

# Feedback report

## ESCI-U

### Emotional and Social Competency Inventory - University Edition

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# Introduction

## What Is Emotional and Social Intelligence?

Emotional and Social Intelligence, commonly referred to as EI, is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and in others. It describes the behaviors that sustain us in challenging roles, or as our lives become more demanding, and it captures the qualities that help us deal effectively with change.

## So what does EI mean for you as a student?

Whether you are in your last few years at school, half way through college, just starting university or undertaking a post-graduate program, your emotional and social intelligence is playing a huge part in your success as a learner.

These competencies are the abilities that will help you:

- work out what you want from life
- decide upon the learning that will help you get there
- draw on your own resources
- learn from individuals around you – their successes and their challenges
- learn with others in groups
- support your friends, colleagues and peers in their learning

## Emotional and Social Competency Inventory, University Edition

The Emotional and Social Competency Inventory, University Edition (ESCI-U) is a multi-rater assessment designed to help students assess and develop the EI competencies. The competencies fall into five distinct areas (or clusters) of ability:

- Self-Awareness: recognizing and understanding our own emotions
- Social Awareness: recognizing and understanding the emotions of others
- Self-Management: effectively managing our own emotions
- Relationship Management: applying emotional understanding in our dealings with others
- Cognitive: intellectual abilities that are related to our effectiveness.

Self-Awareness is at the heart of the model. It describes the ability to understand our emotions, our drives, our strengths and our weaknesses. It enables us to sustain our emotionally and socially intelligent behavior over time, despite setbacks.

Relationship Management is where emotional and social intelligence (or the lack thereof) becomes most visible to others. The competencies in this

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# Introduction

cluster impact on the motivation and performance of others, but they depend on strengths in the Social Awareness and Self-Management competencies. These clusters provide direction, energy, restraint, and skill to the way we use Relationship Management competencies.

The Cognitive cluster is unique to the ESCI-U. This cluster measures Systems Thinking and Pattern Recognition, as these competencies have been shown to be related to effectiveness in academic settings. The importance of these competencies has been realized through nearly four decades of competency research. While the ESCI-U focuses on the emotional intelligence and social intelligence competencies, these cognitive competencies are highly important for students, and since we seek to develop the whole person, we have included them here.

## Your Feedback Report

Your feedback report is organized into the following primary sections:

- **ESCI-U Competency Model**—a list of the competencies measured in this survey and a detailed overview of each competency, each organized by cluster.
- **Interpreting Your Feedback**—a guide to what you'll see in your ESCI-U feedback report
- **Data Validity**—a summary of the source, quality and agreement of the feedback data
- **Summary Report**—a summary of your strengths and areas for improvement across the five clusters of emotional competencies
- **Competency Behavior Report**—your scores on each competency behavior by rater group
- **Five Discoveries Exercise**—questions and suggestions to help you focus your personal development efforts

## ESCI - University Edition



### Self-Awareness

- Emotional Self Awareness

### Self-Management

- Achievement Orientation
- Adaptability
- Emotional Self-Control
- Positive Outlook

### Social-Awareness

- Empathy
- Organizational Awareness

### Relationship Management

- Conflict Management
- Coach and Mentor
- Influence
- Inspirational Leadership
- Teamwork

### Cognitive

- Systems Thinking
- Pattern Recognition

# ESCI-U Model

## Competency Definitions

### Self-Awareness

#### Emotional Self Awareness

This is the ability to understand your own emotions and their effects. It is being able to recognize how you react to cues in the environment and how your emotions affect your performance. It's about knowing your inner resources, abilities and limits. It is based on the desire to receive feedback and new perspectives about yourself, and to be motivated by continuous learning and self-development. When you demonstrate Emotional Self-Awareness you:

- are aware of your own feelings
- know why these feelings occur
- understand the implications of your emotions
- are aware of your strengths and limits
- are open to feedback

### Self-Management

#### Achievement Orientation

This is a concern for working towards a standard of excellence. This standard may be a personal need to improve your performance, to outperform others, or even to surpass the greatest accomplishment ever achieved. It's about seeking out opportunities and taking action on them. You will consistently strive to do better, to experience new challenges and opportunities, and will be comfortable being held accountable for your actions and ideas. When you demonstrate Achievement Orientation you:

- anticipate obstacles to a goal
- take calculated risks
- set measurable goals
- act rather than wait
- seek information in novel and unusual ways
- cut through red tape and bend the rules when necessary

Achievement Orientation will encourage you to take the initiative and seek out new opportunities.

