



Everything DiSC® 363™ for Leaders
RESEARCH REPORT

Introduction

Everything DiSC® 363™ for Leaders is a multi-rater assessment and profile that is designed to give participants feedback on their leadership performance. The figure below shows the Everything DiSC Leadership model that is the foundation for *Everything DiSC 363 for Leaders*.

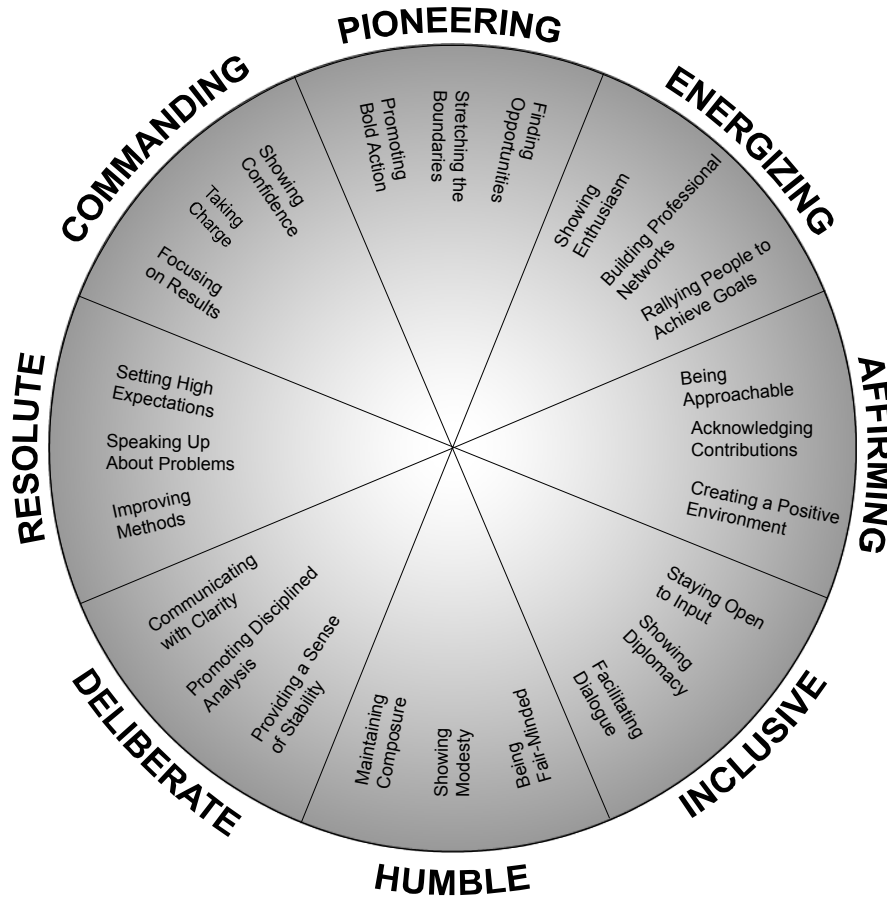


Figure 1. The Everything DiSC® Leadership Model

The words around the circle represent eight leadership approaches. In the theoretical model, each approach is most correlated with adjacent approaches and least correlated with opposite approaches. Three leadership practices are assigned to each approach for a total of 24 practices, and these can be seen inside the circle. Again, these practices are theoretically most correlated with practices within the same approach, then most highly correlated with adjacent practices. Practices that sit opposite each other on the model are least correlated.

Completing the Assessment

An *Everything DiSC® 363™ for Leaders* report can only be generated if an assessment is completed by a leader and at least one rater. Although there is some overlap in the assessment experience for both of these participants, they are different.

The Leader Assessment Experience

- 1) Leaders complete an Everything DiSC personality assessment, which consists of 79 adjectives (e.g., quiet, forceful). Leaders rate how often each adjective describes them on a scale from 1 (never or almost never) to 5 (always or almost always). Results from this portion of the assessment are not directly communicated to leaders in the profile but are reflected in their narrative feedback. Information on the validation of this assessment is included in the Everything DiSC Application Library Research Report.
- 2) Leaders are presented with 72 leadership behavior statements (e.g., “I propose new directions for the group”). For each statement, they are asked to rate how often they demonstrate that behavior from 1 (never or almost never) to 7 (always or almost always). Results from this portion of the assessment are used to calculate self-assessed performance scores on each of the eight approaches and 24 practices. The rater also responds to these same statements.

The Rater Assessment Experience

- 1) Raters are presented with 72 leadership behavior statements with regard to the leader (e.g., “She proposes new directions for the group”). For each statement, they are asked to rate how often the leader demonstrates that behavior from 1 (never or almost never) to 7 (always or almost always). Results from this portion of the assessment are used to calculate rater-assessed performance scores on each of the eight approaches and 24 practices. Because the leader also responds to these same statements, it is possible to show comparisons between self-assessed and rater-assessed performance scores. This assessment is the main focus of this research report, and we will refer to it as the “Everything DiSC 363 Assessment.”
- 2) Raters are presented with 24 leadership behaviors (corresponding to the 24 leadership practices) and asked if they would like to see the leader demonstrate these behaviors

more often (e.g., “Do you think she needs to be more active about finding new opportunities for the group?”). Raters may respond “Yes, a lot more,” “Yes, a little more,” or “No”. After responding to each statement, participants are given the option to select prewritten comments to give to the leader. Results from this portion of the assessment are presented to the leader throughout his or her report. More specifically, the leader can see the comments chosen by the raters, and the three behaviors that are requested most often are suggested as areas for development. Because this section is a straightforward survey and does not involve the development of scales, it is not the focus of this validation report.

