

Approaches to Research and Academic Communications, SBPD7001

Assignment 1, part 1

By: Oren Ben-Gal

To what extent DiSC, as a personality test, contributes to the success of organizations in the process of leadership succession planning?

Abstract

This paper looked to answer the question of whether DiSC, as a personality test, can contribute to the process of succession planning in organizations. In the process of literature review, evidence discussing the following topics collected:

(a) Whether personality (of the future leader, and personality of team members) is taken in consideration in the process of succession planning.

(b) Whether personality assessments available today are valid, and provide good prediction for success.

(c) Whether DiSC is valid and reliable as a personality test.

The conclusion derived from the collected evidence is that DiSC is widely used as a personality assessment, in the process of leadership selection and development, and there is no reason for this to be changed. One problem/limitation found, is that DiSC is a self-reporting tool, which means that results can be faked. Literature supports that even in case of faking results, this has doubtable effect.

1. Introduction

1.1. Succession Planning

Succession Planning is defined in the Dictionary of Human Resource Management as an element within human resource planning in which the organization tries to

identify likely candidates to take over management positions when incumbents leave or retire. Estedadi et al. (2015) add that succession planning helps identify best fit candidates for key roles. They provide the example of Chester Barnard. In 1927, Barnard was president of New Jersey Bell Telephone Company. He contemplated the impact of replacing his entire management team overnight with executives from other companies within the Bell system. He forecast chaos within twelve hours, despite the similarities in company operations, knowledge, skills, and parallel job duties. Barnard was emphasizing the importance of established interpersonal relationships even in a supposedly impersonal organization. As a guideline, he noted, succession planning should contain goals related to fostering interpersonal relationships.

An example of lack of succession planning that led to failure in CEO appointment is HP. Mark Hurd, CEO, had been forced to resign Hewlett-Packard. Léo Apotheker was appointed HP's CEO without proper succession planning. Mr. Apotheker served as the CEO November 2010 to September 2011 (only 10 months). HP's stock price fell by roughly 50% in the time Mr. Apotheker was CEO. The board forced Mr. Apotheker to resign. "Apotheker's reign was terrible" said Jeffrey A. Sonnenfeld, a professor at the Yale School of Management (Stewart, 2015).

Donald Frey (Frey, 2010) has a cumulative total of over 80 years of service as an outside director for various Fortune 500 companies. He has seen many styles of succession planning, everything from brilliant to stupid, from successful (say, for the employees and shareholders) to abysmal failure, and from thoughtfully planned to abruptly forced. He says that "in reflecting on these succession experiences, I conclude that the various outcomes are principally determined by the inner personal character of the CEO".

1.2. Leader's Personality

Leadership success focuses on the leader's personal characteristics or traits. Traits are the distinguishing personal characteristics of a leader (McHenry, 2010).

In the past few decades, researchers and practitioners have considered leadership to be critical for team effectiveness (Ilgen, Hollenbeck, Johnson, & Jundt, 2005; Mathieu, Maynard, Rapp, & Gilson, 2008. Cited by Hu & Judge, 2017) and have tried to identify the leadership characteristics most essential for the best team outcomes.

1.3. Personality Assessments

Church et al. (2016) found that with the recent increasing emphasis on talent management in organizations (Cappelli, 2008; Church, 2006; Silzer & Dowell, 2010) personality assessments have become one of the three most commonly used tools for making talent-related decisions (Church & Rotolo, 2013; Church, Rotolo, Ginther, & Levine, 2015).

