



REACH

TECHNICAL REPORT

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EXECUTIVE SUMMARY

The REACH concept is derived from an integrated model of work-related styles and skills. The styles and skills are aligned with specific profiles that individuals leverage when exercising influence over others in common interactions, such as: leadership, supervision, training, sales, customer service and interpersonal communication. The REACH concept is based on the notion that organizational performance is enhanced when individuals are aware of the strengths and limitations associated with their preferred profile and are equipped to develop diverse styles and skills as situations require.

In this context, self-awareness is made possible by psychometric assessments of two primary factors: Relating Style and Achieving Style (the REACH name emerges from the “RE” of Relating Style and “ACH” of Achieving Style). These factors are combined to measure an individual’s primary profile, revealing style-based characteristics that describe how the individual may prefer to exercise influence. Performance is enhanced when the individual can leverage characteristics of diverse profiles, including those not typically associated with their primary profile.

Having been made aware of their primary profile, an individual’s agility in applying diverse profiles is conveyed via the REACH Quotient (RQ) - a composite measure of skill-based characteristics associated with each profile. These skills are measured via psychometric assessments at the individual level via self-ratings, and at the team and organizational levels via ratings provided by others (such as managers, direct reports and peers). The assessments leveraged within the REACH model include:

- REACH Profile (style-based characteristics and skill-based characteristics)
- REACH 360 (skill-based characteristics within leader-member interactions)
- REACH Culture (skill-based characteristics shaping organizational culture)

An individual’s REACH is strengthened via targeted training and development initiatives. Such initiatives are targeted to the extent they align with results from the psychometric assessments. Within the REACH Ecosystem - the online portal hosting REACH components - this alignment is made possible via training needs analyses, mapping training and development resources to psychometric assessment results.

The research described herein represents the validation efforts for the REACH concept, offering evidence of the validity, reliability and utility. Within this report, such evidence is described for the work-related styles and skills measured via the psychometric assessments. While the primary focus of such evidence involves the REACH Profile, all three assessments are discussed. The research includes a sample of over 13,000 participants from 12 countries. The most salient findings emerging from this study include:

- REACH is shaped by specific personal styles, although it is not defined by a single trait.
- REACH is malleable via training, development and coaching.
- REACH incorporates style-based and skill-based facets of emotional intelligence.
- REACH contributes to a culture of increased employee engagement and retention.

These findings support the conclusion that REACH is a valid, reliable and useful model, offering a number of practical applications that enhance individual and organizational performance. Based on the results described in this report, individuals who cultivate REACH can promote stronger job performance, enhanced engagement among their teams and the resilience to gain collaborative advantage amidst a rapidly changing, global workplace.

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INTRODUCTION

REACH is an integrated model for organizational development. Through applications of the REACH model, individuals develop agility in relating to others and achieving goals via targeted training and coaching. Practically, the REACH model leverages psychometric assessments to derive a metric based on observable styles and skills known to influence organizational performance. This metric is known as the REACH Quotient (RQ). RQ can be utilized to support or inform a variety of applications, including:

- coaching
- individual and group training
- leadership development
- performance feedback
- succession planning
- teambuilding

The findings presented in this report are intended to demonstrate the sufficiency, applicability and utilization of the REACH model and to support its proper implementation. The findings contained herein were derived from research conducted or reported from 2012-2020, with an emphasis on validation efforts for the REACH Profile, the foundational component of the REACH model. Contributors to this body of research include publishers, practitioners and scholars. As such, this report offers a compilation of research conducted in workplace settings and academic environments, with participants representing diverse demographic and occupational populations. The information is presented as it was received, and it is true and correct to the publisher's knowledge at the time of publication.

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CONCEPTUAL FRAMEWORK

Model

REACH is an integrated model for organizational development. It is based on the notion that individuals, teams and organizations will be better positioned to thrive in an environment of volatility, uncertainty, complexity and ambiguity (VUCA) to the extent that their leaders promote:

- awareness of primary styles that influence how individuals relate to others and achieve goals
- capability to collaborate with team members using diverse styles
- targeted training and coaching aimed at developing essential skills
- agility to respond to dynamic challenges in a rapidly changing, global workplace

In practice, the REACH model leverages individual and organizational psychometric assessments to reveal observable styles and skills known to shape workplace performance. As an integrated model, REACH can be utilized in a variety of applications, including coaching, individual and group training, leadership development, performance feedback, succession planning and teambuilding. The goal of the REACH model is to equip leaders to cultivate productive working relationships as they guide teams in pursuing shared goals, thereby gaining a collaborative advantage for their organizations.

Assessments

Three assessments are leveraged within the REACH model, each incorporating the RQ competency map:

- **REACH Profile:** a psychometric assessment measuring the interaction of two style-based factors resulting in four profiles, and 16 skill-based characteristics that comprise the RQ competency map. The REACH Profile shares a factor structure with its predecessor, the Leading Dimensions Profile (LDP), originally published in 2010. As such, the REACH Profile incorporates measures of an individual's Relating Style and Achieving Style, and their respective dimensions. The REACH Profile provides comprehensive insights and recommendations aimed at enhancing self-awareness and agility.
- **REACH 360:** a multi-rater feedback survey eliciting observations of leadership efficacy according to the RQ competency map. Observations recorded via REACH 360 are based on the same 16 skill-based characteristics leveraged within the REACH Profile. In fact, when an individual completes the REACH Profile, they also will have completed the self-rating portion of the REACH 360. The online portal integrates responses from both assessments, the REACH Profile and REACH 360, into a single record within its database structure. The REACH 360 equips leaders with insight and perspective from superiors, peers, direct reports and others, aimed at strengthening agility and promoting collaborative advantage.
- **REACH Culture:** an organizational culture survey designed to measure general climate and employee engagement according to the REACH model. The REACH Culture survey leverages the same 16 skill-based characteristics measured via the REACH Profile and REACH 360, asking employees to evaluate the extent to which characteristics are demonstrated within their organization. The REACH Culture survey provides a mechanism for leaders to gather feedback

from internal stakeholders, aimed at promoting engagement, boosting retention likelihood and strengthening organizational performance.

Each assessment can be used individually or collectively within the REACH model. The assessments are published by Leading Psychometric Solutions, LLC of the United States and are administered via the online portal, REACH Ecosystem. The REACH Ecosystem is maintained by the OrgDev Institute of Australia and supported by partners and practitioners in Australia, India, Ireland, New Zealand, Portugal, Singapore, South Africa, the United Kingdom and the United States. Each assessment produces a REACH Training Needs Analysis with recommendations for specific coaching, training and development initiatives hosted within the REACH Ecosystem (available at reachecosystem.com). The psychometric basis and structure for the REACH model are described briefly as follows.

Primary Styles

The REACH model is intended to reveal patterns of personality characteristics describing how individuals exercise influence over others. Referred to as primary styles, these patterns can be applied to diverse settings such as leading, selling, negotiating, learning, conflict-handling, teambuilding and others. Based on an exhaustive literature review of studies dating back nearly a century and supported by exploratory and confirmatory analyses, the publishers developed a model based on the combined expression of two primary styles: Relating Style and Achieving Style. These styles form the basis of the REACH Profile.

- **Relating Style:** describes the extent to which an individual engages emotionally in common circumstances. At opposite ends of the Relating Style continuum are two primary style patterns: guarded and expressive.
 - **Guarded:** reserved, private and distant during common interactions. Often considered quiet or withdrawn, guarded individuals are typically careful about confiding in others. They are inclined to maintain a formal or distant approach in most personal interactions, at least until others gain their confidence or trust. Guarded individuals often prefer to work alone rather than collaborating with others, and they may be viewed as objective or neutral when working within a team setting.
 - **Expressive:** outgoing, gregarious and collaborative during common interactions. Outgoing in nature, expressive individuals are drawn to personal interactions and opportunities to affiliate with recognized groups. They are often considered approachable by others, and they will likely prefer teamwork over individual effort. Expressive individuals are often seen as sensitive and cooperative in their approach, and they tend to influence others based on emotional persuasion rather than using impersonal facts or direction.
- **Achieving Style:** describes the focus and pace with which an individual approaches common activities and goals. At opposite ends of the Achieving Style continuum are two primary style patterns: methodical and urgent.
 - **Methodical:** approaching tasks and goals in a cautious, measured or contemplative manner. Rarely impulsive, methodical individuals are typically very deliberate in their actions and prefer to consider all possible outcomes before choosing a specific course. They are inclined to seek clarification and rationalization, so they fully understand both needs and implications of their circumstances. Others may view methodical individuals as pragmatic and consistent in decision-making, preferring order over novelty in reaching conclusions.

- **Urgent:** approaching tasks and goals in a bold, intense or confident manner. Spontaneous in nature, urgent individuals are typically comfortable with ambiguity and do not shy away from taking action, even without a fully developed plan. Their desire for recognizable accomplishments and their need for change may cause them to work at a faster pace than their peers. Urgent individuals are often very concerned with “what’s next”, and they may be seen by others as passionate and courageous in approaching common circumstances.

To arrive at an individual’s REACH Profile, their preferred Relating Style pattern (guarded or expressive) is considered with their preferred Achieving Style pattern (methodical or urgent). The REACH Profile is graphically portrayed as the interaction of these two style patterns on a 2x2 matrix, color-coded to represent four distinct style combinations described below. A sample of the REACH Profile Matrix is provided in Appendix A.

Style Profiles

As indicated above, the primary style patterns interact to reveal four distinct profiles. These profiles are used to describe the pattern with which individuals may tend to exercise influence in a variety of applications.

- **Counseling Profile:** The combination of expressive Relating Style and methodical Achieving Style indicates the individual prefers a counseling approach when exercising influence over others. This profile is plotted on the REACH Profile Matrix in the upper left green quadrant, ranging from 50-100% Relating Style and from 0-49% Achieving Style and is most recognized for its combination of thinking-orientation and people-focus. When challenged, individuals indicating a preference for the Counseling Profile may tend to accommodate or yield to others’ interests. Anecdotal evidence suggests they prefer to maintain harmony when challenged. The following REACH skills tend to be performed more comfortably by those preferring the Counseling Profile:
 - Assimilating Team Members
 - Identifying Personal Needs
 - Cultivating Team Spirit
 - Recognizing Others’ Efforts

When leveraged effectively, these skills may contribute to a team culture in which members feel supported and encouraged to engage emotionally with others. Observations regarding these skills are elicited in the REACH Profile via self-ratings, in the REACH 360 via ratings from superiors, direct reports, peers and others, and in the REACH Culture survey via ratings from internal stakeholders. These skills can be developed with the support of comprehensive training and coaching resources accessible via the REACH Ecosystem. A complete list of courses is shown in Appendix B.

