Assessments 24x7
GLOBAL LEADER IN ASSESSMENT TECHNOLOGY

DISC: Unraveling the BIG Misconceptions

Surprising facts that you didn't know about DISC... but should!

Russ Watson, EdD
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Introduction – Dr. Russ Watson

Internationally known keynote speaker & author

- Might recognize him from the 8 years he anchored the NBC-TV show "EVERYMAN" program in Chicago

- His research has been featured in the *New York Times*, *Wall Street Journal*, *Los Angeles Times*, *Chicago Tribune*, and on many national radio and television programs.

- Author of **Workplace Motivators™**, and **DISC -Relationship Insights™**.

- Wrote the first computerized Values/Motivators assessment, the "**Business Values Inventory**," published in 1987 with another assessment company.

- Co-authored the first job analysis DISC instrument called the "**Work Environment**" assessment, in 1988.

- Little known fact: Russ was a semi-finalist for the NASA 'Teacher-in-Space' (Challenger) Mission, selected as one of the top 150 from over 10,000 applicants.

Dr. Tony's contributions to DISC

- **People Smart** – Book w/ Michael O'Connor for Performax (late 80s)

- **Relationship Strategies** – Audio program w/ Jim Cathcart (Nightingale)

- **Platinum Rule DISC**

- **Online DISC in 2000** w/ Ken Blanchard, M. O'Connor, D. Zigarmi

- **People Smart** – Business book

- **DISC Virtual Training** and **DISC Communication Coach**

43 years of active learning on DISC:

- **1979 – W/ Dr. John Geier**
  - **Conversations & debates**
- Making some contributions
- **Continuing the jog…**
  - **Watching for caution-signs and speed-bumps**

- **Continued debates w/ Geier (& Cleaver)**
- **Making more contributions**
- **Continuing the jog…**
- **Looking at the horizon**

N

Session agenda -

1. **Some assumptions...**

2. **DISC – A rich History** (and some firsts from Watson, and writing from Tony Alessandra)

3. **What's on the horizon with new competition**

4. **Some cautions to be aware of (based on assumptions)**

   a. **A statistical experiment w/ aggregate scores**

   b. **On 'faking it'**

5. **The importance of validation, and a possible train-wreck...**

Disclaimer:
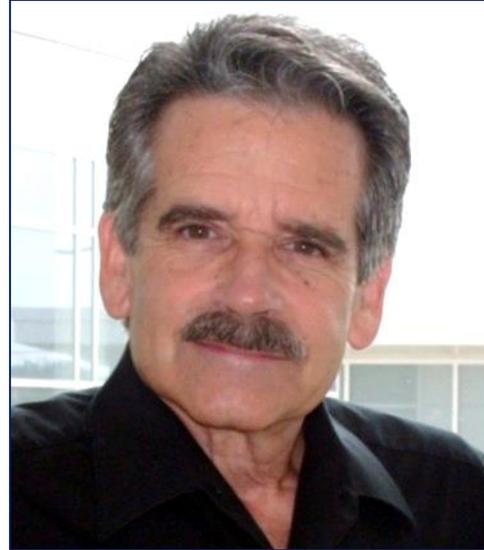
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Assumptions -

1. May lead us to false conclusions

2. Two example-sets...

Dictionary

Search for a word

🔊 pro·voc·a·tive

/prəˈväkədiv/

adjective

deliberately causing a strong reaction…

a controversial idea… provokes thought

Remember Chemistry class?

Periodic Table of the Elements

# The Elements in 444BC w/ Empedocles:

The 4 Humors in 400BC w/ Hippocrates:

HIPPOCRATES

BODY HAD FOUR HUMOURS- PHLEGM, YELLOW BILE, BLACK BILE AND BLOOD; BRAIN FUNCTIONING DEPENDED UPON EQUILIBRIUM BETWEEN THESE .

EXCESS BLACK BILE-------MELANCHOLIA
EXCESS YELLOW BILE-----MANIC RAGE
EXCESS PHLEGM----------DEMENTIA
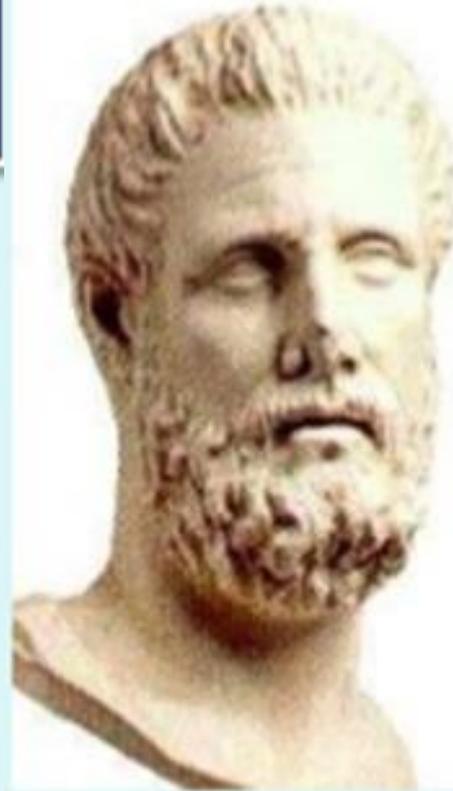
"Men think epilepsy divine, merely because they do not understand it... We will one day understand what causes it, and then cease to call it divine. And so it is with everything in the universe."

Hippocrates

The 4 Temperaments in 130BC w/ Galen

THE FOUR TEMPERAMENTS

The Four Humours Theory (Hippocrates & Galen)

Humour	Temperament	Element	Qualities	Characteristic / Personality
Blood	Sanguine	Air	Hot, moist	Courageous, hopeful, amorous
Yellow bile	Choleric	Fire	Hot, dry	Short tempered, ambitious
Black bile	Melancholy	Earth	Cold, dry	Introspective, sentimental
Phlegm	Phlegmatic	Water	Cold, moist	Calm, unemotional

The human anatomy in 130BC w/ Galen

15.0

Hippocrates' Four Humours		Blood	Yellow Bile	Black Bile	Mucuous
	Season: Element: Organ:	Spring Air Liver	Summer Fire Gallbladder	Autumn Earth Spleen	Winter Water Brain/lungs
c. 400 BC	Characteristics:	Courageous, amorous	Easily angered	Despondent, sleepless	Calm, unemotional
c. 325 BC	Aristotle's four sources of happiness	Hedone (sensuous pleasure)	Ethikos (moral virtue)	Propraitari (acquiring assets)	Dialogike (logical investigation)
c. 190 AD	Galen's four temperaments	Sanguine (liver)	Choleric (gallbladder)	Melancholic (spleen)	Phlegmatic (lungs)
c. 1550	Paracelsus' four totem spirits	Curious sylphs	Changeable salamander	Industrious gnomes	Inspired undines
c. 1905	Adicke's four world views	Industrious	Doctrinaire	Traditional	Sceptical
c. 1912	Adler's four personality types	Social Useful	Ruling Dominant	Avoiding	Getting or Learning
c. 1914	Spranger's four value attitudes	Artistic	Religious	Economic	Theoretic
c. 1920	Kretchmer's four character styles	Hypomanic	Hyperaesthetic	Deperessive	Anesthetic
c. 1947	Eric Fromm's four orientations	Exploitative	Receptive	Hoarding	Marketing
c. 1958	MBTI Function Types	SP – sensory perception	NT – intuitive thinking	SI – sensory judgement	NF – intuitive feeling
c. 1978	Keirsey Bates four temperaments (old)	Dionysian	Apollonian	Epimethain	Promotian
c. 1998	Keirsey Bates four temperaments (new)	Artisan	Idealist	Guardian	Rational

WHY always FOUR?

WHY always <u>FOUR?</u>

<u>Human fascination with four</u>:

4 seasons: Spring, Summer, Autumn, Winter

4 directions: North, South, East, West

4 directions: Up, down, left, right

<u>Native Americans</u> planting **4 grains of corn** in each hole: "<u>One for the blackbird, one for the crow, one for the cutworm, and one to grow</u>."