Research on personality at work has shown they are very useful procedures for predicting important organizational criteria. For example, personality measures predict job performance, training proficiency, counter-productive behaviors, well-being, accidents, productivity data, salary, promotions, and occupational attainment, among other work criteria (Barrick & Mount, 1991; Barrick, Mount, & Judge, 2001; Clarke & Robertson, 2005; Gilar, De Haro, & Castejón, 2015; Ng, Eby, Sorensen, & Feldman, 2005; Ones, Viswesvaran, & Schmidt, 1993; Poropat, 2009; Raman, Sambasiva, & Kumar, 2016; Salgado, 1997, 1998, 2002, 2003; Salgado, Anderson,

& Tauriz, 2015; Salgado & Tauriz, 2014. Cited by Salgado, 2017). They also predict expatriate cross-cultural adjustment and effectiveness (AlDosiry, Alkhadher, AlAqraa, & Anderson, 2016; Mol, Born, Willemsen, & Van der Molen, 2005; Salgado & Bastida, 2017. Cited by Salgado, 2017). Around 80 percent of the Fortune 500 companies use personality tests, to assess their employees for the purpose of coaching, development, and team building (Jones & Hartley, 2013). There is a large number of different personality tests used by practitioners for selection purposes, many of which are promoted by commercial test publishers (Diekmann et al, 2015).

1.4. DiSC as a tool to assess personality

One such a personality test is DiSC, which takes its name from four basic types of behavior, described by William Moulton Marston in his book 'Emotions of Normal People' (1928) - Dominance, Influencing, Steadiness and Compliance. Deviney et al. (2010) found that DiSC has been shown to be a predictor of success in areas such as employee retention, job success, sales management and more (Jones & Hartley, 2013). Reynierse, Ackerman, Fink & Harker (2000) say that DiSC has nowhere near the research base of the MBTI. DiSC is attractive, however, because of its frequent use within business organizations, its implied bipolarity and its complementarity, particularly the D dimension, to the MBTI.

Figure 1 shows the two dimensions bipolarity: high-paced (or outgoing) vs. low-paced (or reserved), and task-oriented vs. human-oriented, and the four personality styles and typical behaviors of each quadrant.

