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

42%
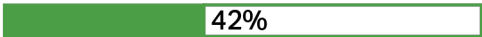
(average age = 34)

Male

32%

(average age = 34)

Missing

26%

(average age = 29)

Declined

1%

(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

<1%

(average age = 32)

Asian

10%

(average age = 31)

Black or African American

5%

(average age = 32)

Hispanic or Latino

7%

(average age = 30)

Native Hawaiian or Other Pacific Islander

<1%

(average age = 32)

White

40%
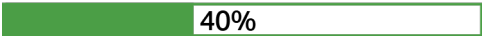
(average age = 35)

Two or More

1%
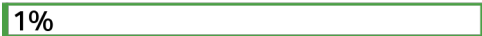
(average age = 29)

Missing

35%
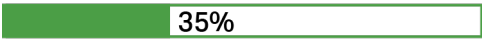
(average age = 35)

Declined

2%

(average age = 37)

Age

<24 years

22%

24 to <30 years

13%

30 to <40 years

17%

40 to <50 years

12%

50 to <60 years

8%

60 or more years

3%

Missing

26%

Country

U.S.

59%

Other Countries

23%

Missing

18%

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.

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

95%

Asian Respondents

96%

Black or African American

96%

Hispanic or Latino

96%

Native Hawaiian or Other Pacific Islander

95%

White

96%

Two or More

96%

Missing

96%

Declined

97%

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 "alikeness" 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	96																													
Belief	100	100	95	100	72																												
Command	100	93	100	100	85	82																											
Communication	100	56	100	100	79	100	89																										
Competition	92	93	100	100	100	100	79	94																									
Connectedness	100	100	94	100	88	90	100	94	100																								
Consistency	100	100	100	100	100	100	100	100	100	100																							
Context	100	100	100	100	100	95	100	100	100	100	100																						
Deliberative	100	100	100	95	100	100	100	100	100	100	100	100																					
Developer	100	95	89	100	85	84	100	100	100	75	100	100	100																				
Discipline	100	100	100	86	96	100	100	100	100	100	100	100	88	100																			
Empathy	100	92	85	100	92	100	100	100	100	85	100	100	100	75	100																		
Focus	91	100	100	80	92	100	95	100	100	100	100	100	100	88	100	94																	
Futuristic	100	94	100	100	94	94	94	100	92	100	100	100	100	100	100	100	86																
Harmony	100	100	100	100	100	100	100	100	100	84	100	100	100	100	90	80	100	100															
Ideation	100	86	100	93	96	95	100	100	100	93	100	100	100	100	100	100	100	94	100														
Includer	100	100	100	100	88	84	100	92	100	100	87	100	100	90	100	100	100	100	100	100													
Individualization	100	92	100	100	88	92	100	100	100	100	100	100	100	95	100	100	100	94	100	93	100												
Input	100	100	94	100	90	85	100	100	90	100	100	100	90	100	100	100	92	94	100	100	93	82											
Intellection	100	100	100	82	100	100	100	94	100	81	100	100	85	100	100	100	92	100	100	83	100	100	84										
Learner	75	100	100	100	94	89	100	100	100	100	100	100	94	90	94	100	88	100	100	100	93	100	100	93									
Maximizer	100	93	93	100	100	88	93	93	100	93	100	100	100	93	100	92	93	93	100	93	100	93	93	93	100								
Positivity	100	88	96	100	96	96	96	81	100	96	100	100	100	95	100	96	100	96	100	96	55	100	100	100	100	96							
Relator	81	61	100	100	76	71	88	94	100	88	88	100	88	94	100	88	79	81	100	88	100	79	88	88	81	93	100						
Responsibility	100	95	100	86	91	94	100	100	100	91	77	100	83	75	90	100	82	100	95	100	100	87	76	100	94	93	100	86					
Restorative	100	100	100	95	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	92	100	100	94	100	100	100	100				
Self-Assurance	79	74	100	100	85	81	75	81	100	88	100	100	100	88	100	92	70	75	100	81	100	100	77	96	88	83	100	88	87	100			
Significance	88	77	100	83	88	100	95	96	100	92	100	100	100	100	100	100	69	89	100	100	100	96	95	100	100	93	93	100	81	95	61		
Strategic	100	93	100	100	96	95	88	100	92	100	100	100	100	100	100	100	92	100	100	100	88	100	88	100	88	93	100	88	95	100	90	100	
Woo	100	93	94	100	100	94	94	75	100	94	100	100	100	100	100	100	100	94	100	94	83	100	100	100	100	94	82	100	100	100	94	100	88