<u>Other models</u>: 'Big Five,' 16-PF, MMPI (10 scales + 31 subscales), and others…

Carl Jung, M.D. – Analytical Psychiatrist

(1875 – 1961)

**Individuation** – differentiating the self, and a *unification of the opposites in our personality*

- **Introversion / Extraversion**
- **Sensing / Intuiting**
- **Thinking / Feeling**
- **Judging / Perceiving**

Above, used in MBTI instrument

Carl Jung, M.D. – Analytical Psychiatrist

Assessments 24x7
DISC Workshop
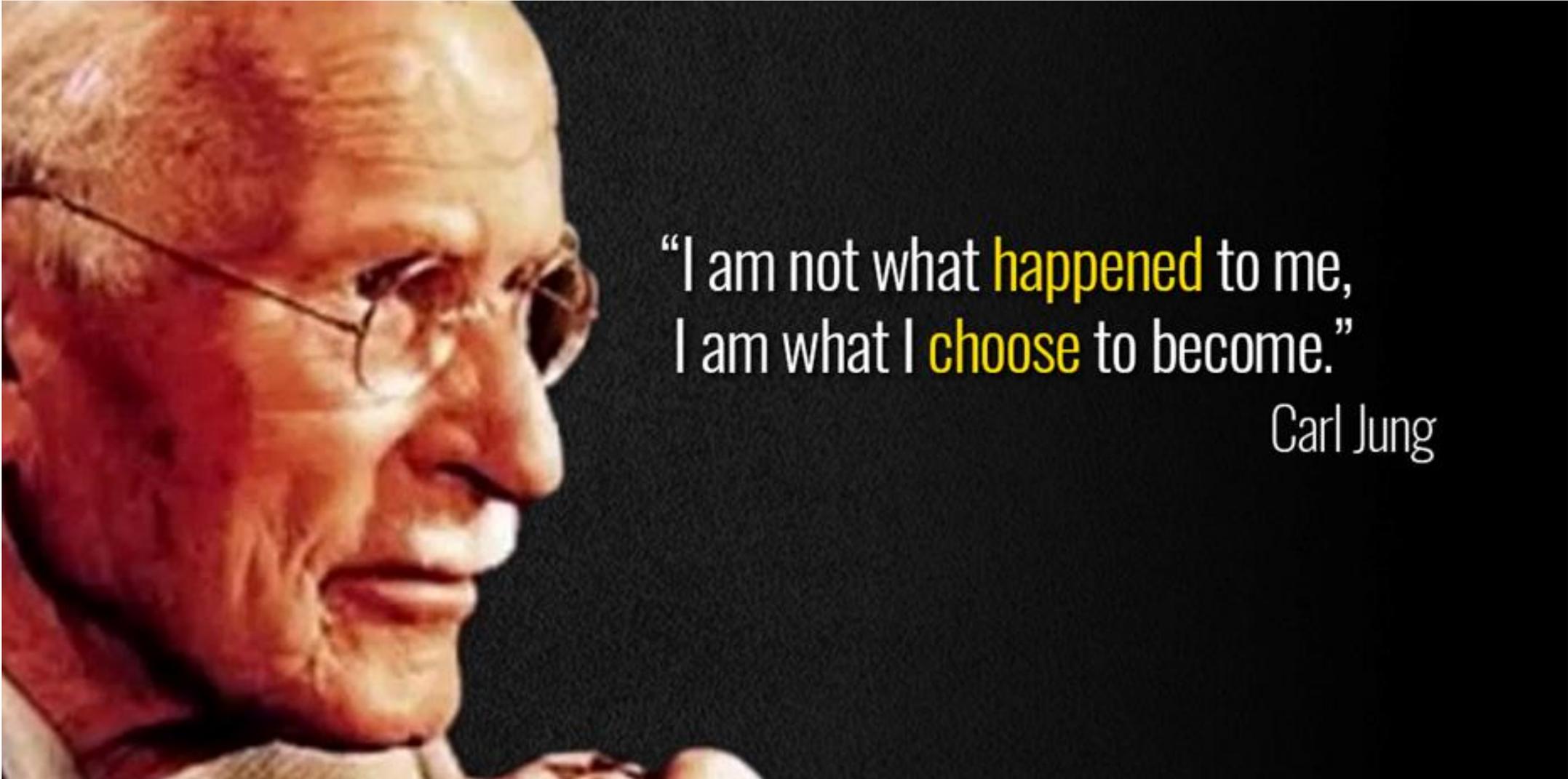
"I am not what happened to me, I am what I choose to become."

Carl Jung

Carl Jung, M.D. – Analytical Psychiatrist

Carl Jung, M.D. – Analytical Psychiatrist
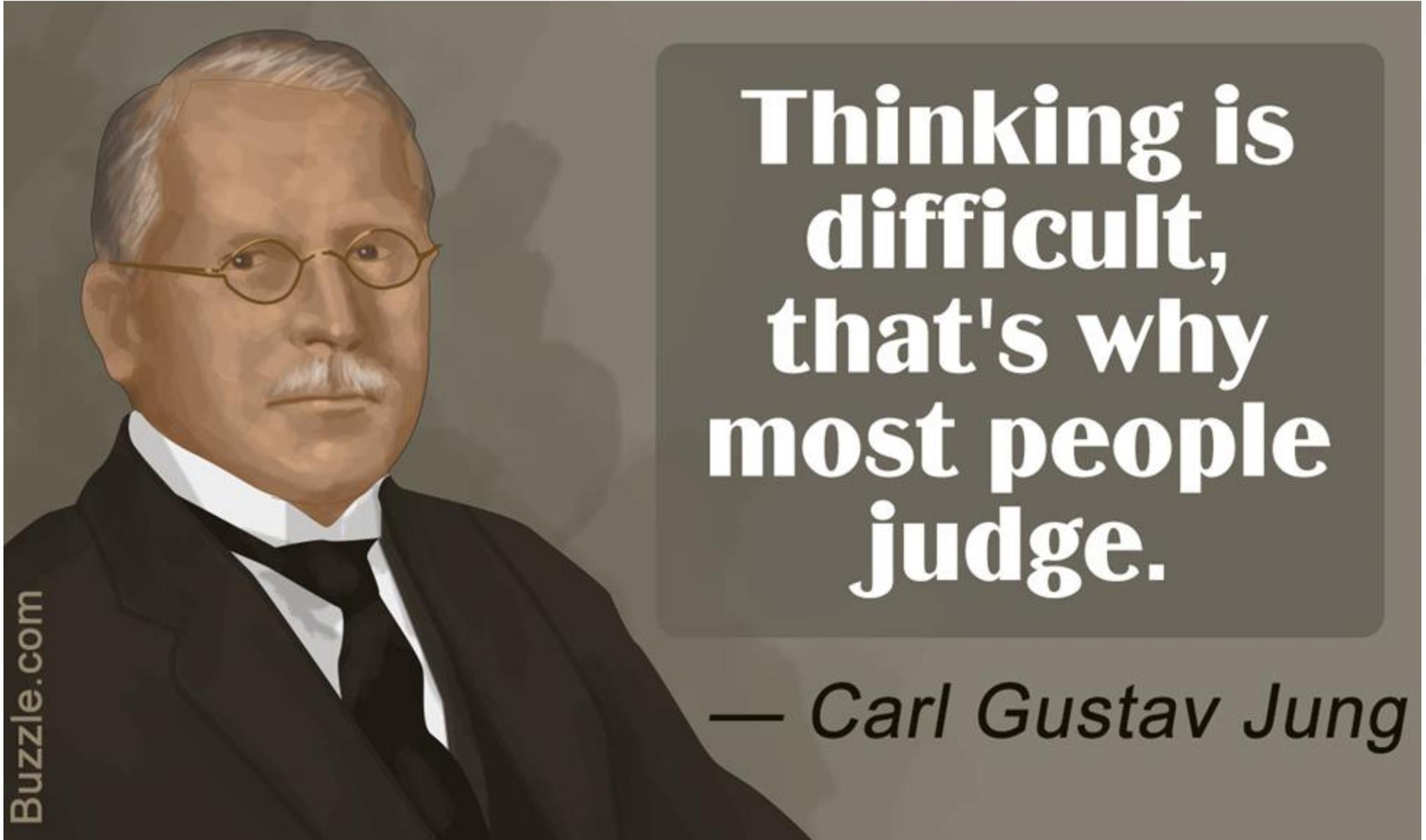
Thinking is difficult, that's why most people judge.

— Carl Gustav Jung

Buzzle.com

<u>Words and meanings change…</u>

Marston D-I-S-C
Dominance
Inducement
Submission
Compliance

"A person is most happy when they are submissive to a loving authority."
William Moulton Marston

Action item: Check out feature-length film – "Professor Marston and the Wonder Women"
© 2017, Distr. By Annapurna Films, RT: 108 minutes

William Marston Elizabeth Holloway Olive Byrne

Words and meanings change...

Marston D-I-S-C	**C>G>W** DiSC™	**A24x7 DISCstyles**
Dominance	**Dominance**	**Dominant**
Inducement	**Influence**	**Influencing**
Submission	**Steadiness**	**Steady**
Compliance	**Conscientiousness**	**Conscientious**

1950s word choices included:
Sweet, Gay, et.al.