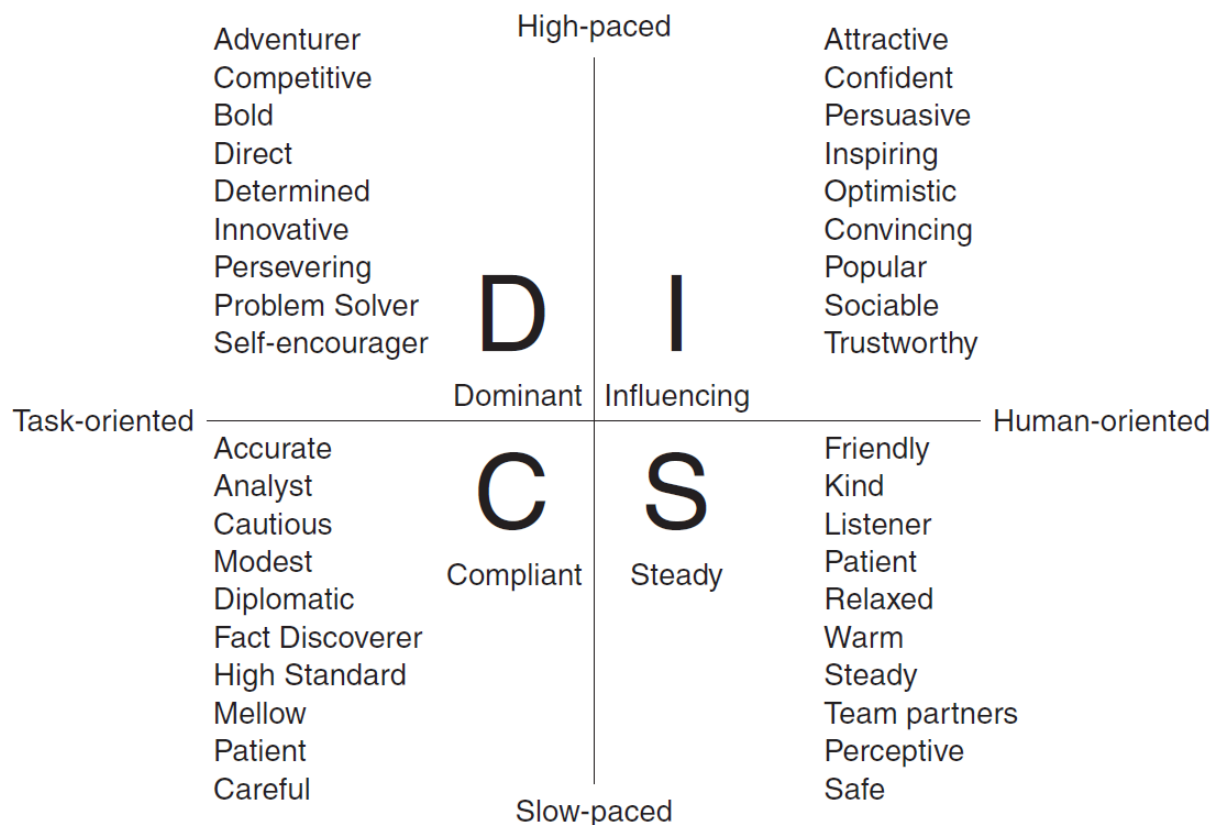


Figure 1. DISC quadrant and general descriptions.

Source: Chen, Tsai, & Chen, (2016)

2. Methodology

A systematic literature review was conducted, following the process of: identifying the research question; define inclusion and exclusion criteria of studies; search for studies; select studies according to the stated criteria; extract data; present results.

The University of Wales Trinity Saint David's Library services

(http://librarycatalogue.uwtsd.ac.uk/primo_library/libweb/action/search.do?vid=44WH ELF UWTSD VU1) and Google Scholar (<https://scholar.google.co.uk/>) were used

for the search of literature. The search was narrowed to work published between 2007 and 2017. The following table shows the search results.

Term	# of results - Library	# of results – Google scholar	Total # of results
“disc” AND “succession planning”	1,361	544	1,905
“personality” AND “succession planning”	9,029	11,400	20,429
“personality test” AND “succession planning”	4,339	198	4,537
“personality assessment” AND “succession planning”	4,317	479	4,796
“personality test” AND “disc”	8,126	643	8,769
“personality assessment” AND “disc”	5,312	1,890	7,202
"systematic literature review" AND "disc"	1,071	5,020	6,091
“personality profile” AND “disc”	1,771	604	2,375
Total	35,326	20,778	56,104

Table 1: Search phrases used, and number of results

Scanning through the first 30 results of every search was carried out, and in all cases the search results after the first 30 were irrelevant to the research topic. The main search phrase for this research (“disc” AND “succession planning”), returned results where disc references were to a Compact Disc (CD) or to the body part in humans back.

The criteria for literature to be included in the research:

- Time – Published between 2007 and 2017. This was defined in the search itself.
- Free – no payment required in order to get the publication. It doesn't normally happen that payment is required to access papers in the library search, but happens a lot in the Google search.
- Soft copy – no visits to any physical library.

- Peer-reviewed. The search initially focused only on peer-reviewed papers. Later on, non peer-reviewed, and commercial works also included, due to small amount of scholar work found.
- Full text. Only Abstract samples of literature were excluded. Partial samples of books available on the Internet were included.

After the selection, the review is conducted utilizing 22 pieces of literature.

7 pieces discussing personality in the context of succession planning.

7 pieces discussing personality tests.

8 pieces discussing DiSC.

3. Results

3.1. Personality in succession planning

There is wide agreement (7 out of 7 papers – 100%) by researchers and practitioners, that personality has an important impact on teams' and leaders' performance, and the personality of team members and leaders is today taken into considerations when making selection and development decisions. No evidence found to claim that personality is not important, or does not have an important effect on organizational performance. Church & Silzer (2014) claim that the foundational dimensions of leadership potential include two core building blocks: personality characteristics and cognitive capabilities. Personality characteristics directly impact an individual's success in dealing with and influencing other people. Marler, Botero & De Massis (2017) point out that organizations worldwide invest billions of dollars annually in leadership training programs (O'Leonard, 2014) with a heavy emphasis

