

GALLUP®

FAQ
CliftonStrengths®
Demographics

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Q1

What demographic data does Gallup collect?

When respondents start their CliftonStrengths assessment, they are first asked to provide some basic demographic information. Responses to these items have no effect on their CliftonStrengths results. The following data are collected from all respondents:

- **Language preference:** This determines the language the respondent will use to take the assessment. Gallup also uses these data to monitor the quality of translations and the quality of the items in each language.
- **Country of residence:** This is collected to enable analyses of strengths data by geography. It is the last question European respondents are asked.

The following are asked of non-European respondents. These data are voluntary:

- **Primary language:** This is collected so researchers may compare the performance of respondents who take the assessment in primary and nonprimary languages. It also helps Gallup determine potential demand for different translations.
- **Birth year, gender, race, ethnicity and education:** These data are used to enable psychometric analyses of respondent data for the purpose of ensuring that the assessment continues to be valid and reliable for all respondents. The data are also used to further examine the developmental trajectory of strengths formation.
- **Employment information:** This is used to develop strengths feedback and content that best fits the population taking the assessment.

Q2

Does Gallup report summary strengths data by demographic groups?

In the past, Gallup has routinely provided summaries of the CliftonStrengths database by country and gender for anyone who requested them. We have since elected to stop providing these summaries — their use as intellectual curiosities is outweighed by their potential for misunderstanding or misuse.

For example, one common misconception about these demographic summaries is that they are representative of the populations in question, but they are not. They simply reflect the population of people who have taken the CliftonStrengths assessment, and that population is generally older and much more educated than the general population. These group summaries also understate the tremendous within-group variability in all the populations Gallup has studied. For example, while females typically score higher than males on Empathy, there are still many male respondents with high Empathy scores and females with low Empathy scores.

A larger problem is the potential for misuse of demographic summary data. The purpose of CliftonStrengths is to identify areas of an individual's greatest potential for building strengths. The assessment provides a starting point in the identification of specific personal talents, and the related supporting materials help individuals discover how to build on their talents to develop strengths within their roles.

Since all results are directed at building individual strengths, without reference to any external group or population, the group summaries have no practical value to the individual. CliftonStrengths results are not normed, and, as noted above, the variability of strengths profiles within all groups is quite high. So, there is no developmental purpose to comparing an individual's results to the group summaries Gallup formerly produced.

Group identifiers are very poor predictors of an individual's strengths results. For example, race/ethnicity explains less than 2% of the variance in any of the 34 themes. For 31 of the themes, race/ethnicity explains less than 1% of the variance in scores. Similarly, gender explains less than 4% of the variance in theme scores (for 22 themes, it explains less than 1%).

34 CliftonStrengths Themes

Achiever®
 Activator®
 Adaptability®
 Analytical®
 Arranger®
 Belief®
 Command®
 Communication®
 Competition®
 Connectedness®
 Consistency®
 Context®
 Deliberative®
 Developer®
 Discipline®
 Empathy®
 Focus®
 Futuristic®
 Harmony®
 Ideation®
 Includer®
 Individualization®
 Input®
 Intellection®
 Learner®
 Maximizer®
 Positivity®
 Relator®
 Responsibility®
 Restorative™
 Self-Assurance®
 Significance®
 Strategic®
 Woo®

To date, Gallup has not provided any summaries of strengths profiles by race/ethnicity, because those summaries show so little variation. For example, the top five and bottom five themes by race/ethnicity are as follows:

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or More	Missing	Declined
1	Responsibility	Responsibility	Relator	Responsibility	Responsibility	Achiever	Relator	Relator	Learner
2	Achiever	Learner	Responsibility	Achiever	Achiever	Responsibility	Achiever	Achiever	Responsibility
3	Relator	Relator	Achiever	Relator	Relator	Relator	Learner	Responsibility	Relator
4	Learner	Achiever	Learner	Learner	Learner	Learner	Responsibility	Learner	Achiever
5	Restorative	Individualization	Restorative	Restorative	Positivity	Developer	Restorative	Arranger	Strategic
30	Woo	Woo	Activator	Discipline	Deliberative	Self-Assurance	Significance	Deliberative	Context
31	Discipline	Self-Assurance	Maximizer	Woo	Significance	Significance	Command	Competition	Discipline
32	Maximizer	Competition	Command	Maximizer	Competition	Deliberative	Maximizer	Discipline	Competition
33	Command	Context	Woo	Command	Command	Context	Discipline	Command	Command
34	Context	Command	Context	Context	Context	Command	Context	Context	Woo

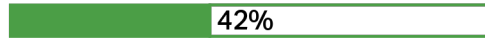
The similarity among groups is significant and extends to the full 34-theme profiles. When comparing the full profile for each group, Gallup researchers found the average correlation between groups to be 0.86.

Demographic Coverage

The CliftonStrengths assessment is available in over 25 languages and has been administered all over the world. At the time of this publication, the CliftonStrengths database included over 25 million respondents, distributed as follows:

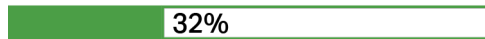
Gender

Female



(average age = 34)

Male



(average age = 34)

Missing



(average age = 29)

Declined



(average age = 34)

Note: As the language and understanding of gender and sexuality evolves, Gallup will endeavor to update demographic options to use the most inclusive and respectful language. The current gender question on the CliftonStrengths assessment includes options for those who do not identify as either female or male. When there are sufficient data for these groups, they will be included in future analyses.