<u>**Walter Clarke**</u> – 1905-1978

1st DISC-like instrument

Used Marston descriptors for an adjective checklist in 1948, published 1956 as the **<u>Activity Vector Analysis</u>**.
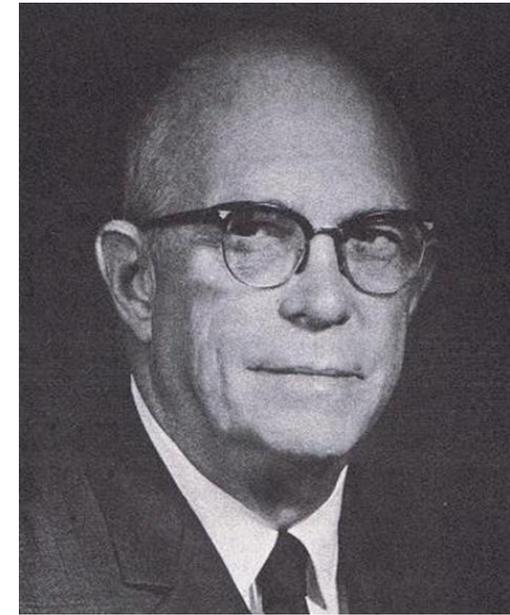
<u>4 dimensions</u>: **Aggressive, Sociable, Stable, Avoidant**

An employee, James P. Cleaver (Princeton class of 1941) worked for Clarke in 1951...

John P. Cleaver– 1919-1998

1st forced-choice DISC instrument

Formed his own company in 1956... and the story continues...
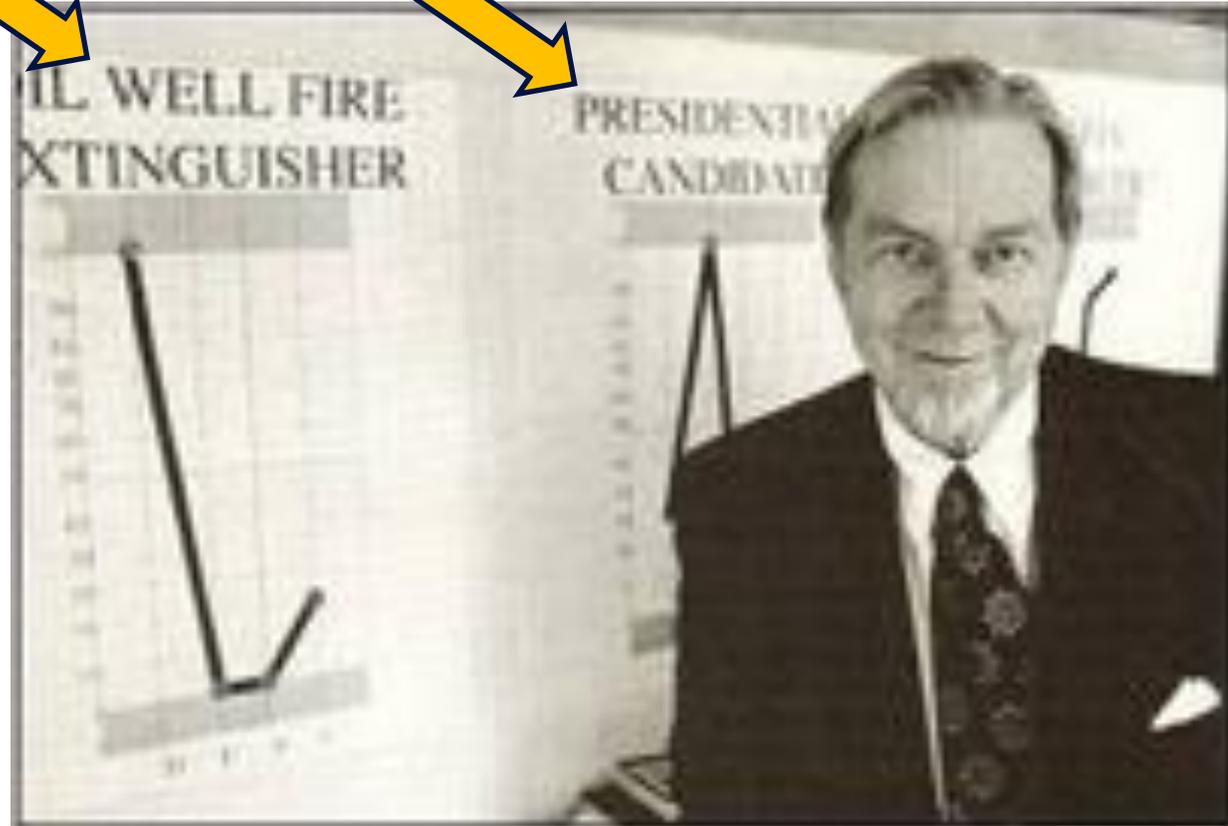
John G. Geier, PhD – Personal Profile Sys.

(1934-2009)

2nd DISC assessment ~ *he used J.P. Cleaver's instrument*

Most /Least selection: 24 boxes x 4 words.

- Collaboration w/ J.P. Cleaver (Cleaver Company), and T.M. Hendrickson (1927-2016, TIMS Mgt. Systems, now Thomas International in UK)
- 3-way collaboration… then a split… NDAs!

John G. Geier, PhD

Geier and formed a multi-level marketing Company. Bob Picha designed the multi-level, Sam Gardiner handled details: **Performax Systems, Int'l**.

(Key people: **Sandy Karn**, the 1st Field Mgr., **Bob Picha** and **Betty Bowman** trained & 'certified' consultants nationwide.)

- Sold to Carlson Learning Company in 1984, changed name to Inscape Publishing in 1990s
- Sold to John Wiley Publishing in 2012 for $85Million
- **DiSC™** doesn't mean Wiley 'discovered' DISC

John G. Geier, PhD

What I learned from conversations and debates with John:

- Why 'Compliance?'
- Both debaters & coaches…
- Pressures of multi-level & product creation (some are poorer quality)
- Failed products before and after Performax sale
- Books: **Energetics of Personality**… (w/ D. Downey)
- From his son Dan, at John's funeral… (letter to Dad)
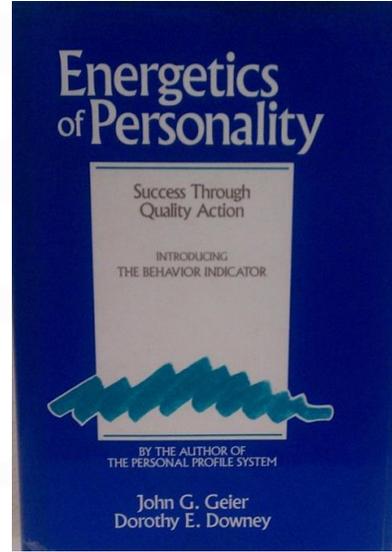
Dr. Erich Fromm

In "Man for Himself"

(1900 – 1980)

The '**Non-Productive Side**' of DISC

Productive DISC	**Non-Productive DISC**
Dominance	T - **Takers**
Influence	A - **Attractors**
Steadiness	R - **Receivers**
Conscientious	P - **Preservers**