on the person side (Hu & Judge, 2017), and they add that successor and incumbent personality congruence affects the succession process (Daspit et al., 2016; Long and Chrisman, 2014). Another evidence for the usage of personality tests in the selection process is provided by Risavy & Hausdorf (2011) saying that as a result of the importance of making accurate selection decisions, organizational researchers and practitioners have invested considerable effort in assessing different selection tools. Survey data has provided evidence that personality tests are often employed as an assessment measure in personnel selection processes (Heller, 2005; Rothstein & Goffin, 2006; Ryan & Sackett, 1987). Church et al. (2016) propose that the use of personality assessment is commonplace in today's organizations as part of executive coaching, organizational design, leadership development, talent management, vocational counseling, and selection programs (Barrick & Mount, 2012; Burke & Noumair, 2002; Church & Rotolo, 2013; R. Hogan & Kaiser, 2010; Scott & Reynolds, 2010). Gibby and Zickar (2008) note that personality testing has been an integral part of industrial-organizational psychology and vocational psychology for the last 85 years. Puccio & Grivas (2009) checked the relationship between personality traits and creativity style. They claim that creative problem solving of a team is critically affected by the personality traits of the members of the team. They suggest that for a team to have good creative problem solving abilities, its members have to have different personality types. "What are the personal consequences individuals experience when aspects of their personality do not align with the thinking required by a particular creative problem-solving task? Does this poor person–task fit result in frustration, stress and reduced levels of performance? In regard to creativity in teams, the results of this study would seem to echo those who have concluded that diversity is an essential ingredient of team creativity (see

Basadur & Head, 2001).”. Bhardwaj, Mishra & Hemalatha (2017) also claims that teams that are balanced in terms of personality types have been found to be statistically more productive than teams that do not. Deviney, Mills & Gerlich (2010) found that personality and the relating behaviors have been found to predict job satisfaction (Judge, Heller & Mount, 2002). Silzer & Church (2009) discussed the personality variables that predict differentiate high potential talent from others. They found the common ones to be (a) Interpersonal skills, sociability, (b) Dominance, and (c) Maturity, stability, resilience. They comment about this that these themes reflect the growing interest in selecting for and developing interpersonal skills in higher level executives while still retaining a certain amount of interpersonal assertiveness. Dominance, when compared to other personality variable can be fairly predictive of leadership effectiveness. The third theme here is emotional stability or maturity, and focuses on emotional self control and resilience, particularly in stressful situations. The dominance and stability variables make sense since they have long standing status as predictors of long term leadership success. What is interesting is that sociability and interpersonal skills are now also gaining support as desirable components. For example, in 2005 PepsiCo launched a study to predict high potentials and found that ambition and sociability were both predictive of high potential identification in that organization along with other variables (Church, 2006a; Church & Desrosiers, 2006).

3.2. Personality tests

There is also agreement in the recent research, that personality assessments are useful tool for predicting success, and there is growing usage of these tools by

organizations. Out of 7 papers discussing personality tests, only in one of them, a doubt regarding their validity was raised. In their research, Hausdorf & Risavy (2010) found that personality testing in personnel selection has made a comeback in the past 15 years (Hogan, 2005) as evidenced by increasing use by organizations (e.g., Rothstein & Goffin, 2006). For the most part, this resurgence has been driven by meta-analytic predictive validity evidence across both North American and European communities (Barrick & Mount, 1991; Hough, Eaton, Dunnette, Kamp, & McCloy, 1990; Ones, Dilchert, Viswesvaran, & Judge, 2007; Salgado, 1997; Tett, & Christiansen, 2007; Tett, Jackson, & Rothstein, 1991) as well as the view (Hogan, 2005) and evidence (Feingold, 1994; Hough, 1998) that personality test scores do not differ significantly across groups. The importance of helping people in organizations understand and use behaviors effectively can be directly related to turnover. According to Schoeck (2007), "85% of turnover is due to behavioral incompatibility." Shepherd (2005) has reported increased profits when employee work styles are compatible with the work styles preferred by the organization. Bhardwaj, Mishra & Hemalatha (2017) say that personality based classification of potential employees and as team members has been used for predicting if the potential candidate would fit in a group, and would they be productive or not. The associated business value of a candidate is often measured by the psychometric traits possessed by an individual. Scott & Tomczak (2015) claim that 65% of benchmark companies view assessment as impacting organizational results. 80% use assessments currently and another 15% plan to do so. Diekmann & König (2015), in their comprehensive work, try to get to conclusion on the topic: "Love it or leave it: the validity discussion of personality testing". They found researchers supporting personality assessments "love it", and researchers recommending to

