EVERYTHING **DiSC**
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Research Report
for Adaptive Testing Assessment

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Overview of this Research Report

The purpose of this report is to provide the validity research for the Everything DiSC® assessment and profiles. Section 1 includes background and research on the assessment, specifically on the Everything DiSC assessment, the DiSC® scales that are derived from this information, and the circumplex representation of the model. Sections 2-6 provide research on the application-specific models used in *Everything DiSC Management, Everything DiSC Sales, Everything DiSC Workplace®, Everything DiSC Productive Conflict,* and *Everything DiSC Agile EQ™*. Section 7 provides the research for the 18 additional scales in *Everything DiSC Work of Leaders®*. Section 8 provides the research for the *Everything DiSC Comparison Report.* The Appendices contain more detailed information on the Everything DiSC assessment research.

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Note: If you are interested in a deeper overview of the DiSC® model, research, and interpretation, we encourage you to read the *Everything DiSC® Manual*—our comprehensive guide to the research that supports the Everything DiSC suite of assessments. Available through your Everything DiSC Authorized Partner, Amazon, and Wiley.com, this manual is an essential reference tool for anyone facilitating Everything DiSC solutions.

Section 1: Everything DiSC® Assessment Research

The DiSC® Model

The foundation of DiSC® was first described by William Moulton Marston in his 1928 book, *Emotions of Normal People*. Marston identified what he called four "primary emotions" and associated behavioral responses, which today we know as Dominance (D), Influence (i), Steadiness (S), and Conscientiousness (C). Since Marston's time, many instruments have been developed to measure these attributes. The Everything DiSC® assessment uses the circle, or circumplex, as illustrated below, as an intuitive way to represent this model. Although all points around the circle are equally meaningful and interpretable, the DiSC model discusses four specific reference points.

Dominance: direct, strong-willed, and forceful
Influence: sociable, talkative, and lively
Steadiness: gentle, accommodating, and soft-hearted
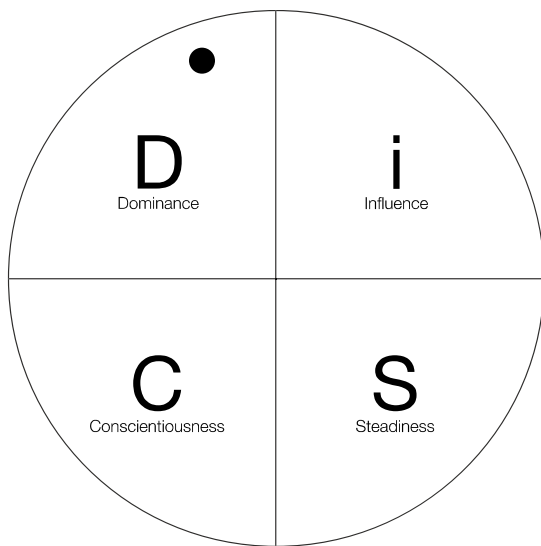**Conscientiousness:** private, analytical, and logical

Figure 1. Circumplex DiSC Model

Although some people tend equally toward all of these regions, research indicates that most of us lean toward one or two. Each person who takes the Everything DiSC® assessment is plotted on the circle, also known as the Everything DiSC Map. The example in Figure 1 shows a person (represented by the dot) who tends toward the D region, but also somewhat toward the i region. This represents a Di style.

This person, therefore, is probably particularly active, bold, outspoken, and persuasive, as these qualities generally describe people who share both the D and i styles. The distance of the dot from the center of the circle is also meaningful. People whose dots fall toward the edge of the circle, as shown in Figure 1, are much more inclined toward their DiSC styles and are likely to choose the priorities of that style over those of other styles. People whose dots fall close to the center of the circle are less inclined toward a particular style and find it fairly easy to relate to the priorities of other styles.

Assessment and Scoring

The Everything DiSC assessment asks participants to respond to statements on a five-point ordered response scale, indicating how much they agree with each statement. These responses are used to form scores on eight scales (standardized to have a mean of zero and standard deviation of one) that are located around the DiSC® circle, as shown in Figure 2. The eight scales are as follows:

D measures a direct, dominant disposition using adjectives such as aggressive, strong-willed, and forceful.

Di measures an active, fast-paced disposition using adjectives such as dynamic, adventurous, and bold.

i measures an interactive, influencing disposition using adjectives such as sociable, lively, and talkative.

iS measures an agreeable, warm disposition using adjectives such as trusting, cheerful, and caring.

S measures an accommodating, steady disposition using adjectives such as considerate, gentle, and soft-hearted.

SC measures a moderate-paced, cautious disposition using adjectives such as careful, soft-spoken, and self-controlled.

C measures a private, conscientious disposition using adjectives such as analytical, reserved, and unemotional.

CD measures a questioning, skeptical disposition using adjectives such as cynical, stubborn, and critical.
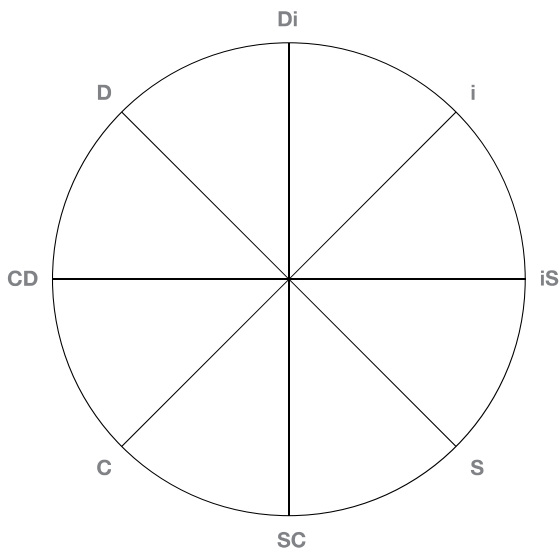
Figure 2. Eight DiSC® Scales

During the assessment process, the respondent's variance on each of the eight scales is calculated. If the variance on a particular scale is above a predetermined cut-off, the participant is presented with additional items for that scale. In this way, the assessment can gain more certainty with regard to the respondent's true score. This process mirrors those used in other adaptive testing assessments. An individual's scores on the eight scales are then used to plot the individual on the Everything DiSC® Map, as represented by a dot. (Note that these eight scale scores are not directly reported in the profiles.) The Everything DiSC Map is divided into 12 sections, or styles, each representing 30 degrees within the circle. Feedback is largely based on the section in which the dot falls. Other factors, such as the dot's distance from the center of the circle and the individual's priorities, are also reflected in the feedback.

Overview of the Validation Process

Psychological instruments are used to measure abstract qualities that we can't touch or see. These are characteristics like intelligence, extroversion, or honesty. So how do researchers evaluate these instruments? How do we know whether such tools are actually providing accurate information about these characteristics or just generating haphazard feedback that sounds believable? Simply put, if an instrument is indeed useful and accurate, it should meet a variety of different standards that have been established by the scientific community. Validation is the process through which researchers

assess the quality of a psychological instrument by testing the tool against these different standards. This paper is designed to help you understand these different standards and see how the Everything DiSC® assessment performs under examination.

Validation asks two fundamental questions:

1. How reliable is the tool? That is, researchers ask if an instrument measures in a consistent and dependable way. If the results contain a lot of random variation, it is deemed less reliable.

2. How valid is the tool? That is, researchers ask if an instrument measures accurately. The more that a tool measures what it proposes to measure, the more valid the tool is.

Note that no psychometric tool is perfectly reliable or perfectly valid. All psychological instruments are subject to various sources of error. Reliability and validity are seen as matters of degree on continuous scales, rather than reliable/unreliable and valid/invalid on dichotomous scales. Consequently, it is more appropriate to ask, "How much evidence is there for the reliability of this tool?" than, "Is this tool reliable?"

Reliability

When we talk of reliability in relation to profiles such as DiSC® assessments, then we are referring partly to the tool's **stability** and partly to its **internal consistency**.

Stability refers to the tool's ability to yield the same measurements over a period of time. This is generally tested by having the same people complete the tool's questionnaire twice, with a suitable time interval between the two measurements (the so-called *test-retest*.) The results are then compared to determine how strongly they relate to each other (or correlate). If a person's DiSC style remains unchanged, a stable tool should produce results that are quite similar between two different administrations. In reality, however, it is almost impossible to obtain perfect test-retest reliability on any sophisticated psychological test, even if the individual in question does not change on the measured attribute. This is because test results are influenced by a variety of extraneous factors that are unrelated to the characteristics that the test intends to measure. For instance, someone who is tired during one testing may answer differently than she will on a second testing when she is well-rested. Similarly, another person may respond to a test differently depending on the mood he is in.

Generally speaking, the longer the interval between two test administrations, the greater the chance that these random variables can artificially lower the test-retest reliability of an instrument. In other words, the longer the time period between two testings, the lower we would expect the test-retest reliability to be.

In practical terms, the stability of DiSC® (i.e., test-retest reliability) is measured by asking a group of respondents to take a DiSC instrument and then asking those same respondents to take the same test again at a later time. This stability can be quantified in the form of a *reliability coefficient,* which is a statistic that is generated by looking at the mathematical relationship between a group's initial scores on an instrument and their subsequent scores. Reliability coefficients range between 0 and +1. The closer that a correlation coefficient is to +1, the more stable the instrument is considered to be. Researchers generally use the following guidelines to help them interpret these test-retest reliability coefficients: coefficients above .70 are considered acceptable, and coefficients above .80 are considered very good.

The eight scales of the Everything DiSC® assessment have been measured for their test-retest reliability over a two-week period and the following coefficients were found:

Table 1. Scale Test-Retest Reliabilities	
Scale	**Reliability**
Di	.86
i	.87
iS	.85
S	.86
SC	.88
C	.85
CD	.85
D	.86
N = 599	

These results suggest that results produced by the Everything DiSC® assessment are quite stable over time. Consequently, test takers and test administrators should expect no more than small changes when instrument is taken at different times. As the period between administrations increases, however, the divergent results of these administrations will become more and more noticeable.

Note that even over very short intervals an instrument's results can show small changes. In fact, it is unlikely that two administrations of a test will yield the *exact* same results on any sophisticated psychological instrument. When such changes are observed in DiSC®, however, the fundamental interpretation of the results will usually be the same.

Internal consistency evaluates the degree of correlation among questions that profess to measure the same thing. That is, each of the eight scales in the DiSC model is measured using a series of different items (i.e., questions in the form of statements, such as *I am direct, I tend to take the lead, I want things to be exact, I am always cheerful*). Researchers recognize that if all of the items on a given scale (e.g., the D scale) are in fact measuring the same thing (e.g., Dominance), they should all correlate with each other to some degree. In other words, all of the items on a scale should be consistent with each other. A statistic called Cronbach's alpha is usually regarded as the best method of evaluating internal consistency.

The D Scale

I am very outspoken with my opinions

I am forceful

I tend to challenge people

I can be blunt

I am tough-minded

Figure 3. D Scale Items

Cronbach's alpha expresses the degree of correlation as a specific number, which typically varies between 0.0 and 1.0. If the value of alpha is 0.0, then there is no relationship among the items/statements on a given scale. On the other hand, if all the statements in a questionnaire measure in an identical fashion, then the value of alpha will be 1.0, which indicates absolute internal consistency. Cronbach's alpha is calculated separately for each of the assessment's eight scales.

The following guidelines are frequently used to evaluate the quality of a scale's internal reliability: alpha values above .70 are generally considered acceptable and satisfactory, alpha values above .80 are usually considered quite good, and values above .90 are considered to reflect exceptional internal consistency. In fact, alpha values that are too high may indicate that the items on a scale are redundant or too similar. In such cases, many of the instrument's items may provide very little new information about a respondent.

Alpha coefficients were calculated for a sample of 752 respondents. The demographics of this sample are included in Appendix 1. The scales on the Everything DiSC® instruments demonstrate good-to-excellent internal consistency, as shown by the alpha values listed in Table 2. All reliabilities are well above .70, with a median of .87.

Table 2. Internal Consistency of the Everything DiSC® Scales

Scale	Number of Items	Cronbach's Alpha
Di	9	.90
i	7	.90
iS	9	.86
S	10	.87
SC	12	.84
C	11	.79
CD	12	.87
D	8	.88
N = 752		

Analyses were also performed to understand the impact of the extra, adaptive questions that some respondents receive if there is a large amount of variation within their responses to a single scale's items. That is, if the variance in a respondent's ratings to a scale's items is above a certain level, the respondent is given five to ten extra items that continue to measure the trait assessed by the scale. For convenience, the items that all respondents receive will be called "base items" and the items that only inconsistent responders receive will be called "extra items."