Development of the Everything DiSC® 363™ Assessment

Alpha Phase

In the first development phase, a content analysis of contemporary leadership literature was conducted to identify leadership constructs that are relevant to the DiSC® model. Data on these concepts were then gathered by asking participants who had just completed an online personality assessment to volunteer for research on a leadership project. Participants were asked questions about their own leadership performance, as well as the performance of leaders in their previous or current organizations. These data were used to identify and build initial approach and practice scales, as well as to understand the psychometric relationships among these leadership constructs.

Beta Phase 1

(Exploratory)

In the first beta phase, an initial Everything DiSC® 363™ Assessment was constructed for both leaders and raters. Leaders from a wide range of industries completed their portion of the assessment. Raters for each leader were selected by either the leader’s manager or an HR professional within the organization. After these data were collected, they were analyzed. Based on this analysis, the Everything DiSC Leadership model and scales were refined.

Beta Phase 2

(Confirmatory)

In the second beta phase, the refined assessment was again completed by leaders and raters from a wide range of industries. Raters for each leader were selected by either the leader, the

leader's manager, or an HR professional within the organization. Data from these participants were analyzed to evaluate the refined tool for reliability and validity.

The Validation Process

Psychological instruments are used to measure abstract characteristics like intelligence, extroversion, and honesty. So how do researchers evaluate these instruments? How do we know whether such tools provide accurate information or just generate haphazard feedback that sounds believable? Simply put, if an instrument is indeed useful and accurate, it should meet a variety of standards that have been established by the scientific community. Validation is the process researchers use to assess the quality of a psychological instrument by testing it against these standards. This paper is designed to help you understand these standards and see how Inscape's Everything DiSC® 363™ 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 way that is consistent and dependable. If the results from a tool contain a lot of random variation, it is 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 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?"

Sample

The results presented in this report are from a sample of 480 leaders. In all cases, leaders were rated by two or more raters, with a median of six raters per leader. The total number of raters was 3,043. Demographics for leaders in this sample are included in Appendix 1.

Scoring

Scores were calculated by averaging the total responses for all items on each scale. Since the responses range from 1 to 7, so do the resulting scale scores. Each of the 24 practices contains three items, and each approach contains three of those 24 practices. Therefore, each approach scale contains nine items. Means and standard deviations for all scales are shown in Table 1.

Table 1. Scale Means and Standard Deviations

APPROACHES	OTHER-RATED		SELF-RATED	
	MEAN	SD	MEAN	SD
Pioneering	5.49	.73	5.35	.94
Energizing	5.53	.80	5.65	.94
Affirming	5.79	.77	5.80	.76
Inclusive	5.72	.78	5.50	.75
Humble	5.53	.74	5.46	.77
Deliberate	5.64	.69	5.56	.82
Resolute	5.65	.64	5.72	.84
Commanding	5.83	.68	5.64	.87
PRACTICES				
Finding Opportunities	5.56	.75	5.63	.96
Stretching the Boundaries	5.56	.76	5.17	1.26
Promoting Bold Action	5.35	.80	5.29	1.07
Showing Enthusiasm	5.62	.84	5.78	1.05
Building Professional Networks	5.59	.79	5.82	1.00
Rallying People to Achieve Goals	5.45	.86	5.57	.99
Being Approachable	6.00	.78	5.97	.84
Acknowledging Contributions	5.70	.85	5.69	.94
Creating a Positive Environment	5.66	.81	5.73	.86
Staying Open to Input	5.74	.81	5.45	1.05
Showing Diplomacy	5.83	.84	5.60	.84
Facilitating Dialogue	5.59	.77	5.46	.84
Maintaining Composure	5.63	.87	5.36	.99
Showing Modesty	5.43	.84	5.36	.99
Being Fair-Minded	5.53	.75	5.67	.83
Communicating with Clarity	5.68	.75	5.38	1.02
Promoting Disciplined Analysis	5.60	.68	5.66	.93
Providing a Sense of Stability	5.64	.79	5.62	.92
Setting High Expectations	5.57	.74	5.67	.93
Speaking Up about Problems	5.78	.63	5.96	.93
Improving Methods	5.65	.76	5.66	1.05
Showing Confidence	5.93	.69	5.63	.98
Taking Charge	5.75	.77	5.56	.99
Focusing on Results	5.81	.74	5.74	.97

Reliability

Internal reliability evaluates the degree of correlation among questions that profess to measure the same thing. In other words, all of the items that make up a scale should be consistent with each other. A statistic called Cronbach's Alpha expresses the degree of correlation as a specific number, ranging from 0.0 to 1.0. If the value of Alpha is 0.0, then there is no relationship among the items (in this case, statements) on a given scale. On the other hand, if all of the items on a scale measure in an identical fashion, then the value of Alpha will be 1.0, which indicates absolute internal consistency. The following guidelines are frequently used to evaluate the quality of a scale's internal reliability: Alpha values greater than .70 are considered acceptable and satisfactory, Alpha values greater than .80 are considered quite good, and values greater than .90 are considered to reflect exceptional internal consistency.

Cronbach's Alpha is calculated separately for each of the scales that make up the Everything DiSC® 363™ Assessment. The approach and practice scales demonstrate good-to-excellent internal consistency, as shown by the Alpha values listed in Tables 2 and 3. For raters, all scales had an Alpha well above .80. For leaders, three of the 24 practice scale Alphas fell below the preferred cutoff of .70. Given that the focus of this product is on rater feedback, these less-than-desirable Alphas on the self-assessment scales are within the tolerable range.