Race/Ethnicity

American Indian or Alaska Native



(average age = 32)

Asian



(average age = 31)

Black or African American



(average age = 32)

Hispanic or Latino



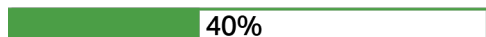
(average age = 30)

Native Hawaiian or Other Pacific Islander



(average age = 32)

White



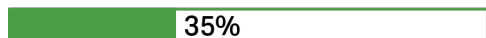
(average age = 35)

Two or More



(average age = 29)

Missing



(average age = 35)

Declined



(average age = 37)

Age

<24 years



24 to <30 years



30 to <40 years



40 to <50 years



50 to <60 years



60 or more years



Missing



Country

U.S.



Other Countries



Missing



Country data are quite diverse, with cases from nearly every nation. The largest non-U.S. populations are from Japan, Canada, the United Kingdom, China, Australia, Germany, India, South Korea, South Africa, Brazil, Singapore and the Netherlands.

Q3

Does Gallup have evidence that the 34 themes are valid for all demographic groups?

Evidence of overall theme structure validity is presented in *The Clifton StrengthsFinder® 2.0 Technical Report: Development and Validation* (Asplund et al., 2014). The report also demonstrates the validity of the factor structure for both male and female respondents. In multiple independent samples, the results all support the validity of the 34-theme structure.

Recently, Gallup researchers have conducted new within-group analyses to examine the validity of the factor structure for all identified race/ethnic groups, using a random sample of the CliftonStrengths database:

- American Indian or Alaska Native: n = 1,095
- Asian: n = 37,693
- Black or African American: n = 19,388
- Hispanic or Latino: n = 28,901
- Native Hawaiian or Other Pacific Islander: n = 437
- White: n = 145,358
- Two or More: n = 5,535
- Missing: n = 41,342
- Declined: n = 10,141

Researchers examined themes in pairs by performing a hierarchical cluster analysis using the items from two themes at a time and repeating this process for all theme pairs in which the items are independent. This replicated the approach used in the technical report and provides a good representation of how well the statements of a given theme cluster together. This approach is similar to factor analysis, although it differs in the way variables are grouped. For more details on this method, please see the 2014 report *The Clifton StrengthsFinder® 2.0 Technical Report: Development and Validation*.

The results of these validity analyses are shown in Tables 1-9 of the Appendix. Each table shows the item-clustering results for all theme pairs; a score of 100% means that all items loaded onto the correct respective themes. There is no standard criterion for determining what proportion of items measuring a theme or content area should be grouped together for the theme to be considered “validated.” If all items in a theme are clustered together and no items from other themes are in that same cluster, the results support the theory that the items are strongly associated enough to warrant a common designation (i.e., theme). In the content validity literature, where subject-matter experts group test items into content categories, a rule of thumb has been proposed by Popham, 1992, and supported by Sireci, 1998a: If 70% of the experts classify an item into its hypothesized category, the item should be considered matched to that category. O’Neil, Sireci and Huff (2004) extended that criterion to content areas by considering an area congruent with its test specifications if at least 70% of its items were appropriately matched. For this analysis, researchers evaluated themes by determining the proportions of items that clustered together and comparing the results to this 70% criterion.

Applying this criterion to Tables 1-9, the themes are quite valid and distinct as a group. Most cells show a proportion much higher than the 70% criterion and provide convincing evidence of the validity of the CliftonStrengths theme structure for each group. No group had more than 1.8% of theme pairs fail to meet the 70% criterion, and several groups were below 1%.

The entire population of pairwise validities also shows remarkable consistency across race/ethnic groups. Of the 561 possible theme pairs:

- 259 pairs showed identical validities across the race/ethnic groups, with all groups exceeding the 70% criterion
- 275 pairs had validities that were not identical, but where all groups surpassed the 70% criterion
- 18 pairs had exactly one race/ethnic group miss the 70% criterion
- six pairs had more than one group miss the 70% criterion
- the Self-Assurance/Significance pair showed the least separation by failing to exceed the 70% criterion for any group; the underperformance of this theme pair was, however, remarkably consistent across race/ethnic groups

Across all theme pairs, the mean validities (percent of items that appropriately clustered together within themes) are as follows:

American Indian or Alaska Native



Asian Respondents



Black or African American



Hispanic or Latino



Native Hawaiian or Other Pacific Islander



White



Two or More



Missing



Declined



These validities are nearly identical, and all are well above the 70% criterion.

Reliability

In 2019, Gallup released a new study demonstrating the test-retest reliability of the CliftonStrengths assessment (Asplund, 2019). Test-retest reliability is assessed by administering the instrument to the same people at two different time periods. This study included 57,888 people who took the assessment at least twice.

The results of this study were consistent with an earlier, smaller retest study, and compare quite favorably with published studies of other assessments. Furthermore, the size of this newer study enabled the evaluation of assessment reliability within many groups denoted by gender, race/ethnicity, country, age, retest interval, response style, education and language.