“leave it”. One point raised is that “there is little doubt that applicants can, and actually do, fake answers when completing a personality test (e.g., Birkeland, Manson, Kisamore, Brannick, & Smith, 2006). Although some researchers consider this to be unproblematic (e.g., J. Hogan, Barrett, & Hogan, 2007), faking does seem to change rank orders and therefore affects actual selection decisions (Stewart, Darnold, Zimmerman, Parks, & Dustin, 2010)”. Their conclusion is that not only is there a large range of personality tests offered to practitioners, but many of them are also in use in the context of personnel selection.

3.3. DiSC personality assessment tool

The evidence collected discussing DiSC comprise of commercial literature that contains consultants’ testimony (cases) showing that DiSC provides a valid, simple-to-understand report, that describes the personality traits of the individuals, to enable better communications and fit to teams and organizations. The available literature is not valid as scholar work. It was published by consultants who made different use of DiSC in different contexts, and provide the showcases. They have personal commercial interest in showing the success stories. No literature found to claim that DiSC is not valid, irrelevant, not reliable or not providing value to organizations. Deviney, Mills & Gerlich (2010) stated that the use of the DISC model provides a behavioral framework to help people understand their behavior preferences, learn to identify behavior preferences of others, and learn to identify specific behaviors best suited for various organizational environments (Warburton, 1983). According to Warburton (1983, p. 2), “this is the information which they require for maximum productivity and to build multiform, harmonious relations with others.” Rohm (2013)

says there is a simple key to understand how people behave and how they are motivated. We call the concept “The DISC Model of Human Behavior.” This concept will allow you to unlock the mystery behind developing good people skills and creating better relationships... I learned about “DISC” over 25 years ago from a good friend who helped me to understand my daughter. The concept was so revolutionary in my own family that I began my own research. Since then I have trained thousands of people and written many books on the subject. No one is more passionate about what I am sharing with you than I am, because these are the very concepts that changed my life! Crowe (2015) said that having an understanding of your colleagues’ DISC styles, as well as your own, can give you the tools to be a better and more effective manager of people. You will be in a position to modify your language and behavior accordingly, enabling you to manage people in different environments. You will also have the knowledge to take a step back and question, ‘How do I approach this situation to get the result that is best for everyone?’, allowing you to communicate more effectively with others. Deviney, Mills & Gerlich (2010) used DiSC in their work with high school students. They claimed that the research illustrates that the DISC can be used with relatively young subjects to determine how well they are adjusting to the environment. Findings can also be used to help improve retention at the institution and better predict those who may be most at risk for attrition. Slowikowski (2005) discussed leadership and communications and said that successful team should be comprised of all four personalities in the DiSC model. To achieve any degree of success in developing the ideal team, which is increasingly important in today’s complex world of accelerated change, it is necessary to identify individual and community strengths. Sugerman (2009) provided another success story of DiSC usage. DiSC training gave the employees at Kudu Industries an easy-

to-use yet powerful way to understand each other better. This understanding helped them recognize the value of each style and their unique contributions. Ray Mills: “Kudu truly believes in ‘managing from the middle.’ DiSC is a tool that allows the necessary communication to take place and remove the fear.” DiSC is now a common language throughout the company, and DiSC-based programs continue to be used to ensure new employees are exposed to the more recently established corporate culture. Chan & Burgess (2015) utilized DiSC in leadership coaching program, and said the coaching process began with a DISC personality assessment to interpret the strengths and weaknesses of the managerial style and skills of the people being coached... One person said: “Better communication is promoted, and it helps the person being coached to think from a new perspective”. Another commented: “There is a new way of thinking and communication, with better rapport and help to put one’s work into practice”. White (2016) looked at ways to improving employee engagement by using the DISC, and concluded that the DISC provides valuable information for selecting and successfully incorporating new employees into their respective work group.