Table 2. Approach Scale Reliabilites

APPROACHES	ALPHA	
	RATERS	LEADERS
Pioneering	.98	.90
Energizing	.96	.91
Affirming	.97	.89
Inclusive	.97	.83
Humble	.96	.88
Deliberate	.96	.89
Resolute	.95	.90
Commanding	.96	.93

Table 3. Practice Scale Reliabilites

APPROACHES	ALPHA	
	RATERS	LEADERS
Finding Opportunities	.93	.79
Stretching the Boundaries	.93	.80
Promoting Bold Action	.90	.83
Showing Enthusiasm	.92	.74
Building Professional Networks	.88	.88
Rallying People to Achieve Goals	.93	.84
Being Approachable	.91	.76
Acknowledging Contributions	.96	.69
Creating a Positive Environment	.93	.76
Staying Open to Input	.94	.83
Showing Diplomacy	.92	.59
Facilitating Dialogue	.92	.67
Maintaining Composure	.95	.86
Showing Modesty	.87	.64
Being Fair-Minded	.93	.82
Communicating with Clarity	.94	.81
Promoting Disciplined Analysis	.88	.75
Providing a Sense of Stability	.91	.78
Setting High Expectations	.91	.77
Speaking Up about Problems	.89	.84
Improving Methods	.91	.82
Showing Confidence	.89	.83
Taking Charge	.93	.79
Focusing on Results	.90	.81

The median Alpha on the approach scales was .96 for raters and .90 for leaders. The median on the practice scales was .92 for raters and .80 for leaders. These results suggest that the rater-generated scales on the Everything DiSC® 363™ Assessment demonstrate excellent reliability. As well, the leader-generated scales demonstrate satisfactory to excellent reliability, with a few exceptions.

Validity

Multidimensional Scaling Analyses

The Everything DiSC® Leadership model specifies a very specific set of relationships among its scales: It predicts that the eight approach scales and 24 practice scales will form a circumplex. That is, they will be arranged in a circular format at equal intervals. A statistical technique called multidimensional scaling analysis (MDS) is a highly useful tool for examining the fit of the data to the conceptual model. First, this technique allows for a visual inspection of the relationships among the eight approach scales or the 24 practice scales. Second, this technique makes it possible to look at all of the scales simultaneously. In Figures 2 and 3, scales that are plotted closer together have a stronger positive relationship. Scales that are farther apart are more dissimilar.

As can be seen in Figure 2, the approach scales are arranged in the order that is expected by the Everything DiSC Leadership 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.

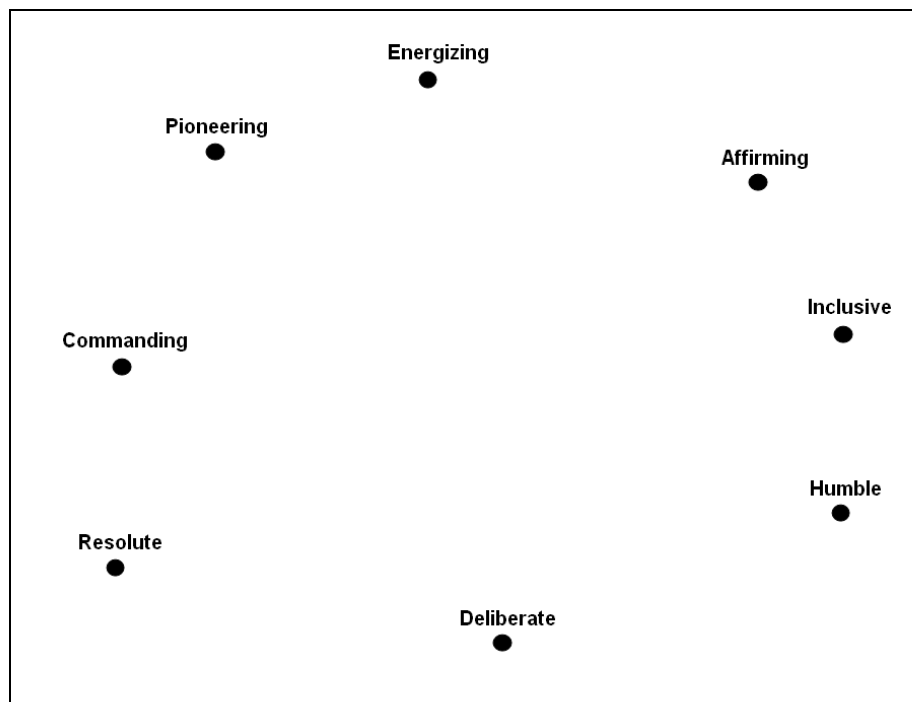


Figure 2. MDS Analysis for the Approach Scales

The MDS results for the practice scales are shown in Figure 3. Again, the original MDS rotation is presented below, and this rotation is arbitrary. Dashed lines have been added to help illustrate groups of scales that should theoretically cluster. This figure offers support for the Everything DiSC® Leadership model in several ways. First, the scales are arranged in a circular fashion, and clusters of scales are ordered in the manner predicted by the model (although the rotation is presented in a counter-clockwise fashion in this representation). Second, scales that should theoretically cluster together in the model do cluster together. For example, the practice of Taking Charge is located close to the practice of Showing Confidence, as predicted by the model. Third, clusters are spaced at roughly equal distances around the circle, although not perfectly equidistant.