My contributions to DISC

- **Telephone Profile** – 1980

- **Keys to Communicating – DOs and DON'Ts** – 1983-84

- **Teaching (Training) & Learning Styles** -- 1984-1985

- **Sourcing Keys to Managing / Keys to Motivating** – 1985

Telephone Profile – 1981

1. **LISTEN for rate of speaking: Faster vs Slower.**

2. **NOTICE how they ANSWER your QUESTIONS: Open vs Closed.**

Telephone Profile – 1979-81

FASTER

D

I

CLOSED

OPEN

C

S

SLOWER
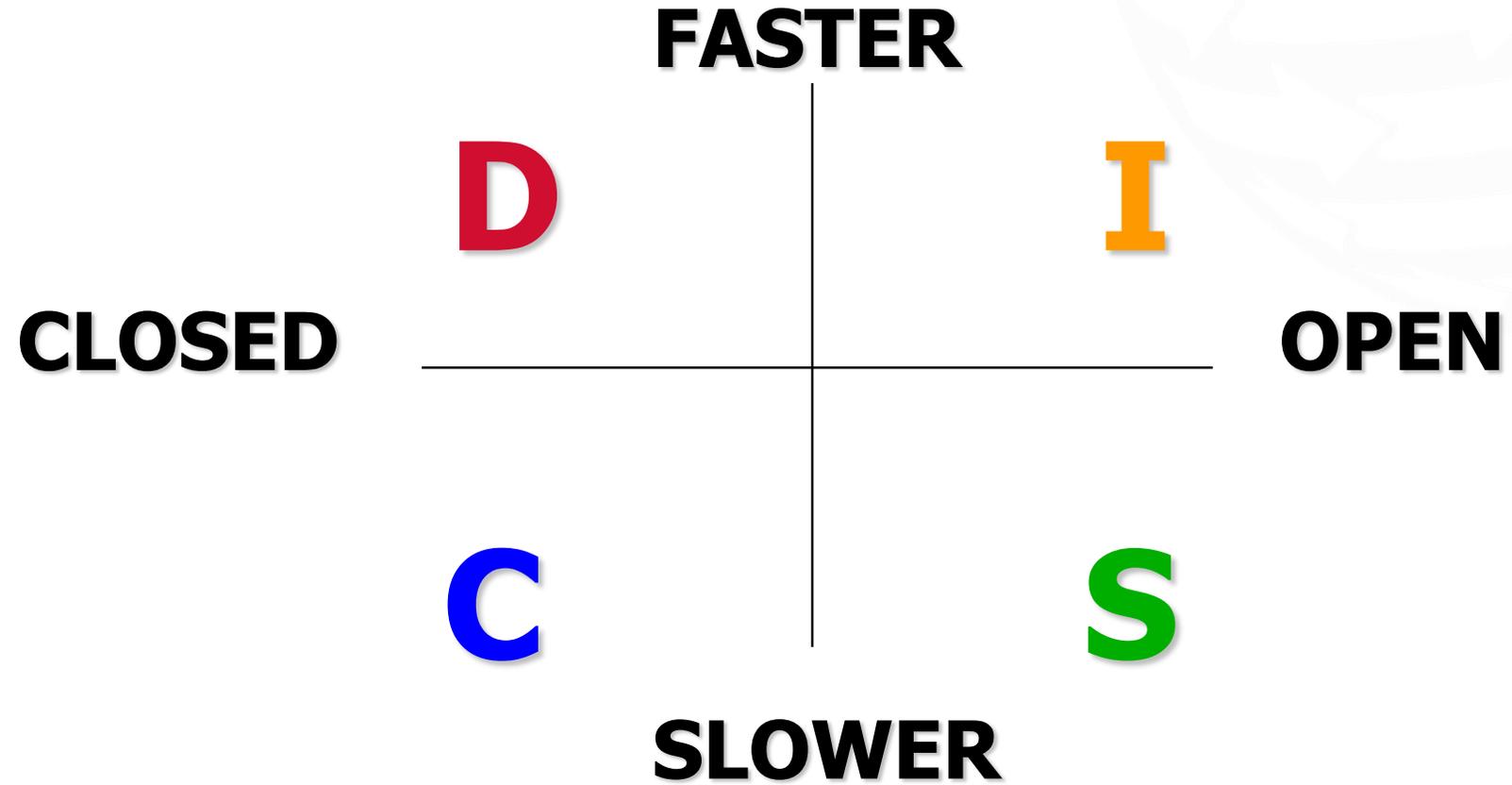
Training & Learning Styles (1)

Cognitive tempo = Degree to which one is cognitively *impulsive* versus *reflective* in decision-making among alternatives.

- **– *IMPULSIVE*: Responds very quickly both verbally and on tests. May make more errors in the process.**

- **– *REFLECTIVE*: Responds more slowly; finishes a test later than the mean. Answers tend to be more accurate.**

Training & Learning Styles (2)

Field dependent: **People oriented. Social information, conversation, interpersonal interactions. Global, sensitive in group work. (History, drama, social sciences.)**

– **As trainers: More interpersonal style of training, with input from participants. Less critical of wrong answers.**

Training & Learning Styles (3)

Field independent: **Task oriented. Relationships aimed at project. Analytical. Good at analyzing complex, unstructured material to solve problems. Work well on their own. (Math, physical sciences, computers)**

- **As trainers: Prefer to organize session & materials themselves, with less input from participants. More focused on wrong answers.**

Training & Learning Styles

Impulsive

D   **I**

**Field
Independent**

**Field
Dependent**

C   **S**

Reflective
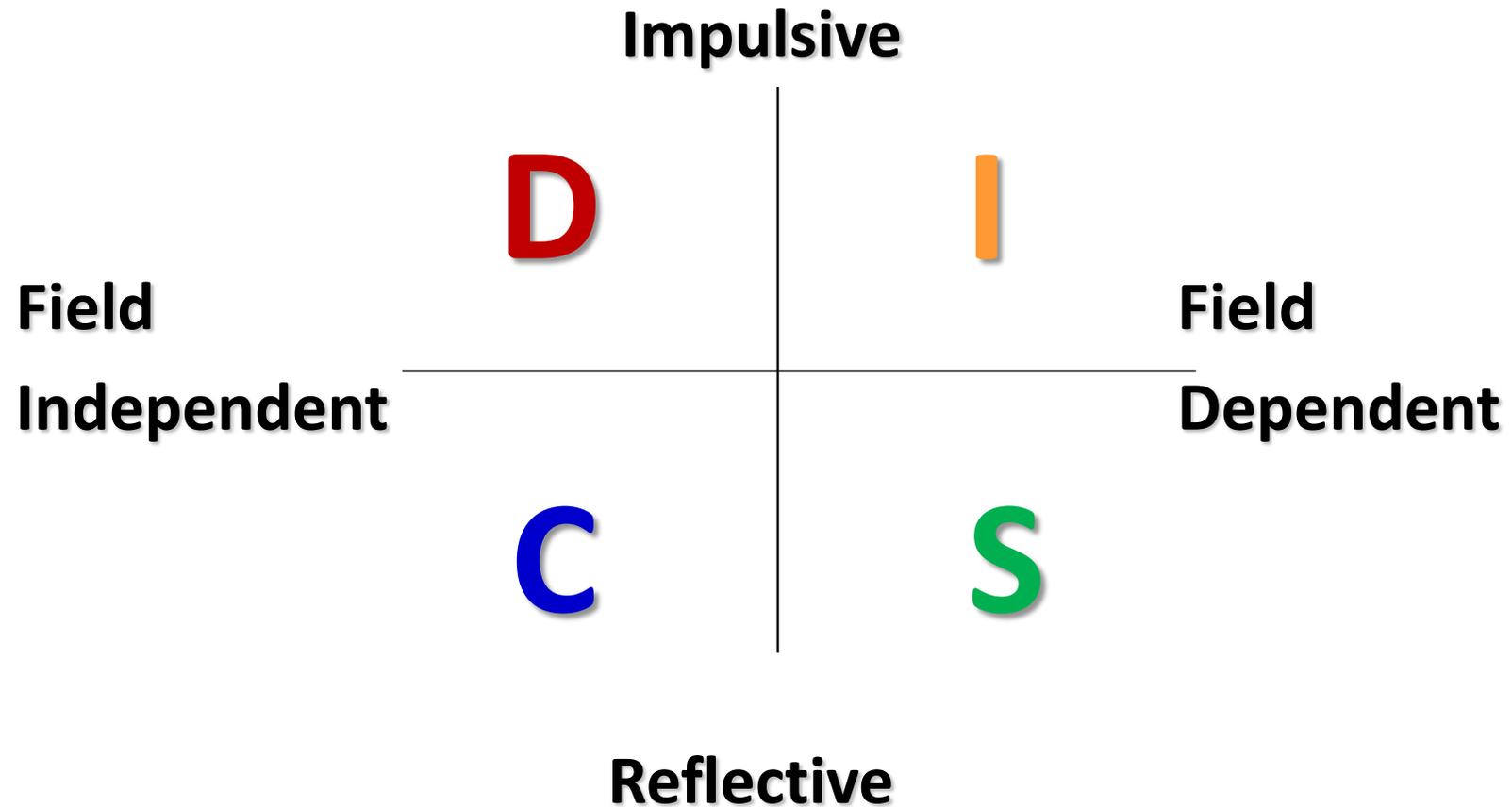
- **Sourcing <u>Keys to Managing</u> / <u>Keys to Motivating</u>** – 1983-85

- We **Manage** someone from what they **NEED** to grow and increase effectiveness (This comes from **<u>Natural Style</u>**.)

- We **Motivate** someone from what they **WANT** back from the organization (This comes from their **<u>Adapted Style</u>**.)

DISC is a self-perception assessment, dependent upon one's level of:

- Personal insight
- Willingness to self-disclose
- Ability to situationally focus
- Honesty
- Objectivity
- Ability to prioritize & compartmentalize
- Avoidance of malingering (B-S-ing / faking)
- Mood at the time of responding
- Other…
- Other…

DISC Providers –

Activity Vector Analysis – Walter Clarke adjective checklist

Assessments 24x7™ (based on Geier/Cleaver)

Birkman™ - Colors (DISC-based)

Caliper™ (not DISC, by Herbert Greenberg, PhD)

Cleaver Company™ – JP Cleaver (original F/C)

EDNA™ – Extended DISC North Am.

Hogan™ - (new = Hogan 'Dark Side' assmt)

Innermetrix (based on Geier/Cleaver)

Maximum Potential™ – Proception DISC (Geier)

People Keys – (Geier/Cleaver)

Persolog™ - Geier's work in Germany

Predictive Index™ - Based on A.V.A.