#### Adaptability

This is the ability to be flexible and work effectively within a variety of changing situations and with different individuals and groups. People with this competency are willing to change their own ideas or perceptions on the basis of new information or evidence. They are able to alter standard

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# ESCI-U Model

## Competency Definitions

procedures when necessary and juggle multiple demands as required. When you demonstrate Adaptability you:

- juggle multiple demands smoothly
- handle shifting priorities and rapid change easily
- adapt plans, behavior or approaches to fit major changes
- apply standard procedures flexibly
- adapt ideas based on new information

Developing your adaptability will help you deal more positively with change. Unexpected change happens to us all, and has a tendency to be out of our control – but we can control our reactions to it. Being able to accept the change, be flexible and adapt to it and then move forward is a real skill.

### Emotional Self-Control

This is the ability to keep your impulsive feelings and emotions under control. It is being able to restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under pressure. When you demonstrate Emotional Self-Control you:

- deal calmly with stress
- display restraint and control your impulses
- stay poised and positive, even in difficult moments
- are able to get the job done despite feeling negative emotions

### Positive Outlook

This competency is about seeing the world as a glass that is 'half-full' rather than 'half-empty'. This is the ability to see good in others and in the current situation. Threats are viewed merely as opportunities that can be acted upon and taken advantage of to achieve optimal outcomes. When you demonstrate Positive Outlook you:

- see opportunities rather than threats
- have mainly positive expectations about others
- have positive expectations for the future
- believe the future will be better than the past
- see the positive side of difficult situations

Seeing problems for what they really are is a key part of having a positive outlook. To one degree or another we're all prone to overreacting, jumping to conclusions, looking for someone else to blame, or blaming ourselves. If *Continued*

# ESCI-U Model

## Competency Definitions

only we could put our problems in perspective – to see them for what they really are. Then they might not be problems any more.

Having a positive outlook will help you cope with multitasking, juggling multiple projects or assignments and different responsibilities. Unless we have the necessary tools to deal with these multiple challenges it can easily seem too much. Trying to stay positive helps us remain focused and calm instead of being overwhelmed by emotion or stress.

## Social Awareness

### Empathy

This competency is about understanding other people. It is the ability to hear and understand accurately the unspoken or partly expressed thoughts, feelings and concerns of others. People with empathy are able to constantly pick up emotional cues. They can appreciate not only what people are saying, but also why they are saying it. When you demonstrate Empathy you:

- read people's moods or non-verbal cues accurately
- respect and relate well to people of diverse backgrounds
- listen attentively to others
- understand others' perspectives when they are different from your own
- understand the reasons for another's actions

Remember, don't assume that everybody does things or values things in the same way. We learn about differences by observing and asking, and by noticing when others respond to things differently than we do. Be open to others' opinions and viewpoints.

### Organizational Awareness

This is the ability to understand the 'power' relationships in one's own group or organization. This includes the ability to identify the real decision-makers and who can influence them. It is also about recognizing the values and cultures of organizations and how these affect the way people act and behave. When you demonstrate Organizational Awareness you:

- understand the political forces at work in your group or organization
- read key power relationships in groups or organizations accurately
- understand the values and culture of your group or organization
- understand the informal process by which work gets done in your group or organization
- understand what is rewarded, and what is not rewarded, in your group or organization

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# ESCI-U Model

## Competency Definitions

### Relationship Management

#### Conflict Management

This is the ability to handle difficult individuals, groups of people, or tense situations with diplomacy and tact. This involves coming face-to-face with the conflict rather than trying to avoid it. This competency entails focusing on the issues rather than the people and working to de-escalate the bad feelings. When you demonstrate Conflict Management you:

- bring disagreement out in the open
- help de-escalate conflicts
- communicate the positions of those involved in a conflict to all concerned
- try to resolve conflict by articulating a larger goal that everyone values
- try to resolve conflict by finding a position everyone involved can accept

#### Coach and Mentor

This competency is the ability to foster the long term learning or development of others. Its focus is on the behaviors involved in developing others, rather than on the formal role of teaching or training. Those who do this well spend time helping people find their own way to excellence through specific feedback on current performance. When you demonstrate Coaching and Mentoring you:

- offer feedback to improve another person's performance
- recognize others' specific strengths
- provide on-going coaching and mentoring
- encourage others to pursue their dreams, calling or passions
- care about others and their development

Remember that giving feedback is a sensitive business. You'll need to use this competency with your empathy as well. People are very sensitive to receiving feedback – and can find it as difficult to accept the positive as the developmental.

#### Influence

This is the ability to have a positive impact on others. It involves persuading or convincing others in order to get them to support your ideas and suggestions. This is about grabbing someone's attention and getting others to listen. When you demonstrate Influence you:

- build consensus and support for ideas and suggestions
- convince others by appealing to their self-interest

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# ESCI-U Model

## Competency Definitions

- anticipate how people will respond to an argument and adapt your approach accordingly
- convince others by engaging them in discussion
- convince others by getting support from key people

### Inspirational Leadership

This is the ability to take on the role of leader in a group or team. It implies a desire to lead others. Leadership need not come from a position of formal authority – this competency is about the behaviors of leadership, not about being in a formal leadership role. People with this competency work to bring people together to get the job done. They are able to build a strong sense of belonging within the group, leading others to feel that they are part of something bigger than themselves. When you demonstrate Inspirational Leadership you:

- make activities or projects engaging
- inspire others by stating a vision or goal
- motivate others by generating emotional reactions
- build pride in the group
- lead by bringing out the best in people

Great leaders know exactly what their role is in the team. They read the situation and understand what is needed from them and they create a great atmosphere to work in.

### Teamwork

This competency is about working co-operatively with others, being part of a team and working together – as opposed to working separately or competitively. Teamwork is about enjoying shared responsibility and rewards for accomplishments. It involves participating actively and building the capability of the team. When you demonstrate Teamwork you:

- maintain co-operative working relationships
- build team spirit and identity
- promote a friendly, co-operative climate in groups or organizations
- solicit others' input and participation
- work well in teams by being respectful of others

Making a positive contribution in a team is an important skill and something you will use often, in all the roles in your life – as a student, as an employee or manager, in sports or recreational groups and at home and in social groups.

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# ESCI-U Model

## Competency Definitions

### Cognitive Competencies

#### Systems Thinking

This is the ability to identify the many and various factors that impact upon a complex situation or event. It is recognizing both the causes and effects of actions and outcomes. Systems Thinking is about explaining these interactions in terms others can understand, which may involve the use of diagrams, flow charts, detailed but simple discourse, etc. When you demonstrate Systems Thinking you:

- explain complex events in an understandable way
- see situations as a set of cause and effect relationships
- explain how interactions result in particular outcomes

#### Pattern Recognition

This competency is about recognizing patterns or trends in random information, events or situations. It is the ability to describe these patterns or trends to others, and to use metaphors or analogies to bring them to life and make them easily understood and recognizable. It is also the ability to see the commonality or similarities among various and often very different situations. When you demonstrate Pattern Recognition you:

- identify patterns and trends within random information
- use metaphors or analogies to describe patterns or trends
- see similarities across different situations