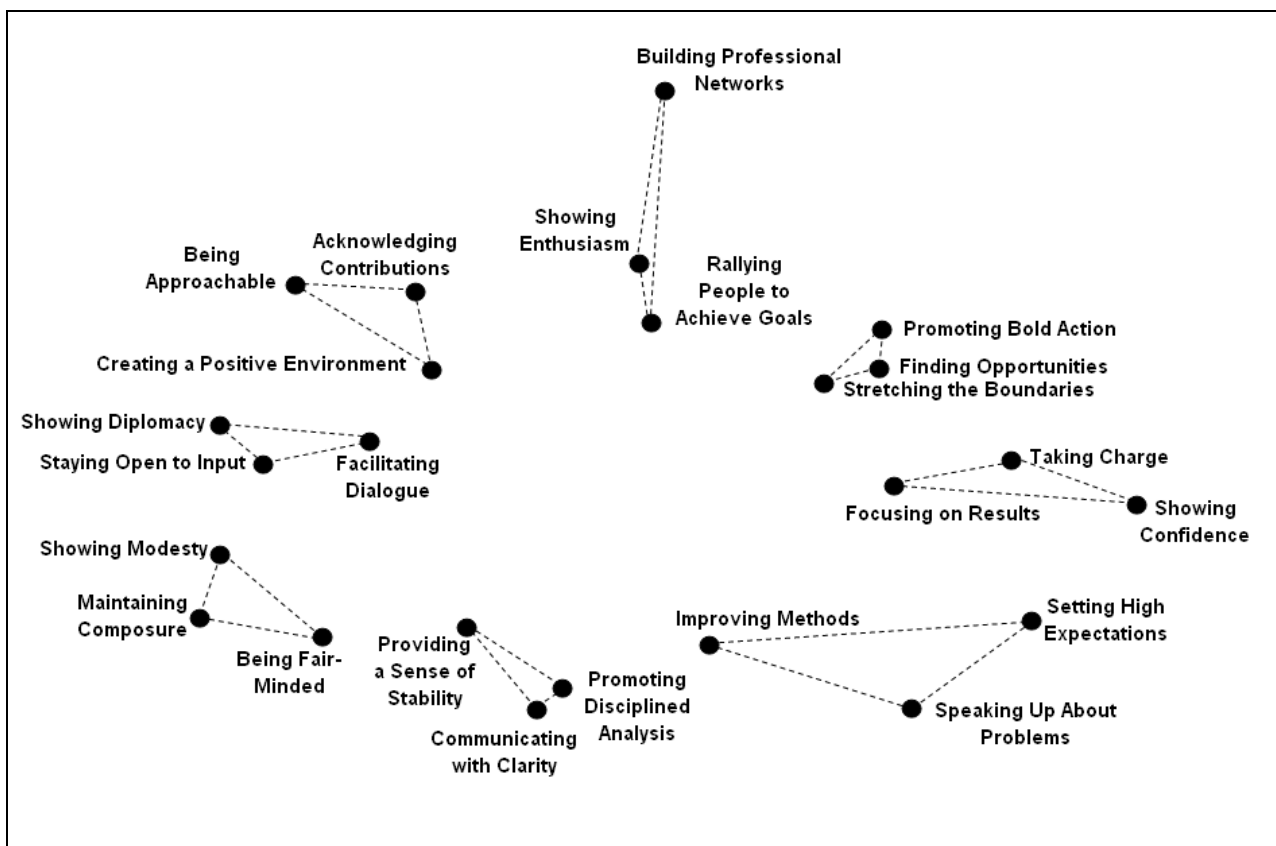


Figure 3. MDS Analysis for the Practice Scales

Additionally, the S-stress for the approach data and the practice data were .013 and .081, respectively. The RSQ values were .999 and .964, respectively. 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), whereas higher RSQ values are preferred (with a maximum of 1). S-stress values below .1 suggest an excellent fit of the data to a two-dimensional configuration. All of the S-stress and

RSQ values reported here suggest that a third dimension is not needed to explain the relationship among these scales.

Scale Intercorrelations

By examining the intercorrelations among scales, we can measure with more precision how well the data fits the Everything DiSC® Leadership model. The model proposes that adjacent scales (e.g., Commanding and Pioneering) will have stronger positive correlations than opposite scales (e.g., Commanding and Inclusive). Further, if the data are controlled for overall leadership ability, opposite scales are expected to have negative correlations. For example, among leaders at the same skill level, leaders who are more Commanding than others are expected to be less Inclusive. To control for overall leadership ability, scale scores were ipsatized for each leader. That is, each leader’s total average rating was calculated along with his or her total standard deviation across all items. The total mean was subtracted from individual item means, and then this number was divided by the total standard deviation. Ipsatized scale means were then calculated by summing ipsatized item scores for each scale. As a result, each leader’s mean ipsatized scale score across all scales was zero. Ipsatized scale scores, then, represent relative strengths for the individual. Table 4 shows the ipsatized and non-ipsatized correlations among the approach scales.