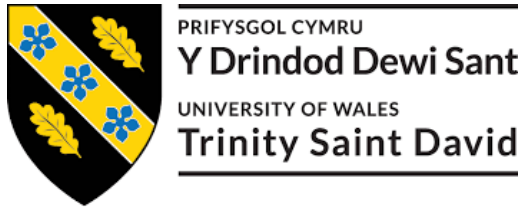
4. Conclusion

The evidence collected show that the personality, both of the future leader, and the team members in the organization he/she joins, is today and will continue to be in the future, part of the considerations of selection and development in succession planning decisions. It applies to organizations of different sizes, industries, and geographies. One of the available tools in practice, with some scholar comments on their validity, is the various self-reporting personality assessments. One such a test,

which is commonly used in organizations is DiSC. The literature collected discussing DiSC, which is commercial and provided by consultants (and thus its validity is questionable due to the personal interest in the publication), support that the DiSC profiling test does provide value to organizations in personnel selection and improve communications and effectiveness within teams. Selection decisions in organizational context are not done solely by results of self-reporting personality assessment. Other steps in the process of personnel selection were not discussed in this work, but the fact that other decision supporting tools are in use, and the decision is made considering information sourced from variety of processes or events, makes the usage of DiSC, as part of a whole package of considered information valuable.

5. Limitations

Academic validity research for the use of DiSC was not found, and the literature collected discussing DiSC is was published by consultants who made different use of DiSC in different contexts, and provide the showcases. They have personal commercial interest in showing the success stories.



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Assignment 1, part 2

By: Oren Ben-Gal

Burls (2009) defined critical appraisal as the process of carefully and systematically examining research to judge its trustworthiness, and its value and relevance in a particular context.

This document is a critical appraisal of the following research study:

Comparing Correlations between Four-Quadrant and Five-Factor Personality Assessments, published by Cathleen S. Jones and Nell T. Hartley in 2013. The article was published in the American Journal of Business Education, 6(4):459-470.

1. The Authors

Cathleen Jones is an Associate Professor of Marketing at Robert Morris University. She published research in the area of Marketing, Social Media for Marketing, and International Marketing. She holds a Doctor of Science in Information Systems and Communication from Robert Morris University, an MBA from the Tepper School at Carnegie Mellon University, and a BA from Westminster College.

Nell Hartley is University Professor of Management at Robert Morris University. She has taught in the Graduate School of Education and recently taught in Europe. She holds a B.A. from Agnes Scott College; M.S. from University of Illinois, and Ph.D. from Vanderbilt University. A focus of her teaching and corporate consulting is recognition and utilization of individual differences. She has twice received the president's top teaching award. She is an elected board member of Organizational Behaviour Teaching Society and on the editorial board of Journal of Management History.

Both Jones and Hartley published scholar works in peer-reviewed journals, and their articles were cited by others (could not find exact numbers), so they have experience not only in their field of expertise, but also in the academic environment. No evidence found that any of them have commercial interest in publishing this work, or any other interest that is stranger to the academic work. Their vast experience in their fields raises confidence that the work is reliable, valid and important.

2. The Publication Journal

The American Journal of Business Education (AJBE) publishes papers that significantly contribute to the understanding of the science and practice of business pedagogy. The AJBE embraces its mission of advancing the art and science of teaching as well as publishing articles related to the advancement of the business curriculum. Using a wide range of research methods including statistical analysis, analytical work, case studies, field research and historical analysis, articles examine significant research questions from a broad range of business education perspectives. Articles submitted to the Clute Institute, the publishing company of 19 academic journals, including the AJBE, are subjected to a double-blind, peer review process. In this type of peer review the reviewers don't know the identity of authors, and vice versa. This is the most common form of peer review amongst social science and humanities journals, and the main idea is that research is judged fairly, keeping bias out of the equation (<https://authorservices.wiley.com/Reviewers/journal-reviewers/what-is-peer-review/types-of-peer-review.html#doubleblind>). This increases the validity and credibility of the work published.