This study demonstrates that the talents measured by the CliftonStrengths assessment are enduring, and that the ordered set of talents presented to respondents remains quite stable over time. The overall test reliability in this study was 0.73 for the full 34-theme profile, among those who took the assessment twice within a six-month period. As with other assessments, this reliability was somewhat attenuated over longer latencies. These findings are generally consistent with those of personality researchers (Roberts & DelVecchio, 2000; Gnambs, 2014; Ferguson, 2010; Damian et al., 2019; Costa et al., 2019), showing increased stability at older ages, decreasing stability over longer intervals, and a strong indication of a floor of 0.60 for uncorrected retest correlations.

Rank-order stability of themes is important because that is how the results of the assessment are presented to the respondent. Gallup researchers also examined changes in individual theme scores over time to better understand the plasticity of those traits, and the themes were found to be remarkably stable. Standardized change scores (Cohen's *d*) were calculated for each theme, and the median change score for all themes was zero, indicating little change over time (Asplund, 2019).

With so little change in the underlying theme scores, it is easy to see how the overall profile of the 34 themes remains stable over time. The ordering of the themes adds some noise to the rank-order correlations, even when those changes in rank are trivial.

Utility

The true test of any strengths-based developmental assessment/intervention is whether it helps people grow and develop. Gallup has published ample evidence of benefits attributable to strengths development, including two meta-analyses (Asplund & Agrawal, 2018; Asplund et al., 2016). Race/ethnicity data were available for several studies included in the most recent strengths meta-analysis:

- Study 1 = 100% Japanese working population
- Study 2 = 30% non-White
- Study 3 = 69% non-White
- Study 4 = 17% non-White
- Study 5 = 75% non-White
- Study 6 = 45% non-White
- Study 7 = 44% non-White
- Study 8 = 35% non-White
- Study 9 = 21% non-White
- Study 10 = 100% in Latin America
- Study 11 = 62% non-White
- Study 12 = 71% non-White
- Study 13 = 31% non-White

In each of these studies, individuals who learned their strengths were more engaged and productive. Other researchers have found university students benefit significantly from strengths efforts on campus, and have published articles using various metrics of student success (Banks & Dohy, 2019; Ingamells et al., 2013; Louis, 2011; Soria et al., 2019; Soria et al., 2017; Tomkovick & Swanson, 2014).

Researchers at a large Midwestern university also presented a report (Stubblefield, 2013) concluding that students of color reported higher average strengths-related impact than White students in the following areas:

- getting involved on campus
- getting involved in community service or volunteering
- satisfaction with undergraduate experience
- making decisions
- thinking about potential career paths
- increased appreciation of others

Students of color had higher average strengths awareness scores and participated in strengths-based workshops or trainings at higher rates than White students (53.6% to 42.7%). They found a similar trend for Pell Grant recipients and international students, though less pronounced than the finding for students of color.

Coaching and Development

Strengths feedback and coaching should be culturally responsive and agile to the experience of the person. Every individual expresses their dominant themes in unique ways that reflect the whole person. Accordingly, Gallup incorporates highly individualized text in its strengths reports.

While an individual's CliftonStrengths results show their areas of greatest possible talent and growth, it is crucial to understand that other individuals may not necessarily value or positively describe those strengths. One of the principal benefits of CliftonStrengths is that it provides a common framework and language that facilitates understanding and helps explain the unique contribution provided by any of us, but that understanding will often require time, dialogue and effort.

We are all better off if we develop our strengths, but some individuals will find it easier to use their CliftonStrengths results, while others may run into barriers like the following:

- Friends and colleagues with very different strengths may find it difficult to understand how you are different and what that means.
- Those unfamiliar with the strengths philosophy may find it difficult to understand why your preferences and talents are different from theirs, and they may expect you to modify things about yourself that are very difficult to change.
- Cultural differences may get conflated with strengths differences that amplify harmful stereotypes.

CliftonStrengths reports include content to help individuals understand some of the ways their strengths can get in the way of their success, or be misunderstood by others, along with some suggested ways of mitigating those situations. For example, someone with the Input theme may tend to give people so much information or so many resources that they are overwhelmed. Before sharing discoveries with others, that individual should consider sorting out what is most meaningful so the others don't lose interest.

Q4

Can we use strengths to improve our DEI efforts?

When discussing diversity, equity and inclusion efforts, it is important to clarify what we mean. “Diversity” refers to the traits and characteristics that make people unique — literally any differences between individuals or groups. Traditionally, diversity conversations focus on demographic differences by gender, race, age, sexuality, socioeconomic status, physical disability or neurodiversity. These demographic characteristics are very important to a person’s identity. Strengths can provide another dimension that can serve to broaden the conversation on diversity beyond demographic categorization.

“Equity” refers to fair treatment, access and advancement for each person (not to be mistaken for equality, which relates to treating each person the same; equity involves allocating opportunities and resources based on need because everyone has different circumstances). It is about a culture of justice and fairness in opportunities, procedures, processes and the distribution of resources. Strengths provide the potential to develop careers and help people progress in a way that is unique to them rather than following the same career protocol for each person. For example, strengths can aid in the efficiency of leadership competency development.

“Inclusion” refers to an environment that makes people feel welcome, respected and valued — a culture that values the unique perspectives and contributions of everyone, and where everyone feels respected and is encouraged to fully participate in the culture. As human beings, we all want to be valued as a unique person, and we also want to feel like we belong and are accepted for who we are.

Gallup has shown many benefits to strengths development for both employees and organizations. CliftonStrengths can help people become known for what they do best, along with their demographic characteristics.

Being welcomed and appreciated for who you are and what you can contribute is very nearly the definition of “inclusion.”