Table 4. Approach Scale Intercorrelations

	Pioneering	Energizing	Affirming	Inclusive	Humble	Deliberate	Resolute	Commanding
Pioneering		.85	.69	.62	.56	.65	.76	.81
Energizing	.26		.85	.74	.63	.65	.65	.70
Affirming	-.37	.34		.91	.81	.69	.52	.47
Inclusive	-.53	-.13	.56		.89	.76	.52	.40
Humble	-.57	-.52	.14	.52		.80	.55	.39
Deliberate	-.43	-.57	-.34	.01	.29		.78	.63
Resolute	.17	-.34	-.68	-.59	-.23	.26		.83
Commanding	.42	.03	-.65	-.79	-.59	-.06	.56	

Note: Ipsatized scales are shown below the diagonal and non-ipsatized scales are shown above the diagonal.

Because the Everything DiSC® Leadership model proposes that the eight approach 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 seen in Table 5 below, the strongest theoretical correlation for two given scales is labeled r_1 . The second strongest is labeled r_2 , and so on. In this case, r_4 represents the correlation between two theoretically opposite scales. Consequently, r_4 should be a reasonably strong negative correlation. For each scale, we should observe the following relationship if the scales do, in fact, support a circumplex structure: $r_1 > r_2 > r_3 > r_4$.

Table 5. Expected Scale Intercorrelations.

	Pioneering	Energizing	Affirming	Inclusive	Humble	Deliberate	Resolute	Commanding
Pioneering	1							
Energizing	r_1	1						
Affirming	r_2	r_1	1					
Inclusive	r_3	r_2	r_1	1				
Humble	r_4	r_3	r_2	r_1	1			
Deliberate	r_3	r_4	r_3	r_2	r_1	1		
Resolute	r_2	r_3	r_4	r_3	r_2	r_1	1	
Commanding	r_1	r_2	r_3	r_4	r_3	r_2	r_1	1

Looking at Table 4, 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 6, 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 (ipsatized) actual and predicted correlation values is quite similar, thus providing additional support for the Everything DiSC Leadership model and the Everything DiSC® 363™ Assessment.

Table 6. Actual and Predicted Scale Relationships

r_1	>	r_2	>	r_3	>	r_4	
.84	>	.71	>	.58	>	.53	Actual (non-ipsatized average)
.40	>	-.05	>	-.50	>	-.65	Actual (ipsatized average)
.42	>	.03	>	-.36	>	-.73	Predicted

Additionally, intercorrelations for the practice scales are shown in Table 7. Of the 24 practices, 21 demonstrated their highest correlation with one of the other two practices assigned to the same approach.

Table 7. Practice Scale Intercorrelations

Practices	Finding Opportunities	Stretching the Boundaries	Promoting Bold Action	Showing Enthusiasm	Building Professional Networks	Rallying People to Achieve Goals	Being Approachable	Acknowledging Contributions	Creating a Positive Environment	Staying Open to Input	Showing Diplomacy	Facilitating Dialogue
Finding Opportunities		.87	.85	.75	.68	.85	.56	.64	.69	.58	.51	.67
Stretching the Boundaries	.51		.86	.77	.72	.85	.57	.65	.73	.59	.54	.67
Promoting Bold Action	.50	.55		.75	.71	.83	.53	.58	.66	.54	.44	.61
Showing Enthusiasm	.07	.12	.17		.78	.90	.72	.80	.84	.67	.66	.74
Building Professional Networks	.06	.06	.16	.28		.78	.69	.75	.73	.56	.58	.62
Rallying People to Achieve Goals	.28	.31	.36	.62	.22		.70	.79	.85	.69	.67	.77
Being Approachable	-.29	-.32	-.20	.22	.28	.01		.80	.84	.79	.86	.79
Acknowledging Contributions	-.23	-.23	-.22	.33	.18	.23	.37		.89	.79	.83	.82
Creating a Positive Environment	-.28	-.21	-.19	.37	.08	.33	.43	.53		.83	.87	.87
Staying Open to Input	-.35	-.40	-.30	-.09	-.12	-.19	.36	.28	.27		.87	.92
Showing Diplomacy	-.43	-.48	-.48	-.03	-.06	-.10	.57	.45	.50	.53		.86
Facilitating Dialogue	-.25	-.32	-.27	-.03	-.12	-.05	.27	.28	.32	.68	.48	
Maintaining Composure	-.24	-.32	-.33	-.32	-.23	-.36	.22	-.03	.13	.21	.44	.14
Showing Modesty	-.34	-.38	-.38	-.30	-.16	-.34	.12	.12	.08	.43	.40	.29
Being Fair-Minded	-.39	-.43	-.47	-.40	-.34	-.48	.07	-.03	.04	.38	.34	.30
Communicating with Clarity	-.19	-.21	-.22	-.28	-.31	-.28	-.20	-.14	-.23	-.01	.05	-.02
Promoting Disciplined Analysis	-.11	-.16	-.29	-.58	-.39	-.49	-.36	-.33	-.36	-.06	-.12	-.02
Providing a Sense of Stability	-.44	-.36	-.49	-.23	-.37	-.31	-.16	-.04	.01	.08	.12	.06
Setting High Expectations	.19	.27	.08	-.21	-.10	-.14	-.48	-.34	-.50	-.46	-.54	-.46
Speaking Up about Problems	.09	.17	.14	-.38	-.16	-.43	-.45	-.50	-.60	-.36	-.56	-.36
Improving Methods	.04	.02	-.07	-.25	-.43	-.29	-.35	-.30	-.33	-.19	-.27	-.21
Showing Confidence	.26	.38	.37	-.05	.06	-.06	-.41	-.46	-.53	-.54	-.70	-.52
Taking Charge	.18	.30	.33	.02	.04	.06	-.42	-.41	-.40	-.52	-.65	-.50
Focusing on Results	.30	.28	.18	.05	-.09	.14	-.44	-.37	-.41	-.50	-.56	-.45