Thomas International™ – TM Hendrickson

TTI/Success Insights™ - (Licensed from Hendrickson)

Wiley™ – (formerly Inscape) – Based on Geier/Cleaver

Willis Towers Watson™ – WAVE

DISC Providers – New ones every year!

Crystal Knows™ - Pure DISC (with 'Personas')

Good & Co™ - Uses 'Personas'

Koru™ - "Grit" (perseverance, et.al.)

Pymetrics™ – Online 'neuroscience' video games

Traitify™ - Seven 'traits'

Each DISC vendor brings their own ideas to the street… <u>Nobody is wrong</u>, they're simply different.

- DISC terminology varies

- Length of lists vary – brief lists vs. long lists (pros / cons)

- Report length varies (pros / cons)

- Simple vs complex (pros / cons)

- Two graphs? Three graphs? One graph? (A24x7 = choices)

Nobody is wrong… **<u>until they are</u>**!

- **<u>DiSC™</u>** is <u>NOT</u> the original against which all others have copied; or breached copyright. **DiSC™** is a trademark of Performax… Wiley.

Beware of 100-point scales

A comparison of 100-point scales

0° **Fahrenheit** 100°

Really cold outside **Really hot outside**

VS.

0° **Celsius** 100°

Fairly cold outside **Dead**

VS.

0° **Kelvin** 100°

Dead **Dead**
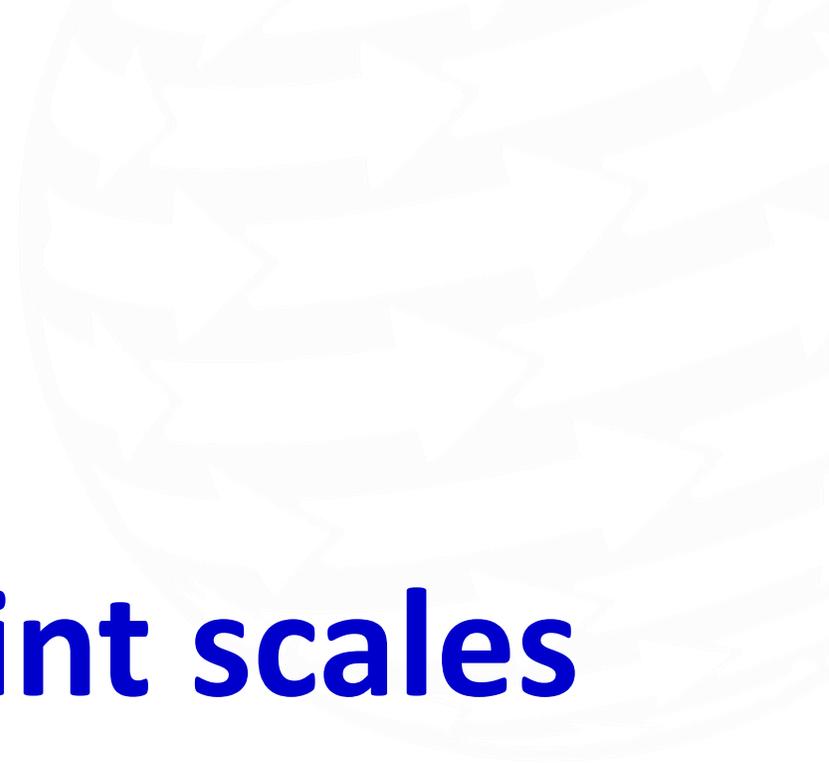
Beware of making assumptions...
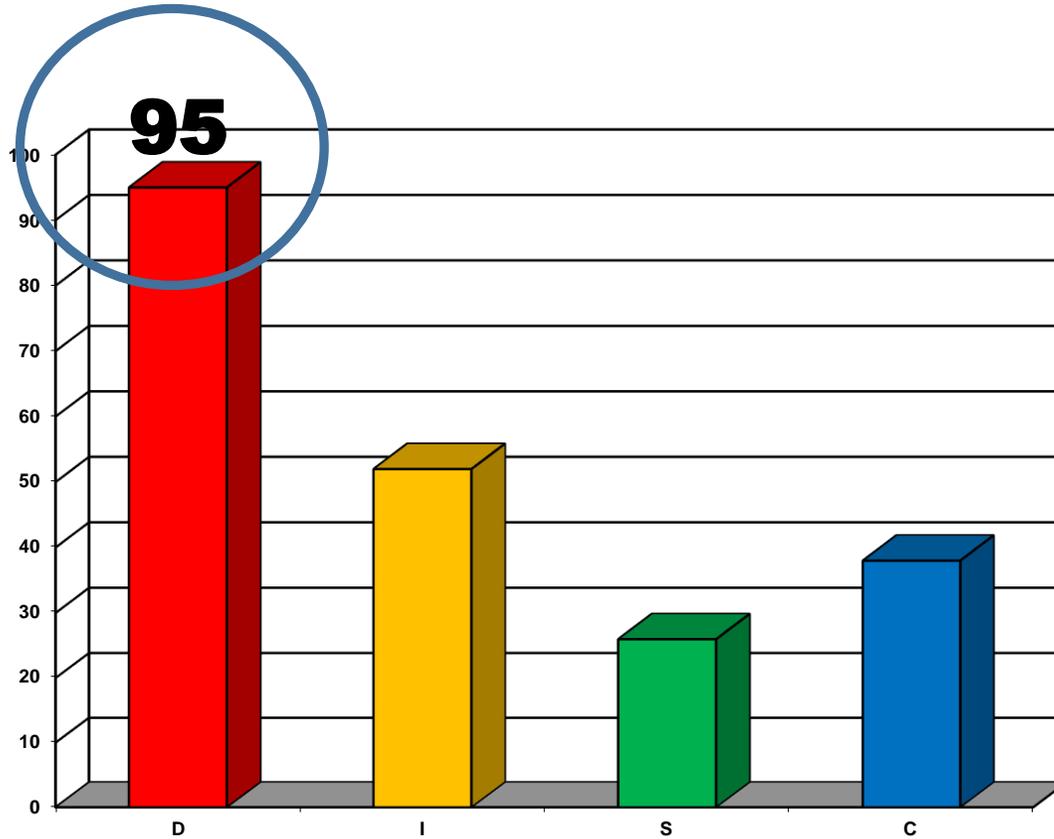
Person A
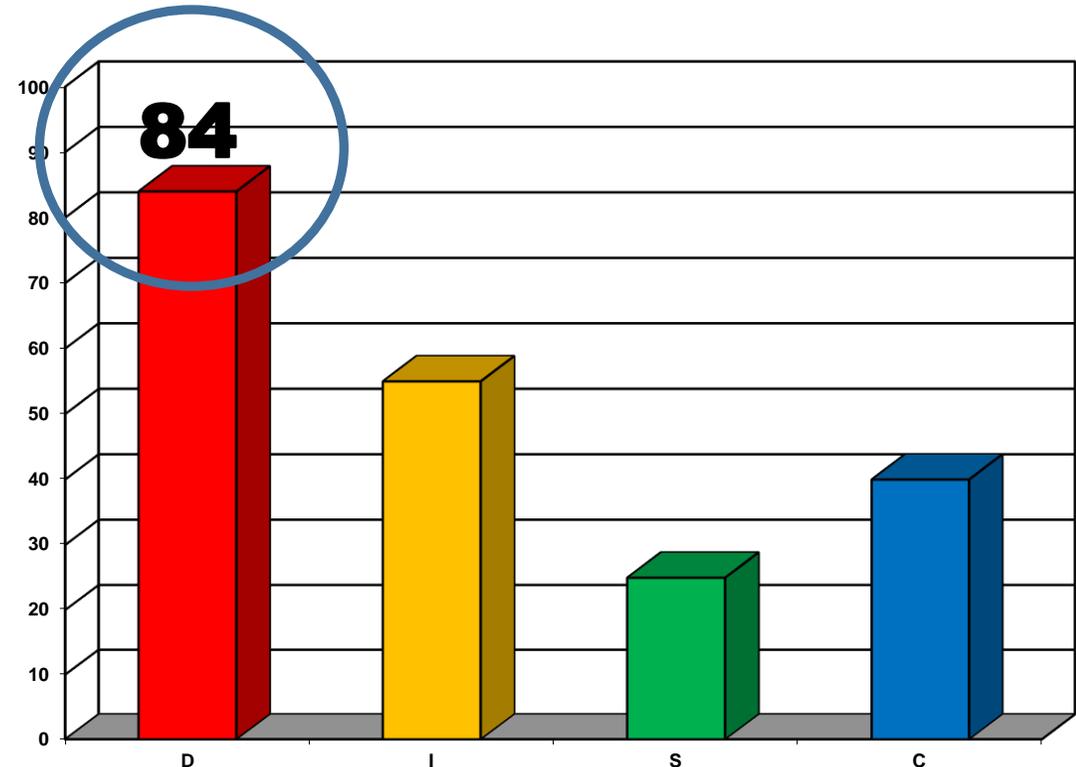
Person B

Beware!