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	75																												
Command	100	93	100	100	96	100																											
Communication	100	67	100	95	83	100	94																										
Competition	100	92	100	100	92	100	100	92																									
Connectedness	94	100	100	100	77	**65**	93	94	100																								
Consistency	100	100	100	100	100	95	100	100	100	100																							
Context	100	100	100	100	100	100	100	100	100	100	100																						
Deliberative	100	100	100	100	100	100	94	100	100	100	100	100																					
Developer	100	100	100	100	**61**	100	100	100	100	88	100	100	100																				
Discipline	100	100	100	96	96	95	100	100	96	100	96	100	96	100																			
Empathy	100	92	85	100	100	89	100	100	100	100	100	100	100	75	100																		
Focus	87	100	100	100	81	95	100	100	100	100	100	100	100	100	90	100																	
Futuristic	100	94	100	100	100	95	94	100	92	94	100	100	100	100	100	100	91																
Harmony	100	100	100	100	100	100	100	100	100	**67**	100	100	100	100	93	90	100	100															
Ideation	100	86	100	93	100	100	100	100	92	93	100	100	100	100	100	100	92	94	100														
Includer	100	100	100	100	85	95	100	92	100	94	100	100	100	**68**	100	100	100	100	100	100													
Individualization	100	92	100	100	100	92	92	100	100	100	100	100	100	92	100	92	100	100	100	93	100												
Input	100	100	100	100	88	80	100	100	80	100	100	100	100	100	100	100	92	91	100	93	100	92											
Intellection	100	100	100	90	100	86	100	100	100	85	100	100	85	100	100	100	100	100	100	92	100	90	84										
Learner	85	100	100	100	100	100	94	100	100	100	100	100	100	100	100	100	100	91	100	100	93	100	88	76									
Maximizer	100	100	93	100	92	100	100	100	100	100	100	100	100	100	100	100	92	100	100	93	100	93	100	100	100								
Positivity	100	94	100	100	100	100	100	86	100	100	100	100	100	94	100	100	100	100	100	96	70	100	100	100	100	100							
Relator	92	88	88	88	82	83	88	100	88	81	88	88	88	100	96	88	85	81	100	100	100	79	88	88	94	100	100						
Responsibility	82	93	100	95	84	83	100	95	100	95	100	100	95	90	100	100	100	92	100	100	100	100	95	90	100	100	94	88					
Restorative	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	92	100	100	94	100	100	100	100				
Self-Assurance	89	**63**	100	100	88	79	75	92	72	94	100	100	100	95	100	100	100	70	**68**	77	100	100	77	100	88	88	100	**65**	92	100			
Significance	92	72	100	100	83	92	93	96	91	100	100	100	100	100	100	100	100	77	86	100	100	100	100	100	95	100	100	100	88	96	**61**		
Strategic	88	88	100	100	100	94	100	92	100	100	100	100	100	100	100	100	100	100	88	100	100	100	100	100	100	88	95	100	100	100	90	100	
Woo	100	86	100	100	100	100	100	**67**	100	100	100	100	100	100	100	100	100	94	100	94	100	100	100	100	100	84	100	100	100	100	100	100	88