- **Coaching Profile:** The combination of expressive Relating Style and urgent Achieving Style indicates the individual prefers a coaching approach when exercising influence over others. This profile is plotted on the REACH Profile Matrix in the upper right blue quadrant, ranging from 50-100% Relating Style and from 50-100% Achieving Style and is most recognized for its combination of acting-orientation and people-focus. When challenged, individuals indicating a preference for the Coaching Profile may tend to leverage collaboration as a way of sharing others’ interests. Anecdotal evidence suggests they prefer to sell or persuade others when challenged.

The following REACH skills tend to be performed more comfortably by those preferring the Coaching Profile:

- Building Rapport
- Easing Tensions
- Finding Synergy
- Rallying Others

When leveraged effectively, these skills may contribute to a team culture in which members feel inspired to pursue a compelling vision together. Observations regarding these skills are elicited in the REACH Profile via self-ratings, in the REACH 360 via ratings from superiors, direct reports, peers and others, and in the REACH Culture survey via ratings from internal stakeholders. These skills can be developed with the support of comprehensive training and coaching resources accessible via the REACH Ecosystem. A complete list of courses is shown in Appendix B.

- **Driving Profile:** The combination of guarded Relating Style and urgent Achieving Style indicates the individual prefers a driving approach when exercising influence over others. This profile is plotted on the REACH Profile Matrix in the lower right red quadrant, ranging from 0-49% Relating Style and from 50-100% Achieving Style and is most recognized for its combination of acting-orientation and task-focus. When challenged, individuals indicating a preference for the Driving Profile may tend to directly confront the issue in order to force resolution. Anecdotal evidence suggests they prefer to compete with rival viewpoints when challenged. The following REACH skills tend to be performed more comfortably by those preferring the Driving Profile:

- Establishing Expectations
- Exercising Control
- Evaluating Performance
- Guiding Change

When leveraged effectively, these skills may contribute to a team culture in which members feel directed within a controlled, yet fluid setting. Observations regarding these skills are elicited in the REACH Profile via self-ratings, in the REACH 360 via ratings from superiors, direct reports, peers and others, and in the REACH Culture survey via ratings from internal stakeholders. These skills can be developed with the support of comprehensive training and coaching resources accessible via the REACH Ecosystem. A complete list of courses is shown in Appendix B.

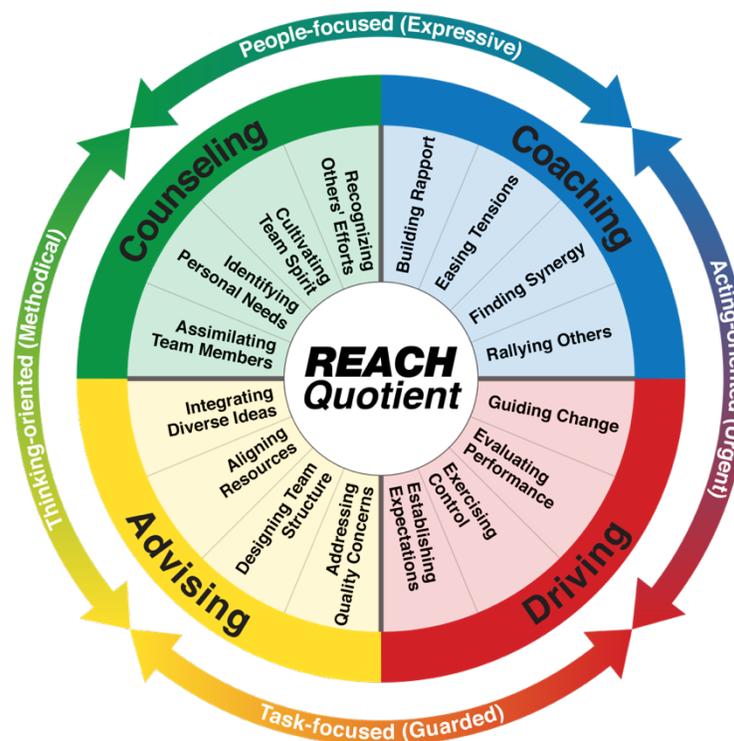
- **Advising Profile:** The combination of guarded Relating Style and methodical Achieving Style indicates the individual prefers an advising approach when exercising influence over others. This profile is plotted on the REACH Profile Matrix in the lower left yellow quadrant, ranging from 0-49% Relating Style and from 0-49% Achieving Style and is most recognized for its combination of thinking-orientation and task-focus. When challenged, individuals indicating a preference for the Advising Profile may tend to leverage problem-solving to identify compromises. Anecdotal evidence suggests they prefer to negotiate when challenged. The REACH following skills tend to be performed more comfortably by those preferring the Advising Profile:

- Addressing Quality Concerns
- Designing Team Structure
- Aligning Resources
- Integrating Diverse Ideas

When leveraged effectively, these skills may contribute to a team culture in which members are consulted regarding their perspectives to arrive at the most efficient process. Observations regarding these skills are elicited in the REACH Profile via self-ratings, in the REACH 360 via ratings from superiors, direct reports, peers and others, and in the REACH Culture survey via ratings from internal stakeholders. These skills can be developed with the support of comprehensive training and coaching resources accessible via the REACH Ecosystem. A complete list of courses is shown in Appendix B.

The style-based and skill-based characteristics, and their alignment as outlined above, form the basis for the REACH model. The style-based characteristics are graphically conveyed as a plot on the REACH Profile Matrix, as described in this section. The RQ score is derived from the average of an individual's ratings for the skill-based characteristics and is graphically portrayed as a shaded range around their plot. A sample of this shaded range is shown on the REACH Profile Matrix provided in Appendix A.

The shaded range indicates the relative zone within which the individual feels most comfortable exercising influence. A higher RQ generates a larger comfort zone on the REACH Profile Matrix, indicating greater interpersonal agility. To the extent this zone encompasses more than one quadrant, the individual may be more capable of leveraging diverse styles as circumstances require. In contrast, a lower RQ generates a smaller zone, indicating the individual may limit their influence unless circumstances are ideally suited for their primary profile. Although the individual's response type may change based on the assessment (such as self-ratings on the REACH Profile, multiple raters on the REACH 360 and stakeholder ratings on the REACH Culture), the underlying alignment of the skill-based characteristics is consistently applied within the REACH model. A sample of a report page devoted to conveying skill-based characteristics is provided in Appendix C.



Style-based Characteristics

The two-style framework was operationalized by an initial version of the REACH Profile (then referred to as the Leading Dimensions Profile, or LDP), whereby only measures of the primary styles were reported. Participants' results were graphically portrayed on a 2x2 matrix, where Relating Style was plotted on the vertical axis and Achieving Style was plotted on the horizontal axis. The matrix was divided into four quadrants, as described in the preceding section.

After further data collection and factor analytical procedures, researchers determined that the two primary styles may be comprised of, or related to, smaller constructs (smaller in terms of the number of items used). Repeated analyses confirmed that between six and ten constructs may exist within the two-style framework, in addition to the primary factors of Relating Style and Achieving Style. Over time, these additional constructs became known as Relating Style dimensions and Achieving Style dimensions. They have since been leveraged to describe how individuals relate to others and achieve goals with increased granularity, providing additional depth and clarity in recognizing the Relating Styles and Achieving Styles, respectively.

While each of the supporting dimensions helps to explain how an individual's Relating Style and Achieving Style may be observed, these are not considered pure facets of the primary styles. The dimensions do share a number of common items with the primary styles, but only some were derived solely from factor analytical procedures involving Relating Style and Achieving Style. The remaining dimensions emerged as researchers discovered scales outside of the two-style framework, with sufficient practical value to be reported as independent constructs. A sample of a report page devoted to conveying dimension information is provided in Appendix D.

Relating Style may be described with support from five secondary dimensions:

- **Affiliation:** the desire to collaborate or affiliate with others in work and common activities. This dimension is graphically conveyed on a continuum where Affiliation is described as more independent on the left side and more social on the right side.
- **Consideration:** the awareness and propensity to contemplate others' feelings and needs. This dimension is graphically conveyed on a continuum where Consideration is described as more objective on the left side and more nurturing on the right side.
- **Openness:** the desire to learn and share personal information with coworkers or strangers. This dimension is graphically conveyed on a continuum where Openness is described as more private on the left side and more open on the right side.
- **Status Motivation:** the drive to be personally recognized for efforts and accomplishments. This dimension is graphically conveyed on a continuum where Status Motivation is described as more competitive on the left side and more contented on the right side.
- **Self-protection:** the level of trust in the intentions or reliability of others. This dimension is graphically conveyed on a continuum where Self-protection is described as more skeptical on the left side and more trusting on the right side.

Achieving Style may be described with support from five secondary dimensions:

- **Intensity:** the pace of effort applied in meeting objectives when performing common tasks. This dimension is graphically conveyed on a continuum where Intensity is described as more measured on the left side and more intense on the right side.
- **Assertiveness:** the level of confidence in approaching one's work and in asserting opinions. This dimension is graphically conveyed on a continuum where Assertiveness is described as more reflective on the left side and more confident on the right side.
- **Risk Tolerance:** the propensity to take risks in making decisions or take action in uncertain situations. This dimension is graphically conveyed on a continuum where Risk Tolerance is described as more cautious on the left side and more bold on the right side.
- **Adaptability:** the likely response in anticipation of changing or fluid circumstances. This dimension is graphically conveyed on a continuum where Adaptability is described as more consistent on the left side and more flexible on the right side.
- **Decision-making:** the extent to which one relies on perception and experience (versus methodical analysis) in making decisions. This dimension is graphically conveyed on a continuum where Decision-making is described as more analytical on the left side and more intuitive on the right side.

Each of the style-based and skill-based characteristics described herein is supported by construct and criterion validity evidence, as described in subsequent sections of this report. More detailed information regarding the psychometric structure and initial validation of the Relating Style and Achieving Style factors can be found in the Technical Validation Report of the Leading Dimensions Profile (LDP), available from Leading Psychometric Solutions, LLC.

INTERPRETATION OF RESULTS

As described in the Conceptual Framework section, the REACH model integrates generalizable patterns of style-based and skill-based characteristics. These characteristics are transformed from participants' item-level responses to user reports as described in a subsequent section of this report.

