| Category | DISC | Myers-Briggs Type Indicator | Pairin | Birkman | Clifton Strengths Finder | Success Navigator | Predictive Index |
|---|---|---|---|---|---|---|---|
| **Intended Use** | Performance Improvement; Conflict Resolution; Development; Not for Selection | Self and Organizational Development; Relationship and Academic Counseling; Team Building; Not for Selection | College/Career Readiness/ Coaching; Administrator/ Educator/Student Development; Career Transition; Educator Selection; Teamwork; Conflict Resolution; Organizational/Job /Student to Job Alignment; Used Effectively for Selection, Retention, and Development. | Coaching; Executive Development; Career Transition; Teamwork; Conflict Resolution; Organizational/Job Alignment; Not Recommended for Selection; most appropriate use is for people aged 18 or older in the workforce | Intended Purpose is for Intrapersonal Development and Should Not Be Used to Compare to Individuals to Each Other. Developed mainly for Work Settings but Can Be Used in Academic Settings; Measures Personal Talent for Strength Based Development; Not for Selection or Retention | Designed for Use with Entering College Students Only; Intended to Provide a Holistic Understanding of Each Student and Predict Academic Success. | Measures Personality that they say is stable over time and therefore not coachable. "Developed exclusively for use within occupational and organizational populations." |
| **Time to Complete** | 28 item version takes 10 minutes; 79 item version takes 20 to 25 minutes | 20 to 30 Minutes | 15 to 20 minutes | 45 Minutes | Less Than One Hour | 30 Minutes | 5 to 10 Minutes |
| **Measures College and Career Readiness (21st Century Skills)** | No | No | Yes | No | No | No | No |
| **Indication of Desire to Develop** | No | No | Yes | No | No | No | No |
| **Reference Bias – How one's present environment influences their responses** | Yes | Yes | Very Low | Unknown | High | High | Low |

Pairin © 2015

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Face Validity –** How much the test taker understands what the test items measure. | High | High | Very Low | Moderate | High | Unknown | Low |
| **Built in Validity Check** | No | No | Yes - 9 Different Measures of Validity | No | No | No | No |
| **Administrator and Educator Selection & Development** | No | No | YES | No | No | No | Yes |
| **Student Measurement, Retention, and Development** | No | No | Yes | No | Yes but main application is for work settings | Yes, but only for entering college students and limited to Math, Science and English measurements | No |
| **Reading Level** | 9$^{th}$ grade or higher | 7$^{th}$ grade or higher | 8$^{th}$ grade or higher | 3$^{rd}$ grade or above | 10$^{th}$ grade or higher | Unknown | Unknown |
| **Growth Tracking (longitudinal development)** | No | No | Yes | No | Yes | Only for math, science, and English | No |
| **Assessment Description** | 28 and 79 statement versions responded to using a 5-point likert scale. | Basic Form has 93 Items; 4 Dimensions with 16 Types | 300 Adjectives selected for both present and preferred behavior Reading Level of 8$^{th}$ grade or higher. | 298 Items | 177 Item Pairs | 93 items Measured Using a 6-Point Likert Scale | 86 Adjectives responded to how one sees themself and how others expect them to behave |
| **Theoretical Framework** | Based on William Marston's work regarding the emotions of normal people. States that people | Jungian typology | Freud, Jung, Mead and Murray, Including Murray's Need-Press Theory of Personality; Berne's | Five Factor Model (FFM); Social Perception; Occupational Interest | Positive Psychology; Strength Themes Believed to Indicate the Frequency of | Five Factor Model (FFM), primarily Conscientiousness, Emotional Stability, and Extraversion | Based on 3 of the factors of the Five Factor Model (Agreeableness; Extroversion and Conscientiousness |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | will express their emotions in one of 4 ways. | | Transactional Analysis Theory of Personality; 9 Topical Scales Measuring Various Aspects of Motivation and Social Dispositions; Creative Thinking and Rational Thinking; Success Factors Based on Positive Psychology of Seligman and Peterson | | Intrapersonal Patterns Reflecting Thought, Feelings, or Behavior | | ) and a 4$^{th}$ scale called Patience. Combinations of these 4 factors are used to create 2 secondary personality constructs (Decision-Making and Response Level) |
| **Breadth of Measurement** | Measures behavioral styles based on intensity and combination of scores on 4 factors (Dominance, Influence, Steadiness, and Conscientiousness) | 4 dichotomies and 16 possible Type combinations | Over 100 Characteristics for both Present and Preferred Behavior including: 37 Scales, 6 Factors, Numerous Derived Scales Including Measures of Emotional Intelligence, Attraction of Followers, and Essential College and Career Readiness Skills (AKA 21$^{st}$ Century Skills). Identifies individual strengths and weaknesses so that strengths can | 11 Personality Component Scales, 10 Occupational Scales, 12 Social Perception Scales, and 25 Derived Scales for Usual and Stress Behavior as well as Needs. | 34 Themes which are described as measures of thoughts, feelings, or behaviors; Identifies individual strengths | Measures four major psychosocial general skills and 10 related subskills that the authors believe are directly related to success and persistence in college. | Measures 4 primary and 2 secondary personality constructs based mostly on the Five Factor Model (FFM) |