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	100	88	100																			
Empathy	100	92	92	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	84	100	100	100	80	90	100	100	100															
Ideation	100	93	100	86	93	100	94	100	100	93	100	100	100	100	100	100	100	94	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	92	100	100	100	92	100	100	93	100											
Input	100	100	100	95	92	90	94	100	100	84	100	100	100	90	100	100	92	100	100	100	100	92	100										
Intellection	85	100	100	86	96	100	100	100	100	81	100	100	90	100	100	100	92	100	100	92	100	90	84	100									
Learner	76	100	100	100	96	100	100	100	100	100	100	100	100	95	100	100	88	100	100	93	100	100	88	93	100								
Maximizer	100	93	93	100	100	94	100	93	100	100	100	100	100	93	100	93	93	93	100	100	93	100	93	93	100	100							
Positivity	100	95	96	100	100	100	96	90	100	100	100	100	100	81	100	96	100	96	100	96	**65**	100	100	100	100	96	100						
Relator	92	79	100	95	81	81	94	100	100	100	88	100	88	95	96	100	85	88	100	88	100	94	94	88	100	93	100	100					
Responsibility	92	88	100	91	95	90	100	100	95	81	100	91	85	96	100	87	100	90	100	100	92	82	91	100	100	100	100	76	100				
Restorative	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	100	100	100			
Self-Assurance	95	73	100	91	85	75	78	96	72	100	100	100	100	100	100	100	100	78	75	100	77	100	89	77	100	100	88	100	**69**	77	100		
Significance	92	77	100	100	77	91	75	96	95	100	100	100	100	100	89	100	100	100	100	100	100	96	95	100	100	93	93	100	74	96	**61**	100	
Strategic	88	88	100	100	96	100	100	92	100	100	100	100	100	100	100	100	92	100	100	88	100	100	90	100	88	93	96	88	95	100	100	100	100
Woo	100	86	94	100	100	100	94	75	100	100	100	100	100	100	100	92	100	94	100	94	100	100	100	100	100	94	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	95	81																												
Command	100	86	100	100	96	100																											
Communication	100	94	100	95	88	100	100																										
Competition	100	93	100	92	92	100	100	92																									
Connectedness	100	100	94	100	96	**65**	100	94	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	100	100	100	100	100	100	100																					
Developer	100	95	94	100	81	94	100	100	100	89	100	100	100																				
Discipline	79	100	100	85	96	91	100	100	100	92	100	100	96	100																			
Empathy	100	92	85	100	100	77	100	100	100	94	100	100	100	81	100																		
Focus	87	93	100	80	92	100	100	100	100	100	100	100	100	100	80	100																	
Futuristic	100	93	100	100	81	86	94	100	100	100	100	100	100	100	100	100	79																
Harmony	100	100	100	100	100	100	100	100	100	84	100	100	90	90	90	100	100	100															
Ideation	100	93	100	95	96	100	100	100	100	100	100	100	100	100	100	100	100	94	100														
Includer	100	100	100	100	85	84	100	92	100	100	94	100	100	80	100	100	100	100	100	100													
Individualization	100	92	100	100	96	92	100	100	100	100	92	100	100	92	100	100	100	100	100	93	100												
Input	100	100	100	95	90	94	100	100	80	93	100	100	90	100	100	92	100	100	93	100	100	92											
Intellection	100	100	100	86	100	100	100	94	100	88	100	100	90	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	93	100	100	93	93									
Maximizer	100	93	100	100	100	88	93	100	100	93	100	100	100	93	100	100	93	93	100	100	93	100	93	93	100								
Positivity	100	100	100	100	100	86	100	88	100	100	100	100	100	85	100	100	100	100	100	96	**65**	100	100	100	100	100							
Relator	92	88	100	95	81	78	94	94	88	100	88	100	88	83	100	88	**60**	81	100	100	94	100	79	88	88	100	94	100					