Note: Ipsatized scales are shown below the diagonal and non-ipsatized scales are shown above the diagonal

Table 7. Practice Scale Intercorrelations (continued)

	Maintaining Composure	Showing Modesty	Being Fair-Minded	Communicating with Clarity	Promoting Disciplined Analysis	Providing a Sense of Stability	Setting High Expectations	Insisting on Effective Processes	Improving Methods	Showing Confidence	Taking Charge	Focusing on Results
Finding Opportunities	.48	.46	.55	.58	.61	.59	.65	.71	.68	.62	.70	.79
Stretching the Boundaries	.48	.51	.58	.60	.64	.64	.67	.75	.70	.65	.74	.80
Promoting Bold Action	.42	.41	.48	.53	.51	.52	.55	.70	.61	.65	.74	.72
Showing Enthusiasm	.50	.55	.59	.57	.50	.66	.48	.55	.61	.49	.62	.69
Building Professional Networks	.45	.51	.50	.51	.50	.54	.52	.50	.55	.52	.62	.65
Rallying People to Achieve Goals	.53	.57	.62	.61	.59	.68	.57	.60	.64	.53	.67	.77
Being Approachable	.68	.65	.72	.52	.49	.62	.23	.42	.49	.21	.34	.45
Acknowledging Contributions	.60	.68	.71	.58	.56	.68	.38	.49	.55	.27	.42	.53
Creating a Positive Environment	.72	.72	.79	.65	.64	.76	.39	.52	.63	.32	.49	.60
Staying Open to Input	.69	.77	.84	.64	.63	.73	.30	.49	.58	.22	.35	.48
Showing Diplomacy	.78	.78	.82	.63	.61	.72	.24	.38	.53	.11	.28	.43
Facilitating Dialogue	.70	.76	.83	.69	.69	.76	.37	.55	.63	.29	.44	.56
Maintaining Composure		.65	.78	.56	.59	.66	.24	.39	.53	.14	.28	.40
Showing Modesty	.29		.75	.64	.66	.72	.28	.48	.58	.13	.31	.43
Being Fair-Minded	.42	.35		.68	.76	.82	.40	.57	.67	.27	.42	.55
Communicating with Clarity	.04	.13	.11		.81	.82	.49	.68	.72	.44	.54	.59
Promoting Disciplined Analysis	.09	.21	.32	.40		.81	.58	.77	.76	.48	.58	.65
Providing a Sense of Stability	.13	.25	.34	.41	.30		.53	.65	.78	.41	.54	.66
Setting High Expectations	-.26	-.20	-.16	-.03	.22	-.04		.77	.60	.66	.67	.79
Speaking Up about Problems	-.28	-.20	-.08	.10	.42	-.03	.47		.81	.79	.79	.78
Improving Methods	-.06	.03	.08	.20	.29	.28	.20	.48		.54	.66	.72
Showing Confidence	-.38	-.44	-.34	-.03	.09	-.19	.47	.58	.13		.81	.70
Taking Charge	-.42	-.38	-.35	-.06	.04	-.12	.36	.49	.20	.67		.80
Focusing on Results	-.36	-.35	-.29	-.07	.02	-.04	.53	.29	.24	.43	.51	

Note: Ipsatized scales are shown below the diagonal and non-ipsatized scales are shown above the diagonal.

With both ipsatized and non-ipsatized scales, the average correlations among scales in the same approach was higher than the average correlation of individual scales with scales in

adjacent approaches. As with the approach scales, we do observe a $r_1 > r_2 > r_3 > r_4$ pattern for each cluster of practice scales.

Comparing Self and Other Ratings

The correlations among the self-rated scale scores and the other-rated scale scores are shown in Table 8.

Table 8. Correlation Between Self and Other Ratings

	SELF/OTHER CORRELATIONS
APPROACH SCALES	
Pioneering	.36
Energizing	.50
Affirming	.41
Inclusive	.30
Humble	.16
Deliberate	.26
Resolute	.34
Commanding	.46
PRACTICE SCALES	
Finding Opportunities	.31
Stretching the Boundaries	.21
Promoting Bold Action	.40
Showing Enthusiasm	.48
Building Professional Networks	.46
Rallying People to Achieve Goals	.41
Being Approachable	.35
Acknowledging Contributions	.35
Creating a Positive Environment	.35
Staying Open to Input	.25
Showing Diplomacy	.27
Facilitating Dialogue	.19
Maintaining Composure	.20
Showing Modesty	.11
Being Fair-Minded	.16
Communicating with Clarity	.21
Promoting Disciplined Analysis	.22
Providing a Sense of Stability	.26
Setting High Expectations	.34
Speaking Up about Problems	.33
Improving Methods	.21
Showing Confidence	.50
Taking Charge	.38
Focusing on Results	.37

These correlations show greater consensus on some scales than on others. Scales that measure outwardly assertive behavior (e.g., Energizing and Commanding) demonstrate the highest correlations. Scales that measure more subtle, perhaps inward behaviors, (e.g., Humble, Deliberate) show smaller correlations.

Analyses were also performed to examine the relationship between overall leadership ability and self-other agreement. For each leader, an overall average rating was computed. Leaders were then divided into three categories: the bottom 25%, the middle 50%, and the top 25%. Table 9 shows the correlations between self and other ratings for each of the approach scales by overall leadership ability.