Table 3 shows the internal reliabilities for only those respondents who gave the most inconsistent responses to a given scale's items, measured by a high degree of response variance. In other words, these are respondents whose scale preferences seemed most unclear. In the first bold column are the alphas for those respondents using both the base items and extra items (which reflects how these respondents are measured in the actual assessment). In the second bold column are the alphas for those respondents using only the base items. With only the base items, the median alpha in this subsample is .62. The median alpha when the extra items are included is .77. By comparing these two columns, we can see the internal consistency is much higher for these unclear respondents when they receive the extra items. In essence, these extra items are used to further gauge the target trait when the normal assessment has produced unclear or variable results. The final column shows the percentage of respondents in the sample who received extra items on a given scale. On average, 24% of respondents received extra items on an individual scale.

Table 3. Alpha Coefficients for High Variance Respondents							
	With Extra Items			Without Extra Items			% Receiving Extra Items
Scale	Alpha	N	# Items	Alpha	N	# Items	
Di	.80	170	14	.63	170	9	23
i	.82	105	12	.60	105	7	14
iS	.76	214	14	.58	214	9	28
S	.78	174	15	.64	174	10	23
SC	.76	223	17	.64	223	12	30
C	.78	261	19	.61	261	11	35
CD	.74	188	22	.63	188	12	25
D	.68	116	13	.34	116	8	15

Validity

As mentioned, validity indicates the degree to which a tool measures that which it has been designed to measure. Assessing the validity of a psychological tool that measures abstract qualities (like intelligence, extroversion, or honesty) can be tricky. There are, however, a number of basic strategies that researchers use to answer the question, "How well is this instrument measuring what it says it's measuring?" The validation strategies discussed here fall under the heading of **construct validity.**

Construct Validity

Construct validity examines the validity of a tool on a highly theoretical level. A *construct* is an abstract idea or concept (such as intelligence, dominance, or honesty) that is used to make sense of our experience. The Di scale of the Everything DiSC® instruments, for example, measures a particular construct (i.e., the tendency to be bold, adventurous, and fast paced). This "bold" construct, in turn, is theoretically related to a variety of other constructs. For instance, it is reasonable to assume that someone who is very bold will not be particularly cautious in nature. Thus, bold tendencies and cautious tendencies are theoretically linked in a negative manner. Consequently, if our measure of a

bold tendency has high validity, people scoring high on the Di scale should score relatively low on a scale measuring cautiousness, such as the SC scale. This is essentially what researchers do when they examine construct validity. First, they specify a series of theoretical relationships (e.g., the construct of boldness is theoretically related to the constructs of X, Y, and Z). Then, they test these theoretical relationships empirically to see if the relationships actually exist. If the proposed relationships do exist, the instrument is thought to have higher validity.

Scale Intercorrelations

As you might imagine, there are a variety of different ways to test construct validity. First, we can examine the validity of an instrument as a whole. Instruments like the Everything DiSC® assessment propose an underlying model in which the scales have a specific relationship to each other. Researchers examine the actual relationship among the scales to see if they reflect the theoretical relationship proposed by the model.

The DiSC® model proposes that adjacent scales (e.g., Di and i) will have moderate correlations. That is, these correlations should be considerably smaller than the alpha reliabilities of the individual scales. For example, the correlation between the Di and i scales (.50) should be substantially lower than the alpha reliability of the Di or i scales (both .90). On the other hand, scales that are theoretically opposite (e.g., i and C) should have strong negative correlations. Table 4 shows data obtained from a sample of 752 respondents who completed the Everything DiSC assessment. The correlations among all eight scales show strong support for the model. That is, moderate positive correlations among adjacent scales and strong negative correlations are observed between opposite scales.

Table 4. Scale Intercorrelations

Scale	D	Di	i	iS	S	SC	C	CD
D	**.88**							
Di	.46	**.90**						
i	.14	.50	**.90**					
iS	-.37	.04	.47	**.86**				
S	-.69	-.31	.03	.57	**.87**			
SC	-.62	-.73	-.56	-.13	.34	**.84**		
C	-.19	-.43	-.70	-.49	-.18	.45	**.79**	
CD	.42	-.14	-.37	-.68	-.66	-.08	.26	**.87**

Cronbach's alpha reliabilities are shown in bold along the diagonal, and the correlation coefficients among scales are shown within the body of the table. Correlation coefficients range from -1 to +1. A correlation of +1 indicates that two variables are perfectly positively correlated such that as one variable increases, the other variable increases by a proportional amount. A correlation of -1 indicates that two variables are perfectly negatively correlated, such that as one variable increases, the other variable decreases by a proportional amount. A correlation of 0 indicates that two variables are completely unrelated; N=752, as shown in Appendix 1.

Because the Everything DiSC® assessment model proposes that the eight scales are arranged as a circumplex, an even more strict set of statistical assumptions are required of the data. The pattern of correlations for a given scale are expected to be arranged in a particular order. As can be seen in Table 5, the strongest theorized correlation for a given scale is labeled r_1. The second strongest is labeled r_2, and so on. In this case, r_4 represents the correlation with a theoretically opposite scale. Consequently, r_4 should be a reasonably strong negative correlation. For each scale, we should observe the following relationship if the scales support a circumplex structure: $r_1 > r_2 > r_3 > r_4$.

Table 5. Expected Scale Intercorrelations							
Scale	D	Di	i	iS	S	SC	C	CD
D	1.00							
Di	r_1	1.00						
i	r_2	r_1	1.00					
iS	r_3	r_2	r_1	1.00				
S	r_4	r_3	r_2	r_1	1.00			
SC	r_3	r_4	r_3	r_2	r_1	1.00		
C	r_2	r_3	r_4	r_3	r_2	r_1	1.00	
CD	r_1	r_2	r_3	r_4	r_3	r_2	r_1	1.00

Looking at Table 6, we do, in fact, observe a $r_1 > r_2 > r_3 > r_4$ pattern for each scale. In addition, we can examine the magnitude of these correlations in comparison to the theoretically expected magnitudes. The predicted magnitudes of r_1, r_2, r_3, r_4 under a circumplex structure are listed in Table 4, as described by Wiggins (1995). The "actual" r_x values are the median correlations for a given r_x. Although the actual and predicted values are not exactly the same (a near impossible standard for practical purposes), the magnitude of the actual and predicted correlation values is quite similar, thus providing additional support for the DiSC® circumplex model and the ability of the Everything DiSC® assessment to measure this model.

Table 6. Actual and Predicted Scale Relationships							
r_1	>	r_2	>	r_3	>	r_4	
.45	>	-.11	>	-.46	>	-.69	Actual (median)
.42	>	.03	>	-.36	>	-.73	Predicted

The Dimensionality of the DiSC® Model: Multidimensional Scaling (MDS)

A statistical technique called multidimensional scaling also adds support to the DiSC model as a circumplex. This technique has two advantages. First, it allows for a visual inspection of relationship among the eight scales. Second, this technique allows researchers to look at all of the scales

simultaneously. In Figure 4, scales that are closer together have a stronger positive relationship. Scales that are farther apart are more dissimilar. The circumplex DiSC® model predicts that the eight scales will be arranged in a circular format at equal intervals.

As can be seen in Figure 4, the scales are arranged in a way that is expected by the DiSC model. (Keep in mind that the original MDS rotation is presented below and this rotation is arbitrary.) Although the eight scales do not form a perfectly equidistant circle (as predicted by the model), this theoretical ideal is nearly impossible to obtain with actual data. The actual distance between the scales, however, is roughly equal, providing strong support for the model and its assessment.

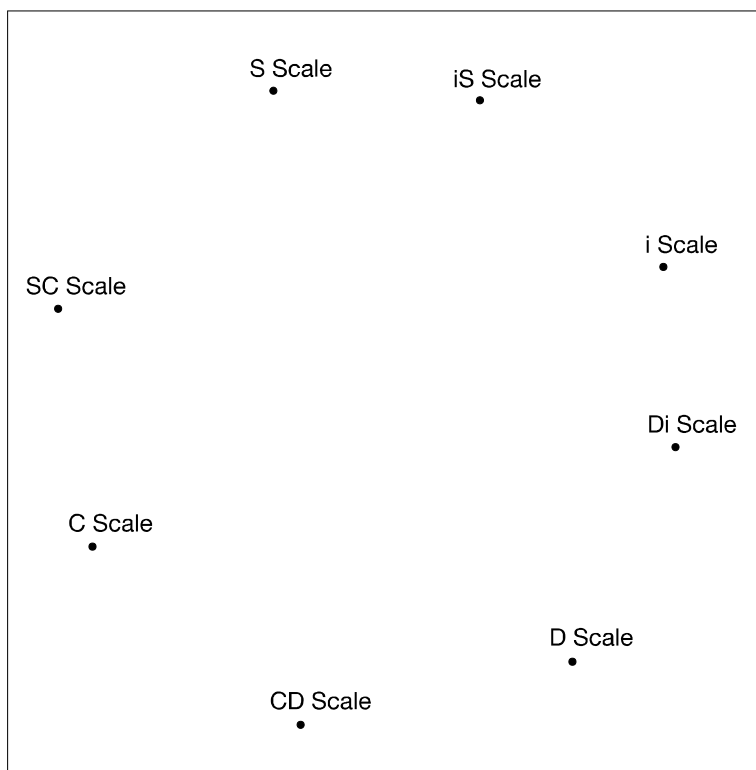**Figure 4.** MDS Two-Dimensional Solution
Note: Stress = .01326; RSQ = .99825; *N* = 752

As can be seen above, all scales are closest to the scales that are theoretically adjacent to them in the model. For instance, the Di is closest to the D scale and i scale, as predicted by the model. In addition, scales that are theoretically opposite (e.g., i and C) are generally furthest away from each other on the

plot. Consequently, this analysis adds strong support for the two-dimensional DiSC® model and the ability of the Everything DiSC® assessment to measure that model.

Additionally, the S-stress of the model is .01326 and the RSQ value is .99825. These values reflect the ability of a two-dimensional model to fit the data. Lower S-stress values are preferred (with a minimum of 0) and higher RSQ values are preferred (with a maximum of 1). Both of these values are almost ideal in the data, suggesting that the two-dimensional DiSC model fits the participant data exceptionally well.

The Dimensionality of the Circumplex DiSC® Model: Factor Analysis
(Note that this section may require some statistical background to understand fully.)
To further explore the dimensionality of the model, a principle components factor analysis was performed on all eight scales using a varimax rotation. The eigenvalues clearly reinforce the two-dimensional structure underlying the eight scales, as shown in Table 7. Only two components demonstrate eigenvalues above one, and both of these are well above one. Further, components 3 through 8 all have eigenvalues that decrease smoothly and are meaningfully below one. Consequently, regardless of whether we use Kaiser's Criterion or a scree plot method of determining the number of factors to extract, the number of retained factors is two, as predicted by the model.

Table 7. Factor Analysis Eigenvalues

Component	Eigenvalues
1	3.10
2	2.95
3	0.60
4	0.38
5	0.37
6	0.31
7	0.23
8	0.04

N = 752

The rotated factor loadings are listed in Table 8. (Note that the loadings were rotated such that the loadings reflect the original DiSC® rotation.) The pattern of loadings is as expected for a circumplex model, as listed under the "Ideal Loadings" column. That is, with a circumplex model, we would expect that some scales would have high loadings on one component and near zero loadings on the other component (i.e., Di, iS, SC, and CD) and some scales would have moderately high loadings on both components (e.g., D, i, S, and C).

Table 8. Factor Loadings for the Eight DiSC® Scales

Scale	Actual Loadings		Ideal Loadings	
	Vertical Dimension	Horizontal Dimension	Vertical Dimension	Horizontal Dimension
D	.51	-.73	.707	-.707
Di	.83	.09	1.000	.000
i	.56	.67	.707	.707
iS	.06	.88	.000	1.000
S	-.76	.48	-.707	.707
SC	-.90	-.03	-1.000	.000
C	-.61	-.56	-.707	-.707
CD	-.09	-.85	-.000	1.000

Further, the pattern of negative and positive loadings is as expected. For example, the i and C scales share no common dimensions, and consequently show an opposing pattern of negative loadings (the C scale) and positive loadings (the i scale). However, the D and i scales would be expected to share one component but be opposite on the other component. This is what we observe, since both scales are negatively loaded on component 1, but have opposite loadings on component 2.