# Interpreting Your Feedback

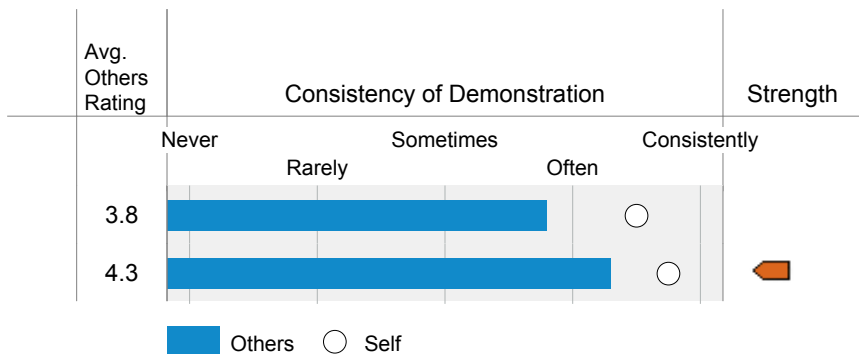
*A guide to what you'll see in your ESCI-U feedback report*

## Interpreting the Summary Report

The Summary report provides an overview of your strengths and areas for improvement. All the competencies measured in this report are listed and organized by cluster.

### Competency Scores

To the right of each competency, you will see Avg. Others Rating. This is the mean score from everyone, excluding yourself, who provided you with feedback.



The bar represents your Others score.

The circle represents your rating, or how you saw yourself on that competency.

When the Others score matches or exceeds 85% of the scale, the competency is considered a strength. In this case, an arrow will appear for that competency under the strength column.

### Interpreting the Competency Behavior Report

The Competency Behavior report displays each of the individual behaviors you were rated on, organized by cluster and competency. To the right of each behavior is your own rating and the average Others' rating. The ratings represent how consistently you demonstrated the behavior on a scale of 1 to 5; where 1 = never and 5 = consistently. This report can provide you with more insight for which specific behaviors you may need to focus on to develop a competency.

## Data Validity

*Summarizes the source and quality of the feedback data*

This report is based on the responses of 5 individuals as shown below.

5 questionnaires were returned in time to be included in this feedback.

The responses were collected between 10/24/2019 and 11/4/2019.

	Questionnaires			Familiarity		Agreement	
	Distb.	Rcvd.	Prcsd.	Low	High	Low	High
Self	1	1	1				
Others	10	4	4				

### Rater Familiarity

When making their ratings, raters indicated their familiarity with your performance and their frequency of contact with you.