Style-based Characteristics

Within the items devoted to style-based characteristics (items 1-95), participants select the response most likely to describe their preferences or tendencies (such as “mostly true” or “mostly false”). These items are presented in a single-stimulus format, meaning, each item measures either an aspect of Relating Style or an aspect of Achieving Style. None of the items measures more than one primary style characteristic. Responses to items are aggregated to derive a score. The score is provided as a comparison to a normative reference group. This encourages a relative comparison of preferences and tendencies between individuals. Such a comparison focuses only on generalizable preferences and tendencies and does not represent a specific forecast of future behavior, psychological composition or psychiatric condition.

For example, a participant may indicate a preference for openness in their working environment, meaning they prefer to work in a setting where people get to know each other, share stories about personal experiences and generally communicate more freely and openly. Such a preference is typically aligned with an expressive Relating Style (as described below). However, this would not indicate that, without exception, the participant is always talkative and always seeks conversation. The score simply indicates the typical response to common circumstances, with the response being more reflective of a specific label on either side of a given continuum. For the typical participant, their preferences and tendencies may be more moderate in nature, meaning they will tend to follow a specific pattern but will deviate from this at times under less common circumstances. Test-retest reliability evidence suggests that most participants will tend to maintain their preferences for specific styles over time.

The REACH model is based on the interaction of two primary style patterns, Relating Style and Achieving Style, the interpretation for which are described below.

- **Relating Style:** describes the extent to which an individual engages emotionally in common circumstances. Relating Style is one of two primary style-based characteristics measured by the REACH Profile (the other being Achieving Style). Relating Style may be closely aligned with measures of Empathy, Interpersonal Sensitivity and Agreeableness. It is supported by a number of secondary style-based characteristics, including the following dimensions:
 - Affiliation
 - Consideration
 - Openness
 - Status Motivation
 - Self-protection

These dimensions add further clarity and depth in describing the participant's preferences and tendencies as revealed within their Relating Style. The style is conveyed as a plot along the

continuum of percentile scores derived according to the normative reference group. This continuum forms the vertical axis for the REACH Profile Matrix. At opposite ends of the Relating Style continuum are two primary style labels: guarded (on the left extreme) and expressive (on the right extreme).

- **Guarded:** Participants preferring a guarded Relating Style pattern may be recognized as reserved, private or distant during common interactions. Often considered quiet or withdrawn, guarded individuals may be careful about confiding in others. They may be inclined to maintain a formal or distant approach in most personal interactions, at least until others gain their trust. Guarded individuals may prefer to work alone rather than collaborating with others and they may be viewed as impatient or neutral when working within a team setting. Although the strength and consistency may vary, the guarded Relating Style tends to be aligned with certain labels among the five Relating Style dimensions:
 - Independent (left side label of Affiliation)
 - Objective (left side label of Consideration)
 - Private (left side label of Openness)
 - Competitive (left side label of Status Motivation)
 - Skeptical (left side label of Self-protection)

Although this pattern is fairly consistent among those preferring the guarded Relating Style, some participants may reflect only a portion of this pattern. For example, their response may show tendencies toward independence, objectivity and privacy, while also appearing more content (rather than competitive) and more trusting (rather than skeptical). The pattern is based on general tendencies observed in the normative reference group (in which 45.20% of participants indicated a guarded Relating Style) and is not without exception.

As revealed in the Construct Validity section of this report, the guarded Relating Style pattern may be associated with or similar to constructs measured by other assessments, such as:

- Dominance (DISC)
 - Testosterone (Fisher Temperament Inventory)
 - Executing (StrengthsFinder)
 - Deliberative (StrengthsFinder)
 - Discipline (StrengthsFinder)
 - Command (StrengthsFinder)
 - Analytical (StrengthsFinder)
 - Competing/Forcing (Thomas-Kilmann Conflict Mode)
 - Introversion (MBTI/Jung Typology)
 - Thinking (MBTI/Jung Typology)
- **Expressive:** Participants preferring an expressive Relating Style pattern may be recognized as outgoing, gregarious and collaborative during common interactions. Outgoing in nature, expressive individuals may be drawn to personal interactions and opportunities to affiliate with recognized groups. They may be considered approachable by others, and they may tend to prefer teamwork over individual effort. Expressive individuals may be seen as sensitive and cooperative in their approach, and they may influence

others based on emotional persuasion rather than using impersonal direction. Although the strength and consistency may vary, the expressive Relating Style tends to be aligned with certain labels among the five Relating Style dimensions:

- Social (right side label of Affiliation)
- Nurturing (right side label of Consideration)
- Open (right side label of Openness)
- Contented (right side label of Status Motivation)
- Trusting (right side label of Self-protection)

Although this pattern is fairly consistent among those preferring the expressive Relating Style, some participants may reflect only a portion of this pattern. For example, their response may show tendencies toward social, nurturing and openness, while also appearing more competitive (rather than contented) and more skeptical (rather than trusting). The pattern is based on general tendencies observed in the normative reference group (in which 54.80% of participants indicated an expressive Relating Style) and is not without exception.

As revealed in the Construct Validity section of this report, the expressive Relating Style pattern may be associated with or similar to constructs measured by other assessments, such as:

- Influence (DISC)
- Steadiness (DISC)
- Estrogen/Oxytocin (Fisher Temperament Inventory)
- Dopamine (Fisher Temperament Inventory)
- Influencing (StrengthsFinder)
- Communication (StrengthsFinder)
- Developer (StrengthsFinder)
- Empathy (StrengthsFinder)
- Includer (StrengthsFinder)
- Positivity (StrengthsFinder)
- Accommodating/Smoothing (Thomas-Kilmann Conflict Mode)
- Yielding (deDreu Conflict Handling Style)
- Avoiding (deDreu Conflict Handling Style)
- Compromising (deDreu Conflict Handling Style)
- Interpersonal Sensitivity (Hogan Personality Inventory)
- Least Preferred Coworker (Fiedler/Chemers)
- Extraversion (MBTI/Jung Typology)
- Feeling (MBTI/Jung Typology)

The Relating Style is supported by extensive evidence of construct validity and psychometric reliability. Its proper interpretation is limited to relational aspects of exercising influence, specifically, the extent to which an individual tends to be more guarded or more expressive in relating to others.

- **Achieving Style:** describes the focus and intensity with which an individual approaches common activities and goals. Achieving Style is one of two primary style-based characteristics measured by the REACH Profile (the other being Relating Style). Achieving Style may be closely aligned with

measures of Ambition, Inquisitiveness and Confidence. It is supported by a number of secondary style-based characteristics, including the following dimensions:

- Intensity
- Assertiveness
- Risk Tolerance
- Adaptability
- Decision-making

These dimensions add further clarity and depth in describing the participant's preferences and tendencies as revealed within their Achieving Style. The style is conveyed as a plot along the continuum of percentile scores derived according to the normative reference group. This continuum forms the horizontal axis for the REACH Profile Matrix. At opposite ends of the Achieving Style continuum are two primary style labels: methodical (on the left extreme) and urgent (on the right extreme).

- **Methodical:** Participants preferring a methodical Achieving Style pattern may be recognized as approaching tasks and goals in a cautious, measured or contemplative manner. Rarely impulsive, methodical individuals may be very deliberate in their actions and prefer to consider all possible outcomes before choosing a specific course. They may be inclined to seek clarification and rationalization, so they fully understand both needs and implications of their circumstances. Others may view methodical individuals as pragmatic and consistent in decision-making, preferring order over novelty in reaching conclusions. Although the strength and consistency may vary, the methodical Achieving Style tends to be aligned with certain labels among the five Achieving Style dimensions:
 - Measured (left side label of Intensity)
 - Reflective (left side label of Assertiveness)
 - Cautious (left side label of Risk Tolerance)
 - Consistent (left side label of Adaptability)
 - Analytical (left side label of Decision-making)

Although this pattern is fairly consistent among those preferring the methodical Achieving Style, some participants may reflect only a portion of this pattern. For example, their response may show tendencies toward measured, reflective and cautious behaviors, while also appearing more flexible (rather than consistent) and more intuitive (rather than analytical). The pattern is based on general tendencies observed in the normative reference group (in which 56.40% of participants indicated a methodical Achieving Style) and is not without exception.

As revealed in the Construct Validity section of this report, the methodical Achieving Style pattern may be associated with or similar to constructs measured by other assessments, such as:

- Steadiness (DISC)
- Compliance (DISC)
- Serotonin (Fisher Temperament Inventory)
- Consistency (StrengthsFinder)
- Deliberative (StrengthsFinder)
- Discipline (StrengthsFinder)

- Harmony (StrengthsFinder)
 - Reflective (Felder-Soloman Learning Style)
 - Accommodating/Smoothing (Thomas-Kilmann Conflict Mode)
 - Yielding (deDreu Conflict Handling Style)
 - Avoiding (deDreu Conflict Handling Style)
 - Introversion (MBTI/Jung Typology)
- **Urgent:** Participants preferring an urgent Achieving Style pattern may be recognized as approaching tasks and goals in a bold, intense or confident manner. Spontaneous in nature, urgent individuals may tend to be comfortable with ambiguity and may not shy away from taking action, even without a fully developed plan. Their desire for recognizable accomplishments and their need for change may cause them to work at a faster pace than their peers. Urgent individuals may be very concerned with “what’s next” and they may be seen by others as passionate and courageous in approaching most circumstances. Although the strength and consistency may vary, the urgent Achieving Style tends to be aligned with certain labels among the five Achieving Style dimensions:
 - Intense (right side label of Intensity)
 - Confident (right side label of Assertiveness)
 - Bold (right side label of Risk Tolerance)
 - Flexible (right side label of Adaptability)
 - Intuitive (right side label of Decision-making)

Although this pattern is fairly consistent among those preferring the urgent Achieving Style, some participants may reflect only a portion of this pattern. For example, their response may show tendencies toward intense, confident and bold behaviors, while also appearing more consistent (rather than flexible) and more analytical (rather than intuitive). The pattern is based on tendencies observed in the normative reference group (in which 43.60% of participants indicated an urgent Achieving Style) and is not without exception.