At one Gallup client organization, some teams used the CliftonStrengths assessment, while others did not. Researchers found that teams that took the CliftonStrengths assessment had significantly higher — 30% higher — inclusion scores.

Simply knowing you are uniquely valuable promotes feelings of inclusion and helps you feel like you stand out. The common language of CliftonStrengths can also dissolve the “otherness” of interacting with people and replace it with “aliqueness” of strengths themes. Learning that you share fundamental instincts and motivations with someone who appears to be very different can shatter harmful stereotypes.

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Appendix

The data in the following tables represent percentages.

Table 1: American Indian or Alaska Native

	Achiever	Activator	Adaptability	Analytical	Arranger	Belief	Command	Communication	Competition	Connectedness	Consistency	Context	Deliberative	Developer	Discipline	Empathy	Focus	Futuristic	Harmony	Ideation	Includer	Individualization	Input	Intellection	Learner	Maximizer	Positivity	Relator	Responsibility	Restorative	Self-Assurance	Significance	Strategic	
Activator	100																																	
Adaptability	100	94																																
Analytical	100	100	100																															
Arranger	100	92	94	100																														
Belief	100	100	95	100	96																													
Command	100	93	100	100	100	85																												
Communication	100	56	100	100	100	79	85																											
Competition	92	93	100	100	100	100	94																											
Connectedness	100	100	100	94	100	88	100	100																										
Consistency	100	100	100	100	100	100	100	100	100																									
Context	100	100	100	100	100	95	100	100	100	100																								
Deliberative	100	100	100	95	100	100	100	100	100	100	100																							
Developer	100	95	100	89	100	85	100	100	100	75	100	100	100																					
Discipline	100	100	100	100	86	96	100	100	100	100	100	100	100	100																				
Empathy	100	92	100	85	100	100	100	100	100	85	100	100	100	100	100																			
Focus	91	100	100	100	80	92	100	100	100	100	100	100	100	100	100	100																		
Futuristic	100	94	100	100	100	94	100	100	100	100	100	100	100	100	100	100	86																	
Harmony	100	100	100	100	100	100	100	100	100	100	84	100	100	100	100	100	100	100																
Ideation	100	86	100	100	93	96	100	100	100	100	100	100	100	100	100	100	100	100	100															
Includer	100	100	100	100	100	88	100	100	100	100	87	100	100	100	100	100	100	100	100	100														
Individualization	100	92	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100													
Input	100	100	100	94	100	85	100	100	100	90	100	100	100	100	100	100	100	100	100	100	100	100	82											
Intellection	100	100	100	100	82	100	100	100	100	81	100	100	100	100	100	100	100	100	100	100	100	100	84											
Learner	75	100	100	100	94	89	100	100	100	94	100	100	100	100	100	100	100	100	100	100	100	100	93	93										
Maximizer	100	93	93	100	100	88	93	100	100	93	100	100	100	100	100	100	100	100	100	100	100	100	100	100	93									
Positivity	100	88	100	96	100	96	100	100	100	96	100	100	100	100	100	100	100	100	100	100	100	100	100	100	96									
Relator	81	61	100	100	76	71	88	100	100	88	100	100	100	100	100	100	100	100	100	100	100	100	100	93	93									
Responsibility	100	95	100	100	91	94	100	100	100	91	77	100	100	100	100	100	100	100	100	100	100	100	88	88										
Restorative	100	100	95	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100									
Self-Assurance	79	74	100	100	85	81	75	81	100	88	81	100	100	100	100	100	100	100	100	100	100	100	100	100	100									
Significance	88	77	100	100	88	100	95	100	100	92	100	100	100	100	100	100	69	100	100	100	100	100	100	100	100									
Strategic	100	93	100	100	96	95	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100									
Woo	100	93	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100									

Table 2: Asian

	Achiever	Activator	Adaptability	Analytical	Arranger	Belief	Command	Communication	Competition	Connectedness	Consistency	Context	Deliberative	Developer	Discipline	Empathy	Focus	Futuristic	Harmony	Ideation	Includer	Individualization	Input	Intellection	Learner	Maximizer	Positivity	Relator	Responsibility	Restorative	Self-Assurance	Significance	Strategic	
Activator	100																																	
Adaptability	100	100																																
Analytical	100	100	100																															
Arranger	72	85	100	100																														
Belief	100	90	100	100	100																													
Command	100	93	100	100	100	100																												
Communication	100	67	100	100	95	83	96	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100		
Competition	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Connectedness	94	100	100	100	77	65	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Consistency	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Context	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Deliberative	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Developer	100	100	100	100	61	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Discipline	100	100	100	100	96	96	95	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Empathy	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Focus	87	100	100	100	100	81	95	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Futuristic	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Harmony	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Ideation	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Includer	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Individualization	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Input	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Intellection	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Learner	85	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Maximizer	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Positivity	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Relator	92	88	100	100	82	83	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Responsibility	82	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Restorative	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Self-Assurance	89	63	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Significance	92	72	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Strategic	88	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Woo	100	86	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