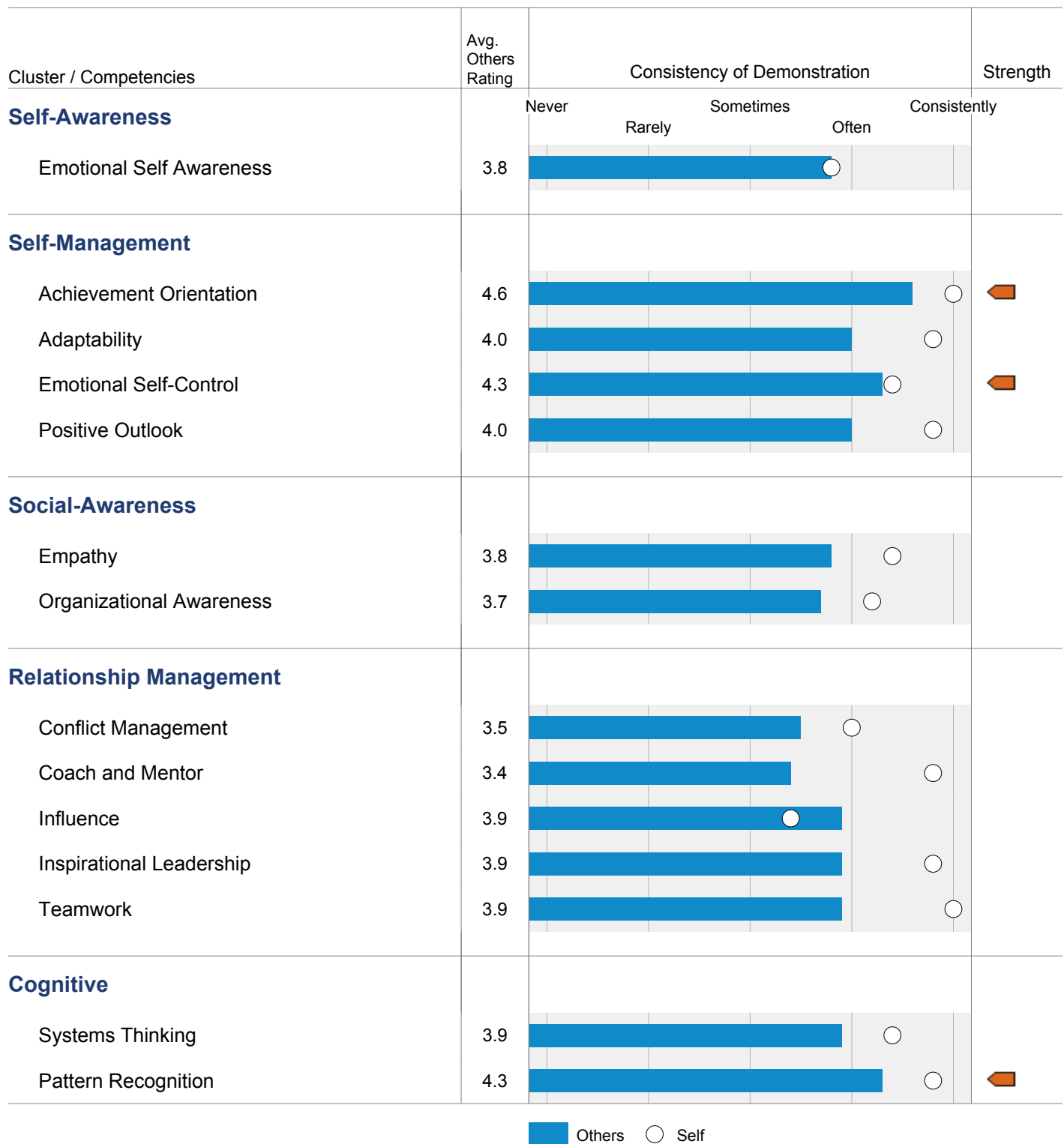
The higher the familiarity, the more attention you should pay to the ratings. Low familiarity can occur when raters report that they are relatively unfamiliar with your performance, or have relatively infrequent contact with you (or both). You should place less weight on feedback from perspectives with low to moderate familiarity.

### Rater Agreement

The level of rater agreement for perspectives with two or more raters is reported above. The higher the agreement, the more consistent the ratings amongst the raters.

Agreement can be low for a number of reasons. Low agreement may indicate that some raters are less familiar with your performance than others. Low agreement may also indicate that the raters interact with you in different situations and see different aspects of your behavior. If the agreement for a perspective is low or moderate you should take time to consider the likely cause of the inconsistency and to adjust your evaluation of the feedback appropriately.

## ESCI-U Summary



## Self-Awareness

Item #		Self	Others	
	<b>Emotional Self Awareness</b>			
2	Describes underlying reasons for own feelings	3.0	3.0	
25	Shows awareness of own feelings	4.0	3.8	
26	Acknowledges own strengths and weaknesses	4.0	3.8	
35	Able to describe how own feelings affect own actions	4.0	4.3	
62	Understands the connection between what is happening and own feelings	4.0	4.0	

1=Never, 3=Sometimes, 5=Consistently

-- Indicates Missing Data

*Continued*

## Self-Management

Item #		Self	Others	
	<b>Achievement Orientation</b>			
22	Seeks to improve by setting measurable and challenging goals	5.0	4.8	
27	Strives to improve own performance	5.0	4.5	
36	Initiates actions to improve	5.0	4.5	
48	Seeks ways to do things better	5.0	4.5	
56	Seeks to improve by taking calculated risks to reach a goal	5.0	4.8	
	<b>Adaptability</b>			
5	Adapts overall strategy, goals, or projects to cope with unexpected events	5.0	4.0	
14	Adapts by applying standard procedures flexibly	5.0	4.5	
34	Adapts by smoothly juggling multiple demands	4.0	3.7	
50	Adapts to shifting priorities and rapid change	5.0	4.0	
70	Adapts overall strategy, goals, or projects to fit the situation	5.0	4.0	
	<b>Emotional Self-Control</b>			
39	Acts appropriately even in emotionally charged situations	4.0	4.0	
45	Controls impulses for the good of others	5.0	3.8	
46	Remains composed, even in trying moments	4.0	4.3	
52	Controls impulses appropriately in situations	5.0	4.8	
63	Remains calm in stressful situations	4.0	4.5	

