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EVALUATION CENTER
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RENDERED TO

Personality Insights, Inc.
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PRODUCT EVALUATED: DISC Assessment
EVALUATION PROPERTY: CONSTRUCT VALIDITY

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2. Introduction

This document is provided as a tool for end-users of DISC Assessments to allow comparisons between the DISC Assessment and other four-dimensional models in the marketplace.

All DISC instruments, and most similar instruments, are *ipsative* in design. That is, they are self-report inventories that measure *qualities* (traits) as individuals perceive those traits within themselves, and they ask the respondent to choose one trait at the exclusion of the others. This is done via either/or, most/least, or rank-order responses to the instrument. The result is *not* an absolute set of scores that would easily fit in a normative field, but rather a *relative* set of scores that applies to an individual's self-perception. The success of all self-report instruments depends on the insight, candor, honesty, and insight of the respondent. We will provide the essential types of statistical analysis herein, and we caution the reader to be aware of over-analyzing ipsative data. Some companies produce many pages of tables applying normative statistical rules to ipsative data, and we caution the reader to be aware of this. DISC instruments do not measure *quantities* like levels of cholesterol or blood pressure, but rather *qualities* that an individual reports about themselves.

APA Guidelines

Evaluation of the respondent data was conducted in accordance with the Standards for Educational and Psychological Testing; developed jointly by the American Educational Research Assn. (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME).

Evaluation Dates

- Data evaluation began December 27, 2021.
- Data evaluation was completed on January 3, 2022.

3. Test Data Preparation

3.1 SAMPLE SELECTION

Sample data was submitted to ASI directly from the client and were not independently selected for testing. Samples are requested to:

- Be a sufficient number to represent the general population.
- Be randomly selected.

The sample panels were received at the ASI Evaluation Center by email on August 7, 2019.

SAMPLE SIZE: N = 12,084

3.2 DATA CLEANING

Upon receipt of the samples at ASI, the data was downloaded and cleaned as follows:

1. **Missing Values** – There were no missing values.
2. **Duplicates** – Duplicate entries were removed.
3. **Categorization** – Data was categorized and labeled by attribute type for the appropriate comparison.

4. Testing and Evaluation Methods

TEST STANDARDS

Analysis of the data was conducted using standard statistical methods. The statistical method employed was:

- Construct Validity

Construct Validity

Construct validity is one of the most central concepts in psychology. It is the degree to which a test measures what it claims, or purports to be measuring. Researchers generally establish the construct validity of a measure by correlating it with a number of other measures and arguing from the pattern of correlations that the measure is associated with these variables in theoretically predictable ways.

Overall, it is the appropriateness of inferences made on the basis of observations or measurements (often test scores), specifically whether a test measures the intended construct. Constructs are abstractions that are deliberately created by researchers in order to conceptualize the latent variable which is correlated with scores on a given measure although it is not directly observable). Construct validity examines the question: Does the measure behave like the theory says a measure of that construct should behave?

Correlations

The purpose of a correlation is to display the level or correspondence or *co-relationship* between two variables. An item or trait correlated against itself yields a perfect correlation of 1.0, that's as high as the scale goes. A completely opposite correlation yields a coefficient of -1.0, and that's a perfect inverse or negative correlation. Scores that have no co-relationship at all, show a correlation coefficient at or near zero.

That is, all correlations follow a spectrum of scores beginning at +1.0, passing through zero, and ending at -1.0. The closer a correlation is to zero, the lower the correlation. The more a correlation coefficient moves away from zero, in either direction, the stronger the correlation becomes. The more a correlation coefficient approaches +1.0 or -1.0, the stronger the correlation becomes.

The reader should note that there is no agreed-upon table in the world of statistics that 'grades' a correlation as weak or strong in absolute, definitive terms. As a result, specific commentary by a field of researchers may vary with regard to what they consider to be 'strong' or 'weak' correlations. The team of scientists at ASI have selected to establish the criteria as posted in this document. Other statisticians may present divergent opinions based on their own scientific observations and training.

