the capacity to go after they make a mistake. We have researched, read, and observed that those who are capable of managing their reaction to failure well are the ones who succeed in the long term. When people hang on to resentments or internalize anger as a result of a goal they have missed, it weighs them down and alters their judgment indefinitely.

### Responsibility and Accountability (CPI 260® Instrument) and Social Responsibility (EQ-i®)

This is one of the areas in which the two assessments are not completely aligned but there is some overlap. **Responsibility and Accountability** looks at people's desire to make a contribution to and own the work they are doing and thus the degree to which they feel motivated to act. For talent management professionals, the pressure is on in this area—budgets are being slashed, and everyone is having to do more with less. If people choose not to be present and accountable for mistakes or successes, the future of their role and position may be unclear. They could lose respect, projects, maybe even their job because now there are hundreds of people lining up to take it! This category also taps into what motivates people and what people are willing to do to get what they want. **Social Responsibility** looks more at the effect of people's performance on those around them, both in their community and in the larger society. It assesses people's ability to demonstrate cooperation with and contribution to their social group or community. Delegation becomes a delicate balance for executives, as they feel connected to their work but at times have to assign the implementation phase to someone else. When people score too high on Social Responsibility, it can mean they have a difficult time letting go of work and delegating it to another appropriate person to complete it.

### Decisiveness (CPI 260® Instrument) and Problem Solving (EQ-i®)

People's ability to make important decisions and use their judgment wisely becomes even more critical in lean times. **Decisiveness** looks at both their ability to influence others (Dominance) and their level of comfort with being independent and possibly standing alone behind tough or unpopular decisions (Independence). **Problem Solving** explores people's ability to identify and define problems as well as to generate and implement potentially effective solutions. It is the action that results from their decisiveness, as the process of problem solving requires making a multitude of both small and large decisions along the way. Problem solving also requires a degree of creativity and action orientation around getting the desired result.

On the CPI 260 tool, Creative Temperament, Dominance, Empathy, Flexibility, and other scales are involved in assessing the core performance area of problem solving. A high score on Decisiveness does not necessarily imply a high score on Problem Solving. For example, a person could make quick decisions without addressing the important elements of the problem and, as a result, not make the best possible decision. The ideal is for clients to score high in both of these areas, where the EQ-i Problem Solving subscale shows the process they take after the decision is actually made. Scoring low in both areas suggests poor management and leadership, as others look to leaders to assist them when they are faced with difficult circumstances.

## **Interpersonal Skill (CPI 260® Instrument) and Interpersonal Relationship (EQ-i®)**

The data tell us that 25% to 45% of people's success on the job has to do with their EQ, and relationships hinge on the execution of that EQ. **Interpersonal Skill** explores the extent to which people try to collaborate with others in addition to their overall friendliness and approachability. **Interpersonal Relationship** looks at people's ability to create and sustain intimate and rewarding relationships by giving affection to others and receiving it from others. That affection can come in the form of support, praise, or recognition in the workplace. If they do not know how to be considerate of others and/or see the value of doing so, their motivation for engaging in relationships is skewed toward little effort. It is highly unlikely that these scores on the two instruments will not coincide—we can expect both to be either high or low. People with high scores seem to know how to navigate the nuances of corporate culture and the “politically correct” ways to relate and act within their organization. If what they accomplish is even partially based on “who they know,” this area becomes critical as we examine the potential of leaders. People with low scores in this area on both instruments may be unaware of their impact on others, selfish, arrogant, socially clumsy, or all of these.

## **Understanding Others (CPI 260® Instrument) and Empathy (EQ-i®)**

In the CPI 260® Coaching Report for Leaders, the leadership characteristic **Understanding Others** comprises the Empathy and Insightfulness scales, so there is a great deal of overlap between the two instruments in this area. The EQ-i also measures **Empathy** as an integral piece of emotional intelligence. The requirement for people to tune in to how others think and feel becomes increasingly important as their desire for influence rises. Leaders who receive the most loyalty and buy-in are those who can tread the fine line between Insightfulness and Empathy. Insightfulness on the CPI 260 assessment actually asks people about their interest in others in terms of what makes people tick, but this does not necessarily elicit an empathetic response. For example, people can understand why a coworker might be having a problem completing a project because of events in her personal life, but they may choose not to adjust their expectations based on the amount of empathy they feel. Possessing insight doesn't mean they have to act on it. So we may see clients with a much higher score on Empathy in either instrument than on Insightfulness. In either case, their goal is to have high scores on both without overdoing it to the point where they care too much about others' perceptions of or opinions about them. Demonstrating empathy is an essential component of effective leadership.