Table 3: Black or African American

	Achiever	Activator	Adaptability	Analytical	Arranger	Belief	Command	Communication	Competition	Connectedness	Consistency	Context	Deliberative	Developer	Discipline	Empathy	Focus	Futuristic	Harmony	Ideation	Includer	Individualization	Input	Intellection	Learner	Maximizer	Positivity	Relator	Responsibility	Restorative	Self-Assurance	Significance	Strategic	
Activator	100																																	
Adaptability	100	100																																
Analytical	100	100	100																															
Arranger	92	85	100	96																														
Belief	100	95	100	95	75																													
Command	100	93	100	100	92	95																												
Communication	100	77	100	100	88	100	100																											
Competition	92	93	100	82	88	100	100	100																										
Connectedness	100	100	100	100	96	94	100	100	100																									
Consistency	100	100	100	100	92	100	100	100	100	100																								
Context	100	100	100	100	100	95	100	100	100	100	100																							
Deliberative	100	94	100	100	100	100	94	100	100	100	100	100																						
Developer	100	100	100	100	80	81	100	100	100	94	100	100	100																					
Discipline	93	100	100	96	96	100	100	100	100	100	100	88	100	100																				
Empathy	100	92	100	100	100	94	100	100	100	83	100	100	100	100	100																			
Focus	87	86	100	70	88	87	100	100	100	100	100	100	100	100	90	100																		
Futuristic	100	93	100	100	94	91	88	100	100	100	100	100	100	100	100	100	100																	
Harmony	100	100	100	100	90	100	100	100	100	100	84	100	100	100	80	100	100	100																
Ideation	100	93	100	86	93	100	94	100	100	93	100	100	100	100	100	100	100	100	100															
Includer	100	93	100	100	85	95	100	92	100	100	88	100	100	75	100	100	100	100	100	100														
Individualization	100	92	100	100	92	82	100	100	100	100	100	100	100	100	92	100	100	100	100	100	100													
Input	100	100	100	95	92	90	94	100	100	84	100	100	100	90	100	100	92	100	100	100	100	100	92	100	100	100	100	100	100	100	100	100	100	
Intellection	85	100	100	86	96	100	100	100	100	81	100	100	90	100	100	100	92	100	100	100	100	90	84	100	100	100	100	100	100	100	100	100	100	
Learner	76	100	100	100	96	100	100	100	100	100	100	100	100	95	100	100	88	100	100	100	100	93	88	100	100	100	100	100	100	100	100	100	100	
Maximizer	100	93	93	100	94	100	100	93	100	100	100	100	100	81	93	100	93	93	100	100	100	93	100	100	100	100	100	100	100	100	100	100	100	
Positivity	100	95	100	100	100	100	96	100	100	100	100	100	100	81	81	100	96	100	100	100	100	65	100	100	100	100	100	100	100	100	100	100	100	
Relator	92	79	100	95	81	81	94	100	100	88	100	100	88	95	88	85	88	96	100	100	100	94	88	100	100	100	100	100	100	100	100	100	100	
Responsibility	92	88	100	91	95	90	100	100	100	95	100	100	91	85	96	92	82	100	100	100	100	92	84	100	100	100	100	100	100	100	100	100	100	
Restorative	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Self-Assurance	95	73	100	91	85	75	78	96	72	100	100	100	100	100	100	100	78	75	100	100	100	89	77	88	100	100	100	100	100	100	100	100	100	
Significance	92	77	100	100	77	91	75	96	95	100	100	100	100	100	100	89	100	100	100	100	100	96	95	93	100	100	100	100	100	100	100	100	100	
Strategic	88	88	100	100	96	91	75	100	95	100	100	100	100	100	100	88	100	100	100	100	100	90	88	100	100	100	100	100	100	100	100	100	100	
Woo	100	86	94	100	100	100	94	75	100	100	100	100	100	100	100	92	94	94	100	100	100	100	100	94	93	100	100	100	100	100	100	100	88	

Table 4: Hispanic or Latino

	Achiever	Activator	Adaptability	Analytical	Arranger	Belief	Command	Communication	Competition	Connectedness	Consistency	Context	Deliberative	Developer	Discipline	Empathy	Focus	Futuristic	Harmony	Ideation	Includer	Individualization	Input	Intellection	Learner	Maximizer	Positivity	Relator	Responsibility	Restorative	Self-Assurance	Significance	Strategic		
Activator	100																																		
Adaptability	100	100																																	
Analytical	100	100	100																																
Arranger	92	88	100	100																															
Belief	100	100	95	100	100																														
Command	100	86	100	100	100	100																													
Communication	100	94	100	100	95	88	100																												
Competition	100	93	100	92	92	100	100	92																											
Connectedness	100	100	94	100	96	65	100	100	100																										
Consistency	100	100	100	100	100	86	100	100	100	100																									
Context	100	100	100	100	100	100	100	100	100	100	100																								
Deliberative	100	100	100	95	100	91	100	100	100	100	100	100																							
Developer	100	95	100	94	81	94	100	100	100	89	100	92	100	100																					
Discipline	79	100	100	85	96	91	100	100	100	100	92	100	100	100	100																				
Empathy	100	92	100	85	100	77	100	100	100	94	100	100	100	100	100																				
Focus	87	93	100	100	80	92	100	100	100	100	100	100	100	100	100	100																			
Futuristic	100	93	100	100	81	86	100	100	100	100	84	100	100	100	100	100	79																		
Harmony	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100																	
Ideation	100	93	100	100	96	100	100	100	100	100	100	100	100	100	100	100	100	100	100																
Includer	100	100	100	100	85	84	100	100	100	100	94	100	100	100	100	100	100	100	100	100															
Individualization	100	92	100	100	96	92	100	100	100	80	100	92	100	100	100	100	100	100	100	100	100														
Input	100	100	100	100	95	100	100	100	100	80	93	100	100	100	100	100	92	100	100	100	100	92													
Intellection	100	100	100	86	100	100	100	100	100	88	100	100	100	100	100	100	92	100	100	100	100	100	84												
Learner	84	100	100	100	96	100	100	100	100	100	100	100	100	100	100	100	95	100	100	100	100	100	93	93											
Maximizer	100	93	100	100	100	88	100	100	100	93	100	100	100	100	100	100	93	100	100	100	100	100	100	100	100										
Positivity	100	100	100	100	100	86	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100									
Relator	92	88	100	95	81	78	94	100	88	100	88	100	100	83	88	60	100	81	100	100	100	79	88	88	93	94	100								
Responsibility	92	93	100	91	75	95	100	100	100	100	100	100	100	90	100	73	100	100	100	100	100	100	90	100	100	100	100	100							
Restorative	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100						
Self-Assurance	96	72	100	100	77	66	80	96	75	100	100	100	100	100	100	71	71	100	100	100	100	89	88	88	88	88	88	69	88	76					
Significance	92	77	100	82	80	82	80	96	95	96	100	100	100	100	100	75	88	100	100	100	100	92	95	100	100	100	63	96	88	92	100				
Strategic	88	88	100	100	96	80	80	100	95	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100		
Woo	100	86	100	100	100	100	75	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	88