The difference between a
score of 95 … and 84 …
on _ANY_ DISC scale _may_ be as small as:

One item choice (i.e. ONE question!)

A statistical experiment...

Graphical Summary for Influence
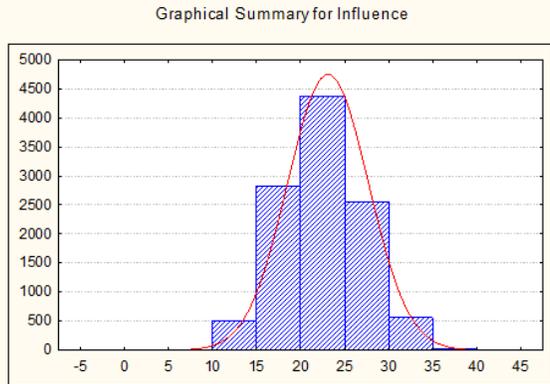
Shapiro-Wilk p:	n/a
Mean:	22.96
Std.Dev.:	4.563
p= ---	
Variance:	20.82
Std.Err.Mean	0.0438
Skewness:	0.0853
Valid N:	10864
Minimum:	1.000

Median, Inter-quartile Range & Non-outlier Range

Correlations (20100216assessmentsessionromania)
Marked correlations are significant at p < .05000
N=1209 (Casewise deletion of missing data)

	Helping	Influence	Knowledge	Money	Structure	Uniqueness	O - Problems	O - People	O - Patience	O - Procedures
	1.0000	-.3045	-.1403	-.0878	-.2207	-.1129	-.0810	-.2206	.1825	.1666
	p= ---	p=0.00	p=0.00	p=.002	p=.000	p=0.00	p=.005	p=.000	p=.000	p=.000
	-.3045	1.0000	-.2656	-.4350	.1209	-.2442				
	p=0.00	p= ---	p=0.00	p=0.00	p=.000	p=.000				
	-.1403	-.2656	1.0000	-.1148	-.1468	-.3797				
	p=.000	p=0.00	p= ---	p=.000	p=.000	p=0.00				
	-.0878	-.4350	-.1148	1.0000	-.4348	.0791				
	p=.002	p=0.00	p=.000	p= ---	p=0.00	p=.006				
	-.2207	.1209	-.1468	-.4348	1.0000	-.2661				

Critical Thinking Skills
ChiSq= 88.748, df= 35, pr

Variable	Summary for scale: Mean=19.4608 Std. Dv.=4.82066 Valid N:23167 Cronbach alpha: .732375 Standardized alpha: .736333 Average inter-item corr.: .219673				
	Mean if deleted	**Var. if deleted**	**StDv. if deleted**	**Itm.Totl Correl.**	**Alpha if deleted**
Q1a	17.35317	19.73636	4.442563	0.367567	0.714739
Q3d	17.08115	18.79473	4.335289	0.398739	0.710423
Q4c	17.52804	19.80203	4.449947	0.400305	0.710403
Q5d	18.20633	20.85206	4.566406	0.348408	0.718828
Q7a	17.50494	18.86430	4.343305	0.490774	0.696179
Q8c	17.58769	20.21330	4.495921	0.278804	0.728265
Q9b	17.13493	18.86020	4.342833	0.432379	0.704512
Q10a	17.60936	19.15167	4.376262	0.365282	0.715963
Q13a	17.21082	18.33351	4.281765	0.413462	0.708532
Q14d	17.93102	19.21516	4.383511	0.452541	0.702291
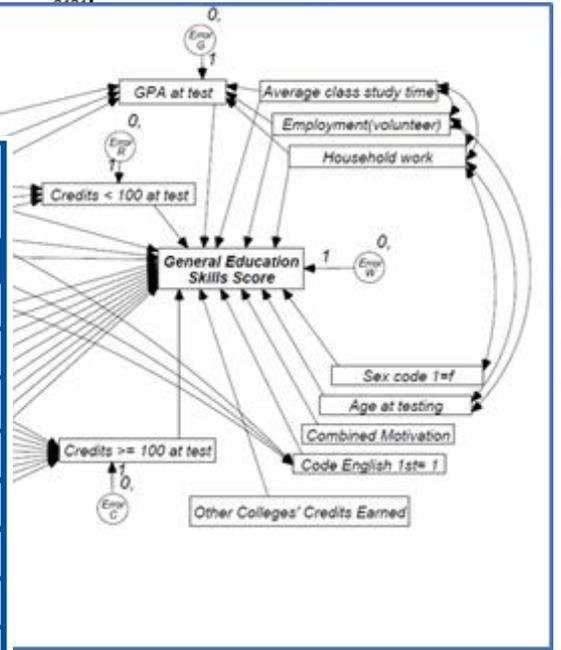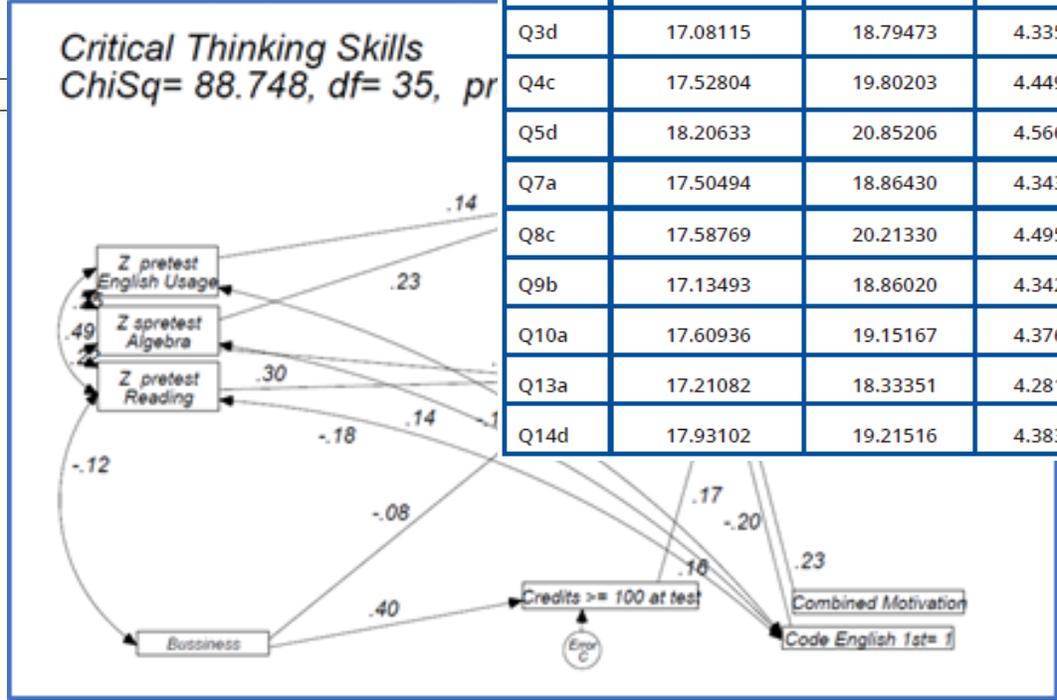
<u>An interesting result:</u> (from other consultants…) Please give a 'Yes (check)' OR 'No (X)' response to this result:

- Group aggregate scores say that you may consider yourself to be among the top <u>safe and defensive drivers</u>.

Yes or **No**

(Note: Session responses were 66% 'yes.')

MORE interesting results: (from other consultants…)
Please give a 'Yes' response to this result IF two or more of these results apply to you. A 'No' if one or none apply to you.

1. You have an amount of unused capacity that you realize you have not turned into your advantage.

2. You have a rare and positive duality of being which is expressed in your public self, and is quite different from your private self.

3. You have some personality weaknesses of which you are fully aware, and you are able to compensate for them such that very few people ever notice.

4. You tend to be critical of yourself internally, something you rarely, if ever share with others.

Yes   or   **No**

(Note: Session responses were 77% 'yes.')

On 'faking it'… Can we fake our responses to a DISC or Motivators assessment? (malingering)

- If Tony was hiring an **_accountant_** could we modify our responses to approximate an accountant?

- If Tony was hiring a **_salesperson_** could we modify our responses accordingly?

- Can other people do the same?

On faking it… Can we 'fake it' with our *interpretations* of one's DISC or Motivators reports?

To be clear:

• Can we provide additional information that is NOT in any way related to one's DISC scores?