Table 9 shows the ideal and actual angular locations for the eight DiSC scales. The deviation column indicates that the actual angles are very similar to the ideal angles. The absolute average deviation is 3.8, which is lower than many of the interpersonal-based instruments currently available. Vector length, as shown in the last column of Table 9, reflects the extent to which the scale is represented by the two underlying dimensions (Kiesler et al., 1997). These values can range from 0.0 to 1.0. A length of .80 is

considered very good and a length above .90 is considered exceptional. The mean vector length of .87 suggests that the scales have a strong relationship with the dimensions they are intended to measure.

Table 9. Angular Locations for the Eight DiSC® Scales

Scale	Actual Angle	Ideal Angle	Deviation	Vector Length
D	325	315	10	.89
Di	6	0	6	.83
i	40	45	-5	.87
iS	86	90	-4	.88
S	122	135	-13	.90
SC	182	180	2	.90
C	223	225	-2	.82
CD	276	270	6	.85

Correlations with Other Assessments of Personality

Another method used to provide evidence of construct validity involves correlating an assessment with other well-respected assessments of similar traits. For this purpose, a group of respondents took the Everything DiSC® assessment and two established measures of personality: the NEO® Personality Inventory – Revised (NEO PI-R™) and the Sixteen Personality Factor Questionnaire (16PF®).

The NEO PI-R is a 240-item assessment designed to measure the five-factor model of personality: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience (McCrae & Costa, 2010). The 16PF is a 185-item assessment designed to measure sixteen primary personality traits, as well as the five factor model of personality (IPAT, 2009). The assessment also provides scores on nineteen additional scales in the following areas: self-esteem and adjustment, vocational interests, social skills, leadership, and creativity.

The correlations among the Everything DiSC scales and the NEO PI-R and the 16PF are shown in Appendices 3 and 4. For the purposes of interpretation, a summary is provided here. For each Everything DiSC scale, the ten strongest correlations with either the NEO PI-R or 16PF are listed.

The Di Scale. The scales listed in Table 10 reflect the active, socially influential disposition that is measured by the Di scale. Although not listed in the table, this scale also demonstrated high correlations with the Excitement Seeking (r=.51) and Achievement Striving (r=.48) scales of the NEO PI-R™. This reflects the adventurous, pioneering aspects of the Di scale.

The i Scale. The scales listed in Table 11 reflect the extraverted, lively disposition that is measured by the i scale, as well as some elements of social poise or competence. Although not listed in the table, this scale also demonstrated high correlations with Positive Emotions (r=.50) and Self-consciousness (r= -.48) scale of the NEO PI-R. The i scale also had high correlations with Social (r=.56) and Enterprising (r=.53) vocational interest scales.

The iS Scale. The scales listed in Table 12 reflect the warm, accepting, and empathic disposition measured by the iS scale. Although not listed in the table, the iS scale also had significant correlations with the Emotional Sensitivity (r= .42) scale of the 16PF®. Significant negative correlations with the Angry Hostility (r= -.46; NEO PI-R), Tension (r= -.43; 16PF), and Anxiety (r= -.41; 16PF) scales reflect the more cheerful, easy-going disposition measured by the iS scale.

Table 10. Strongest Correlations Between the Di Scale and the NEO PI-R™ and 16PF®

Scale	Instrument	r
Assertiveness	NEO PI-R	.68
Creative Potential	16PF	.62
Independence	16PF	.60
Activity	NEO PI-R	.57
Emotional Expressivity	16PF	.56
Social Expressivity	16PF	.55
Dominance	16PF	.54
Social Control	16PF	.53
Enterprising	16PF	.53
Social Boldness	16PF	.52

Table 11. Strongest Correlations Between the i Scale and the NEO PI-R™ and 16PF®

Scale	Instrument	r
Social Expressivity	16PF	.74
Extraversion	16PF	.70
Social Boldness	16PF	.70
Extraversion	NEO PI-R	.69
Social Adjustment	16PF	.68
Gregariousness	NEO PI-R	.65
Social Control	16PF	.62
Liveliness	16PF	.62
Warmth	NEO PI-R	.60
Leadership Potential	16PF	.60

Table 12. Strongest Correlations Between the iS Scale and the NEO PI-R™ and 16PF®

Scale	Instrument	r
Warmth	NEO PI-R	.61
Positive Emotions	NEO PI-R	.57
Empathy	16PF	.56
Trust	NEO PI-R	.55
Altruism	NEO PI-R	.53
Agreeableness	NEO PI-R	.52
Extraversion	NEO PI-R	.52
Extraversion	16PF	.51
Warmth	16PF	.49
Compliance	NEO PI-R	.47

The S Scale. The scales listed in Table 13 reflect the agreeable, peaceful, and accommodating disposition measured by the S scale. The original conceptualization of the S scale also included a

number of submissive tendencies, which is reflected by correlations with Compliance, Independence, and Dominance. It is worth noting the Straightforwardness scale is designed to measure sincerity or genuineness (rather than directness or bluntness), which is consistent with the S construct.

The SC Scale. The scales listed in Table 14 reflect the self-controlled, cautious, and passive disposition measured by the SC scale. Although not listed in the table, the SC scale had significant positive correlations with a number of scales, particularly on the NEO PI-R™. These include Self-Consciousness (r=.44), Compliance (r=.41), and Modesty (r=.37).

The C Scale. The scales listed in Table 15 reflect the introverted and emotional reserved disposition measured by the C scale. Although not listed in the table, the C scale had significant positive correlations with the Self-reliance (r=.51; 16PF®), Self-consciousness (r=.41; NEO PI-R), and Privateness (r=.33; 16PF) scales. Correlations with the Order (r=.07; NEO PI-R), Perfectionism (r=.15;16PF), and Conscientiousness (r=.11; NEO PI-R) scales were significant, but smaller than expected. It is important to note that the C scale is designed to measure a reserved, methodical, analytical disposition rather than directly measuring a preference for order.

Table 13. Strongest Correlations Between the S Scale and the NEO PI-R™ and 16PF®

Scale	Instrument	r
Agreeableness	NEO PI-R	.67
Compliance	NEO PI-R	.65
Altruism	NEO PI-R	.47
Trust	NEO PI-R	.39
Straightforwardness	.39	.39
Creative Potential	16PF	-.32
Independence	16PF	-.40
Dominance	16PF	-.45
Tension	16PF	-.45
Angry Hostility	NEO PI-R	-.53

Table 14. Strongest Correlations Between the SC Scale and the NEO PI-R™ and 16PF®

Scale	Instrument	r
Dominance	16PF	-.63
Social Adjustment	16PF	-.64
Enterprising	16PF	-.65
Social Boldness	16PF	-.66
Social Expressivity	16PF	-.67
Social Control	16PF	-.67
Emotional Expressivity	16PF	-.69
Independence	16PF	-.71
Creative Potential	16PF	-.72
Assertiveness	NEO PI-R	-.75

Table 15. Strongest Correlations Between the C Scale and the NEO PI-R™ and 16PF®

Scale	Instrument	r
Liveliness	16PF	-.55
Warmth	NEO PI-R	-.55
Social	16PF	-.57
Empathy	16PF	-.57
Gregariousness	NEO PI-R	-.59
Social Boldness	16PF	-.60
Social Adjustment	16PF	-.60
Extraversion	NEO PI-R	-.63
Social Expressivity	16PF	-.66
Extraversion	16PF	-.67

The CD Scale. The scales listed in Table 16 reflect the skeptical, challenging disposition measured by the CD scale. Although not listed in the table, the CD scale had significant positive correlations with the Vigilance (r=.31; which measures an expectation of being misunderstood or taken advantage of) and Self-reliance (r=.30; which is opposed with group-orientation) scales of the 16PF®.

The D Scale. The scales listed in Table 17 reflect the forceful, outspoken disposition that is measured by the D scale. Although not listed in the table, the D scale also had significant positive correlations with the Social Boldness (r=.32; 16PF) and Activity (r=.32; NEO PI-R™) scales. As mentioned earlier, the Straightforwardness scale of the NEO PI-R is designed to measure sincerity rather than bluntness. Low scorers are described as more likely to manipulate others or to be cunning.

Table 16. Strongest Correlations Between the CD Scale and the NEO PI-R™ and 16PF®

Scale	Instrument	r
Tension	16PF	.55
Angry Hostility	NEO PI-R	.51
Anxiety	16PF	.45
Positive Emotions	NEO PI-R	-.41
Altruism	NEO PI-R	-.42
Warmth	NEO PI-R	-.43
Empathy	16PF	-.44
Trust	NEO PI-R	-.47
Agreeableness	NEO PI-R	-.48
Compliance	NEO PI-R	-.55

Table 17. Strongest Correlations Between the D Scale and the NEO PI-R™ and 16PF®

Scale	Instrument	r
Dominance	16PF	.63
Independence	16PF	.60
Assertiveness	NEO PI-R	.55
Creative Potential	16PF	.51
Emotional Expressivity	16PF	.50
Enterprising	16PF	.44
Social Control	16PF	.35
Straightforwardness	NEO PI-R	-.35
Agreeableness	NEO PI-R	-.58
Compliance	NEO PI-R	-.63

Summary of the Validation Results

Evaluation of the Everything DiSC® assessment indicates that there is strong support for the reliability and validity of this tool. Analyses suggest that the scales' reliabilities are in the good-to-excellent range, with a median coefficient alpha of .87 and a median test-retest reliability of .86. Analyses examining the validity of the tool were also very favorable. The circumplex structure of the assessment conforms well to expectations, as assessed by multidimensional scaling, scale intercorrelations, and factor analysis. The relationships among the eight scales are highly supportive of the circumplex structure and strongly reflect the expected pattern of correlations hypothesized under the DiSC® model. Correlations between the Everything DiSC scales and the scales of the NEO PI-R™ and the 16PF® provide additional support for the validity of the assessment.

Section 2: Everything DiSC® Management Research

Background

Each Everything DiSC® instrument uses an application-specific model to give context to the report interpretation. The management model in the *Everything DiSC Management Profile*, shown in Figure 5, helps managers understand how they approach their work. The eight words around the map indicate the top priorities of managers with different DiSC® styles. For example, the priorities of "S" managers are Support, Reliability, and Collaboration. The development of this model was based on empirical data gathered from both managers and employees.

The Research

First, participants with management experience (N=427) were presented with a series of statements describing management tasks and asked the importance of each when working as a manager. For instance, participants were asked to rate the importance of "Setting high expectations" on a five-point scale, ranging from "Not Important" (1) to "Crucially Important" (5). Statements were grouped into eight categories that represent the eight priorities on the circle above. Each category contained four to five statements. The 36 individual statements are shown in Table 18.
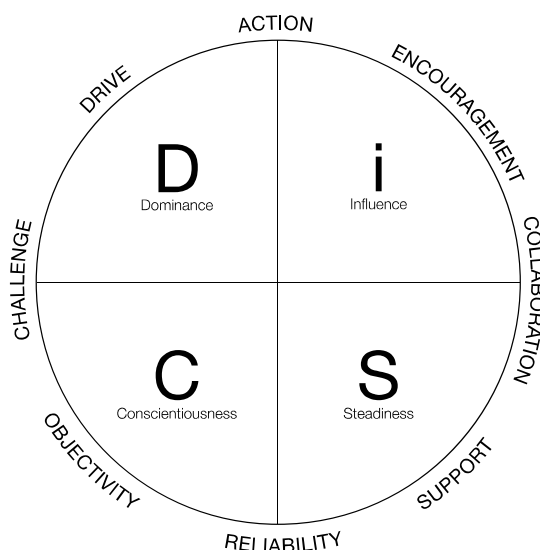

Figure 5. Everything DiSC Management Model

Priority	Statement
Table 18. Statements Used to Measure the Priorities from the Manager's Perspective	
Priority	Statement
Action	Maintaining forward momentum on your team
	Creating goals for the team that are inspiring
	Getting new projects moving quickly
	Encouraging the team to maintain an energetic pace
	Encouraging people to take risks
Encouragement	Celebrating group victories
	Praising people for good work
	Letting people know that you're optimistic about their progress
	Creating enthusiasm in the team
Collaboration	Building a sense of collaboration
	Encouraging teamwork
	Providing feedback in a way that's warm and understanding
	Making sure that everyone's getting along
Support	Letting people know that you are there to help them out whenever they need it
	Checking in with people to make sure they are doing ok
	Taking time to listen to people's concerns and fears
	Letting people know that you're patient with their mistakes
Reliability	Creating a stable work environment
	Being consistent in your management
	Checking to make sure people have the resources they need
	Giving people time to adjust to changes
	Providing people with clear guidelines for doing their work
Objectivity	Maintaining objectivity in your management decisions
	Ensuring that decisions are based on logical analysis
	Emphasizing the need for quality work
	Making accuracy a top priority
	Separating out emotions from facts when making decisions

Priority	Statement
Challenge	Challenging ideas that don't make sense to you
	Questioning employee's actions when they don't seem logical to you
	Letting people know when they aren't performing up to your standards
	Questioning procedures or practices that aren't efficient
	Providing people with new challenges
Drive	Constantly pushing yourself and others toward results
	Creating a sense of urgency in the team
	Getting results that are practical and concrete
	Setting high expectations

Table 18. Continued

After participants rated each statement, the average response for statements within a priority category was calculated. Consequently, all participants had a category score for all eight priorities. These category scores were then ipsatized by subtracting a mean score across all statements. Ipsatizing controls for response bias and ensures that the category scores reflect the relative importance of the eight priorities for a particular participant.