3. The Topic

Comparing Correlations Between Four-Quadrant And Five-Factor Personality Assessments. The authors find this topic interesting and important because if the information derived from four-factor instrument (DISC) or a five-factor instrument (Five-Factor Model) can be seen as being complimentary rather than disconnected, then users will benefit from synergy as they encounter different instruments throughout their careers. Also, duplication of effort in terms of using multiple instruments may be reduced. The authors add that “In this paper, we seek to relate theory to practice. The purpose of one is to generate knowledge; the purpose of the other is to be able to put the knowledge into practice (Sanderlands, 1990). Our understanding of the transfer of knowledge encourages us to explore ways in which commonalities of theories lead to comprehension and practice of knowledge”. So, findings of the research are not just knowledge created for the sake of creating knowledge, but practical for use by users. This increases the value of the research, and widen the audience that can benefit from the results. The authors add that the reader is reminded that the point of this paper is not to question the theories, but rather to show the similarities in them and their root derivation. And they provide an example of practical usage of the results: Scholars have shown that positive transfer occurs when learning in one context improves performance in another context (Perkins, 1992, 3); i.e., a student who learns in one class that his style tends toward that of a “High I, High S” can build on that information in a subsequent corporate training session where the trainer prefers to use the Five-factor vocabulary of “Extravert, Agreeable.”. And another emphasis of the wide practicality of the research findings: The logical conclusion is that knowledge of one of these personality assessments does provide information about the other. An understanding

of the Five-factor Theory Model used more widely in the classroom (according to the survey of university professors) is likely to help the student understand the DISC personality assessment used more widely in industry. Knowledge transferability appears to exist at least at some level for these two instruments. Considering the wide use of personality tests at universities and in the business world, the results of this analysis provide practical application for students seeking to apply what they have learned at university to the working world. This study has provided recognition that multiple instruments provide feedback that is complimentary.

4. The Structure of the Article

The article starts with a typical structure of Abstract, Introduction, Purpose and Literature Review. These parts of the article are clear, and simple to understand. The importance of the research is clearly stated, with examples of who and how are findings might be of a practical benefit. The Literature Review covers all the relevant topics that take part in the research, mainly the two personality assessment instruments under research.

The next part of the article (Faculty Survey) is confusing. It describes a methodology and results of a survey conducted on university faculty. The authors described why it was done: “to confirm the use of personality tests as assessment instruments in courses”, but it is not clear why this information is important for the main idea of the research. Whether personality test instrument is taken by students or not does not supposed to have any effect on the correlation between the two instruments. The appearance of this section, with tables presenting results and findings, before presenting the methodology of the main research is confusing.

The Methodology section comes next, and it is clear and detailed. It describes the sample set, and what exactly was collected and how. “People involved in filling out the instruments were participants in an undergraduate class in which the use of instruments is a central part of the learning experience. All students in the class filled out both personality instruments. Eighty-nine out of the 110 students reported the results of both personality instruments (approximately 81% of the class). Recording the scores of the instruments is voluntary.”, “Students used unidentifiable code names and recorded the scores for both instruments. Scores were plotted anonymously. Gender and major were self-reported.”

The hypotheses development section is detailed, and clear. The authors explain that “the Hypotheses were formed by comparing the adjectives used to assess each respondent’s personality style, (Hunter Wells International, 2005; Andre, R., 2008). Synonyms were compared and grouped together.” It is also described how the task of grouping adjectives together was performed. “Adjectives were compared to each other. Some of the adjectives were exact matches and some were found using <http://thesaurus.yourdictionary.com> to find synonyms. Remaining synonyms not found on the website, but determined to be logical matches, were also included”.

Following the description and explanation, a table of the hypotheses is presented, providing the reasoning for every one of them.

Analysis and Results section presents the results and describes the way they were calculated. The authors state clearly for every one of the hypotheses if it is supported by the research findings or not, and the calculated reasoning for the statement.