• Yes, we can and I strongly urge NOT to do that. Ever.

• And…

• ***I did that* just a few moments ago**! … Observe:

I '_fooled_' you a few moments ago, with my 'statistical experiment'

Item: Safe, defensive driving habits of DISC consultants…
Reality: 90% of U.S. drivers place themselves in the top 10-15% of safe & defensive drivers. (*Source: Survey by NHTSA)*
My technique: I linked the statistic to your 'group' aggregate DISC results.

Item: The other four items listed.
Reality: 84 – 93% will rate at least two of those items as true for them.
My technique: I linked the list to your 'group' aggregate DISC results.

These techniques are called '**_cold reading_**' techniques and used by charlatans, fakers, mind-readers, and entertainers… and *some* DISC consultants.

Dictionary

Search for a word

🔊 pro·voc·a·tive

/prəˈväkədiv/

adjective

deliberately causing a strong reaction…

a controversial idea… provokes thought

Assumptions -

1. **May lead us to false conclusions**

2. Some *charlatans* are now mixing '**Cold Reading**' techniques into their coaching, by <u>combining</u> Cold Reading techniques with the client's report results. This 'hooks' unsuspecting clients into thinking that their coach has '*special powers*' of discernment.

'Cold Reading' Techniques – (common among fakers, charlatans, and fortune-tellers)

1. **Hot button topics** (common among most people): Relationships, money, loss, honesty; and the **four elements** – Fire, water, wind, or physical object (usu round = ring, key-ring, etc.).

2. Uses the **phallacy of personal validation**; tell the subject that **because of** specific 'patterns' these (cold reading) themes emerge.

3. Many specific hooks (themes) for men, women, young, and older. These are readily available from ***Cold Reading sources*** (sometimes free, usually paid).

'Cold Reading' Techniques –

4. Human tendency to remember the 'hits,' and quickly forget the 'misses.'

5. Use stats, polls, survey info to build semi-educated guesses. (National stats can be helpful.)

7. LINK their schpiel to something specific about the subject: Such as:

- lines on their palm,
- arrangement of cards,
- tea leaf design,
- or **DISC / Motivators scores!**

'Cold Readers' – Two Types:

1. "**Eyes-Open**" types are charlatans or fakers who know _exactly_ what they're doing and do this to **_entertain_**, **OR** unethically trick and con unsuspecting people. (probably 97% of 'psychics')

2. "**Eyes-Closed**" types are _naive_ people who believe they actually have some 'powers.' They've learned cold reading by trial and error without realizing it, and may be _ignorant_ about formal cold reading techniques. (probably 3% of people)

** **I'm not encouraging _anyone_ to begin using these _unethical_ techniques.** (Sharing this so that you can recognize it when you see it, and call it out…)

'Cold Reading' Resources –

1. Google™: "Cold Reading Techniques" (192,000,000 hits!)

2. Online: "Red Hot Cold Readings"

3. Book: "Full Facts book of Cold Reading" by Ian Rowland

4. Book: "Tricks of the Mind" by Derren Brown

5. James Randi – On YouTube exposes many psychics

6. Many other classics. Above, listed here just as FYI resources.

** I'm not encouraging *anyone* to begin using these *unethical* techniques. (Sharing this so that you can recognize it when you see it, and call it out…)

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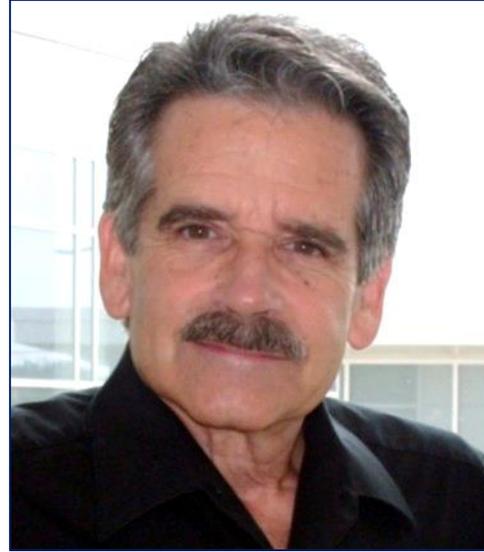
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- Presentation is my own, and has been neither reviewed nor approved by any principals of A24x7.

There may be a _train wreck_ waiting to happen!
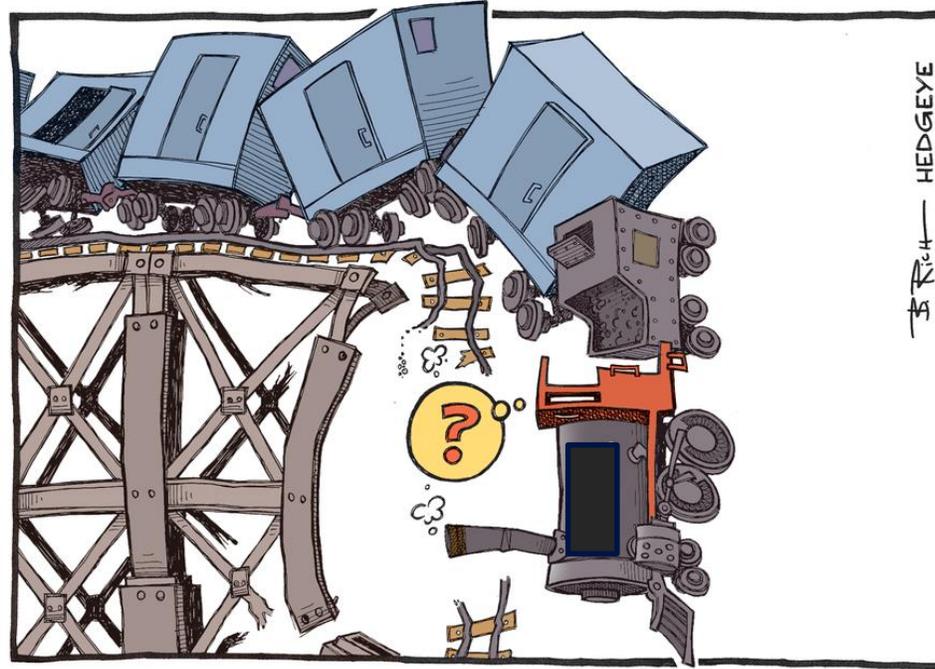
The name of the potential train wreck?

Disparate impact / adverse impact

Disparate Impact – A formal study from Univ. of Memphsis (Drs. Kenneth Passiah, Dennis Koerner, Russ Watson)

Figure 1
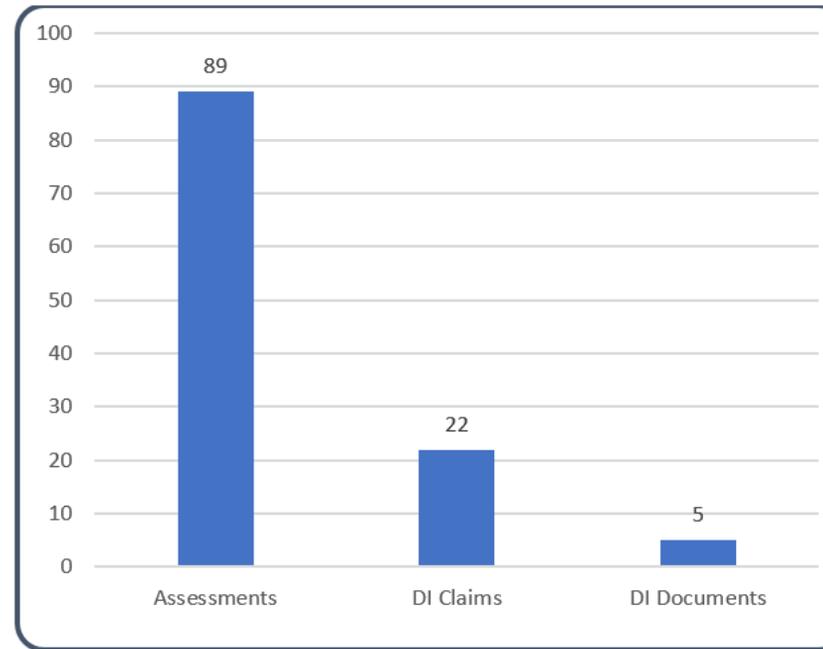
Figure 1 - Percentage of companies documenting Disparate Impact data

89 Assessments reviewed from many assessment providers.
22 made Disparate Impact claims (~25% of assessments)
5 provided Disparate Impact documents (~6% of assessments)

* A24x7 was a participant, and one of the 5 companies providing appropriate documentation.

WHY is it a _train wreck_ waiting to happen?

WHEN:

- A candidate doesn't get the job (or promotion, or transfer they requested) >> and _they believe_ that the results from an assessment _influenced_ the decision >> and the assessment company _doesn't_ have any validation (or Disparate Impact documentation)...