The category scores were then submitted to a multidimensional scaling analysis. This analysis allows researchers to look at the relationship among the eight categories and determine if the categories relate to each other in the manner predicted by the model. The results of the analysis are presented in Figure 6. Categories that are closer together share more in common and categories that are further apart are more dissimilar.

As expected, the eight priorities form a circular shape, with the priorities arranged as predicted by the management model. That is, the sequence around the circle proceeds as follows: Action, Encouragement, Collaboration, Support, Reliability, Objectivity, Challenge, and Drive. Although the eight scales do not form a perfectly equidistant circle (as predicted by the model), this theoretical ideal is nearly impossible to obtain with actual data.

To capture management priorities from the perspective of employees, a second study was performed. In this study, 699 participants were asked to think of their previous experiences reporting to a manager. They were then presented with a series of management tasks and asked to rate how important each was for a manager to perform. For instance, participants rated how important "Taking time to listen to my concerns and fears" was on a 5-point scale ranging from "Not Important" (1) to "Crucially Important" (5).

Again, statements were grouped into eight categories that represent the eight priorities in Figure 5. Each category contained three to five statements. As described in the previous study, statement ratings within a priority category were averaged and ipsatized to arrive at a category score. The individual statements used in this study are shown in Table 19.

Figure 6. Multidimensional Scaling Results for Managers

Table 19. Statements Used to Measure the Priorities from an Employee's Perspective	
Priority	Statement
Drive	Setting high expectations
	Creating a sense of urgency in the team
	Getting quick results
	Constantly pushing himself/herself and others toward results
Action	Maintaining forward momentum on our team
	Creating goals for the team that are inspiring
	Encouraging the team to maintain an energetic pace
	Encouraging me to take risks
Encouragement	Celebrating group victories
	Letting me know that he/she is optimistic about my progress
	Creating enthusiasm in the team
Collaboration	Providing feedback in a way that's warm and understanding
	Building a sense of collaboration
	Encouraging teamwork
	Making sure that everyone's getting along
Support	Letting me know that he/she is there to help me out whenever I need it
	Checking in with me to make sure I'm doing ok
	Taking time to listen to my concerns and fears
	Letting me know that he/she is patient with my mistakes
Reliability	Creating a stable work environment
	Being consistent in his/her management
	Checking to make sure I have the resources I need
	Giving me time to adjust to changes
	Providing me with clear guidelines for doing my work

Table 19. Continued

Priority	Statement
Objectivity	Emphasizing the need for quality work
	Ensuring that decisions are based on logical analysis
	Maintaining objectivity in his/her management decisions
	Making accuracy a top priority
	Separating out emotions from facts when making decisions
Challenge	Challenging ideas that don't make sense to him/her
	Questioning employee's actions when they don't seem logical
	Questioning procedures or practices that aren't efficient
	Providing me with new challenges

The priority category scores were then submitted to a multidimensional scaling analysis. The results of this analysis are shown in Figure 7.

Figure 7. Multidimensional Scaling Results for Employees

As with the manager data, the priority categories are arranged in a circle. Further, the categories are plotted in the expected order: Action, Encouragement, Collaboration, Support, Reliability, Objectivity, Challenge, and Drive. The categories are not spaced in a perfectly even manner, but, again, this standard is almost impossible to meet with real data.

Summary of the Validation Results

Overall, both of these studies provide strong support for the *Everything DiSC® Management* model. Two separate data sets addressing management priorities from the perspective of both managers and employees confirm that the eight priorities are arranged in a circular fashion in the predicted order. This type of empirical support should give managers confidence that the *Everything DiSC Management* model accurately reflects real-life management environments and is useful for understanding various approaches to management.

Section 3: Everything DiSC® Sales Research

Background

The application-specific model used in the *Everything DiSC® Sales Profile*, shown in Figure 8, helps salespeople better understand themselves and their customers. In this model, the eight words around the map indicate the priorities of both customers and salespeople of different DiSC® styles during sales interactions. For example, the priorities of "i" salespeople and customers are Enthusiasm, Action, and Relationships. The development of this model was based on empirical data gathered from both customers and salespeople.

The Research

First, participants (N=1,047) were presented with a series of statements and asked the importance of each when working with a salesperson. For instance, participants were asked to rate the importance of "Working with a salesperson who is friendly and personable" on a five-point scale, ranging from "Not Important" (1) to "Vitally Important" (5). Statements were grouped into eight categories that represent the eight priorities on the circle in Figure 8. Each category contained two to four statements. The individual statements for each category are shown in Table 20.
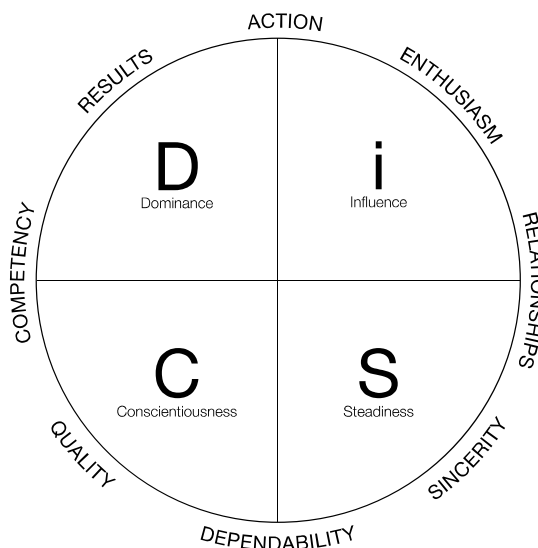

Figure 8. Everything DiSC Sales Model

Table 20. Statements Used to Measure the Priorities from the Customer's Perspective	
Priority	Statement
Action	Being assured that things will happen quickly and easily once I make a decision
	Getting things moving as soon as possible after the sale
Enthusiasm	Seeing a product/service that I'm excited about
	Working with salespeople who are enthusiastic and passionate about the product/service
Relationships	Working with salespeople who are friendly and personable
	Working with salespeople that I connect with
	Knowing that the salesperson doesn't see me as just another sales opportunity
	Working with a sales person I enjoy talking to
Sincerity	Working with salespeople who are sincere
	Working with salespeople who I sense are genuinely looking out for my best interest
	Working with a salesperson who genuinely seems to care about my needs and concerns
	Working with a salesperson who is a good listener
Dependability	Being sure that the salesperson is dependable
	Working with salespeople who are thorough, careful, and responsible
Quality	Being sure that I'm getting the highest quality
	Seeing demonstrations of the quality of the product/service
Competency	Being sure that the salesperson is competent to handle my business
	Working with salespeople who are experts in their field
Results	Having salespeople show me how I can get immediate, practical results
	Seeing how the product/service can have a big impact on my success
	Seeing the immediate benefits of the product/service

After participants rated each statement, the average response for statements within a priority category was calculated. Consequently, all participants had a category score for all eight priorities. These category scores were then ipsatized by subtracting a mean score across all statements. Ipsatizing controls for response bias and ensures that the category scores reflect the relative importance of the eight priorities for a particular participant.

The category scores were then submitted to a multidimensional scaling analysis. This analysis allows researchers to look at the relationship among the eight categories and determine if the categories relate to each other in the manner that the model predicts. The results of the analysis are presented in Figure 9. Categories that are closer together share more in common, and categories that are farther apart are more dissimilar.

Figure 9. Multidimensional Scaling Results for Customers

As expected, the eight priorities are arranged in a circular shape, with the priorities arranged in the manner predicted by the sales model. That is, the sequence around the circle proceeds as follows: Action, Enthusiasm, Relationships, Sincerity, Dependability, Quality, Competency, and Results. Although the eight scales do not form a perfectly equidistant circle (as predicted by the model), this theoretical ideal is nearly impossible to obtain with actual data.

Because the *Everything DiSC® Sales* model speaks to the priorities of salespeople as well as customers, a second sample of data was collected on salespeople (N=1,800).

In this study, salespeople were presented with sales behaviors such as "Showing the customer that you're an expert in your field," and asked to rate the importance of each statement on a five-point scale, ranging from "Not Important" (1) to "Vitally Important" (5). Each category contained three to five statements. Sample statements for each category are shown in Table 21.

Priority	Statement
Table 21. Statements Used to Measure the Priorities from the Salesperson's Perspective	
Action	Showing the customer that you can make things happen quickly and easily
	Helping the customer see how they can use your product/service immediately
	Inspiring the customer that your product/service can help them right away
Enthusiasm	Getting the customer excited about your product/service
	Creating enthusiasm in the customer
	Having fun with the customer
Relationships	Developing a comfortable, friendly relationship with the customer
	Building a personal connection with the customer
	Being friendly, warm, and personable
	Showing that you care about the customer as a person, not just as a customer
	Showing the customer that you empathize with his/her needs and concerns
Sincerity	Showing that you're sincere
	Showing that you're genuinely looking out for the customer's best interest
	Showing that you truly care about the customer's problems
Dependability	Showing that you and your product/service are a dependable choice
	Showing that you'll be available to provide support after the sale
	Showing that you're thorough and careful

Table 21. Continued	
Priority	Statement
Quality	Explaining the quality of your product/service
	Showing that you can back up your claims with evidence
	Making sure customers get all of the information they need to make an informed decision
Competency	Demonstrating your expertise on the product/service you're selling
	Showing the customer that you're an expert in your field
	Showing the customer that you can get things done without wasting a lot of their time
	Backing up claims with specific information
Results	Showing the customer how you can get them immediate, practical results
	Showing the customer that you can have an impact on their success
	Getting the customer to see the benefits of your product/service

As described in the previous study, statement ratings within a priority category were averaged and ipsatized to arrive at a category score. The category scores were then submitted to a multidimensional scaling analysis. The results of this analysis are shown in Figure 10.

As with the customer data, the priority categories are arranged in a circle. Further, the categories are plotted in the expected order: Action, Enthusiasm, Relationships, Sincerity, Dependability, Quality, Competency, and Results. The categories are not spaced in a perfectly even manner, but again, this standard is almost impossible to meet with real data.
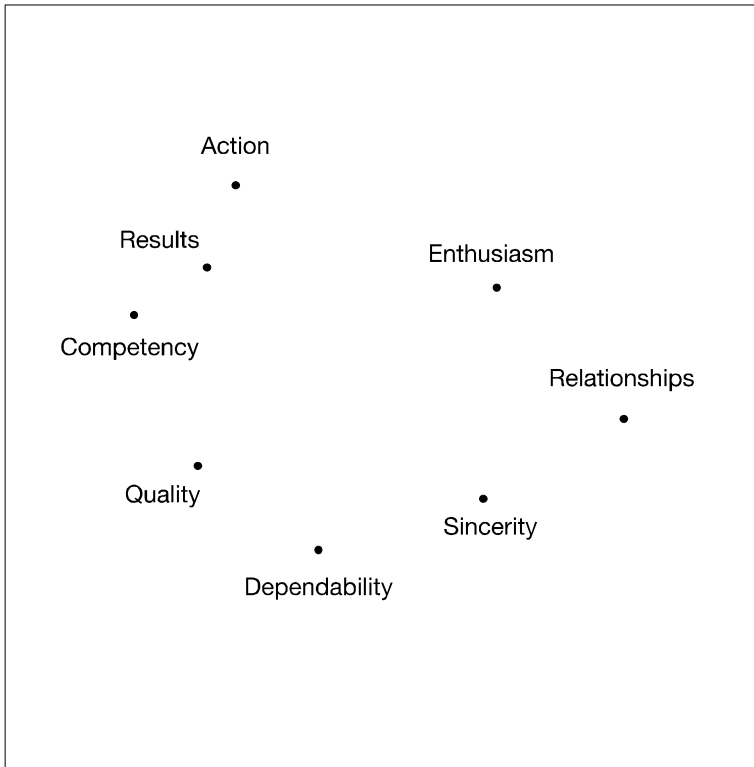
Figure 10. Multidimensional Scaling Results for Salespeople

Summary of the Validation Results

Overall, both of these studies provide strong support for the *Everything DiSC Sales*® model. Two separate data sets addressing both customers' and salespeople's priorities confirm that the eight priorities are arranged in a circular fashion in the predicted order. This type of empirical support should give salespeople confidence that the *Everything DiSC Sales* model accurately reflects real-life sales environments and is useful for understanding themselves and their customers.