Table 5: Native Hawaiian or Other Pacific Islander

	Achiever	Activator	Adaptability	Analytical	Arranger	Belief	Command	Communication	Competition	Connectedness	Consistency	Context	Deliberative	Developer	Discipline	Empathy	Focus	Futuristic	Harmony	Ideation	Includer	Individualization	Input	Intellection	Learner	Maximizer	Positivity	Relator	Responsibility	Restorative	Self-Assurance	Significance	Strategic		
Activator	100																																		
Adaptability	100	100																																	
Analytical	100	91	100																																
Arranger	96	81	100	100																															
Belief	100	85	100	95	100																														
Command	92	66	100	100	100	100																													
Communication	100	77	94	100	100	100	100																												
Competition	92	86	100	100	92	100	100	100																											
Connectedness	100	100	100	94	100	95	100	100	100																										
Consistency	100	100	100	100	100	100	100	100	100	100																									
Context	100	100	100	100	100	100	100	100	100	100	100																								
Deliberative	92	94	100	100	86	100	100	100	100	100	100	100																							
Developer	100	100	95	100	75	100	100	100	100	100	100	100	100	100																					
Discipline	96	100	100	100	86	100	100	100	100	100	100	100	100	100	100																				
Empathy	100	100	92	100	85	100	100	100	100	100	100	100	100	100	100	100																			
Focus	87	100	79	100	85	100	85	100	100	100	100	100	100	100	100	100	100																		
Futuristic	100	100	100	100	100	94	88	100	100	100	100	100	100	100	100	100	100	100																	
Harmony	100	100	100	100	100	96	100	100	100	100	100	100	100	100	100	100	100	100	100																
Ideation	92	100	86	100	100	93	100	96	100	100	100	100	100	100	100	100	100	100	100	100															
Includer	100	100	100	100	100	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100														
Individualization	100	100	100	100	90	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100		
Input	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Intellection	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Learner	85	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Maximizer	100	100	93	100	93	100	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Positivity	100	100	95	100	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Relator	94	73	100	88	100	81	100	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Responsibility	86	91	100	100	100	76	100	83	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Restorative	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Self-Assurance	96	63	100	100	100	81	100	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Significance	92	73	100	100	100	96	100	82	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Strategic	100	93	100	100	100	82	100	90	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Woo	100	56	94	100	100	85	100	75	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

Table 6: White

	Achiever	Activator	Adaptability	Analytical	Arranger	Belief	Command	Communication	Competition	Connectedness	Consistency	Context	Deliberative	Developer	Discipline	Empathy	Focus	Futuristic	Harmony	Ideation	Includer	Individualization	Input	Intellection	Learner	Maximizer	Positivity	Relator	Responsibility	Restorative	Self-Assurance	Significance	Strategic	
Activator	100																																	
Adaptability	100	100																																
Analytical	100	100	100																															
Arranger	96	96	100	100																														
Belief	100	95	100	100	100	61																												
Command	100	93	100	95	96	100																												
Communication	100	85	100	100	92	100	94																											
Competition	100	93	100	92	100	100	100																											
Connectedness	100	100	100	100	100	83	100	94	100																									
Consistency	100	100	100	100	100	100	100	100	100	100																								
Context	100	100	100	100	100	100	100	100	100	100	100																							
Deliberative	100	100	100	95	100	100	100	100	100	100	100	100																						
Developer	100	100	100	94	100	89	100	100	100	100	100	100	100																					
Discipline	100	100	100	100	96	100	100	100	100	100	100	100	100	100																				
Empathy	100	92	100	85	96	95	100	100	100	100	100	100	100	100	100																			
Focus	91	100	100	100	96	100	100	100	100	100	100	100	100	100	100	100																		
Futuristic	100	94	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100																	
Harmony	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100																
Ideation	100	93	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100															
Includer	100	93	100	100	81	91	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100													
Individualization	100	92	100	100	96	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100												
Input	100	100	100	100	90	90	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100										
Intellection	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100									
Learner	84	100	100	100	94	95	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100									
Maximizer	100	93	100	100	88	93	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100									
Positivity	100	88	100	94	100	95	96	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100								
Relator	81	81	100	88	68	94	88	94	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100								
Responsibility	100	95	100	95	89	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100								
Restorative	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100								
Self-Assurance	92	81	100	83	77	96	83	96	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100								
Significance	100	73	100	100	92	96	78	96	95	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100							
Strategic	100	88	100	100	92	96	94	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100						
Woo	100	79	94	100	100	100	94	75	100	100	100	100	100	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	88