As revealed in the Construct Validity section of this report, the urgent Achieving Style pattern may be associated with or similar to constructs measured by other assessments, such as:

- Dominance (DISC)
- Influence (DISC)
- Dopamine (Fisher Temperament Inventory)
- Testosterone (Fisher Temperament Inventory)
- Influencing (StrengthsFinder)
- Activator (StrengthsFinder)
- Command (StrengthsFinder)
- Self-Assurance (StrengthsFinder)
- Ideation (StrengthsFinder)
- Ambition (Hogan Personality Inventory)
- Inquisitive (Hogan Personality Inventory)
- Active (Felder-Soloman Learning Style)
- Collaborating/Problem-Solving (Thomas-Kilmann Conflict Mode)
- Problem-Solving (deDreu Conflict Handling Style)
- Extraversion (MBTI/Jung Typology)

The Achieving Style is supported by extensive evidence of construct validity and psychometric reliability. Its proper interpretation is limited to task-related aspects of exercising influence, specifically, the extent to which an individual tends to be more methodical or more urgent in achieving goals.

Skill-based Characteristics

Whereas the style-based characteristics reveal comparative estimates of behavioral preferences, the skill-based characteristics indicate the participants' comfort level in performing specific tasks involved in exercising influence. Eight of the tasks involve some aspect of Relating to Others, and eight of the tasks involve some aspect of Achieving Goals. These tasks are identified in the Conceptual Framework section of this report and are further described below. Such influence is exercised formally and informally, regardless of whether the participant holds a position of formal authority. In fact, tremendous influence can be exercised by peers, colleagues and others independent of a specific organizational hierarchy.

- **Relating to Others:** These skills involve more relational aspects of exercising influence in the context of teams and groups.
 - Assimilating Team Members: This skill involves ensuring new team members feel welcomed and emotionally supported during their transition.
 - This skill is recognized as the individual supports others through interpersonal adjustments involved in taking on a new role. This skill helps to shorten the learning curve as team members gain support and encouragement.
 - When this skill is underdeveloped, the individual may limit their interactions with new team members to a cursory or formal manner, thereby making it more difficult for others to engage in the life of the team.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Cultivating Team Spirit skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Supervising Others (1 day)
 - Creating Team Synergy (1 day)
 - Compared to the normative reference group, individuals preferring the Counseling profile tend to be more comfortable demonstrating the Assimilating Team Members skill.
 - Cultivating Team Spirit: This skill involves nurturing a sense of belonging among new and existing team members.
 - The skill is recognized as the individual encourages others to develop a shared identity within the working unit. This skill helps to cultivate mutual responsibility for the emotional well-being of the team (reducing out-groups).

- When this skill is underdeveloped, the individual may fail to recognize obstacles or threats to team engagement, thereby contributing to voluntary turnover.
- Comprehensive resources are provided via the REACH Ecosystem to develop the Cultivating Team Spirit skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Productive People Advantage Series: Building Team Synergy
 - Productive People Advantage Series: Identifying Difference as Opportunities
 - Productive People Advantage Series: Taking Productivity to the Next Level
- Compared to the normative reference group, individuals preferring the Counseling profile tend to be more comfortable demonstrating the Cultivating Team Spirit skill.
- Identifying Personal Needs: This skill involves understanding the needs of team members beyond the scope of their immediate working environment.
 - This skill is recognized as individuals explore ways to help others balance work and non-work concerns. This skill helps to promote psychological safety and mitigate apprehension.
 - When this skill is underdeveloped, the individual may avoid or reroute conversations regarding others' personal interests, thereby missing opportunities to provide interpersonal support.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Identifying Personal Needs skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Productive People Advantage Series: Building Team Synergy
 - Productive People Advantage Series: Identifying Difference as Opportunities
 - Compared to the normative reference group, individuals preferring the Counseling profile tend to be more comfortable demonstrating the Identifying Personal Needs skill.
- Recognizing Others' Efforts: This skill involves expressing appreciation for the contributions of team members.
 - This skill is recognized as individuals affirm the value of others' work, both specifically and generally. This skill helps to promote a culture in which team members praise each other's efforts because recognition is not limited or rationed.
 - When this skill is underdeveloped, the individual may fail to identify opportunities to celebrate others' contributions to the team, thereby causing team members to feel overlooked or unappreciated.

- Comprehensive resources are provided via the REACH Ecosystem to develop the Recognizing Others' Efforts skill. In addition to customizable coaching activities, a specific course designed to enhance this skill includes (this is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Productive People Advantage Series: Identifying Difference as Opportunities
- Compared to the normative reference group, individuals preferring the Counseling profile tend to be more comfortable demonstrating the Recognizing Others' Efforts skill.
- Building Rapport: This skill involves establishing working relationships with new or unfamiliar contacts.
 - This skill is recognized as individuals strike up conversation with strangers, exploring common interests and opportunities for collaboration. This skill helps to improve the flow of information with diverse stakeholders.
 - When this skill is underdeveloped, the individual may remain formal and distant, thereby missing opportunities for synergy arising from productive interpersonal relationships within the team and between teams.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Building Rapport skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Consultative Sales Training
 - Customer Service
 - Professional Telephone Skills
 - Retail Sales Training Course
 - Sales Training
 - Advanced Facilitation Skills
 - Body Language
 - Communication Skills
 - Emotional Intelligence (EQ)
 - Facilitation Skills
 - Compared to the normative reference group, individuals preferring the Coaching profile tend to be more comfortable demonstrating the Building Rapport skill.
- Easing Tensions During Conflict: This skill involves mitigating sources of conflicting priorities within the team.
 - This skill is recognized as individuals attempt to serve as peacemaker between rival interests and expectations. This skill helps to reduce conflict and restore a shared focus on team goals.

- When this skill is underdeveloped, the individual fails to recognize antecedents and implications for conflict, thereby eroding interpersonal trust amongst team members.
- Comprehensive resources are provided via the REACH Ecosystem to develop the Easing Tensions During Conflict skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Assertiveness and Self Confidence
 - Supervising Others
 - Conflict Resolution
- Compared to the normative reference group, individuals preferring the Coaching profile tend to be more comfortable demonstrating the Easing Tensions During Conflict skill.
- Finding Opportunities For Synergy: This skill involves exploring ways for new and existing contacts to work together.
 - This skill is recognized as individuals build networks of diverse stakeholders who may benefit from collaboration. This skill helps to expand existing networks and promote innovation.
 - When this skill is underdeveloped, the individual focuses exclusively on leveraging existing contributors, thereby missing opportunities to bring in fresh ideas and perspectives.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Finding Opportunities For Synergy skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Creating Team Synergy
 - Productive People Advantage Series: Taking Productivity to the Next Level
 - Productive People Advantage Series: Building Team Synergy
 - Productive People Advantage Series: Identifying Difference as Opportunities
 - Compared to the normative reference group, individuals preferring the Coaching profile tend to be more comfortable demonstrating the Finding Opportunities for Synergy skill.
- Rallying Others Around A Cause: This skill involves promoting shared interest for a specific goal.
 - This skill is recognized as individuals convey enthusiasm for the team's efforts to address a specific opportunity or to overcome an obstacle. This skill helps to engage stakeholders in pursuing a compelling, shared vision.

- When this skill is underdeveloped, the individual fails to promote a mental model for what the team can achieve together, thereby contributing to ambiguity and burnout.
- Comprehensive resources are provided via the REACH Ecosystem to develop the Rallying Others Around A Cause skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - The Emerging Leader Development Program
 - Leadership Training Short Course
 - Communication Skills
 - Productive People Advantage Series: Building Creativity and Problem-Solving Capacity with a Growth Mindset
- Compared to the normative reference group, individuals preferring the Coaching profile tend to be more comfortable demonstrating the Rallying Others Around a Cause skill.

Generally speaking, these characteristics tend to address the “who” and “why” questions in the life of the team. Participants maximizing their capacity to perform such skills will promote psychological safety while cultivating team resiliency in the face of obstacles and in pursuing opportunities. Although not without exception, these skills tend to be most comfortably performed by individuals preferring the Counseling profile and Coaching profile. This is perhaps due to their stronger inclination to display empathy and interpersonal sensitivity in pursuing shared goals.

- **Achieving Goals:** These skills involve more functional aspects of exercising influence in the context of teams and groups.
 - Establishing Clear Expectations: This skill involves providing clarity regarding what is expected of team members.
 - This skill is recognized as individuals seek and convey clarity for performance requirements. This skill helps to ensure that team members are informed regarding the quality and timing of deliverables.
 - When this skill is underdeveloped, the individual fails to clarify essential details (such as the timing, processes and policies required to accomplish goals), thereby burdening team members with uncertainty.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Establishing Clear Expectations skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Supervising Others
 - The Emerging Leader Development Program
 - Leadership Training Course

- Compared to the normative reference group, individuals preferring the Driving profile tend to be more comfortable demonstrating the Establishing Clear Expectations skill.
- Evaluating Individual Performance: This skill involves appraising performance of individual team members.
 - This skill is recognized as individuals render a judgment regarding task performance in comparison to expectations. This skill helps to align the team's work output with standards and schedules.
 - When this skill is underdeveloped, the individual fails to measure others' contributions against specific standards, thereby causing team members to operate with inconsistent performance standards.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Evaluating Individual Performance skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Supervising Others
 - The Emerging Leader Development Program
 - Leadership Training Course
 - Compared to the normative reference group, individuals preferring the Driving profile tend to be more comfortable demonstrating the Evaluating Individual Performance skill.
- Exercising Control Over Processes: This skill involves providing direction to others in performing their work.
 - This skill is recognized as individuals assert authority within the team's decision-making. This skill helps to orchestrate and redirect individual contributions within the team's routines and practices.
 - When this skill is underdeveloped, the individual fails to take charge when needed, thereby allowing others to assert undue influence.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Exercising Control Over Processes skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Lean Six Sigma Yellow Belt
 - Lean Six Sigma Green Belt
 - The Emerging Leader Development Program
 - Time Management for Managing Projects and Complex Tasks