Section 4: Everything DiSC Workplace® Research

Background

The application-specific model used in the *Everything DiSC Workplace® Profile*, shown in Figure 11, helps people better understand how they approach their work. In this model, the eight words around the map indicate the work priorities of people with different DiSC® styles. For example, the top priorities of people with the "C" style are Accuracy, Stability, and Challenge. The development of this model was based on empirical data gathered from working adults.
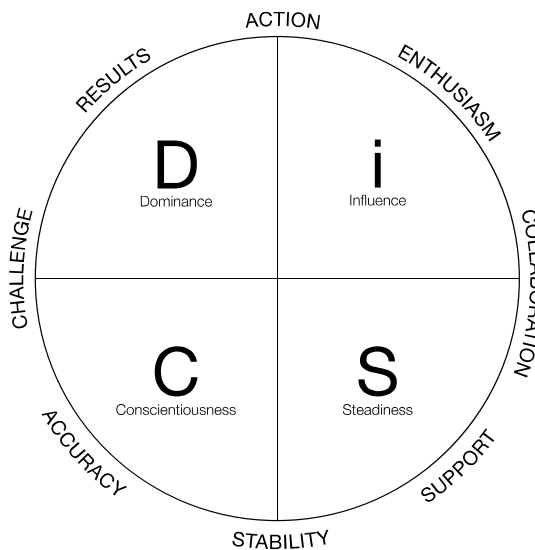

Figure 11. Everything DiSC Workplace Model

The Research

First, participants (N=2,270) were presented with a series of statements describing work tasks and asked to rate the importance of each task to job effectiveness. For instance, participants were asked to rate the importance of "Speaking up about problems" on a five-point scale, ranging from "Not Important" (1) to "Crucially Important" (5). Statements were grouped into eight categories that represent the eight priorities on the circle in Figure 11. Each category contained three statements that were used to form a scale. The 24 individual statements are shown in Table 22.

After participants rated each statement, these statements were ipsatized by subtracting a mean score across all statements. Ipsatizing controls for response bias and ensures that the item ratings reflect the relative importance of the eight priorities for a particular participant. The average ipsatized response for statements within a priority category was then calculated. Consequently, all participants had a category score for all eight priorities.

Table 22. Statements Used to Measure Each of the Eight Workplace Priorities	
Priority	Statement
Action	Remaining active
	Being on the lookout for new opportunities
	Being open to taking risks
Enthusiasm	Showing enthusiasm for the projects you are working on
	Being optimistic about the work you are doing
	Encouraging people to have fun at work
Collaboration	Communicating frequently with the people you work with
	Taking opportunities to collaborate with other people
	Encouraging teamwork
Support	Letting people know that you are there to help out if they need it
	Being patient with other people's mistakes
	Delivering feedback in a tactful manner
Stability	Working at a consistent, steady pace
	Creating schedules for projects
	Following established rules or procedures
Accuracy	Taking extra time to ensure quality
	Making decisions that are based on logic, not emotion
	Taking time to analyze choices in-depth before making a decision
Challenge	Speaking up about problems
	Questioning ideas that don't seem logical
	Questioning procedures or practices that aren't efficient
Results	Being direct with your opinions and ideas
	Constantly pushing yourself toward new goals
	Setting high expectations for yourself and others

The category scores were then submitted to a multidimensional scaling analysis. This analysis allows researchers to look at the relationship among the eight categories and determine if the categories relate to each other in the manner predicted by the model. The results of the analysis are presented in Figure 12. Categories that are closer together share more in common and categories that are farther apart are more dissimilar.
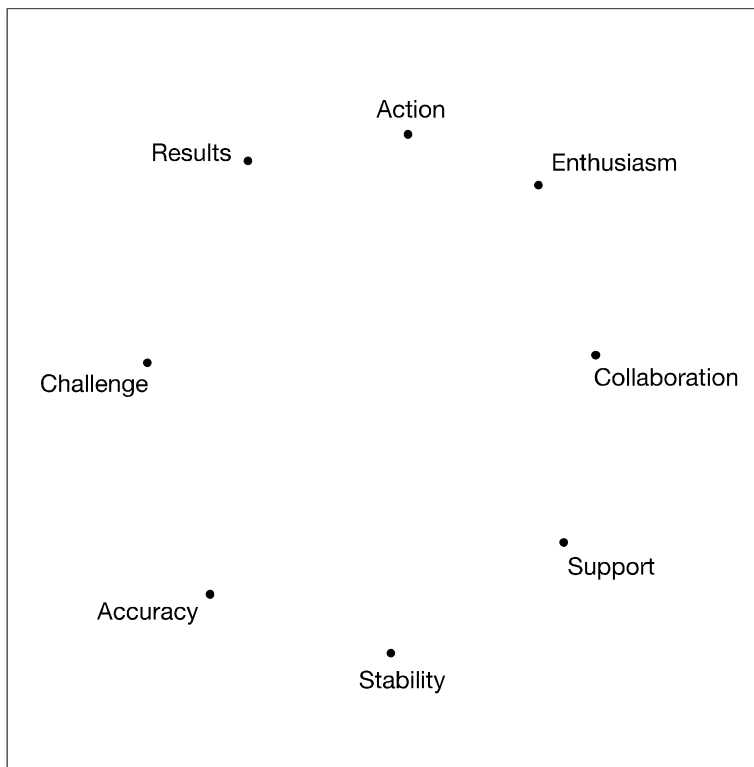

Figure 12. Multidimensional Scaling Results

As expected, the eight priorities are arranged in a circular shape, with the priorities arranged in the manner predicted by the *Everything DiSC Workplace*® model. That is, the sequence around the circle proceeds: Action, Enthusiasm, Collaboration, Support, Stability, Accuracy, Challenge, and Results. Although the eight priority scales do not form a perfectly equidistant circle, this theoretical ideal is nearly impossible to obtain with actual data.

Summary of the Validation Results

Overall, this study provides strong support for the *Everything DiSC Workplace*® model. Data from a large sample of working adults suggest that the eight priorities are arranged in a circular fashion in the predicted order. This type of empirical support should give DiSC® participants confidence that the *Everything DiSC Workplace* model accurately reflects real-life workplace environments and is useful for understanding various approaches to work.

Section 5: Everything DiSC® Productive Conflict Research

Background

The application-specific model used in the *Everything DiSC® Productive Conflict Profile*, shown in Figure 13, helps learners understand how they approach conflict situations. The eight words around the map indicate the top priorities of learners with different DiSC® styles. For example, the priorities of "S" individuals are Harmony, Stability, and Reassurance. The development of this model was based on empirical data.
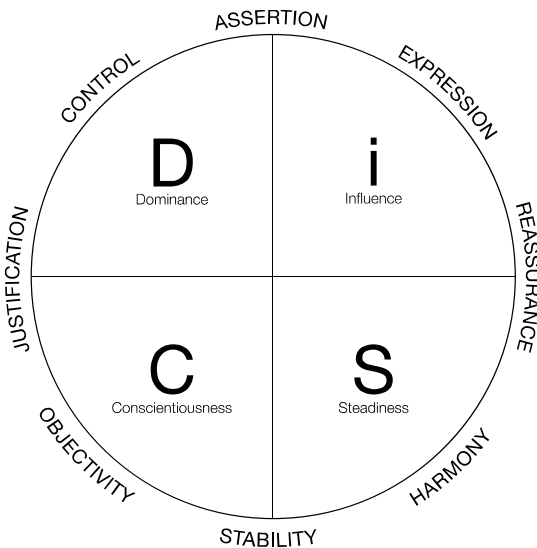

Figure 13. Everything DiSC Productive Conflict Model

The Research

A total of 8,332 participants were asked to take the *Everything DiSC Productive Conflict* assessment in preparation for an upcoming classroom training session. This assessment measured the eight DiSC scales as well as eight Productive Conflict priority scales. These scales are shown in Table 23, along with sample items included within each scale. Items were rated on a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. The Productive Conflict priority scales are standardized to have a mean of zero and standard deviation of one.

Table 23. Sample Items for the Productive Conflict Priority Scales

Scale	Sample Items
Assertion	When I'm in a conflict, I confront the topic without waiting
	When I'm in a conflict, I tackle the issue head on
Expression	When I'm in a conflict, I tend to verbalize my emotions
	When I'm in a conflict, I have a strong need to express my feelings
Reassurance	When I'm in a conflict, I'm still very empathetic with the other person
	When I'm in a conflict, I'm eager to forgive the other person (even if I probably shouldn't)
Harmony	When I'm in a conflict, the lack of harmony in the relationship really bothers me
	When I'm in a conflict, I do whatever it takes to calm the situation down
Stability	When I'm in a conflict, the lack of stability in my world is very unnerving for me
	When I'm in a conflict, I sometimes cave in just to make things stable again
Objectivity	When I'm in a conflict, I'm very disciplined at stepping outside myself and analyzing the situation objectively
	When I'm in a conflict, I sometimes cave in just to make things stable again
Justification	When I'm in a conflict, I'm great at quickly coming up with an airtight justification for my position
	When I'm in a conflict, I'm very good at logically dissecting and dismantling the other person's argument
Control	When I'm in a conflict, I make sure I'm in control
	When I'm in a conflict, I often take charge of the conversation

The priority scales were first submitted to a multidimensional scaling analysis, which allows researchers to look at the relationship among the eight scales and compare this against the expected relationships, as predicted by the model. The results of this analysis are presented in Figure 14. Scales that are closer together share more in common and scales that are farther apart are more dissimilar.
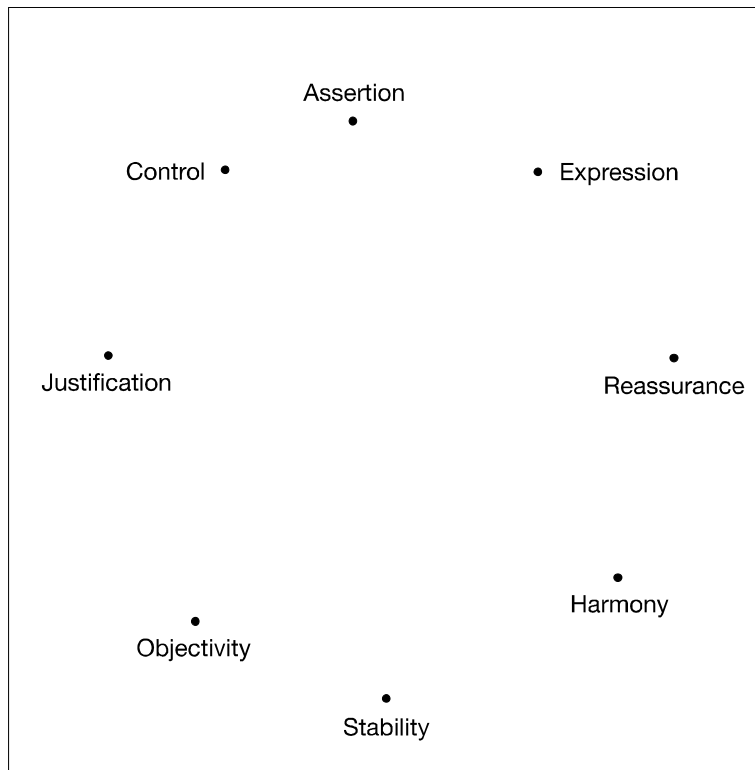
Figure 14. Multidimensional Scaling Results for Productive Conflict Priority Scales

The results suggest that the scales are related in a manner consistent with the conceptual model. That is, the priority scales are arranged in a roughly equally spaced circle in the predicted order. For instance, Harmony is equally distant from both Reassurance and Stability, and is between the two of them. Table 24 shows the intercorrelations among the priority scales.