1=Never, 3=Sometimes, 5=Consistently

-- Indicates Missing Data

Continued



## Self-Management

Item #		Self	Others	
	<b>Positive Outlook</b>			
11	Sees possibilities rather than problems	4.0	3.7	
23	Sees the positive in people, situations, and events more often than negative	5.0	3.8	
47	Sees opportunities rather than threats	5.0	4.0	
53	Views the future with hope	5.0	4.5	
55	Believes the future will be better than the past	5.0	4.3	

1=Never, 3=Sometimes, 5=Consistently

-- Indicates Missing Data

*Continued*

## Social-Awareness

Item #		Self	Others	
	<b>Empathy</b>			
28	Understands others by listening attentively	5.0	3.5	
58	Understands others from different backgrounds	5.0	4.0	
59	Understands others by putting self into others' shoes	4.0	3.7	
64	Understands reasons for others' actions	4.0	3.8	
65	Understands others' perspectives when they are different from their own perspective	4.0	4.0	
	<b>Organizational Awareness</b>			
21	Understands social networks	4.0	3.5	
24	Understands the team's or organization's unspoken rules	4.0	3.8	
33	Understands the values and culture of the team or organization	5.0	4.0	
41	Understands the informal processes by which work gets done in the team or organization	4.0	3.8	
66	Understands the informal structure in the team or organization	4.0	3.7	

1=Never, 3=Sometimes, 5=Consistently

-- Indicates Missing Data

Continued

## Relationship Management

Item #		Self	Others	
	<b>Conflict Management</b>			
1	Tries to resolve conflicts by finding a solution that addresses everyone's interests	5.0	2.7	
8	Tries to resolve conflict by openly talking about disagreements with those involved	4.0	4.0	
30	Resolves conflict by bringing it into the open	3.0	3.7	
51	Tries to resolve conflict by finding a position everyone involved can endorse	4.0	3.0	
67	When resolving conflict, de-escalates the emotions in the situation	4.0	4.3	
	<b>Coach and Mentor</b>			
16	Provides feedback others find helpful for their development	5.0	3.3	
17	Coaches and mentors others	5.0	3.3	
42	Cares about others' and their development	5.0	3.5	
57	Personally invests time and effort in developing others	5.0	3.8	
68	Provides on-going mentoring or coaching	4.0	3.3	
	<b>Influence</b>			
6	Convinces others by developing behind the scenes support	4.0	3.0	
12	Convinces others by appealing to their self-interest	4.0	3.7	
29	Convinces others by getting support from key people	4.0	4.7	
31	Convinces others by engaging them in discussion	2.0	4.3	
40	Anticipates how others will respond when trying to convince them	3.0	3.8	

1=Never, 3=Sometimes, 5=Consistently

-- Indicates Missing Data

Continued

## Relationship Management

Item #		Self	Others	
	<b>Inspirational Leadership</b>			
3	Leads by building pride in the group	5.0	4.0	
19	Leads by bringing out the best in people	4.0	3.7	
43	Leads by articulating a compelling vision	5.0	4.3	
44	Leads by inspiring people	5.0	4.0	
61	Leads others by creating a positive emotional tone	5.0	3.7	
	<b>Teamwork</b>			
4	Works well in teams by being supportive	5.0	4.0	
10	Works well in teams by being respectful of others	5.0	4.0	
18	Works well in teams by encouraging participation of everyone present	5.0	3.8	
37	Works well in teams by soliciting others' input	5.0	3.8	
49	Works well in teams by encouraging cooperation	5.0	3.8	