## IMPLICATIONS OF RESULTS

The chart below explores some implications of people's high and low scores in related areas on the CPI 260 and EQ-i instruments. As stated previously, we would likely not find a high–low combination in some areas, so those combinations have been excluded.

CPI 260® Leadership Characteristic	EQ-i® Subscale	Implications: People with these scores often
High Self-awareness	High Emotional Self-Awareness	<p>Are confident and considerate</p> <p>Are cooperative and collaborative</p> <p>Are mature and composed</p> <p>Are secure and emotionally consistent</p> <p><i>If Sa is very high (&gt;70), may be arrogant or egotistical.</i></p>
Low Self-awareness	Low Emotional Self-Awareness	<p>Are insecure and anxious</p> <p>Are hard on themselves</p> <p>Are unaware of their impact on others</p> <p>Are critical of themselves and others</p> <p><i>When both scores are very low (Sa &lt; 40, ESA &lt; 70), this could be a clinical issue and they should be referred for a mental health assessment.</i></p>
High Self-awareness	Low Emotional Self-Awareness	<p>Experience difficulty when others don't buy into their ideas</p> <p>Have a hard time taking no for an answer</p> <p>Are bossy, pushy, and/or impatient</p> <p>Are not insightful about how their behavior affects others</p> <p><i>These implications are particularly true if Sa &gt; 70.</i></p>
High Self-control	High Impulse Control	<p>Are rigid</p> <p>Need structure</p> <p>Have difficulty being flexible</p> <p>Are overly concerned with self-regulation</p> <p><i>When Sc &gt; 70 and IC &gt; 120, they may be holding on to things too tightly—they need to let go and delegate to others.</i></p>
Low Self-control	Low Impulse Control	<p>Are erratic and inconsistent</p> <p>Engage in risky behaviors</p> <p>Are blunt and emotionally impulsive</p> <p>Say things they immediately regret</p> <p><i>If Sc &lt; 40 and IC &lt; 70, they may exhibit self-destructive behavior.</i></p>
High Resilience	High Stress Tolerance	<p>Are capable of managing highly stressful situations</p> <p>Try not to take things personally</p> <p>Are optimistic about life</p> <p>Are well practiced in self-care</p> <p><i>If ST is very high, they may have excellent coping mechanisms that could prolong difficult circumstances and have negative long-term effects.</i></p>

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CPI 260® Leadership Characteristic	EQ-i® Subscale	Implications: People with these scores often
Low Resilience	Low Stress Tolerance	Feel like the world is against them Are pessimistic Have difficulty recovering from setbacks Become anxious easily <i>If both scores are very low, they may be burned out.</i>
High Responsibility and Accountability	High Social Responsibility	Are conscientious and hardworking Are interested in doing the "right" thing Are concerned about how their work affects others Are interested in giving back to the community <i>If Re is very high, they may feel like everything is up to them and may have difficulty delegating to others.</i>
High Responsibility and Accountability	Low Social Responsibility	Show concern for their work Are unlikely to be concerned about the community or their environment Are working in an industry that has negative effects on others Do not show concern for what people outside their company think about them <i>They may think that as long as they are taking care of themselves, that is all that matters.</i>
Low Responsibility and Accountability	Low Social Responsibility	Are rebellious and likely to break rules Make mistakes due to carelessness Are uninterested in being a team player Are impatient with others <i>They may have a negative effect on other team members and cause tension in the workplace.</i>
High Decisiveness	High Problem Solving	Are a go-to person Are seen by others as a leader Are confident and independent Are able to think critically and creatively about options <i>They are likely to be composed, analytical, and good in a crisis.</i>
High Decisiveness	Low Problem Solving	Make decisions too quickly Are impulsive Don't think things through Are overly focused on directing others <i>These statements will be true when De &gt; 70.</i>