Responsibility	92	93	100	91	75	95	100	95	100	100	100	100	95	90	80	100	73	100	100	100	100	100	90	100	100	93	100	76					
Restorative	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	88	100				
Self-Assurance	96	72	100	100	77	**66**	80	96	75	100	100	100	100	100	100	100	71	71	100	100	77	100	89	88	100	100	88	100	**69**	92	100		
Significance	92	77	100	82	80	82	80	96	95	96	100	100	100	100	100	100	75	88	100	100	100	100	92	95	100	100	93	**63**	96	100	**65**	100	
Strategic	88	88	100	100	96	100	94	100	92	100	100	100	100	100	100	100	92	100	100	100	100	100	90	100	100	100	100	88	95	100	100	90	100
Woo	100	86	100	100	100	100	100	75	100	100	100	100	100	100	100	100	100	100	100	100	94	100	100	100	100	100	91	100	100	100	94	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	95	95	70																												
Command	92	**66**	100	100	92	77																											
Communication	100	77	94	100	81	94	78																										
Competition	92	86	100	92	92	100	100	92																									
Connectedness	100	100	94	95	85	88	100	94	100																								
Consistency	100	100	100	100	100	91	100	100	100	100																							
Context	100	100	100	100	100	77	100	100	100	100	100																						
Deliberative	92	94	100	86	100	100	94	100	100	100	100	100																					
Developer	100	95	75	100	**66**	89	100	94	100	**65**	100	100	100																				
Discipline	96	100	100	86	92	100	100	100	100	100	100	100	96	100																			
Empathy	100	92	85	100	92	100	100	100	100	88	100	100	100	**69**	100																		
Focus	87	79	100	85	92	86	95	100	100	100	100	100	83	100	100	88																	
Futuristic	100	100	100	94	88	77	94	100	94	100	100	100	100	100	100	100	95																
Harmony	100	100	100	100	96	100	100	100	100	100	75	100	100	75	83	90	100	100															
Ideation	92	86	100	93	96	77	88	86	92	93	100	93	100	95	100	92	96	79	100														
Includer	100	100	100	100	88	91	100	100	100	100	100	100	100	85	100	100	100	100	100	100													
Individualization	100	100	100	100	96	100	100	100	100	100	100	100	100	100	100	100	100	94	100	86	100												
Input	100	100	100	90	92	100	100	100	92	80	100	90	100	80	100	100	92	100	100	93	100	74											
Intellection	100	100	100	100	100	100	100	100	100	88		94	90	100	100	100	100	100	100	100	100	74	84										
Learner	85	100	100	95	84	100	100	100	100	100	100	100	100	90	96	100	100	88	100	100	94	100	80	82									
Maximizer	100	93	93	100	96	88	93	93	100	93	100	100	100	100	100	93	93	100	100	93	93	100	100	100	93								
Positivity	100	95	96	100	88	100	96	79	100	100	100	100	100	100	100	96	100	96	100	96	**69**	100	100	100	100	96							
Relator	94	73	88	88	81	75	88	94	79	100	88	88	88	83	100	79	90	81	88	94	100	88	88	88	81	87	100						
Responsibility	86	91	100	91	76	83	100	95	92	100	88	100	91	85	90	100	86	100	90	100	100	95	95	100	**68**	100	100	90					
Restorative	100	100	100	95	100	100	100	100	100	100	88	100	100	85	100	100	100	100	100	100	100	92	100	100	94	100	100	88	100				
Self-Assurance	96	**63**	100	96	81	81	85	88	92	96	100	88	94	100	96	100	71	100	74	100	100	100	100	93	75	100	**65**	84	100	100			
Significance	92	73	100	78	96	82	90	96	100	100	100	94	100	100	100	100	88	95	100	100	100	96	95	100	95	93	100	77	96	100	**61**		
Strategic	100	93	100	100	100	100	94	100	92	100	100	100	100	100	100	100	92	100	100	100	100	100	100	100	100	100	100	94	100	100	90	100	
Woo	100	**56**	94	100	85	100	100	75	100	100	100	100	100	100	94	100	92	100	94	100	100	100	100	100	94	100	100	100	100	100	88	100	88