- Compared to the normative reference group, individuals preferring the Driving profile tend to be more comfortable demonstrating the Exercising Control Over Processes skill.
- Guiding Team During Change: This skill involves keeping others focused and engaged during times of volatility.
 - This skill is recognized as individuals demonstrate conviction and poise when others may experience apprehension. This skill helps to provide a sense of assurance amidst uncertainty, while boosting optimism among team members.
 - When this skill is underdeveloped, the individual fails to recognize the team's need for direction in a fluid setting, thereby causing team members to seek out their own sense of normalcy.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Guiding Team During Change skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Productive People Advantage Series: Resilience and You
 - Productive People Advantage Series: Building Creativity and Problem-Solving Capacity with a Growth Mindset
 - Train the Trainer (3-day course)
 - Compared to the normative reference group, individuals preferring the Driving profile tend to be more comfortable demonstrating the Guiding Team During Change skill.
- Addressing Quality Concerns: This skill involves advising others regarding the process of improving their work output.
 - This skill is recognized as individuals take time to explain or demonstrate a method that encourages higher quality standards. This skill helps to encourage a methodical, incremental fine-tuning in pursuing best practices.
 - When this skill is underdeveloped, the individual fails to step in when the team's performance falls below standards, thereby allowing costly mistakes to continue unnecessarily.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Addressing Quality Concerns skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Lean Six Sigma Yellow Belt
 - Lean Six Sigma Green Belt
 - Building Creativity and Problem-Solving Capacity with a Growth Mindset
 - Train the Trainer

- Compared to the normative reference group, individuals preferring the Advising profile tend to be more comfortable demonstrating the Addressing Quality Concerns skill.
- Aligning Resources With Needs: This skill involves accounting for the logistical needs of the team.
 - This skill is recognized as individuals engage in planning and budgeting to ensure others are properly equipped to perform their work. This skill helps to maintain efficiency and reduce waste in allocating materials, hours and other resources.
 - When this skill is underdeveloped, the individual fails to determine and provide what team members need to perform their work effectively, thereby inhibiting team performance.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Aligning Resources With Needs skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Time Management for Managing Projects and Complex Tasks
 - Lean Six Sigma Yellow Belt
 - Lean Six Sigma Green Belt
 - Supervising Others
 - The Emerging Leader Development Program
 - Leadership Training Short Course
 - Compared to the normative reference group, individuals preferring the Advising profile tend to be more comfortable demonstrating the Aligning Resources With Needs skill.
- Designing Team Structure/Function: This skill involves planning and assessing the most efficient processes by which work is delegated and completed.
 - This skill is recognized as individuals analyze and offer recommendations to adjust workflow. This skill helps to cultivate a culture of continuous improvement in the team.
 - When this skill is underdeveloped, the individual fails to recognize inefficiencies within the team's processes, thereby missing opportunities to make incremental corrections in light of changing circumstances.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Designing Team Structure/Function skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Lean Six Sigma Yellow Belt
 - Lean Six Sigma Green Belt

- The Emerging Leader Development Program
- Leadership Training Short Course
- Compared to the normative reference group, individuals preferring the Advising profile tend to be more comfortable demonstrating the Designing Team Structure/Function skill.
- Integrating Diverse Perspectives/Ideas: This skill involves consulting with stakeholders to ensure multiple viewpoints are considered when evaluating challenges and opportunities.
 - This skill is recognized as individuals seek out alternative or contrary opinions from others. This skill helps to mitigate the impact of groupthink on the team's decision-making.
 - When this skill is underdeveloped, the individual may rely on limited guidance or seek only those perspectives that confirm existing assumptions, thereby contributing to failed decision-making.
 - Comprehensive resources are provided via the REACH Ecosystem to develop the Integrating Diverse Perspectives/Ideas skill. In addition to customizable coaching activities, specific courses designed to enhance this skill include (each is provided to REACH subscribers along with slide decks, facilitation guides, journals and activities):
 - Productive People Advantage Series: Building Team Synergy
 - Productive People Advantage Series: Identifying Difference as Opportunities
 - Facilitation Skills
 - Advanced Facilitation Skills
 - Communication Skills
 - Emotional Intelligence (EQ)
 - Compared to the normative reference group, individuals preferring the Advising profile tend to be more comfortable demonstrating the Integrating Diverse Perspectives/Ideas skill.

Generally speaking, these characteristics tend to address the “what” and “how” questions in the life of the team. Participants maximizing their capacity to perform such skills will encourage increased efficiency, while providing stability and direction. Although not without exception, these skills tend to be most comfortably performed by individuals preferring the Advising profile and Driving profile. This is perhaps due to their stronger inclination towards objectivity and logic in pursuing shared goals.

The skills described above may be aligned with a number of constructs measured by other psychometric assessments. For example, the REACH skill Guiding Team During Change demonstrated positive correlation with the Strategy and Planning competency within the Institute for Learning Professionals' Learning and Development Success Framework. Similarly, REACH skills have shown significant correlation with a number of workplace performance outcomes. For example, the REACH skill Establishing Clear Expectations demonstrated positive correlation with supervisors' Clarity of Performance Expectations as measured in a survey of mining production supervisors. For more information regarding how REACH skills are aligned with psychometric

constructs and workplace performance outcomes, please review the Construct Validity and Criterion Validity sections of this report. A complete list of courses designed to strengthen REACH skills is available in Appendix B.

PSYCHOMETRIC DEVELOPMENT

From 2010-2012, researchers conducted an exhaustive literature review. This review spanned several decades and explored scholarly findings regarding an array of job-related personality constructs. Specifically, the review focused primarily on investigating patterns of style-based characteristics associated with exercising workplace influence. For example, researchers examined the link between personality characteristics and job performance outcomes for roles in which one person exercises influence over another person (or persons) in carrying out their duties (such as in supervisory, managerial and sales roles). Hundreds of studies were examined, with particular interest in research from scholars such as McClelland, Lewin, McGregor, Stogdill, Blake, Mouton, Salovey, Mayer, Hersey, Blanchard, Vroom and Goleman.

Researchers recognized that two primary style patterns emerged repeatedly in shaping how individuals exercised influence, specifically: the manner in which people relate during influential interactions and the manner in which people achieve goals through such interactions. Numerous studies supported the assertion that these two constructs were involved in the overwhelming majority of influential behaviors, with some studies suggesting that as much as 85% of such behaviors could be categorized within some form of relating and achieving constructs (Stogdill & Coons, 1957, as cited in DuBrin, 2010).

With this in mind, researchers designed and deployed two psychometric factors, with one measuring a person's Relating Style and the other measuring a person's Achieving Style. These factors were offered to employers via a forced-choice survey (true/false), with results conveyed via a norm-referenced report. As responses were gathered and data analyzed, researchers confirmed assumptions based on the literature review. Specifically, the two factors:

- were independent, meaning, there was no connection between scores from the Relating Style and Achieving Style
- demonstrated sufficient stability and consistency
- could be measured within the same survey for an efficient delivery
- offered evidence of criterion-related validity within roles for which performance was evaluated based on the individual's capacity to exercise influence

Factor Analysis

The following table shows the loadings for these two factors based on data gathered during the initial development phase (non-factor loadings are reported as null).

Factor Analysis: Original Style-based Characteristics

Style – Item #	Factors	
	Relating Style	Achieving Style
Relating - 05	0.57	
Relating - 12	0.55	
Relating - 08	0.54	
Relating - 18	0.48	
Relating - 11	0.47	
Relating - 13	0.47	
Relating - 01	0.46	
Relating - 04	0.44	
Relating - 17	0.43	
Relating - 06	0.39	
Relating - 15	0.39	
Relating - 03	0.38	
Relating - 07	0.37	
Relating - 16	0.36	
Relating - 02	0.36	
Relating - 14	0.31	
Relating - 09	0.27	
Achieving - 12		0.58
Achieving - 19		0.54
Achieving - 05		0.50
Achieving - 16		0.50
Achieving - 02		0.50
Achieving - 15		0.48
Achieving - 22		0.47
Achieving - 13		0.46
Achieving - 07		0.45
Achieving - 14		0.44
Achieving - 01		0.42
Achieving - 30		0.40
Achieving - 28		0.39
Achieving - 27		0.37
Achieving - 33		0.36
Achieving - 31		0.35
Achieving - 21		0.34
Achieving - 04		0.33
Achieving - 08		0.32
Achieving - 29		0.31
Achieving - 09		0.31
n=1,172		

All of the items loaded most favorably with their intended factor. Only one item indicated a positive loading of 0.20 or greater on an unintended factor.

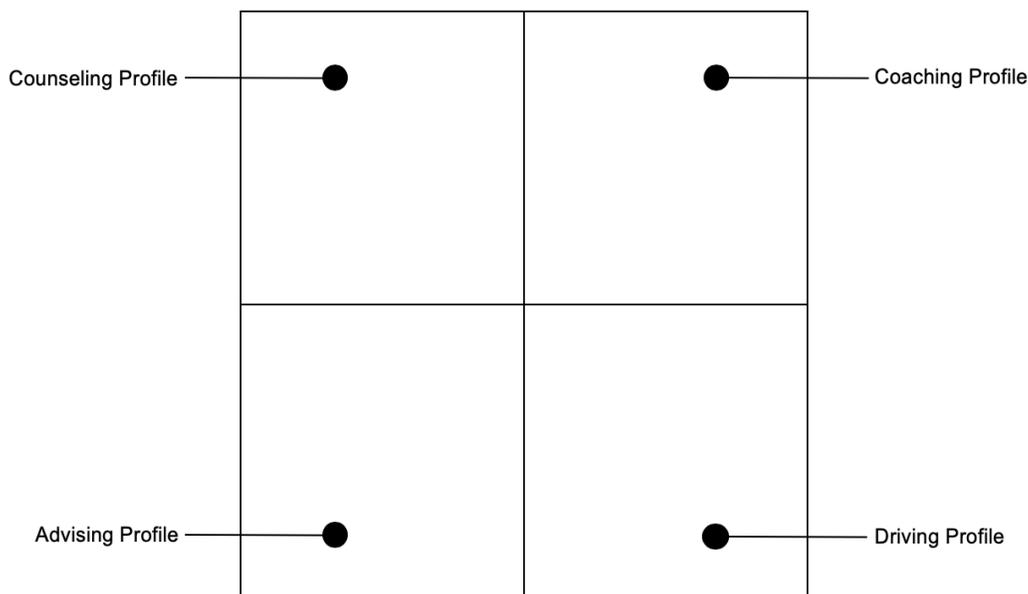
The factors were calculated as raw scores based on the sum of an individual's responses on each factor. Each direction was assigned a label describing the most obvious behaviors that might be associated with either extreme along a continuum. Specifically, the Relating Style was labeled as guarded on one extreme and expressive on the other. The Achieving Style was labeled as methodical on one extreme and urgent on the other. For example, if the respondent answered 11 of the 17 Relating Style items in a given direction, their raw score would be converted to a percentile based on a normative distribution of

responses collected during the development stage ($n=1,172$). If the distribution of scores was such that 63% of individuals exhibited a raw score of 0-11, then a 63% score would be reported for the Relating Style factor. Such percentiles did not indicate a preferred score, as no score was considered more ideal or universally desirable. Rather, individuals were instructed to view their percentiles in comparison to the normative reference group as a means of evaluating potential similarities or differences with other styles of influence.