Interestingly, those leaders who received the lowest ratings show the highest correlations between self and other ratings. Conversely, those with the highest ratings show the lowest correlations. It is possible that poorly rated leaders have more pronounced strengths and challenges and thus show more agreement (between self and other ratings) in the relative magnitude of their leadership abilities.

Table 9. Correlation Between Self and Other Ratings by Overall Leadership Ability

SCALE	SELF/OTHER CORRELATION		
	BOTTOM 25%	MIDDLE 50%	TOP 25%
Pioneering	.52	.33	.09
Energizing	.55	.44	.11
Affirming	.53	.35	.03
Inclusive	.45	.17	.14
Humble	.37	.07	.15
Deliberate	.46	.21	.20
Resolute	.52	.37	.19
Commanding	.64	.35	.33
Median	.52	.28	.15

As shown in Table 10, further analyses suggest that lower-rated leaders overestimate their scores and higher-rated leaders underestimate their scores, even though higher-rated leaders still rated themselves higher (mean self-rating = 5.77) than lower-rated leaders (mean self-rating = 5.41). This difference of .36 in self-ratings, however, is dwarfed by the difference between these same two groups in their ratings by others (1.49). These findings suggest that leaders'

self-ratings improve slightly as their ability level increases, but not nearly at the same rate as their ratings by others.

Table 10. Overall Mean Ratings by Leadership Ability

OVERALL RATING CATEGORY	MEAN RATING		
	OTHER-RATING	SELF-RATING	DIFFERENCE
Bottom 25%	4.85	5.41	-0.56
Middle 50%	5.71	5.59	0.12
Top 25%	6.34	5.77	0.57

Correlations with Ratings of Leadership Effectiveness

Raters were asked to rate leaders on three global leadership effectiveness variables. The raters were asked to rate the degree to which they agreed or disagreed with each of these three statements: “[This person] is a good leader,” “[this person] is respected in the organization as a good leader,” and “I enjoy working with [this person].” Each leader’s ratings on these questions were then correlated with his or her scores on the approach scales and are included in Table 11.

Table 11. Correlation between Approach Scales and Overall Effectiveness

APPROACH	OUTCOME VARIABLES		
	GOOD LEADER	RESPECTED AS GOOD LEADER	ENJOY WORKING WITH
Pioneering	.70	.66	.51
Energizing	.72	.69	.57
Affirming	.66	.65	.63
Inclusive	.63	.64	.65
Humble	.57	.61	.56
Deliberate	.66	.69	.58
Resolute	.60	.58	.42
Commanding	.61	.58	.35

All of the approach scales show sizable correlations with the first two effectiveness variables (i.e., ‘Good Leader’ and ‘Respected as a Good Leader’) and at least moderate correlations with the third variable (i.e., ‘Enjoy Working With’). These findings suggest that the approaches do, in fact, have a strong relationship with perceived leadership ability. It is not surprising that some approaches, like Commanding and Resolute, are less correlated with relationship enjoyment, as these approaches are often correlated with personal attributes such as aggressiveness and stubbornness.

Correlations with the DiSC® Scales

The Everything DiSC® Assessment includes eight scales that each measure a personal disposition, as shown in Table 12. In the Everything DiSC Leadership model, each of the eight approaches corresponds to one of the eight DiSC® scales.

Table 12. The Eight DiSC® Scales

DiSC SCALE	DESCRIPTION	CORRESPONDING LEADERSHIP APPROACH
Di	active, fast-paced disposition	Pioneering
i	interactive, lively disposition	Energizing
iS	agreeable, warm disposition	Affirming
S	accommodating, patient disposition	Inclusive
SC	moderate-paced, cautious disposition	Humble
C	private, analytical disposition	Deliberate
CD	questioning, skeptical disposition	Resolute
D	direct, dominant disposition	Commanding

Analyses were performed to determine if the approach scales demonstrate the predicted relationships with the Everything DiSC scales. The eight ipsatized other-rated approach scales and the eight DiSC scales were submitted to an MDS analysis. The results, as shown in Figure 4, suggest that the approach scales do, in fact, conform to the theoretical model. All approach scales are located closest to their corresponding DiSC scale. Further, all scales are in the order predicted by the model, and the spacing between each approach/DiSC scale pair is roughly equidistant. The S-stress value and RSQ value for this solution were .083 and .956, respectively. This suggests that two dimensions are sufficient to account for the relationships among these scales. Correlations among the Everything DiSC scales and the approach scales are also shown in Table 13.