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	95	100	**61**																												
Command	100	93	100	95	96	100																											
Communication	100	85	100	100	92	94	94																										
Competition	100	93	100	92	92	100	100	100																									
Connectedness	100	100	94	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	94	100	100	100	100	100																					
Developer	100	100	94	100	85	89	100	100	100	83	100	100	100																				
Discipline	100	100	100	96	96	100	100	100	100	92	100	88	100	100																			
Empathy	100	92	85	100	96	95	100	100	92	100	100	100	100	75	100																		
Focus	91	100	100	95	96	100	100	100	100	100	100	100	83	100	94	100																	
Futuristic	100	94	100	100	94	100	94	100	100	100	100	100	100	100	94	100	100																
Harmony	100	100	100	100	100	100	100	100	100	84	100	100	100	90	90	90	100	100															
Ideation	100	93	100	100	100	100	100	100	100	93	100	100	100	100	100	100	100	94	100														
Includer	100	93	100	100	81	91	100	92	100	100	100	87	100	85	100	100	100	100	100	100													
Individualization	100	92	100	100	96	100	100	100	100	100	100	100	100	100	100	100	92	100	100	100	100												
Input	100	100	94	100	90	90	100	100	88	100	100	100	90	100	100	92	100	100	92	100	100	92											
Intellection	100	100	100	100	100	100	94	100	88	100	100	85	100	100	100	92	100	100	100	100	100	90	84										
Learner	84	100	100	100	94	95	100	100	100	100	100	100	100	95	100	100	88	100	100	100	93	100	93	93									
Maximizer	100	93	93	100	100	88	93	100	100	93	100	100	100	93	100	93	93	100	100	93	100	93	93	100	93								
Positivity	100	88	94	100	100	95	96	86	100	100	100	100	100	94	100	76	100	96	90	96	**65**	100	100	100	100	96							
Relator	81	81	100	88	**68**	94	88	94	88	100	88	88	88	100	100	100	81	81	88	88	100	79	88	88	81	80	100						
Responsibility	100	95	100	95	85	89	100	95	100	100	100	100	91	95	90	100	88	100	100	100	100	95	90	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	92	100	100	94	100	100	88	100	100				
Self-Assurance	92	81	100	83	77	96	83	96	92	100	100	100	96	100	100	92	88	71	100	85	100	92	96	100	92	83	100	88	95	100			
Significance	100	73	100	100	92	96	78	96	95	100	100	100	100	100	100	100	77	100	100	100	100	96	95	100	100	93	100	81	100	100	**61**		
Strategic	100	88	100	100	92	100	94	100	92	100	100	100	100	100	100	100	100	100	100	100	100	88	100	100	100	93	96	88	95	100	90	100	
Woo	100	79	94	100	100	100	94	75	100	100	100	100	100	100	100	92	100	94	100	94	100	92	100	100	100	94	82	100	100	100	94	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	94	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	94	100	81	94	100	100	100	78	100	100	100																				
Discipline	93	100	100	96	96	100	100	100	100	100	100	100	88	100																			
Empathy	100	100	85	100	100	77	100	100	100	92	100	100	100	69	100																		
Focus	91	93	100	90	88	100	100	100	100	100	100	100	100	100	94	100																	
Futuristic	100	94	100	100	88	94	94	100	92	100	100	100	100	100	100	100	100																
Harmony	100	100	100	100	90	100	100	100	100	84	100	100	100	90	89	90	100	100															
Ideation	100	93	100	100	100	100	94	100	100	100	100	100	100	100	100	100	94	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	100	100	100	100	100	100	92	92	94	100	100	100												
Input	100	100	94	100	100	90	100	100	100	68	100	100	100	90	100	100	90	92	100	100	93	92											
Intellection	85	100	100	86	100	100	100	94	92	88	100	100	90	100	100	100	92	100	100	100	100	100	84										
Learner	76	100	100	100	100	95	100	100	100	100	100	100	100	90	94	100	95	100	100	100	93	100	100	93									
Maximizer	100	93	93	100	100	88	93	93	100	93	100	100	100	93	100	100	93	93	93	100	93	100	93	93	93								
Positivity	100	95	96	100	100	95	96	85	100	100	100	100	100	100	100	100	96	100	100	100	96	73	100	100	100	100							
Relator	100	81	100	100	62	68	88	100	100	88	100	88	100	100	100	100	88	81	100	100	100	79	88	88	81	93	100						
Responsibility	95	93	100	95	90	94	100	100	100	100	100	82	90	90	100	100	78	100	100	100	100	90	100	100	100	100	100	76					
Restorative	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	92	100	100	94	100	100	100	100	100				
Self-Assurance	96	81	100	96	77	81	75	96	92	100	100	100	100	100	100	100	74	71	100	100	85	100	86	88	100	88	88	100	69	85	100		
Significance	96	75	100	100	85	96	90	96	90	100	100	100	100	100	100	100	83	95	100	100	100	96	95	100	100	93	100	77	96	100	61	100	
Strategic	100	88	100	96	100	94	100	92	100	100	100	100	100	100	100	100	88	100	100	100	100	90	100	100	100	94	95	100	90	100	90	100	100
Woo	100	93	94	100	100	100	94	75	100	100	100	100	100	100	100	100	100	100	100	94	83	100	100	100	100	82	100	100	100	100	94	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	70																												
Command	100	93	100	100	100	100																											