The percentiles for the Relating Style and Achieving Style were leveraged in deriving an individual's plot on a 2-by-2 matrix. Specifically, the Relating Style percentile provided the vertical or y-axis and the Achieving Style percentile provided the horizontal or x-axis. Plotted together, these percentiles generated a composite indication of the individual's preferred style of influence, as described below:

- **Counseling Profile:** the combination of expressive Relating Style (50-100% on the vertical axis) and methodical Achieving Style (0-49% on the horizontal axis)
- **Coaching Profile:** the combination of expressive Relating Style (50-100% on the vertical axis) and urgent Achieving Style (50-100% on the horizontal axis)
- **Driving Profile:** the combination of guarded Relating Style (0-49% on the vertical axis) and urgent Achieving Style (50-100% on the horizontal axis)
- **Advising Profile:** the combination of guarded Relating Style (0-49% on the vertical axis) and methodical Achieving Style (0-49% on the horizontal axis)

Using a technique known as multidimensional scaling, the figure below provides a theoretical map of how the four profiles may be aligned within the two-factor model ($n=13,454$).



Multidimensional scaling is a technique utilized to graphically support inferences made regarding potential associations between theoretical constructs. In other words, the technique provides a picture or map of how psychometric factors may be similar or dissimilar. The relative distance between points in the multidimensional space reflects the potential correlation between the dimensions measured (Vecchione, Alessandri, Barbaranelli, and Caprara, 2011). In short, the more the dimensions appear to cluster on the

map, the more the dimensions may tend to align with each other in revealing an underlying pattern of behavior (such as Relating Style and Achieving Style).

Model Expansion

As employers leveraged the survey in a variety of workplace settings, researchers continued to gather both quantitative and qualitative data, including feedback regarding the user experience. Users sought additional depth in conveying the two-factor model to explain nuances in how individuals exercised influence (despite sharing similar style preferences). In response to such interest, researchers explored the possibility of developing subscales by expanding the survey’s scope. Subsequent examination of factor loadings and reliability coefficients provided support for the inclusion of subscales within the two-factor framework. After several iterations, and the inclusion of additional items, a revised framework emerged with ten subscales – five to describe an individual’s application of Relating Style and five to describe their application of Achieving Style. These subscales were referred to as secondary dimensions, and they served to add clarity around differences in behavior that may be observed by individuals preferring the same style pattern. Subsequently, construct validity and criterion validity evidence confirmed that significant utility was offered by the ten dimensions.

Style-based Dimensions

Relating Style Dimensions	Achieving Style Dimensions
Affiliation	Intensity
Consideration	Assertiveness
Openness	Risk Tolerance
Status Motivation	Adaptability
Self-protection	Decision-making

The dimensions were comprised of 8-14 items each, the responses to which were aggregated to derive a raw score. The raw score was then converted to a percentile according to the normative distribution of raw scores. As with the larger style patterns, there were no more or less preferred outcomes suggested on the dimensions, and there were no universally ideal dimension scores. The percentiles were reported via a comparison to the normative reference group.

The resulting survey was named the Leading Dimensions Profile, or LDP. For several years following the development phase, the LDP continued to leverage the two-factor framework, with five secondary dimensions (subscales) under each. The dimensions were not pure facets of the original factors, as they were added later based on the inclusion of additional items. The LDP was deployed on five continents with over 30,000 administrations of its 95-item format. In 2018, a revision of the LDP was completed and the survey was renamed the REACH Profile.

REACH Profile

The conceptual model and factor structure for the REACH Profile is derived from its predecessor, the LDP, as described above. During its revision, the survey was expanded from 95 forced-choice items to 111 items, including 95 forced-choice items and 16 Likert-type ratings. Of the 95 forced-choice items, 46 items are leveraged in deriving the primary styles (with 21 items included in the Relating Style calculation and 25 items included in the Achieving Style calculation). An additional 49 items are leveraged in forming the secondary dimensions. The loadings for the primary styles are shown in the following table (as specified within a two-factor model, with non-factor loadings displayed as null).

Factor Analysis: REACH Style-based Characteristics

Dimension – Item #	Factors	
	Relating Style	Achieving Style
Openness - 06	0.64	
Consideration - 08	0.62	
Consideration - 04	0.61	
Consideration - 06	0.61	
Openness - 07	0.60	
Openness - 01	0.59	
Consideration - 02	0.59	
Openness - 04	0.58	
Openness - 03	0.55	
Consideration - 03	0.54	
Consideration - 07	0.52	
Consideration - 10	0.50	
Consideration - 01	0.46	
Openness - 05	0.44	
Affiliation - 06	0.35	
Consideration - 09	0.35	
Affiliation - 09	0.35	
Consideration - 05	0.31	
Self-protection - 04	0.27	
Openness - 08	0.18	
Status Motivation - 04	0.17	
Risk Tolerance - 02		0.67
Risk Tolerance - 05		0.65
Risk Tolerance - 07		0.63
Risk Tolerance - 03		0.62
Assertiveness - 02		0.61
Assertiveness - 05		0.61
Risk Tolerance - 06		0.58
Assertiveness - 13		0.57
Risk Tolerance - 01		0.56
Assertiveness - 06		0.55
Risk Tolerance - 04		0.54
Assertiveness - 10		0.53
Assertiveness - 11		0.51
Assertiveness - 08		0.49
Assertiveness - 09		0.48
Adaptability - 02		0.46
Assertiveness - 01		0.45
Risk Tolerance - 08		0.45
Adaptability - 01		0.40
Intensity - 07		0.38
Adaptability - 05		0.30
Intensity - 08		0.28
Adaptability - 04		0.28
Adaptability - 03		0.13
Decision-making - 05		0.02
n=13,454		

Of the 46 items shown above, 45 were most strongly correlated with their intended factor. Only two of the items exhibited a load of greater than 0.20 on other than their intended factor, although in both instances, the items still loaded most favorably on their intended factor.

As indicated in a preceding section, ten subscales are reported within the REACH Profile. These subscales are referred to as supporting dimensions, conceptually aligned with the Relating Style and Achieving Style factors. This design is supported by results of factor analyses, the loadings for which are shown in the following tables (non-factor loadings are displayed as null). All dimensions loaded most favorably on their intended factor.

Factor Analysis: Secondary Dimensions

Dimensions	Factors	
	Relating Style	Achieving Style
Openness	0.72	
Consideration	0.69	
Self-protection	0.60	
Affiliation	0.56	
Status Motivation	0.25	
Risk Tolerance		0.82
Assertiveness		0.75
Adaptability		0.65
Intensity		0.50
Decision-making		0.36
n=13,454		

Each dimension is comprised of a number of items. Although distributed throughout the REACH Profile, these items are scored together in the manner previously described (whereby raw scores are converted to percentiles according to a normative reference group). The following tables convey factor loadings for the 95 items included in the REACH Profile (as specified within the five-dimension themes, with non-factor loadings displayed as null).

Factor Analysis: Relating Style Dimensions

Item	Affiliation	Status Motivation	Self-protection	Openness	Consideration
Affiliation – 09	0.82				
Affiliation – 05	0.80				
Affiliation – 08	0.77				
Affiliation – 02	0.76				
Affiliation – 01	0.64				
Affiliation – 10	0.64				
Affiliation – 06	0.64				
Affiliation – 07	0.37				
Affiliation – 03	0.25				
Affiliation – 04	0.20				
Status Motivation – 10		0.71			
Status Motivation – 14		0.67			
Status Motivation – 13		0.66			
Status Motivation – 02		0.65			
Status Motivation – 09		0.64			
Status Motivation – 12		0.57			
Status Motivation – 07		0.51			
Status Motivation – 03		0.39			
Status Motivation – 08		0.34			
Status Motivation – 04		0.29			
Status Motivation – 01		0.24			
Status Motivation – 06		0.23			
Status Motivation – 11		0.17			
Status Motivation – 05		0.04			
Self-protection – 05			0.72		
Self-protection – 09			0.69		
Self-protection – 06			0.69		
Self-protection – 02			0.68		
Self-protection – 01			0.67		
Self-protection – 07			0.55		
Self-protection – 04			0.55		
Self-protection – 08			0.34		
Self-protection – 03			0.31		
Openness – 04				0.72	
Openness – 03				0.71	
Openness – 06				0.67	
Openness – 01				0.65	
Openness – 07				0.61	
Openness – 05				0.24	
Openness – 02				0.15	
Openness – 09				0.15	
Openness – 08				0.08	
Consideration – 02					0.75
Consideration – 04					0.74
Consideration – 03					0.70
Consideration – 08					0.52
Consideration – 05					0.49
Consideration – 10					0.35
Consideration – 06					0.30
Consideration – 07					0.17
Consideration – 01					0.16
Consideration – 09					0.02
n=13,454					

Factor Analysis: Achieving Style Dimensions

Item	Assertiveness	Risk Tolerance	Intensity	Adaptability	Decision-making
Assertiveness – 13	0.71				
Assertiveness – 05	0.71				
Assertiveness – 02	0.70				
Assertiveness – 06	0.64				
Assertiveness – 10	0.52				
Assertiveness – 01	0.48				
Assertiveness – 11	0.48				
Assertiveness – 08	0.48				
Assertiveness – 09	0.47				
Assertiveness – 07	0.46				
Assertiveness – 04	0.35				
Risk Tolerance – 03		0.72			
Risk Tolerance – 07		0.65			
Risk Tolerance – 06		0.63			
Risk Tolerance – 08		0.63			
Risk Tolerance – 04		0.62			
Risk Tolerance – 02		0.58			
Risk Tolerance – 05		0.54			
Risk Tolerance – 01		0.45			
Intensity – 03			0.70		
Intensity – 06			0.69		
Intensity – 01			0.68		
Intensity – 02			0.66		
Intensity – 04			0.65		
Intensity – 07			0.54		
Intensity – 05			0.47		
Intensity – 08			0.44		
Adaptability – 06				0.75	
Adaptability – 02				0.70	
Adaptability – 08				0.67	
Adaptability – 01				0.61	
Adaptability – 04				0.53	
Adaptability – 07				0.29	
Adaptability – 05				0.26	
Adaptability – 03				0.12	
Decision-making – 04					0.77
Decision-making – 02					0.73
Decision-making – 01					0.52
Decision-making – 05					0.37
Decision-making – 06					0.35
Decision-making – 07					0.34
Decision-making – 03					0.26
Decision-making – 08					0.09
n=13,454					

Within the model, all of the items loaded positively on their intended dimensions, while 95% of items loaded most favorably on their intended dimensions.