| | | | be capitalized on and weaknesses that interfere with fully utilizing those strengths can be addressed. Has been used with students, educators, administrators, and in the work domain. | | | | |
|---|---|---|---|---|---|---|---|
| **Depth and Detail of Measurement** | 9 continua | 16 types | 100 point scale for each measurement = smallest growth trends over time for teams, classes, or individuals. | 100 point scale; does not change over time | Rank ordered list of top 5 strengths | 6 point scale | Unknown |
| **Target Population-** | 18 and older | 18 and older | Students in 8$^{th}$ grade through adults in both education and business environments | 18 or older in the workforce | Main application has been in the work domain but can be used in academic settings | Post Secondary Students entering college | Work domain only |
| **Ease of Access - Graphical** | Unknown | Unknown | Browser, smart phone, or tablet, in-survey toggling between languages for English Language Learners; also has an Audio version. | Browser only | Unknown | Unknown | Unknown |
| **Scoring and Results Availability** | Some reports require a certified DISC consultant to interpret results. Basic reports are available instantly | Basic reports are available instantly | Instant | Requires certified Birkman consultant to interpret results. To create report the Birkman | Basic reports are available instantly | Unknown | Unknown |

| | | | | consultant goes online, selects desired report format, produces the report, then schedules time with client to interpret the report prior to emailing it to them | | | |
|---|---|---|---|---|---|---|---|
| **Cost** | $40 to $80 depending on report desired. Group reports are $80 plus $45 per group member. | | | $175 per assessment | | $6.00 per assessment | |
| **Reliability & Validity** | Internal Consistency on Scales Ranges from .74 to .94 No Test Retest Reliability reported No validity evidence reported | Test-Retest Reliability Between .59 and .84 for an Individual Scale After 9 Months; Only 35% of People Keep Exact Profile; Predicts Academic Success, Retention, and career; should not be used for performance measurement | Internal consistency on scales ranges from .56 to .85 with a median of .75; test – retest ranges from .34 to .77 with a median of .65 (reflecting the Coachability of measured behaviors) | Test-retest reliability of average .85 Internal consistency average of .80 Construct and validity evidence available; Does Not Measure Development | Internal Consistency on Themes Ranges from .50 to .76; Test-Retest Ranges from .52 to .84 with a Median of .70; | Reality of Scores, Validity of Inferences, and Equality of Measurement and Prediction of Scores Are Presented Success Navigator Research Report; All Measures of Reliability and Validity Are in Acceptable Ranges | Test-Retest Reliability after between three months and two years ranges from .48 to .71 with a mean of .62. |
| **Adverse Impact/Legality** | No gender, age or race information published | There are profile distribution differences by gender. No race or age information published | No Adverse Impact on Race, Gender, or Age Based on Large, Representative Sample | No Adverse impact on Race, Gender, or Age Based on Large, Representative Sample | Adverse impact Not Addressed in Technical Report. | No Adverse Impact on Race, Gender, or Age. | No Adverse Impact on Race, Gender, or Age. |

Pairin © 2015

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Norms** | N = 812 People; Represents Several Job Categories and Minorities | N = 3,009 People; Represents U.S. Population by Gender, Ethnicity and Age | N = 5,238 Males<br><br>N = 4,144 Females<br><br>Highly Diversified in Age, Occupation, Occupation Preference, Intelligence and Social Status | Represents U.S. Population by Occupation, Gender, Ethnicity, and Age (N = 4,300 People) | Number of People Used to Create Test Is Not Addressed in Technical Report. | N = 5,061 from Public Colleges and Universities | |
| **Translations** | 6 languages | 21 languages | > 40 Languages | 16 languages | 24 Languages | English Only | 70 Languages |