Communication	100	69	100	100	92	100	100																										
Competition	100	93	100	92	92	100	100	100																									
Connectedness	100	100	94	100	80	100	94	100	100																								
Consistency	100	100	100	100	100	95	100	100	100	100																							
Context	100	100	100	100	100	100	100	100	100	100	100																						
Deliberative	100	100	100	95	100	94	100	100	100	100	100	100																					
Developer	100	100	94	100	81	100	100	100	100	95	100	100	100																				
Discipline	100	100	100	96	96	100	100	100	100	100	100	100	96	100																			
Empathy	100	92	85	100	100	94	100	100	100	88	100	100	100	**69**	100																		
Focus	91	100	100	95	92	100	100	100	100	100	100	100	100	100	94	100																	
Futuristic	100	94	100	100	85	94	94	100	100	100	100	100	100	100	100	100	100																
Harmony	100	100	100	100	100	100	100	100	100	84	100	100	100	90	90	90	100	100															
Ideation	100	93	100	93	100	100	100	100	100	93	100	100	100	100	100	100	100	94	100														
Includer	100	100	100	100	81	95	100	92	100	94	88	100	100	75	100	100	100	100	100	100													
Individualization	100	92	100	100	96	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	92	100											
Input	100	100	94	95	100	90	94	100	100	78	100	100	100	90	100	100	100	92	100	100	100	82											
Intellection	84	100	100	86	100	94	100	100	100	80	100	100	85	100	100	100	100	92	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	93	76									
Maximizer	100	93	93	100	100	89	93	100	100	93	100	100	100	93	100	92	93	93	100	100	100	100	93	100	93								
Positivity	100	86	100	100	100	100	96	92	100	100	100	100	100	100	100	100	100	96	100	100	77	100	100	100	100	96							
Relator	81	81	100	88	**68**	82	94	94	88	100	88	100	88	75	96	100	79	81	100	100	100	94	88	88	88	93	100						
Responsibility	95	95	100	95	85	94	100	95	100	100	100	100	95	90	100	100	95	100	100	100	100	95	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	92	100	100	94	100	100	88	100				
Self-Assurance	96	73	100	100	85	92	80	100	92	96	100	100	100	96	100	92	79	71	100	100	100	84	92	100	100	92	88	100	**65**	95	100		
Significance	88	77	100	100	96	96	75	96	92	96	100	100	100	100	100	100	100	83	100	100	100	100	92	95	100	100	100	79	96	100	**56**	100	
Strategic	100	88	100	100	100	88	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	93	100	88	95	100	100	90	100	100
Woo	100	86	100	100	100	94	75	100	100	100	100	100	100	100	100	100	100	94	100	100	100	100	100	100	100	94	100	100	100	100	94	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	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	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	96	100	100																			
Empathy	100	92	85	100	96	100	100	100	100	100	100	100	100	**69**	100																		
Focus	91	93	100	95	81	100	100	100	95	100	100	100	100	100	90	100																	
Futuristic	100	94	100	100	94	94	94	100	100	100	100	100	100	100	100	100	100																
Harmony	100	100	100	100	100	100	100	100	100	84	100	100	100	90	93	100	100	100															
Ideation	100	93	100	93	96	100	100	100	100	93	100	100	100	100	100	100	92	94	100														
Includer	100	93	100	100	85	93	100	92	100	100	100	100	100	83	100	100	100	100	100	100													
Individualization	100	92	100	100	96	100	92	100	100	100	100	100	100	92	92	100	100	100	100	100	100												
Input	100	100	100	95	96	95	94	100	100	88	100	100	100	90	100	100	92	100	100	93	100	82											
Intellection	100	100	100	100	96	100	100	100	92	88	100	100	85	100	100	100	100	92	100	100	100	100	84										
Learner	84	100	100	100	94	100	100	100	100	100	100	100	100	100	100	100	100	91	100	100	93	100	93	76									
Maximizer	100	93	86	100	100	88	100	100	100	100	100	100	100	93	100	93	93	93	100	100	93	100	93	100	100								
Positivity	100	95	100	100	100	91	96	92	100	94	100	100	100	100	100	100	100	100	96	100	96	**69**	100	100	100	93							
Relator	100	88	100	94	**62**	81	94	94	88	100	88	100	88	83	96	88	79	88	100	88	100	94	88	88	88	93	100						
Responsibility	92	93	100	95	84	94	100	95	100	100	100	100	95	85	100	100	86	100	100	90	100	100	95	100	100	95	100	83					
Restorative	100	100	100	92	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	92	100	100	94	100	100	88	100				
Self-Assurance	73	**65**	100	100	81	78	80	100	72	100	100	100	100	100	100	100	100	70	75	100	100	85	100	75	88	100	92	88	100	**69**			
Significance	100	92	100	100	92	96	75	96	95	100	100	100	100	77	100	100	100	100	100	100	100	100	100	100	100	100	100	70	96	100	**61**		
Strategic	88	88	100	100	100	100	88	100	92	100	100	100	100	100	100	100	100	88	100	100	100	100	100	100	88	100	100	96	94	95	100	90	100
Woo	100	86	100	100	92	100	100	94	75	100	100	100	100	100	100	100	100	94	100	94	100	100	100	100	100	100	100	88	100	100	100	91	88

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