Table 24. Intercorrelations Among Productive Conflict Priority Scales

Priority Scales	Control	Assertion	Expression	Reassurance	Harmony	Stability	Objectivity	Justification
Control	-	.67	-.23	-.34	-.72	-.59	-.19	.47
Assertion	.67	-	.55	.02	-.50	-.81	-.43	.10
Expression	.23	.55	-	.49	-.07	-.58	-.70	-.23
Reassurance	-.34	.02	.49	-	.53	-.13	-.50	-.63
Harmony	-.72	-.50	.53	.53	-	.38	-.06	-.58
Stability	-.59	-.81	-.13	-.13	.38	-	.42	-.11
Objectivity	-.19	-.43	-.50	-.50	-.06	.42	-	.22
Justification	.47	.10	-.63	-.63	-.58	-.11	.22	-

The intercorrelation matrix further suggests that the relationship among the priority scales are as predicted by the theoretical model. That is, each scale has its strongest positive correlation with the two scales adjacent to it. The degree of correlation among adjacent scales, however, does vary more than expected. As well, all scales demonstrate their strongest negative correlation with scales that are theoretically opposite, as shown in the grey shaded boxes.

Finally, Figure 15 shows the relationship among the priority scales and the DiSC® scales. The results suggest that each priority scale tends to be most strongly correlated with the DiSC scale specified in the theoretical model. For instance, the Control scale is most strongly correlated with the D scale.
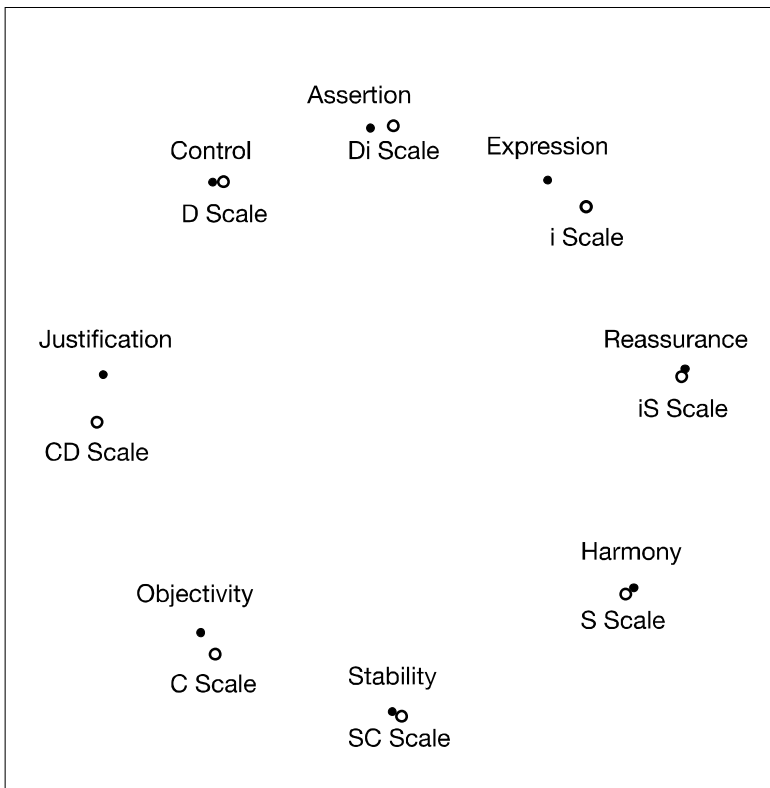
Figure 15. Multidimensional Scaling Results for Productive Conflict Priority Scales and DiSC® Scales

Summary of the Validation Results

Overall, these results provide support for the *Everything DiSC® Productive Conflict* model. The priority scales are correlated in a manner predicted under the theoretical model and are correlated with the DiSC® scales as expected. This type of empirical support should give managers confidence that the *Productive Conflict* model accurately reflects real-life conflict approaches and is useful for understanding various approaches to conflict.

Section 6: Everything DiSC® Agile EQ™ Research

Background

Each Everything DiSC® instrument uses an application-specific model to give context to the report interpretation. The Agile EQ™ model in the *Everything DiSC® Agile EQ™ Profile*, shown in Figure 16, helps learners understand how they can more effectively handle interpersonal and emotionally charged situations. The eight words around the map indicate the instinctive *mindset* that people with a given DiSC® style are likely to use when approaching a situation. Mindsets represent patterns of responses that an individual is most likely to gravitate toward in social and emotional situations. The mindsets of someone with the S style, for example, are Receptive, Empathizing, and Composed.
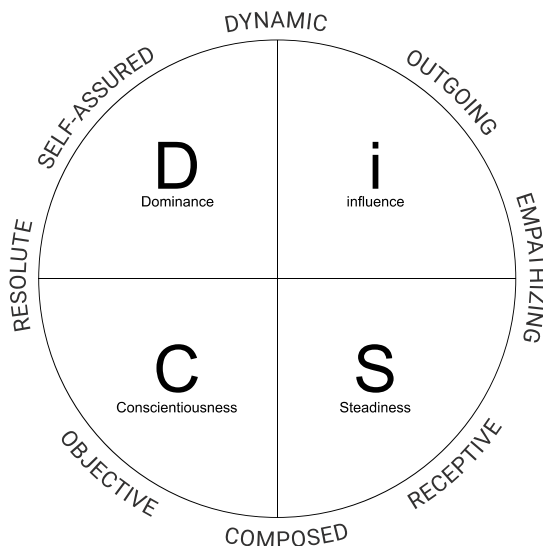
Figure 16. Everything DiSC Agile EQ Model

Scoring of the Scales

This assessment measures the eight DiSC scales as well as eight Agile EQ mindset scales. These scales are shown in Table 25, along with sample items included within each scale. Respondents are asked, "How easy or difficult is it for you to do each of the following?" Items are rated on a five-point scale: very difficult, difficult, neither easy nor difficult, easy, and very easy. The Agile EQ scales are standardized to have a mean of zero and standard deviation of one. In the *Everything DiSC Agile EQ Profile*, scale results are presented to learners in the form of effort meters (see Figure 17), where the

mid-point is set to zero degrees (straight up); a standard deviation below corresponds to the dark green section and a standard deviation above corresponds to the dark red section.

Priority	Statement
Table 25. Sample Statements Used to Measure the Agile EQ™ Mindsets	
Dynamic	Convincing a group to try an untested approach or method
	Jumping on new opportunities when they present themselves
Outgoing	Networking professionally
	Generating enthusiasm on a team
Empathizing	Providing emotional support to someone who is struggling
	Helping a coworker talk through their emotions
Receptive	Remaining receptive to other people's ideas when I have strong opinions
	Compromising my way of doing things to accommodate another person
Composed	Stopping myself, when I'm really angry, from saying something I'll regret later
	Remaining composed and tactful when I'm frustrated
Objective	Recognizing when my excitement or anger might be clouding my judgment
	Taking the time to reflect in-depth about decisions before acting
Resolute	Standing my ground in a meeting
	Standing firm behind my logic when everyone else disagrees
Self-Assured	Being forceful with my opinion during a group debate
	Standing up to people who are being too aggressive

Figure 17. Effort Meter

The scale scores were also submitted to a multidimensional scaling analysis. This analysis allows researchers to look at the relationship among the eight categories of items and determine if the categories relate to each other in the manner predicted by the model. The results of the analysis are presented in Figure 18. Categories that are closer together share more in common and categories that are farther apart are more dissimilar.

Figure 18. Multidimensional Scaling Results for Agile EQ™ Mindset Scales

As expected, the eight mindsets form a circular shape, with the scales arranged as predicted by the Agile EQ model. That is, the sequence around the circle proceeds as follows: Dynamic, Outgoing, Empathizing, Receptive, Composed, Objective, Resolute, and Self-Assured. Although the eight scales do not form a perfectly equidistant circle (as predicted by the model), this theoretical ideal is nearly impossible to obtain with actual data.

Sample Characteristics

Everything DiSC® Agile EQ™ was evaluated well after the development of the other Everything DiSC® application-specific tools. Therefore, we include Table 26 to describe the demographic characteristics of the sample of 1,013 participants.

Table 26. Everything DiSC® Agile EQ™ Sample Demographics

Gender	Male	50%
	Female	50%
Age	18-25	6%
	26-35	21%
	36-45	29%
	46-55	27%
	56 or older	17%
Education	Some high school	1%
	High school graduate	8%
	Technical/Trade school	5%
	Some college	24%
	College graduate	40%
	Graduate/Professional degree	22%
Heritage	African American/African Descent	16%
	Asian American/Asian Descent	7%
	Hispanic	12%
	Native American	1%
	Pacific Islander	2%
	White	53%
	Two or more of the above	9%
Employment	Administration	5%
	Business Owner/Developer	3%
	Consultant	8%
	Engineer	2%
	Executive	8%
	Financial Service Representative	2%
	Human Resources	15%
	IT	2%
	Marketing	2%
	Mid-level Management	10%
	Professional	5%

Project Manager		2%
Sales		6%
Supervisory		6%
Teacher/Educator		3%
Other		21%

N = 1,013

Internal Reliability

Alpha internal reliability coefficients were calculated for each of the eight mindset scales, as shown in Table 27, using a sample of 1,013 participants. These coefficients range from .69 to .81, with a median reliability of .75. Therefore, these scales demonstrate adequate to excellent internal consistency. This finding suggests that each of these mindset scales is measuring a single, unified construct.

Table 27. Alpha Coefficients of the Agile EQ™ Mindset Scales

Scale	Number of Items	Alpha
Dynamic	5	.75
Outgoing	5	.81
Empathizing	4	.76
Receptive	7	.69
Composed	4	.75
Objective	6	.70
Resolute	7	.69
Self-Assured	5	.74

While the proportion of gender, age, and ethnicity representations shown in Table 26 approximate that of overall Everything DiSC® sample described in Appendix 1, a higher proportion of Agile EQ™ participants held graduate/professional degrees than in the overall Everything DiSC sample. Given this, we also include an additional reliability study comparing results of those holding graduate/professional degrees with those of everyone else, shown in Table 28. The results of this reliability study do not systematically differ with respect to education at the graduate/professional degree level. We can conclude there is no systematic impact of educational level on the mindset scales' measurement stability across educational groups.

Table 28. Alpha Coefficients of the Agile EQ™ Mindset Scales for Those Holding Graduate/Professional Degrees

Scale	Number of Items	Alpha (Graduate/Professional degree, N = 222)	Alpha (All others, N = 791)
Dynamic	5	.72	.76
Outgoing	5	.81	.81
Empathizing	4	.76	.76
Receptive	7	.68	.70
Composed	4	.75	.75
Objective	6	.69	.70
Resolute	7	.74	.67
Self-Assured	5	.75	.74

In addition to the internal reliability studies, it is also important to understand the relationship between the level of education and profile score. An analysis of variance (ANOVA) was performed on the eight scale means across education groups to determine any differences. These differences are very small for the Dynamic and Objective scales, and non-existent for all other scales, as shown in Table 29.

Table 29. Percent of Variance Accounted for by Graduate/Professional Degree

Scale	Percent
Dynamic	0.2
Outgoing	0.0
Empathizing	0.0
Receptive	0.0
Composed	0.0
Objective	0.2
Resolute	0.0
Self-Assured	0.0
N = 1,013	

Intercorrelations Among the Mindset Scales

Intercorrelations among the eight mindset scales were also calculated, using a sample of 1,013 participants, as shown in Table 30. Coefficients range from -.76 to .77, with a median of -.03. Overall, correlations are as expected. For instance, the Agile EQ model hypothesizes a high positive correlation between the Dynamic scale and the Outgoing scale, and a high negative correlation between the Empathizing scale and the Resolute scale.