In 2012, a study of 1,700 individuals investigated whether the performance of certain skills may be associated with the style patterns of the REACH Profile. Specifically, researchers examined 24 unique skills, asking individuals to rate their self-efficacy in performing each one. While 8 of the 24 skills indicated little or no variance between style patterns, researchers found that an individual's REACH Profile (their combined plot of Relating Style and Achieving Style on the 2x2 matrix) was associated with strengths or weaknesses in 16 of the skills. For example, individuals preferring the combination of expressive Relating Style and methodical Achieving Style (indicative of the Counseling Profile) reported being more comfortable assimilating members within a new team than they were exercising their control over the same team. The inverse was reported by individuals preferring the combination of guarded Relating Style and urgent Achieving Style (indicative of the Driving Profile). The 16 skills were aligned conceptually under the styles based on factor analyses.

Relating Skills	Achieving Skills
Assimilating Team Members	Establishing Clear Expectations
Cultivating Team Spirit	Evaluating Individual Performance
Identifying Personal Needs	Exercising Control Over Processes
Recognizing Others' Efforts	Guiding Team During Change
Building Rapport	Addressing Quality Concerns
Easing Tensions During Conflict	Aligning Resources With Needs
Finding Opportunities For Synergy	Designing Team Structure/Function
Rallying Others Around A Cause	Integrating Diverse Perspectives/Ideas

The skills were measured via Likert-type ratings, and the average was calculated as a measure of the individual's comfort level in performing the complete skill map. This average score was labeled REACH Quotient or RQ, and subsequently was incorporated within the REACH model (thus expanding the REACH Profile from 95 items to 111 items). In this context, the RQ was intended to represent a skill-based indication of Emotional Intelligence (EI) to complement the style-based factors already in the survey. The RQ demonstrated both construct validity (including significant correlation to other validated EI measures) as well as criterion validity (including significant correlation to workplace performance outcomes) and was added to the REACH Profile.

An analysis of 13,454 responses gathered since the REACH Profile revision provided further support for the alignment of skills according to the profiles. Specifically, responses were ipsatized to examine trends in the intra-individual ratings of the 16 skills. Results indicated that each profile tended to be associated with a specific clustering of skills. That is, individuals preferring a given profile indicated they could more comfortably perform specific skills than others, and these indications were consistent among other individuals preferring the same profile. Four clusters emerged, aligned with the profiles conveyed within the REACH Profile.

Skill-based Characteristics Clusters

Counseling Skills	Coaching Skills	Driving Skills	Advising Skills
Assimilating Team Members	Building Rapport	Establishing Clear Expectations	Addressing Quality Concerns
Cultivating Team Spirit	Easing Tensions During Conflict	Evaluating Individual Performance	Aligning Resources With Needs
Identifying Personal Needs	Finding Opportunities For Synergy	Exercising Control Over Processes	Designing Team Structure/Function
Recognizing Others' Efforts	Rallying Others Around A Cause	Guiding Team During Change	Integrating Diverse Perspectives/Ideas

The alignment and clustering of skills within the REACH Profile are supported by factor analyses, as shown below (with non-factor loadings displayed as null).

Factor Analysis: Skill-based Characteristics

Skill-based Characteristics	Factors	
	Relating Skills	Achieving Skills
Cultivating Team Spirit	0.79	
Recognizing Others' Efforts	0.75	
Identifying Personal Needs	0.73	
Easing Tensions During Conflict	0.70	
Building Rapport	0.70	
Assimilating Team Members	0.69	
Rallying Others Around A cause	0.69	
Finding Opportunities For Synergy	0.59	
Designing Team Structure/Function		0.78
Aligning Resources With Needs		0.75
Addressing Quality Concerns		0.73
Exercising Control Over Processes		0.69
Guiding Team During Change		0.67
Integrating Diverse Perspectives/Ideas		0.64
Establishing Clear Expectations		0.62
Evaluating Individual Performance		0.55
n=13,454		

Within the Relating Skills factor, a subsequent analysis provided support for further segmentation as shown in the following table (with non-factor loadings displayed as null). All skills loaded most favorably on their intended clusters.

Factor Analysis: Skill-based Characteristics (Relating Clusters)

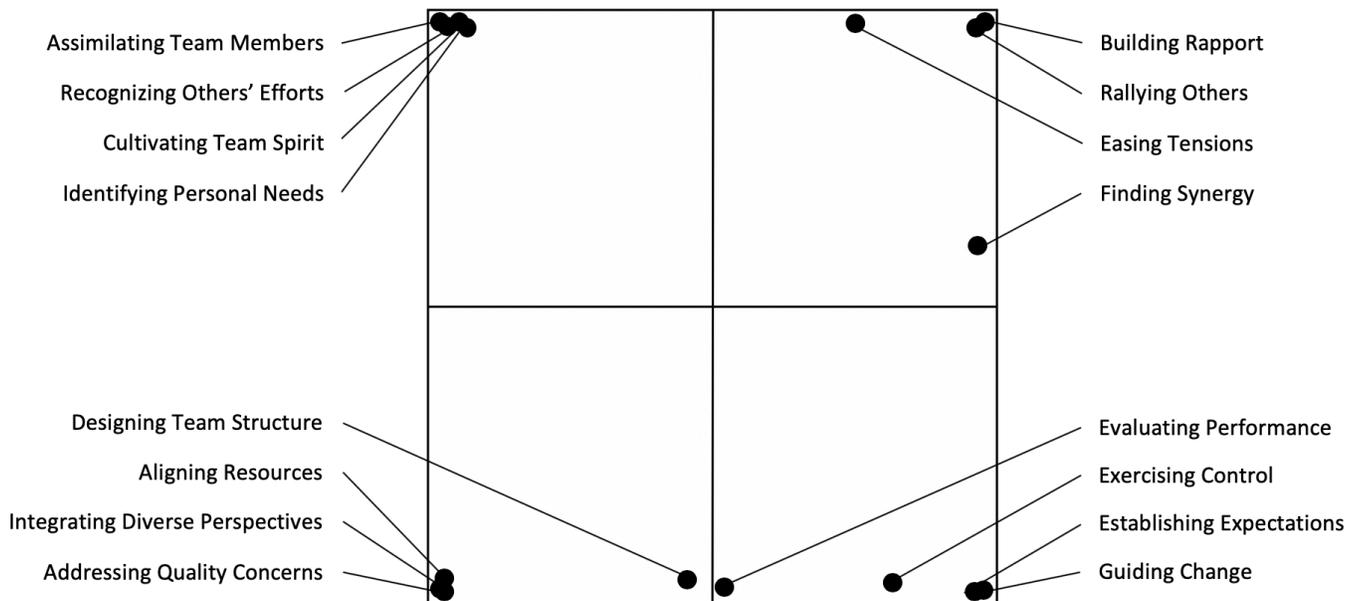
Skill-based Characteristics	Factors	
	Coaching Skills	Counseling Skills
Finding Opportunities For Synergy	0.78	
Easing Tensions During Conflict	0.76	
Rallying Others Around A Cause	0.76	
Building Rapport	0.71	
Assimilating Team Members		0.84
Recognizing Others' Efforts		0.79
Identifying Personal Needs		0.65
Cultivating Team Spirit		0.61
n=13,454		

Within the Achieving Skills factor, a subsequent analysis provided support for further segmentation as shown in the following table (with non-factor loadings displayed as null). All skills loaded most favorably on their intended clusters.

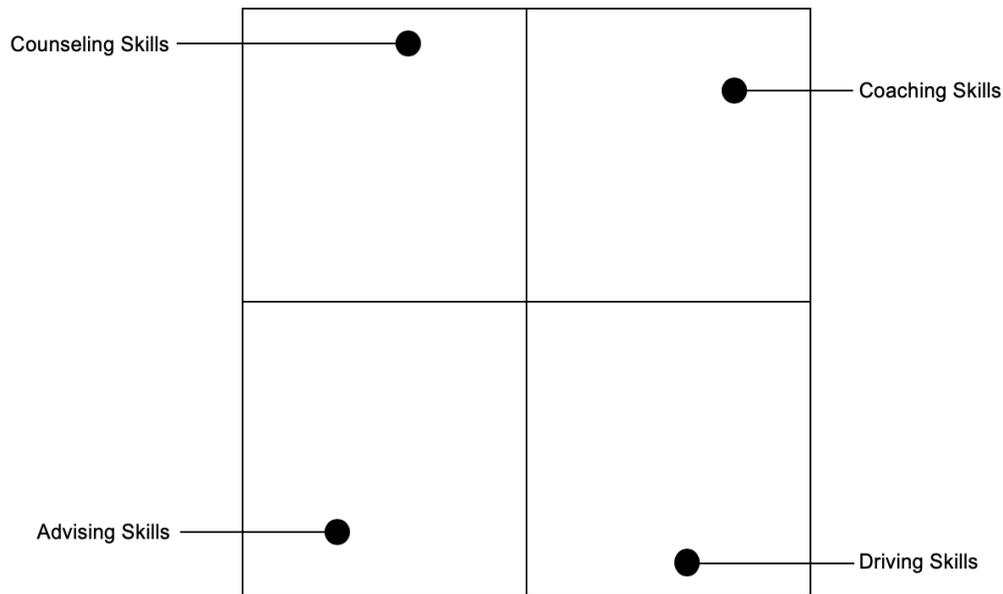
Factor Analysis: Skill-based Characteristics (Achieving Clusters)

Skill-based Characteristics	Factors	
	Driving Skills	Advising Skills
Evaluating Individual Performance	0.81	
Establishing Clear Expectations	0.79	
Exercising Control Over Processes	0.73	
Guiding Team During Change	0.65	
Integrating Diverse Perspectives/Ideas		0.75
Aligning Resources With Needs		0.73
Designing Team Structure/Function		0.72
Addressing Quality Concerns		0.72
n=13,454		

The results of multiple factor analyses provided support for the conceptual framework leveraged by the REACH model. That is, all 16 skills tended to cluster in the expected manner, with only minimal exceptions. The figure below provides a theoretical map of how the 16 skill-based characteristics may be aligned within the REACH model (n=13,454), using linear scoring of the two primary factors.