Cross-lagged Panel Analysis

The cross-lagged panel on the following page shows the correlations of the variables measured in an at-a-glance method of comparison for the reader. This is the same data as in the correlation table below, but shows a model by which the reader may observe the relationships in a graphical representation.

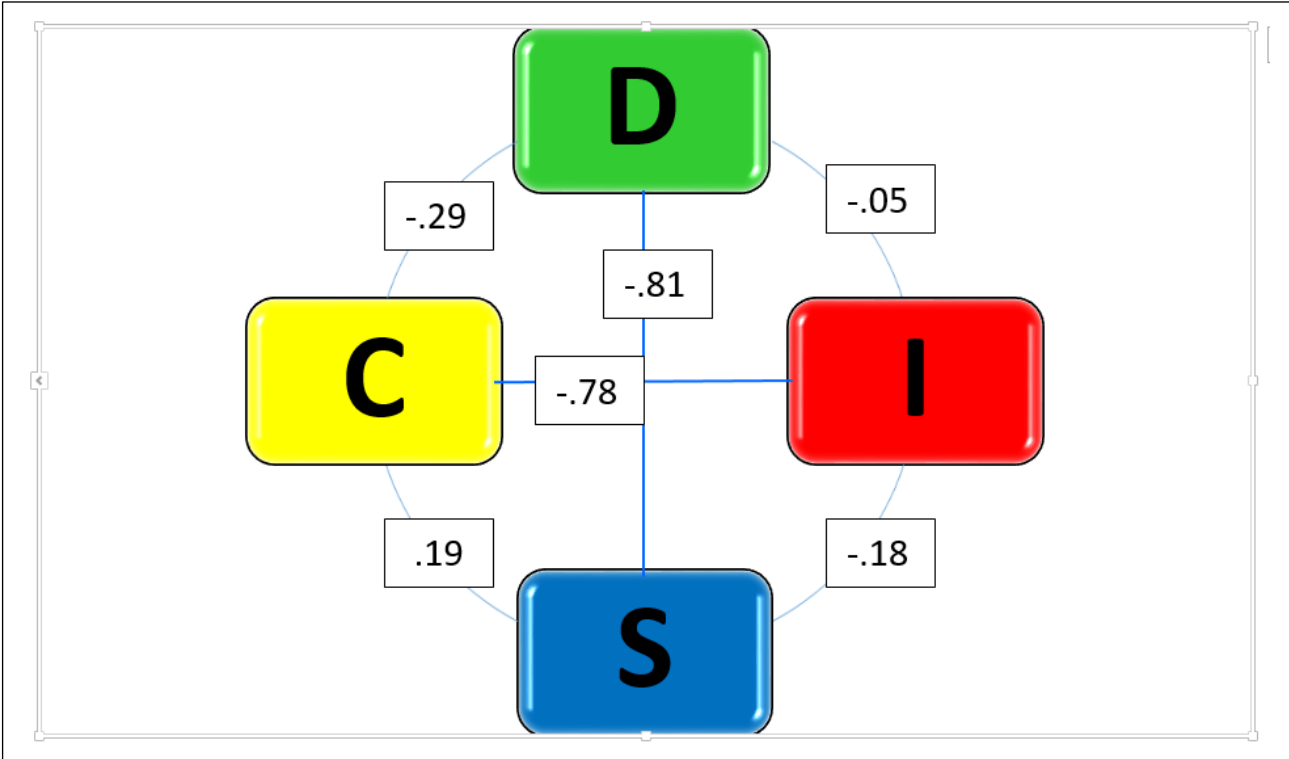
5. Testing and Evaluation Results

Pearson’s Correlation Coefficients: Table 1

	<i>D</i>	<i>I</i>	<i>S</i>	<i>C</i>
<i>D</i>	1.00			
<i>I</i>	-0.05	1.00		
<i>S</i>	-0.81	-0.18	1.00	
<i>C</i>	-0.29	-0.78	0.19	1.00

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Cross Lagged Correlation: DISC



6. Conclusions

The data submitted for evaluation passed all acceptable standards and is therefore awarded ASI Certification.

Certified
January 3, 2022



7. Document Review

ASI TESTING SERVICES

Signed: *Russell J. Watson, Ed.D.*
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