1=Never, 3=Sometimes, 5=Consistently

-- Indicates Missing Data

Continued

## Cognitive

Item #		Self	Others	
	<b>Systems Thinking</b>			
7	Sees a situation as multiple cause and effect interactions	4.0	3.3	
9	Explains how certain things affect others resulting in a particular outcome	5.0	3.7	
15	Explains complex events through a system or flow diagram	5.0	3.5	
20	Explains an event in terms of how multiple factors involved affect each other	4.0	4.3	
69	Sees an event as a set of cause and effect relationships	4.0	4.8	
	<b>Pattern Recognition</b>			
13	Perceives similarities among different types of situations	5.0	4.3	
32	Identifies patterns or trends in seemingly random information	4.0	4.7	
38	Perceives themes or patterns in events	5.0	4.3	
54	Uses metaphors or analogies to describe themes or patterns	5.0	4.3	
60	Interprets a new situation by using an analogy relating it to a different type of situation	--	4.0	

1=Never, 3=Sometimes, 5=Consistently

-- Indicates Missing Data

## What Next?

*The following questions and suggestions may help you capture your thoughts at this stage*

### What does the feedback mean for you?

Think about the real meaning for you behind the scores. For example, for competencies scored:

#### **Consistently**

Are these the competencies I most enjoy using? Do they feel most natural to me? How did I get to feel that way about these competencies?

#### **Often**

These are solid strengths for me. How else could I apply these strengths? In which other situations, and with which other people, could I use these competencies?

#### **Sometimes**

If I carry out this competency some of the time, what stops me doing it more often? Do I do different things in different situations? Do different people see different sides of me?

#### **Rarely**

What are the situations in which I do use this competency? What does it feel like when I do? Who sees me using it? What are the consequences - for them or for me - when I do use it? What are the consequences when I don't use it?

#### **Never**

Does this mean that I definitely don't have this competency? Or does it mean that I'm not sure? Do others ever see me use this competency? Is it useful to me? How can I start to practice it?

# The Five Discoveries exercise

*Focusing your personal development efforts*

## Developing your EI - the Five Discoveries

Making any kind of change in our lives involves breaking old habits that hold us back and forging new habits that serve us better. This is what successful learning is all about.

But this is only half the story. The full story involves sustaining our new habits over time. This process of intentional change can be understood as 'five discoveries' that we choose to undertake.

Think about what your feedback means for the person you really want to be. Does your feedback help to clarify things for you? Does it help you to identify the capabilities you want to develop?

Use the five discovery questions to think this through.

### Discovery 1 - My ideal self

What do I really want out of life? What kind of person do I want to be? What am I aiming for as a person?

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When I imagine myself in my ideal future, what do I see? What am I doing? What am I thinking? What am I feeling?

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### Discovery 2 - My real self

Who am I right now? What do I enjoy? What am I good at? What do I find challenging? How do others see me?

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What are my strengths - the things about me that make me close to how I want to be?

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What are my learning gaps - the things that I want to develop to be closer to how I want to be?

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# The Five Discoveries exercise

*Focusing your personal development efforts*

## Discovery 3 - My learning agenda

In the light of what I have learned from my feedback, how can I get closer to my ideal self? How can I build on my strengths to become even more like my ideal self? How can I work on the gaps? What do I want to do differently? What are my goals? Which competencies do I want to focus on?

## Discovery 4- Experimentation and practice

What activities can I do to try out the competencies I want to focus on? What happens when I try out new behaviors? What does it feel like for me? What are the consequences for me? What are the consequences for others?

## Discovery 5 - Trusting relationships

Who might help, support, and encourage me now and in the future? What can I learn from them? What will have a positive and helpful impact on me? What kinds of behaviors do I need from them? Who can I learn alongside - learning from them and supporting their learning?

Think about what your feedback means for the person you really want to be. Whatever you're learning or whatever you're working on, these five discoveries will help you focus on the things that really matter to you. They'll help you to use your strengths, identify what you need, take risks in your learning and ask for support.

Use them in everything you do.



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For the sake of linguistic simplicity in this report, where the masculine form is used, the feminine form should also be understood to be included.

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