- The candidate finds an aggressive plaintiff's attorney >> who files a Disparate Impact lawsuit in district court against the assessment company...

- The result will **encumber** the assessment company in ways not yet fully tested by the courts...

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OR: Self-Validation:

Dennis W. Koerner, Ph.D.

Dr. Koerner is a recognized expert and national speaker in subject areas related to statistical services in assessments, testing and workforce analytics. Dr. Koerner has held senior level executive positions for a number of national and international companies.   He has also served as an adjunct faculty member at the University of

Russell J. Watson, Ed.D.

Dr. Watson's research has been featured in the New York Times, Wall Street Journal, Los Angeles Times, and on national radio and television programs. He has written assessment statistical report narratives for the past forty years. He has served as an AQIP accreditation reviewer for the Higher Learning Commission for over a decade. Dr.

Watson's Doctoral Research – Made News!

And the requests continued...
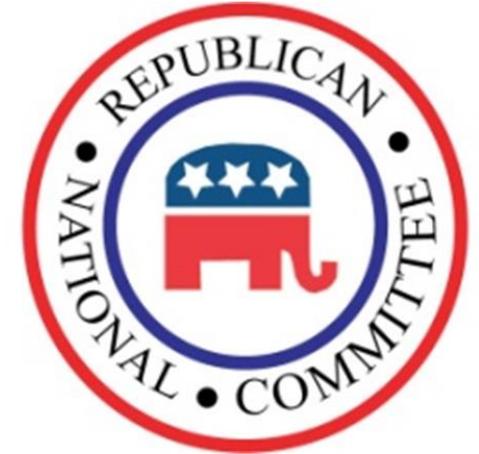
… and since the early 1980's I've not stopped researching on **Values / Motivators** and workforce science.

➢ *Using Statistics and User-Friendly Workbooks to Engage Faculty in the General Education Process Across the Curriculum.* Chicago, April 2000 by P. Klassen and **R. Watson**.

➢ At the invitation of Dr. Stephen Spangehl *Crafting Good Measures and Using them Effectively.* AQIP workshop at The Higher Learning Commission, April 2001 by P. Klassen and **R. Watson**.

➢ *28 Right- and Left-Handed Tools for all Seasons: Using Data and Feedback from Assessment to Create Effective Program Change and Increase Student Learning.* April 2001 by J. Geesaman, I. Peternel, **R. Watson**.

➢ At the invitation of Dr. Cecelia Lopez, *Assessment: An Institutional Process to Improve and Support Student Learning.* Traverse City, July-August 2000 by J. Geesaman, P. Klassen, **R. Watson**.

➢ *Measuring Moving Targets: Assessment of General Education at a Large Community College.* Denver, June 1999 by P. Klassen and **R. Watson**.

➢ *General Education Assessment at a Community College Using CAAP.* American Association of Higher Education. Assessment Conference, Charlotte, June 2000. By J. Geesaman, P. Klassen and **R. Watson**.

➢ *Assessment Primer:* Designing Assessment of General Education (Pre-conference workshop). Denver, June 2001 by P. Klassen and **R. Watson**.

➢ *Assess This! A Successful Implementation of Faculty Driven Assessment that helped Transform an otherwise difficult process into a Nationally Known Model.* Austin, TX March 1, 2002 by M. Murphy, P. Klassen, **R. Watson**, N. Conrad.

➢ *A Faculty Driven Initiative – Assessment College Wide.* November 2000 by **R. Watson**, I. Peternel, P. Klassen.

➢ *28 Right- and Left-Handed Tools for all Seasons: Using Data and Feedback from Assessment to Create Effective Program Change and Increase Student Learning.* November 2001 by J. Geesaman, I. Peternel, **R. Watson**.

➢ *Using Data and Feedback from General Education Assessment to Create Effective Program Change and Increase Student Learning Success.* Pacific Rim Conference on Higher Education Planning and Assessment, Hilo, HI, June 2000 by J. Geesaman, **R. Watson**.

➢ *28 Right- and Left-Handed Tools for all Seasons: Using Data and Feedback from Assessment to Create Effective Program Change and Increase Student Learning.* Caribbean Conference on Higher Education Planning and Assessment, San Juan, July 2001 by P. Klassen, **R. Watson**.

➢ Community College Strategies: Assessing General Education Using Standardized Tests: Challenges and Successful Solutions. *Assessment Update,* November-December 2000, Vol. 12 (6) pp8-9. J. Geesaman, P. Klassen, **R. Watson**.

➢ Getting Real: Implementing General Education Assessment that Works. *Academic Exchange.* Spring 2001, pp. 43-49. P. Klassen, **R. Watson**.
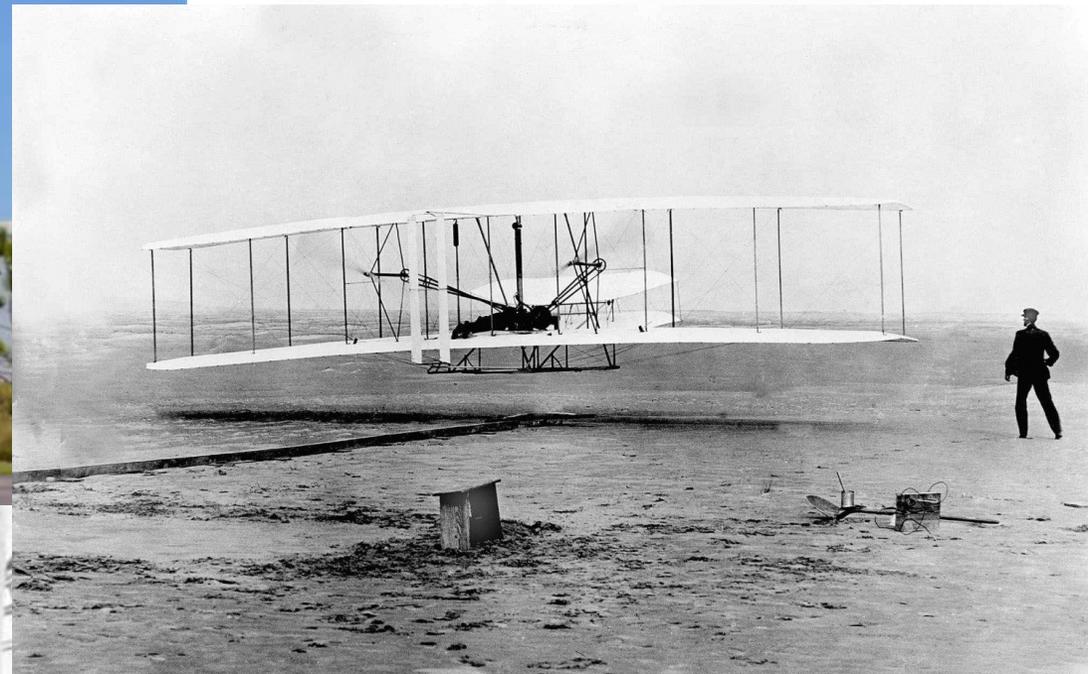
<u>Session agenda</u> -

1. **Some assumptions...**

2. **DISC – A rich History** (and some firsts from Watson, and writing from Tony Alessandra)

3. **What's on the horizon with new competition**

4. **Some cautions to be aware of (based on assumptions)**

    a. **A statistical experiment w/ aggregate scores**

    b. **On 'faking it'**

5. **The importance of validation, and a possible train-wreck...**

Feedback / Assessment:

Please choose ONE item to post in Chat.
Use prompts as a sentence-starter.

- **I learned …**

- **I re-learned …**

- **I realized …**

- **I discovered …**

- **I am surprised …**

- **I am pleased …**

- **I am concerned …**

- **I have a question about…**

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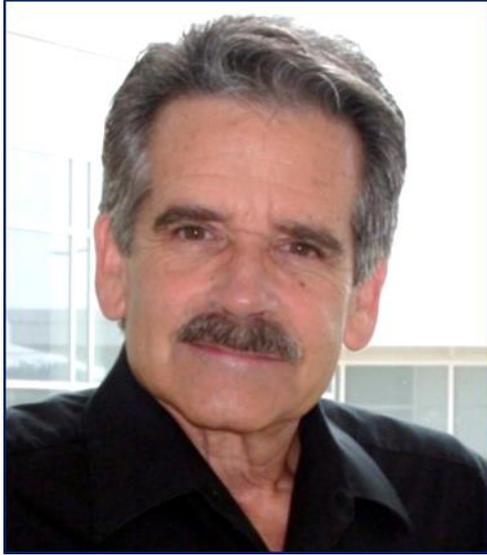
Thank You for the privilege of your time.

I wish you the best in 2021-2022!

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