Table 7: Two or More

	Achiever	Activator	Adaptability	Analytical	Arranger	Belief	Command	Communication	Competition	Connectedness	Consistency	Context	Deliberative	Developer	Discipline	Empathy	Focus	Futuristic	Harmony	Ideation	Includer	Individualization	Input	Intellection	Learner	Maximizer	Positivity	Relator	Responsibility	Restorative	Self-Assurance	Significance	Strategic	
Activator		100																																
Adaptability	100	100																																
Analytical	100	100	100																															
Arranger	96	81	100	96																														
Belief	100	100	95	100	81																													
Command	100	93	100	95	88	100																												
Communication	100	85	100	100	60	100	94																											
Competition	92	93	100	92	92	100	100	100																										
Connectedness	100	100	100	100	96	75	100	94	100																									
Consistency	100	100	100	100	100	81	100	100	100	100																								
Context	100	100	100	100	100	100	100	100	100	100	100																							
Deliberative	100	94	100	95	100	100	94	100	92	100	100	100																						
Developer	100	100	100	100	81	94	100	100	100	78	100	100	100																					
Discipline	93	100	100	96	96	100	100	100	100	100	100	88	100	100																				
Empathy	100	100	85	100	77	100	100	100	100	92	100	100	69	100	100																			
Focus	91	93	100	90	88	100	94	100	100	100	100	100	94	100	100	100																		
Futuristic	100	94	100	100	94	100	94	100	92	100	100	100	100	100	100	100	100																	
Harmony	100	100	100	100	90	100	100	100	100	100	84	100	100	90	100	90	100	100																
Ideation	100	93	100	100	100	94	100	100	100	100	100	100	100	100	100	100	100	100	100															
Includer	100	93	100	100	85	95	100	92	100	100	87	100	100	75	100	100	100	100	100	100														
Individualization	100	92	100	100	84	100	94	100	100	68	100	100	100	100	100	92	92	94	100	100	100													
Input	100	100	94	100	90	100	100	100	100	100	100	100	90	100	100	92	92	100	100	100	100	100	92											
Intellection	85	100	100	86	100	100	100	92	100	88	100	100	90	100	100	100	92	100	100	100	100	100	84	93	93									
Learner	76	100	100	100	95	88	93	100	100	93	100	100	90	100	100	93	95	100	100	100	100	100	93	100	93									
Maximizer	100	93	93	100	88	93	93	100	100	93	100	100	100	93	93	93	93	100	100	100	100	100	93	100	100									
Positivity	100	95	100	96	95	95	96	100	100	100	100	100	100	100	73	100	100	100	100	100	100	100	100	100	100									
Relator	100	81	100	100	62	68	88	100	100	88	100	100	88	100	100	100	88	100	100	100	100	79	88	88	93	100	100							
Responsibility	95	93	100	95	90	94	100	100	100	100	100	100	100	90	100	100	100	100	100	100	100	90	88	88	100	100	100							
Restorative	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100						
Self-Assurance	96	81	100	96	77	81	75	96	92	77	96	96	96	92	85	86	74	71	100	100	100	86	88	88	88	100	100	100	100	100	100	100	100	
Significance	96	75	100	100	85	96	90	96	90	100	100	100	100	100	100	83	95	100	100	100	100	96	95	100	100	100	100	100	100	100	100	100	100	
Strategic	100	88	100	100	96	90	94	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Woo	100	93	94	100	100	100	75	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	88