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CPI 260® Leadership Characteristic	EQ-i® Subscale	<b>Implications:</b> People with these scores often
High Interpersonal Skill	High Interpersonal Relationship	<p>Are politically savvy about navigating work relationships</p> <p>Enjoy being around people</p> <p>Are an effective communicator</p> <p>Are collaborative and a team player</p> <p><i>They are probably well liked by many colleagues and coworkers.</i></p>
Low Interpersonal Skill	Low Interpersonal Relationship	<p>Are socially anxious</p> <p>Feel like an outsider and disconnected from others</p> <p>Lack motivation to collaborate</p> <p>Are uneasy about making difficult decisions</p> <p><i>They are unlikely to give others the benefit of the doubt and may think negatively of others and relationships.</i></p>
High Understanding Others	High Empathy	<p>Establish rapport with others easily</p> <p>Work hard to tune in to others and relationships</p> <p>Are interested in why people do the things they do</p> <p>Are warm and friendly with others</p> <p><i>If Is &gt; 70, they may not be consistently warm with others and may be more analytical.</i></p>
Low Understanding Others	Low Empathy	<p>Focus more on people's actions than on their thoughts</p> <p>Feel like an outsider</p> <p>Back away from others and relationships</p> <p>Have difficulty connecting with other people's experiences</p> <p><i>If both scores are very low, they may be self-centered and immature.</i></p>
High Capacity for Collaboration	High Interpersonal Relationship	<p>Attempt to be fair and open-minded with others</p> <p>Want to be seen as cooperative and valuable to the team</p> <p>Are creative in brainstorming ideas</p> <p>Are good at navigating sensitive problems</p> <p><i>If both scores are high, they are likely to be good in a crisis.</i></p>
High Self-confidence	High Self-Regard	<p>Are egotistical</p> <p>Are self-centered and unaware of others' needs</p> <p>Have a "my way or the highway" attitude</p> <p>Have difficulty receiving negative feedback from others</p> <p><i>These statements are true only if these scores are very high.</i></p>

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<b>CPI 260® Leadership Characteristic</b>	<b>EQ-i® Subscale</b>	<b>Implications:</b> People with these scores often
High Managing Change	High Stress Tolerance	<p>Are flexible and try to go with the flow</p> <p>Are not easily frazzled by crises</p> <p>Are able to pause for thought before taking action</p> <p>Have positive coping mechanisms</p> <p>Are a great leader during times of change and turnover</p> <p><i>If these scores are very high, too much tolerance for change is not necessarily a good thing: they may have difficulty saying no or setting limits.</i></p>
Low Managing Change	Low Stress Tolerance	<p>Are overly rigid and fearful without structure</p> <p>Have difficulty managing conflicts with others</p> <p>Are impulsive and may catastrophize during a crisis</p> <p>Become anxious easily, lack effective coping mechanisms</p> <p><i>They may not perform well in rapidly changing environments.</i></p>
High Creativity	High Flexibility	<p>Are innovative and independent</p> <p>Are open to ideas and change for the sake of change</p> <p>Prefer more autonomous working conditions</p> <p>Will disengage if micromanaged</p> <p><i>If Creativity is very high, they may become inflexible when their ideas are challenged.</i></p>
Low Creativity	Low Flexibility	<p>Have a more traditional approach</p> <p>Need structure to feel comfortable in their work</p> <p>Avoid risks even when they are necessary</p> <p>Don't show a great deal of initiative</p> <p><i>Others may find it difficult to work with them.</i></p>
High Influence	High Assertiveness	<p>Are good at obtaining buy-in from others</p> <p>Have high visibility in the organization</p> <p>Are capable of leading others and making tough choices</p> <p>Are willing to fight for something they believe in</p> <p><i>If both scores are very high, they may have a "my way or the high-way" attitude.</i></p>
Low Influence	Low Assertiveness	<p>Lack confidence in sharing ideas with others</p> <p>See themselves as a victim</p> <p>Have difficulty establishing rapport</p> <p>Have trouble stating what they want and become resentful</p> <p><i>They are likely to be passive-aggressive in conflict when they don't get what they want.</i></p>

The information presented in this guide is intended to inform your interpretations and help you get more out of your financial and time investments when using the CPI 260 and EQ-i instruments together. The opportunity for synergy, whereby one instrument expands on data and information provided by the other, is endless!

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