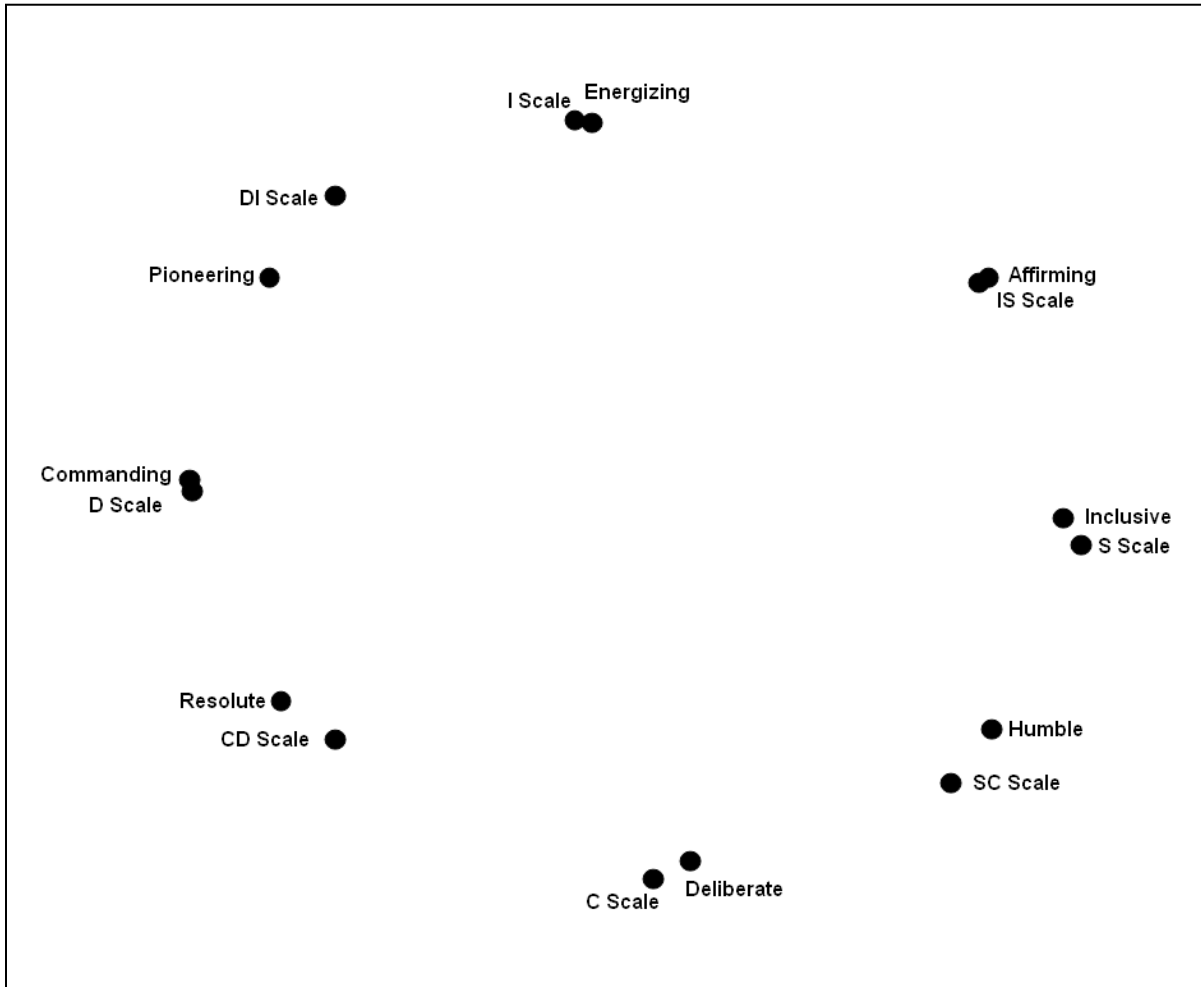


Figure 4. MDS Results for Approach Scales and Everything DiSC® Scales.

Table 13. Correlations among Everything DiSC Scales and Approach Scales

	DI scale	I scale	IS scale	S scale	SC scale	C scale	CD scale	D scale
Pioneering	.41	.18	-.13	-.25	-.40	-.18	.05	.27
Energizing	.44	.58	.30	-.11	-.41	-.52	-.31	.00
Affirming	-.03	.31	.52	.34	.06	-.32	-.40	-.42
Inclusive	-.29	-.10	.40	.49	.35	.01	-.23	-.52
Humble	-.44	-.37	.11	.42	.49	.27	-.05	-.35
Deliberate	-.41	-.50	-.24	.11	.37	.50	.22	-.04
Resolute	-.01	-.21	-.49	-.41	-.06	.29	.38	.43
Commanding	.29	.10	-.44	-.56	-.39	-.03	.33	.59

Note: Approach scales are ipsatized.

Summary

Analyses support the reliability of the Everything DiSC® 363™ for Leaders assessment. The reliabilities for all eight Approach scales show excellent reliabilities for both the rater and leader groups. The Practice scale show excellent reliability for the rater groups and decent to good reliability for the leader group. Analyses also support the validity of the 363 model and the ability of the 363 assessment to measure the scale in that model. Multidimensional scaling results demonstrate that the Approach and Practice scales are arranged in a manner consistent with the model. The proposed correlations among scales were also supported by scale intercorrelations. In addition, the correlation among the Approach scales and the eight DiSC® scales conforms to the 363 model.

Appendix 1. Validation Sample Demographics

	%
Gender	
Female	47
Male	53
Age	
18 - 25	2
26 - 35	16
36 - 45	32
46 - 55	33
56 or older	18
Education	
College Graduate	47
Graduate/Professional Degree	33
High School Graduate	5
Some College	12
Some High School	1
Technical/Trade school	3
Ethnicity	
African American	5
Asian American	1
Caucasian	87
Hispanic	2
Native American	1
Other	4
Employment	
Executive	27
Mid-level Management	31
Professional	18
Supervisory	6
Other	17
Industrial Classification	
Business Services	14
Construction	4
Educational Services	8
Finance/Insurance/Real Estate	12
Health Services	19
Hospitality	3
Manufacturing	14
Public Administration	3
Transportation/Utilities	2
Wholesale/Retail Trade	6
Other	16

Appendix 2. References

Wiggins, J. S. (1995). *Interpersonal adjective scales: Professional manual*. Odessa, FL: Psychological Assessment Resources, Inc.