Table 30. Intercorrelations Among Agile EQ™ Mindset Scales

Mindset Scales	Dynamic	Outgoing	Empathizing	Receptive	Composed	Objective	Resolute	Self-Assured
Dynamic	-	.65	.01	-.40	-.58	-.47	.30	.64
Outgoing	.65	-	.49	.07	-.39	-.62	-.13	.14
Empathizing	.01	.49	-	.62	.18	-.35	-.53	-.40
Receptive	-.40	.07	.62	-	.47	-.06	-.72	-.76
Composed	-.58	-.39	.18	.47	-	.38	-.38	-.52
Objective	-.47	-.62	.35	-.06	.38	-	.15	-.13
Resolute	.30	-.13	-.53	-.72	-.38	.15	-	.77
Self-Assured	.64	.14	-.40	-.76	-.52	-.13	.77	-

Summary of the Validation Results

Overall, this research provides strong support for the *Everything DiSC® Agile EQ™* mindset scales. Data from a large sample of working adults suggest these scales have good internal reliability and accurately reflect participants' self-perceptions. This type of empirical support should give DiSC® participants confidence that the *Everything DiSC Agile EQ Profile* provides reliable, accurate, and useful information about their instinctive responses to emotional and social situations and how they can adapt them to any circumstance for the best outcome.

Section 7: Everything DiSC Work of Leaders® Research

Background

The *Everything DiSC Work of Leaders®* assessment includes 75 items in addition to the basic Everything DiSC® assessment. These items are necessary to measure the 18 additional scales included on the *Everything DiSC Work of Leaders Profile*.

Each of these items is comprised of two statements placed at opposite ends of a four-point continuum. The rater is asked to choose the point on the continuum that best describes him or her. For instance, one continuum has the statement "I am an optimist" on one end and the statement "I am a realist" on the other. Each scale is standardized to have a mean of 0 and standard deviation of 1.

The Validation Process

The analyses presented below are based on a sample of 349 participants. The sample is 52% female and 48% male. Within the sample, 90% of participants are between the ages of 25 and 60. The majority of participants (52%) have at least some college. Ethnic backgrounds are as follows: African American (6%), Asian American (5%), Caucasian (79%), Hispanic (6%), Native American (1%), and other (3%).

Internal Reliability

The median internal reliability alpha coefficient for these 18 scales was .81, as shown in Table 31. The alphas range from .69 to .89. These results indicate that the *Work of Leaders* scales demonstrate good to excellent internal reliability. These findings also suggest that each of these scales measures a single, unified construct.

Intercorrelations Among the Work of Leaders Scales

Intercorrelations among the 18 *Work of Leaders* scales are shown in Tables 32 and 33. Coefficients range from -.90 to .80, with a median of .04. Many of the stronger correlations are the result of overlapping items among the scales. For instance, the Praise scale, which measures a tendency to give praise to others at work, has many items in common with the Receptive scale, which measures a tendency to come across as warm and welcoming.

Overall, correlations are as expected and do not present many surprises. For instance, we would expect a high positive correlation between the Adventurous scale and the Speaking Out scale, whereas we would expect a high negative correlation between the Adventurous scale and the Planning scale.

Table 31. Internal Reliability Coefficients for Work of Leaders Scales		
WOL Scale	**Alpha**	**Number of Items**
Remaining Open	.71	8
Prioritizing the Big Picture	.69	8
Being Adventurous	.75	7
Speaking Out	.85	13
Seeking Counsel	.74	4
Exploring Implications	.86	9
Explaining Rationale	.72	5
Structuring Messages	.80	5
Exchanging Perspectives	.72	14
Being Receptive	.89	30
Being Expressive	.88	14
Being Encouraging	.86	12
Being Driven	.86	19
Initiating Action	.87	13
Providing a Plan	.74	9
Analyzing In-Depth	.75	9
Addressing Problems	.85	22
Offering Praise	.82	11
Median	.81	10

Table 32. Intercorrelations Among Work of Leaders Scales

	Prioritizing Big Picture	Remaining Open	Being Adventurous	Speaking Out	Seeking Counsel	Exploring Implications	Explaining Rationale	Structuring Messages	Exchanging Perspectives
Prioritizing Big Picture		.73	.27	.31	.04	-.42	-.33	-.35	-.05
Remaining Open	.73		.32	.33	.14	-.43	-.37	-.47	.03
Being Adventurous	.27	.32		.66	.02	-.23	.02	-.19	-.29
Speaking Out	.31	.33	.66		.06	-.21	-.03	-.25	-.38
Seeking Counsel	.04	.14	.02	.06		-.02	-.10	-.07	.70
Exploring Implications	-.42	-.43	-.23	-.21	-.02		.53	.54	.06
Explaining Rationale	-.33	-.37	.02	-.03	-.10	.53		.40	-.19
Structuring Messages	-.35	-.47	-.19	-.25	-.07	.54	.40		.05
Exchanging Perspectives	-.05	-.03	-.29	-.38	.70	.06	-.19	.05	
Being Receptive	-.14	-.09	-.25	-.34	.35	.06	-.21	.08	.71
Being Expressive	.18	.23	.52	.80	.23	-.15	-.13	-.20	-.14
Being Encouraging	.12	.18	.10	.19	.44	-.04	-.27	-.04	.49
Being Driven	.17	.17	.62	.72	-.10	-.17	.08	-.11	-.56
Initiating Action	.31	.37	.72	.76	.11	-.15	.02	-.19	-.23
Providing a Plan	-.71	-.90	-.32	-.29	-.13	.64	.42	.57	-.01
Analyzing In-Depth	-.01	-.11	.07	.15	-.15	.56	.59	.43	-.23
Addressing Problems	.17	.16	.40	.56	-.20	-.07	.23	-.13	-.64
Offering Praise	-.03	.04	.01	.03	.43	.04	-.17	.04	.59

	Being Receptive	Being Expressive	Being Encouraging	Being Driven	Initiating Action	Providing a Plan	Analyzing In-Depth	Addressing Problems	Offering Praise
Table 33. Intercorrelations Among Work of Leaders Scales (continued)									
Prioritizing Big Picture	-.14	.18	.12	.17	.31	-.71	-.01	.17	-.30
Remaining Open	-.09	.23	.18	.17	.37	-.90	-.11	.16	.04
Being Adventurous	-.25	.52	.10	.62	.72	-.32	.07	.40	.01
Speaking Out	-.34	.80	.19	.72	.76	-.29	.15	.56	.03
Seeking Counsel	.35	.23	.44	-.10	.11	-.13	-.15	-.20	.43
Exploring Implications	.06	-.15	-.04	-.17	-.15	.64	.56	-.07	.04
Explaining Rationale	-.21	-.13	-.27	.08	.02	.42	.59	.23	-.17
Structuring Messages	.06	-.20	-.04	-.11	-.19	.57	.43	-.13	-.04
Exchanging Perspectives	.71	-.14	.49	-.56	-.23	-.01	-.23	-.64	.59
Being Receptive		-.09	.65	-.63	-.20	.10	-.24	-.86	.71
Being Expressive	-.09		.40	.56	.65	-.17	.04	.34	.29
Being Encouraging	.65	.40		-.15	.23	-.12	-.14	-.39	.80
Being Driven	-.63	.56	-.15		.64	-.16	.19	.71	-.28
Initiating Action	-.20	.65	.23	.64		-.31	.18	.39	.12
Providing a Plan	.10	-.17	-.12	-.16	-.31		.30	-.14	.01
Analyzing In-Depth	-.24	.04	-.14	.19	.18	.30		.26	-.13
Addressing Problems	-.86	.34	-.39	.71	.39	-.14	.26		-.50
Offering Praise	.71	.29	.80	-.28	.12	.01	-.13	-.50	

Correlations Among Work of Leaders Scales and DiSC® Scales

Correlations among the *Everything DiSC Work of Leaders*® scales and the DiSC® scales are shown in Table 34. These correlations are largely as expected. The largest positive correlation for each of the DiSC scales is as follows: Di-Adventurous, i-Expressive, iS-Encouraging, S-Receptive, SC-Exchanging Perspectives, C-Providing a Plan, CD-Addressing Problems, D-Addressing Problems. Most *Work of Leaders* scales show a significant correlation with several of the DiSC scales. Further, the pattern of these correlations is consistent with the DiSC circumplex model. That is, if a given *Work of Leaders* scale has a high positive correlation with a particular DiSC scale, then the *Work of Leaders* scale has a high negative correlation with the DiSC scale on the opposite side of the DiSC circumplex. The correlations range from -.85 to .87, with a median of .81.

Table 34. Correlations Among Work of Leaders Scales and DiSC® Scales

Work of Leaders Scales	DiSC Scales							
	Di	i	iS	S	SC	C	CD	D
Remaining Open	.22	.11	.02	-.14	-.16	-.24	.08	.15
Prioritizing Big Picture	.23	.19	.09	-.12	-.22	-.34	.08	.17
Being Adventurous	.83	.44	.04	-.27	-.73	-.44	-.03	.46
Speaking Out	.71	.51	.05	-.46	-.85	-.44	.16	.70
Seeking Counsel	.09	.38	.43	.22	-.10	-.46	-.32	-.12
Exploring Implications	-.13	-.14	-.07	.12	.14	.24	-.10	-.15
Explaining Rationale	.05	-.17	-.28	-.11	-.02	.26	.09	.08
Structuring Messages	-.11	-.17	-.05	.13	.16	.23	-.10	-.17
Exchanging Perspectives	-.26	.18	.57	.67	.31	-.28	-.54	-.65
Being Receptive	-.21	.25	.75	.78	.23	-.27	-.74	-.65
Being Expressive	.61	.74	.28	-.29	-.79	-.59	-.02	.52
Being Encouraging	.14	.53	.87	.39	-.25	-.52	-.60	-.23
Being Driven	.64	.27	-.29	-.72	-.71	-.16	.44	.74
Initiating Action	.83	.50	.09	-.29	-.75	-.44	-.04	.47
Providing a Plan	-.20	-.18	-.07	.14	.17	.34	-.10	-.16
Analyzing In-Depth	.13	-.14	-.23	-.17	-.12	.23	.11	.12
Addressing Problems	.36	.01	-.53	-.76	-.46	.01	.61	.75
Offering Praise	.04	.47	.79	.54	-.11	-.43	-.68	-.33

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Section 8: Everything DiSC® Comparison Report Research

Background

The *Everything DiSC® Comparison Report* allows any two Everything DiSC participants to see their similarities and differences in six areas. The report includes a narrative that explains these similarities and differences and guides participants in a discussion around them. Overall, the purpose of this report is to improve communication and efficiency, while reducing tension and misunderstandings.

The *Everything DiSC Comparison Report* begins with a brief comparison of the two participants' DiSC® styles. Each participant's style is calculated from the participant's responses to the Everything DiSC assessment (discussed in Section 1 of this report). The focus of this section of the research report is on the continua contained in the second section of the *Everything DiSC Comparison Report*. Figure 19 shows an example of one such continuum.
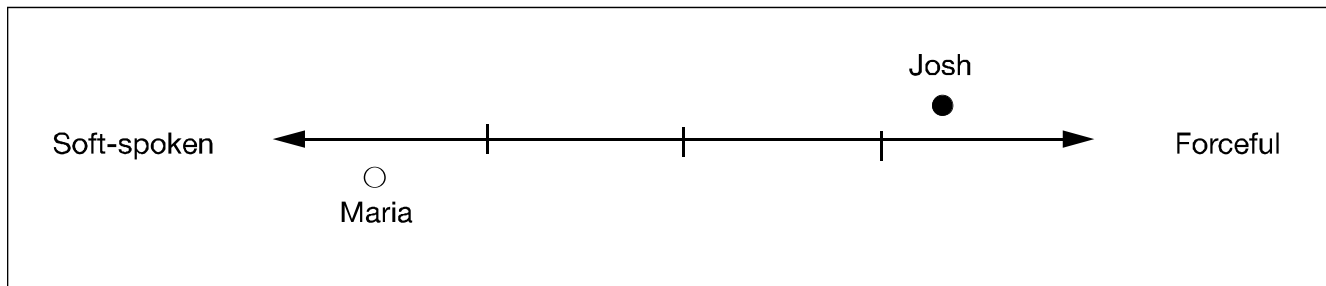

Figure 19. Continuum Example

Selection of the Continua within Each Report

For each report, nine continua are calculated. The names of these continua are shown in Table 35. However, only the six continua that are expected to generate the most meaningful discussion for the participants are presented in the *Comparison Report*. This ensures that participants are not overwhelmed by the information and are better able to focus their discussions on meaningful topics.

Table 35. Everything DiSC® Comparison Report Continua
Soft-spoken—Forceful
Daring—Careful
Patient—Driven
Skeptical—Accepting
Outgoing—Private
Tactful—Frank
Accommodating—Strong-willed
Lively—Reserved
Calm—Energetic

A panel of DiSC® subject-matter experts reviewed each possible pairing on all nine continua and developed an algorithm to determine which six continua would be presented within a given *Everything DiSC® Comparison Report*. The decision rules used in creating this algorithm include:

- If possible, at least two continua showing similarities should be presented.
- If possible, at least two continua showing differences should be presented.
- Continua on which there are larger differences are more likely to be presented than continua on which there are smaller differences.
- Among continua that have very high statistical correlations or conceptual overlap, only the continuum judged to be most meaningful should be presented.