Table 8: Missing

	Achiever	Activator	Adaptability	Analytical	Arranger	Belief	Command	Communication	Competition	Connectedness	Consistency	Context	Deliberative	Developer	Discipline	Empathy	Focus	Futuristic	Harmony	Ideation	Includer	Individualization	Input	Intellection	Learner	Maximizer	Positivity	Relator	Responsibility	Restorative	Self-Assurance	Significance	Strategic	
Activator	100																																	
Adaptability	100	100																																
Analytical	100	100	100																															
Arranger	96	85	100	100																														
Belief	100	80	95	100	100																													
Command	100	93	100	100	100	100																												
Communication	100	69	100	100	100	92	100																											
Competition	100	100	93	100	100	92	100	100																										
Connectedness	100	100	100	94	100	100	100	100	100																									
Consistency	100	100	100	100	100	100	100	100	100	100																								
Context	100	100	100	100	100	100	100	100	100	100	100																							
Deliberative	100	100	100	100	95	100	100	100	100	100	100	100																						
Developer	100	100	100	94	100	81	100	100	100	95	100	100	100																					
Discipline	100	100	100	100	96	100	100	100	100	100	100	100	96	100																				
Empathy	100	92	100	85	100	100	100	100	100	88	100	100	100	69	100																			
Focus	91	100	100	100	95	92	100	100	100	100	100	100	100	94	100																			
Futuristic	100	94	100	100	100	85	92	100	100	100	100	100	100	100	100	100																		
Harmony	100	100	100	100	100	100	100	100	100	100	84	100	100	100	100	100	100																	
Ideation	100	93	100	93	100	100	100	100	100	93	100	100	100	100	100	100	100	100																
Includer	100	100	100	100	81	95	100	100	100	94	88	100	100	75	100	100	100	100	100															
Individualization	100	92	100	100	96	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100														
Input	100	100	100	94	95	100	100	100	100	78	100	100	100	90	100	100	100	100	100	100	100	100	82											
Intellection	84	100	100	100	86	100	100	100	100	80	100	100	100	100	100	100	92	100	100	100	100	90	84											
Learner	84	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	91	100	100	100	100	100	76											
Maximizer	100	93	100	100	100	89	100	100	100	93	100	100	100	93	100	100	93	100	100	100	100	100	93											
Positivity	100	86	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	77	100	93	100	96								
Relator	81	81	100	88	100	68	100	100	100	100	88	100	100	75	100	100	79	100	100	100	100	94	88	100	88	100	100							
Responsibility	95	95	100	95	100	85	100	100	100	100	100	100	100	90	100	100	95	100	100	100	100	95	88	100	100	100	100							
Restorative	100	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	92	100	100	100	100	100	100						
Self-Assurance	96	73	100	100	100	85	92	100	100	96	100	100	100	100	100	100	71	100	100	100	100	84	92	100	100	100	100	100	100	100	100	100	100	
Significance	88	77	100	100	100	96	80	100	100	92	100	100	100	100	100	83	100	100	100	100	100	92	95	100	100	100	100	100	100	100	100	100	100	
Strategic	100	88	100	100	100	100	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	84	92	100	100	100	100	100	100	100	100	100	100	
Woo	100	86	100	100	100	100	94	100	100	100	100	100	100	100	100	100	94	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	

Table 9: Declined

	Achiever	Activator	Adaptability	Analytical	Arranger	Belief	Command	Communication	Competition	Connectedness	Consistency	Context	Deliberative	Developer	Discipline	Empathy	Focus	Futuristic	Harmony	Ideation	Includer	Individualization	Input	Intellection	Learner	Maximizer	Positivity	Relator	Responsibility	Restorative	Self-Assurance	Significance	Strategic	
Activator	100																																	
Adaptability	100	100																																
Analytical	100	100	100																															
Arranger	96	85	100	96																														
Belief	100	100	95	100	87																													
Command	100	93	100	100	100	100																												
Communication	100	94	100	100	88	100	100																											
Competition	92	93	100	92	92	100	100	100																										
Connectedness	100	100	94	100	96	78	100	100	100																									
Consistency	100	100	100	100	100	100	100	100	100	100																								
Context	100	100	100	100	100	100	100	100	100	100	100																							
Deliberative	100	94	100	93	100	100	94	100	100	100	100	100																						
Developer	100	100	94	100	77	94	100	100	100	78	100	100	100																					
Discipline	100	100	100	96	96	100	100	100	100	100	100	100	96	100																				
Empathy	100	92	100	85	96	100	100	100	100	100	100	100	100	69	100																			
Focus	91	93	100	95	81	100	100	95	100	100	100	100	100	90	100	100																		
Futuristic	100	94	100	100	94	94	100	100	100	100	100	100	100	100	100	100	100																	
Harmony	100	100	100	100	100	100	100	100	100	100	84	100	100	90	100	93	100	100																
Ideation	100	93	100	93	96	100	100	100	100	93	100	100	100	100	100	100	100	100	100															
Includer	100	93	100	100	85	93	100	92	100	100	100	100	83	100	100	100	100	100	100	100														
Individualization	100	92	100	100	96	100	92	100	100	88	100	100	100	92	100	92	92	100	100	100	100													
Input	100	100	100	95	96	95	94	100	100	88	100	100	100	90	100	100	92	100	100	100	100	82												
Intellection	100	100	100	100	96	100	100	100	92	88	100	100	85	100	100	100	92	100	100	100	100	100	84											
Learner	84	100	100	100	94	100	100	100	100	100	100	100	100	100	100	100	91	100	100	100	100	100	93	76										
Maximizer	100	93	100	86	100	88	100	100	100	100	100	100	100	93	100	93	93	100	100	100	100	93	100	93										
Positivity	100	95	100	100	100	91	96	100	94	100	100	100	100	100	100	100	100	96	100	100	69	100	100	93										
Relator	100	88	100	94	62	81	94	94	88	100	88	100	88	83	100	88	79	88	100	100	100	94	100	88										
Responsibility	92	93	100	95	84	94	100	95	100	100	100	100	95	85	100	86	100	100	100	100	100	100	88											
Restorative	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100											
Self-Assurance	73	65	100	100	81	78	80	100	72	100	100	100	100	100	100	70	75	100	100	100	100	75	88											
Significance	100	92	100	100	92	96	75	96	95	100	100	100	100	100	100	77	100	100	100	100	100	100	100											
Strategic	88	88	100	100	100	100	88	100	92	100	100	100	100	100	100	100	94	100	100	100	100	100	100											
Woo	100	86	100	100	92	100	94	75	100	100	100	100	100	100	100	100	94	94	100	100	100	100	88											

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