The Conclusions section is, again, clear and simple to follow, summarizing the research, and the practical implications of its results. “correlation exists between the

Five-factor Model and the DISC personality assessment. The logical conclusion is that knowledge of one of these personality assessments does provide information about the other. An understanding of the Five-factor Theory Model used more widely in the classroom (according to the survey of university professors) is likely to help the student understand the DISC personality assessment used more widely in industry. Knowledge transferability appears to exist at least at some level for these two instruments... This study has provided recognition that multiple instruments provide feedback that is complimentary.”

The authors finish the article with a section describing their recommendations for Future Research. They point out general direction, and specific examples for future research in the area. “a natural subject for further study would be to analyze correlations between additional personality assessment instruments. Of particular interest would be if the Five-factor Theory and the DISC personality assessment instrument were correlated with the Myers Briggs test which was used the most by sample respondents (52.2%).” For one part of their recommendation they provide good reasoning for the general recommendation (“Because the study only examined two personality assessments”) and for the specific example of future research (“the Myers Briggs test which was used the most by sample respondents (52.2%)”), but for the other recommendation they don’t provide any explanation for the importance or interest (“Another direction for further research...”). So, part of the future research recommendations is clear and makes sense, where the other part is not explained, and not clear what’s its value.

5. The Claims

The claims in the examined article are well formed and backed with evidence. It is hard to find errors in the claims, because they are well explained. The only point that may be open for interpretation or personal perspective is in the hypothesis formation section, where “Remaining synonyms not found on the website, but determined to be logical matches, were also included.” Here one can doubt what exactly is ‘determined to be logical matches’, and if the same matches were introduced if someone else would make these decisions. Since the authors are experienced professionals in the research field, and they are native English speakers, I don’t find this point to question the reliability of the research.

6. Reliability

Reliability “refers to whether or not you get the same answer by using an instrument to measure something more than once” (Bernard, 2011, p.42). In simple terms, research reliability is the degree to which research method produces stable and consistent results (<https://research-methodology.net/research-methodology/reliability-validity-and-repeatability/research-reliability/>). This research is highly reliable. Using the described methods, and the given data set, lead to the presented results. Measurement or results are not open for the researcher perspective or bias.

7. Validity

Research validity can be divided into two groups: internal and external. It can be specified that “internal validity refers to how the research findings match reality, while external validity refers to the extent to which the research findings can be replicated

to other environments” (Pelissier, 2008, p.12) (<https://research-methodology.net/research-methodology/reliability-validity-and-repeatability/research-validity/>).

Internal validity – The methodology chosen in this research match the purpose of the study. The purpose of the study was to compare correlation between two instruments, and set of subjects used the two instruments and reported the results, that were compared to provide evidence regarding the question whether correlation between the instruments exists. The research findings are derived directly from the measures. To be sure the results are valid, the authors report that the calculations were done using two different tools, and results were the same. “Note: The results were also examined using Kendall’s Tau-b and yielded the same results, so only the Spearman rank correlation coefficient results are presented here.”

External validity – The research findings can be replicated and utilized in every context in which people taking any of the two personality assessment instruments discussed. The study itself was done on subjects who are undergraduate students, but there is no reason to assume that any other group of instruments users would lead to different results.

8. Summary

This research and article might be valuable to many people and organizations who use personality assessment instruments in different contexts. There are different instruments available in the market, and their popularity increases in the past 15 years. In this research the authors looked for evidence for whether there is (or is not) correlation between two of these instruments, DISC and Five-Factor Model. The

importance of the findings is that if the information derived from the different instruments can be seen as being complimentary rather than disconnected, then users will benefit from synergy as they encounter different instruments throughout their careers, and duplication of effort in terms of using multiple instruments may be reduced. The authors are experienced scholars, who published more work and has been cited by others. The authors published the discussed work, after a double blinded peer review process, in an academic journal. The article is well structured in general, with one section causing confusion as to its importance for the overall research. The claims in the article are based on evidence, and clearly explained. The results of the research seem to be reliable and valid.

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