Although other decision rules were used to create this algorithm, those presented above represent the major criteria. Within the report, the largest differences are presented first and the smallest differences (or greatest similarities) are shown last.

Scoring of the Continua

Each of the nine continua are calculated using the same item responses that are used to calculate a participant's DiSC style. Although there is substantial overlap in the items used to calculate DiSC style and continua scores, an individual's continua scores are calculated separately from his or her DiSC style. Therefore, it is possible to have a person who tends toward the S style, for example, who is

more Daring than Careful on that particular continuum, even though this is quite atypical for people with the S style. The number of items on each continuum scale range from four to eleven, with a median of eight.

Internal Reliability

Alpha internal reliability coefficients were calculated for each of the nine continua, as shown in Table 36, using a sample of 752 participants. These coefficients range from .74 to .88, with a median reliability of .78. Therefore, these scales demonstrate adequate to excellent internal consistency. This finding suggests that each of these continua scales is measuring a single, unified construct.

Table 36. Alpha Coefficients of the Continua Scales		
Scale	Number of Items	Alpha
Soft-spoken—Forceful	13	.85
Daring—Careful	7	.75
Patient—Driven	10	.74
Skeptical—Accepting	12	.82
Outgoing—Private	8	.88
Tactful—Frank	8	.75
Accommodating—Strong-willed	11	.75
Lively—Reserved	12	.85
Calm—Energetic	11	.78

Intercorrelations Among the Continua Scales

Intercorrelations among the continua scales were calculated using a sample of 752 participants. As shown in Table 37, many of the scale correlations are quite high, likely because these scales contain overlapping items. Although these scales may appear repetitive, they are included because each is used to help facilitate a different discussion between participants. For instance, the Calm-Energetic scale correlates at -.83 with the Outgoing-Private scale. The Calm-Energetic scale, however, is used to facilitate a discussion about the pace at which participants choose to complete tasks. On the other

hand, the Outgoing-Private scale is used to facilitate a discussion about such topics such as the need for personal space versus the need for interaction.

Table 37. Continua Scale Intercorrelations									
	Soft-spoken—Forceful	Daring—Careful	Patient—Driven	Skeptical—Accepting	Outgoing—Private	Tactful—Frank	Accommodating—Strong-willed	Lively—Reserved	Calm—Energetic
Soft-spoken—Forceful		-.59	.62	-.21	-.62	.66	.50	-.75	.64
Daring—Careful	-.59		-.74	.01	.50	-.33	-.24	.59	-.69
Patient—Driven	.62	-.74		-.07	-.48	.35	.26	-.63	.82
Skeptical—Accepting	-.21	.01	-.07		-.31	-.58	-.66	-.15	.06
Outgoing—Private	-.62	.50	-.48	-.31		-.13	.01	.89	-.63
Tactful—Frank	.66	-.33	.35	-.58	-.13		.78	-.29	.31
Accommodating—Strong-willed	.50	-.24	.26	-.66	.01	.78		-.14	.19
Lively—Reserved	-.75	.59	-.63	-.15	.89	-.29	-.14		-.83
Calm--Energetic	.64	-.69	.82	.06	-.63	.31	.19	-.83	

Summary of the Validation Results

Overall, this research provides strong support for the *Everything DiSC® Comparison Report* continua scales. Data from a large sample of working adults suggest these scales have good internal reliability and accurately reflect participants' self-perceptions. This type of empirical support should give DiSC® participants confidence that the *Everything DiSC Comparison Report* provides a solid foundation for participants to discuss their similarities and differences as a basis for relationships that are more productive and enjoyable.

Section 9: Appendices

Appendix 1. Everything DiSC® Assessment Development Sample Demographics

Everything DiSC® Assessment Development Sample Demographics		
Gender	Male	52%
	Female	48%
Age	18-25	9%
	26-35	24%
	36-45	21%
	46-55	30%
	56 or older	16%
Education	Some high school	1%
	High school graduate	16%
	Technical/Trade school	9%
	Some college	28%
	College graduate	32%
	Graduate/Professional degree	14%
Heritage	African American	5%
	Native American	1%
	Asian American	5%
	White	80%
	Hispanic	6%
	Other	3%
Employment	Secretary/Clerical	7%
	Executive	3%
	Mid-Level Management	6%
	Supervisory	2%
	Professional	10%
	Mechanical-Technical	2%
	Customer Service	3%
	Sales	4%
	Healthcare Worker	3%
	Teacher/Educator	6%
	Skilled Trades	4%
	Student	2%
	Other	48%

N = 752

Appendix 2. Percent of Variance Accounted for by Gender

Percent of Variance Accounted for by Gender	
Scale	**Percent**
D	5.1
Di	2.3
I	0.1
iS	5.2
S	6.2
SC	0.2
C	2.4
CD	4.2
N = 752	

It is important to understand the relationship between gender and profile score. An analysis of variance (ANOVA) was performed on the eight scale means across gender groups to determine any differences. These differences are generally small. The largest differences are seen on the S scale, in which gender accounted for 6.2% of scale variance. Women tended to score higher on the i, iS, S, and SC scales, and men tended to score higher on the D, Di, C, and DC scales. Although statistically significant differences were found on five of the eight scales, in practical terms these differences are not large.

Appendix 3. Correlation Between the Everything DiSC® Assessment and the 16PF®

Correlation Between the Everything DiSC® Assessment and the 16PF®							
	DiSC® Scales						
16PF® Scale	Di	i	iS	S	SC	C	CD	D
Warmth	.15	.45	.49	.25	-.30	-.51	-.31	-.01
Reasoning	-.16	-.24	-.18	-.11	.08	.23	.23	.01
Emotional Stability	.21	.31	.38	.17	-.22	-.31	-.33	-.01
Dominance	.54	.28	-.14	-.45	-.63	-.24	.19	.63
Liveliness	.42	.62	.37	.06	-.45	-.55	-.27	.09
Rule Consciousness	-.21	-.03	.18	.23	.11	.07	-.23	-.20
Social Boldness	.52	.70	.35	-.10	-.66	-.60	-.19	.33
Sensitivity	-.17	.01	.15	.18	.10	-.05	-.05	.23
Vigilance	.07	-.15	-.33	-.27	-.04	.10	.31	.23
Abstractedness	.09	-.07	-.21	-.23	-.02	.01	.24	.15
Privateness	-.21	-.39	-.31	-.04	.31	.33	.17	-.10
Apprehension	-.29	-.26	-.11	.06	.22	.22	.18	-.21
Openness to Change	.36	.19	.00	-.16	-.38	-.23	.08	.24
Self-reliance	-.25	-.47	-.39	-.17	.28	.51	.30	.01
Perfectionism	.10	.05	.00	.00	-.11	.15	-.12	-.01
Tension	-.05	-.18	-.43	-.45	-.03	.24	.55	.20
Extraversion	.41	.70	.51	.12	-.52	-.67	-.34	.12
Anxiety	-.18	-.31	-.41	-.26	.15	.30	.45	.06
Tough Mindedness	-.16	-.18	-.12	.02	.23	.26	-.04	-.08
Independence	.60	.42	-.04	-.40	-.71	-.38	.14	.60
Self-control	-.18	-.12	.07	.18	.11	.23	-.18	-.17
Realistic	.22	-.05	-.19	-.19	-.08	.09	.03	.20
Investigative	.06	-.23	-.31	-.22	.05	.26	.17	.13

(continued)

16PF® Scale	DiSC® Scales							
	Di	i	iS	S	SC	C	CD	D
Artistic	.36	.40	.16	-.11	-.45	-.41	.00	.23
Social	.30	.56	.45	.12	-.49	-.57	-.26	.14
Enterprising	.53	.53	.21	-.17	-.65	-.50	-.10	.44
Conventional	.06	.06	.07	.06	-.08	.08	-.18	-.02
Self-esteem	.39	.52	.40	.07	-.46	-.48	-.32	.17
Emotional Adjustment	.24	.32	.33	.15	-.21	-.30	-.36	.04
Emotional Expressivity	.51	.68	.38	-.06	-.64	-.60	-.24	.32
Emotional Sensitivity	.27	.45	.42	.14	-.42	-.52	-.23	.10
Social Control	.01	-.16	-.18	-.10	.07	.13	.07	.09
Social Expressivity	.55	.74	.41	-.04	-.67	-.66	-.24	.27
Social Sensitivity	-.37	-.26	-.09	.10	.30	.21	.15	-.22
Social Control	.53	.62	.30	-.13	-.67	-.52	-.16	.35
Empathy	.37	.60	.56	.22	-.44	-.57	-.44	.05
Leadership Potential	.47	.60	.40	.04	-.55	-.49	-.33	.20
Creative Potential	.62	.51	.07	-.32	-.72	-.41	.02	.51
Creative Achievement	.37	.19	-.09	-.27	-.35	-.11	.12	.26

N = 552

Appendix 4. Correlation Between the Everything DiSC® Assessment and the NEO-PI-R™

	DiSC® Scales							
NEO-PI-R™ Scale	Di	I	iS	S	SC	C	CD	D
Neuroticism	-.31	-.29	-.26	-.12	.26	.31	.28	-.10
Extraversion	.45	.69	.52	.10	-.57	-.63	-.34	.15
Openness to Experience	.27	.10	.06	-.05	-.27	-.10	-.03	.10
Agreeableness	-.40	-.01	.52	.67	.35	-.05	-.48	-.58
Conscientiousness	.26	.09	.00	-.07	-.27	.11	-.11	.10
Anxiety	-.29	-.22	-.18	-.06	.23	.23	.23	-.10
Angry Hostility	.01	-.13	-.46	-.53	-.04	.17	.51	.30
Depression	-.30	-.34	-.30	-.08	.32	.30	.27	-.10
Self-consciousness	-.40	-.48	-.27	.00	.44	.41	.23	-.23
Impulsiveness	-.08	-.08	-.21	-.27	-.01	.05	.35	.14
Vulnerability	-.35	-.21	-.19	-.04	.34	.18	.21	-.14
Warmth	.25	.60	.61	.29	-.41	-.55	-.43	-.03
Gregariousness	.40	.65	.41	.16	-.42	-.59	-.36	.06
Assertiveness	.68	.49	.11	-.30	-.75	-.41	-.04	.55
Activity	.57	.47	.12	-.23	-.57	-.33	-.11	.32
Excitement Seeking	.51	.37	.11	-.09	-.42	-.32	-.13	.19
Positive Emotions	.25	.50	.57	.21	-.35	-.44	-.41	-.06
Fantasy	.15	.05	.04	-.04	-.15	-.11	.05	.06
Aesthetics	.20	.16	.14	.06	-.17	-.15	-.15	-.02
Feelings	.14	.23	.22	.02	-.29	-.20	-.07	.09
Actions	.43	.34	.16	.01	-.34	-.34	-.16	.09
Ideas	.33	.10	-.01	-.15	-.35	-.04	-.01	.23

(continued)

NEO-PI-R™ Scale	DiSC® Scales							
	Di	I	iS	S	SC	C	CD	D
Values	.08	.01	.02	.00	-.14	-.04	.06	.02
Trust	.03	.26	.55	.39	-.08	-.27	-.47	-.21
Straightforwardness	-.28	-.03	.27	.39	.24	.05	-.27	-.35
Altruism	.02	.28	.53	.47	-.13	-.27	-.42	-.27
Compliance	-.27	-.01	.47	.65	.41	.00	-.55	-.63
Modesty	-.39	-.21	.09	.31	.37	.16	-.08	-.35
Tender Mindedness	.00	.16	.37	.27	-.12	-.18	-.28	-.12
Competence	.33	.19	.16	.05	-.35	-.07	-.21	.08
Order	.18	.12	.07	.06	-.16	.07	-.17	-.04
Dutifulness	.11	.11	.19	.16	-.17	.00	-.22	-.06
Achievement Striving	.48	.31	.11	-.11	-.44	-.15	-.19	.20
Self-discipline	.30	.23	.18	.05	-.29	-.11	-.26	.08
Deliberation	-.12	-.11	.09	.26	.15	.18	-.22	-.26

Appendix 5. References

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