The figure below provides a theoretical map of how these skill-based characteristics collect within four specific clusters (n=13,454), using multidimensional scaling.



In summary, the REACH model measures two types of psychometric constructs, with specific workplace utility: influence styles (using forced-choice items reported via normative referencing) and influence skills (Likert-type ratings reported individually and averaged as the RQ). These constructs are reported within a conceptual framework that is focused on two overarching domains of personality, Relating Style and Achieving Style. This approach leverages an efficient and reliable framework that is supported by evidence accumulated in the development sample (n=33,308) and in the confirmatory sample since model revision (n=13,454). In addition, numerous studies have provided compelling evidence of both construct validity and criterion validity in a variety of workplace applications. Users can be assured that the REACH model offers an effective means of conveying complex psychometric findings in a practical, user-friendly manner that is supported by research spanning more than a decade and informed by nearly a century of scholarly findings (Waldo, Wharton and Parks, 2014; Waldo, Malan-Rush, Wharton and Cobanoglu, 2014; Wharton, Littlefield and Waldo, 2015; Malan-Rush, Cobanoglu and Waldo, 2016; Malan-Rush, Cobanoglu, Waldo and Yang, 2014a; Malan-Rush, Cobanoglu, Waldo and Yang, 2014b; Malan-Rush, Waldo, Wharton, Cobanoglu and Yang, 2015; Malan-Rush and Waldo, 2015; Waldo, Malan-Rush, Wharton, 2014; Malan-Rush, Cobanoglu and Waldo, 2015).

RELIABILITY

In the field of personnel psychology, reliability refers to the consistency and stability of a psychometric assessment, both within the assessment (meaning, its items relate to a similar underlying construct) and between administrations of the same assessment (meaning, its results are fairly consistent over a period of time). While less emphasized than validity in reviewing an assessment's structure, reliability is more readily measurable and worthy of consideration (Cooper and Emory, 1995). A reliable assessment is one that offers consistent results, while providing users with confidence in decisions made based on those results. This is especially important when decisions involve workplace implications.

While the Uniform Guidelines for Employment Selection Procedures (USEEOC, 1978) do not provide a minimum acceptable level of reliability, the US Department of Labor (DOL) suggests that reliability coefficients of 0.70 and higher generally offer adequate reliability for employment assessment purposes (Biddle, 2005; USDOLETA, 1999). The DOL indicates that assessments should not be accepted or rejected based on reliability estimates, although coefficient values below 0.70 may offer limited applicability (USDOLETA, 1999). According to Cascio (1998), estimates as low as 0.70 are proven useful, with lower coefficients offering potential applications for research purposes.

Internal Consistency

The reliability of the REACH model was examined using Cronbach's Alpha coefficient. This coefficient focuses on content sampling and content homogeneity. Arguably the most common analysis utilized for psychometric assessments, Cronbach's Alpha provides an effective estimate of consistency among participants' responses (Biddle, 2005). This method leverages specialized correlation formulas to specifically measure the homogeneity of the questions asked by the assessment (that is, the degree to which questions point to a single construct or dimension) (Cooper and Emory, 1995). Cronbach's Alpha coefficients were derived based on REACH Profiles collected between 2018-2020, the results of which are reported in the tables below.

Reliability Estimates for REACH Profile Style-based Characteristics

Style-based Characteristics	Items	Alpha
Relating Style	21	0.82
Relating Style Dimensions		
Affiliation	10	0.85
Consideration	10	0.77
Openness	9	0.78
Status Motivation	14	0.78
Self-protection	9	0.79
Achieving Style		
Achieving Style	25	0.86
Achieving Style Dimensions		
Intensity	8	0.78
Assertiveness	11	0.82
Risk Tolerance	8	0.83
Adaptability	8	0.77
Decision-making	8	0.68
n=13,452		

Reliability Coefficients for REACH Profile Skill-based Characteristics (self-ratings)

Skill-based Characteristics	Items	Alpha
REACH Quotient	16	0.92
Counseling Skills Cluster	4	0.83
Coaching Skills Cluster	4	0.83
Driving Skills Cluster	4	0.83
Advising Skills Cluster	4	0.80
n=13,454		

Reliability Coefficients for REACH 360 Skill-based Characteristics (rater-provided ratings)

Skill-based Characteristics	Items	Alpha
REACH Quotient	16	0.96
Counseling Skills Cluster	4	0.91
Coaching Skills Cluster	4	0.90
Driving Skills Cluster	4	0.91
Advising Skills Cluster	4	0.90
n=229		

Reliability Coefficients for REACH Culture Skill-based Characteristics (employee ratings)

Skill-based Characteristics	Items	Alpha
REACH Quotient	16	0.94
Counseling Skills Cluster	4	0.80
Coaching Skills Cluster	4	0.84
Driving Skills Cluster	4	0.83
Advising Skills Cluster	4	0.85
n=811		

These results demonstrate the homogeneity of measures included within the REACH model. Specifically, reliability estimates for the Relating Style and Achieving Style factors were excellent (with both above 0.80), as were the reliability estimates for RQ and its facet clusters (all above 0.80). Users can be assured that the REACH model leverages measures that are internally consistent and reliable for diverse workplace applications.

Test-retest

Researchers studied the test-retest reliability of REACH Profile measures by analyzing the extent to which an individual's responses were similar from one attempt to another. Test-retest reliability is an important consideration in evaluating the stability and consistency with which personality styles are measured. Researchers gathered responses from 131 individuals who completed the REACH Profile on two occasions. These assessments were completed as part of separate training events, with an average elapsed time of 81 days between assessments. The following tables reveal the correlation between attempts, including all time periods.

Test-retest Coefficients for Style-based Characteristics (Styles and Dimensions)

Style-based Characteristics	Coefficients
Relating Style	0.87**
Relating Style Dimensions	
Affiliation	0.77**
Consideration	0.81**
Openness	0.82**
Status Motivation	0.71**
Self-protection	0.78**
Achieving Style	
Achieving Style	0.88**
Achieving Style Dimensions	
Intensity	0.72**
Assertiveness	0.84**
Risk Tolerance	0.80**
Adaptability	0.85**
Decision-making	0.78**
n=131	
* p<.05; ** p<.01	

Test-retest Coefficients for Skill-based Characteristics

Skill-based Characteristics	Coefficients
REACH Quotient (RQ)	0.80**
Counseling Characteristics Cluster	
Assimilating Team Members	0.72**
Cultivating Team Spirit	0.59**
Identifying Personal Needs	0.68**
Recognizing Others' Efforts	0.63**
Coaching Characteristics Cluster	
Building Rapport	0.79**
Easing Tensions During Conflict	0.58**
Finding Opportunities For Synergy	0.73**
Rallying Others Around A Cause	0.66**
Driving Characteristics Cluster	
Establishing Clear Expectations	0.68**
Evaluating Individual Performance	0.72**
Exercising Control Over Processes	0.59**
Guiding Team During Change	0.68**
Advising Characteristics Cluster	
Addressing Quality Concerns	0.73**
Aligning Resources with needs	0.57**
Designing Team Structure/function	0.68**
Integrating diverse perspectives	0.59**
n=131	
* p<.05; ** p<.01	

These results demonstrate the consistency of responses over time. It is worth noting that participants completed their initial attempt as part of formal training programs (such as Emotional Intelligence training). In so doing, they received specific training on how to enhance the skills measured by the REACH Profile as well as how to leverage diverse styles of influence. Researchers hypothesized that participants may experience significant change in their scores after receiving such training. Despite this potential movement in the average scores, it appears the test-retest results were quite strong (with correlation coefficients exceeding 0.80 for the Relating Style, Achieving Style and RQ). The following tables reveal the correlation between attempts for specific time periods.

Test-retest Coefficients for Style-based Characteristics (Styles and Dimensions)

Style-based Characteristics	Coefficients by Elapsed Time Between Attempts			
	0-30 Days	31-60 Days	61-90 Days	91-365 Days
Relating Style	0.86**	0.87**	0.95**	0.80**
Relating Style Dimensions				
Affiliation	0.79**	0.78**	0.86**	0.66**
Consideration	0.77**	0.82**	0.89**	0.85**
Openness	0.83**	0.78**	0.96**	0.80**
Status Motivation	0.50**	0.77**	0.85**	0.77**
Self-protection	0.80**	0.80**	0.81**	0.65**
Achieving Style				
Achieving Style	0.84**	0.91**	0.86**	0.92**
Achieving Style Dimensions				
Intensity	0.69**	0.80**	0.62**	0.71**
Assertiveness	0.85**	0.85**	0.78**	0.82**
Risk Tolerance	0.68**	0.86**	0.80**	0.91**
Adaptability	0.74**	0.94**	0.91**	0.78**
Decision-making	0.83**	0.79**	0.81**	0.64**
n=	40	41	22	28
* p<.05; ** p<.01				

Test-retest Coefficients for Skill-based Characteristics

Skill-based Characteristics	Coefficients by Elapsed Time Between Attempts			
	0-30 Days	0-30 Days	0-30 Days	0-30 Days
REACH Quotient (RQ)	0.86**	0.62**	0.82**	0.89**
Counseling Characteristics Cluster				
Assimilating Team Members	0.79**	0.57**	0.74**	0.81**
Cultivating Team Spirit	0.62**	0.50**	0.58**	0.73**
Identifying Personal Needs	0.70**	0.55**	0.79**	0.70**
Recognizing Others' Efforts	0.68**	0.57**	0.64**	0.67**
Recognizing Others' Efforts	0.61**	0.35*	0.56**	0.76**
Coaching Characteristics Cluster				
Building Rapport	0.86**	0.57**	0.84**	0.91**
Easing Tensions During Conflict	0.68**	0.28	0.64**	0.86**
Finding Opportunities For Synergy	0.81**	0.54**	0.85**	0.76**
Rallying Others Around A Cause	0.68**	0.50**	0.77**	0.83**
Rallying Others Around A Cause	0.79**	0.55**	0.56**	0.75**
Driving Characteristics Cluster				
Establishing Clear Expectations	0.73**	0.59**	0.77**	0.86**
Evaluating Individual Performance	0.61**	0.42**	0.74**	0.72**
Exercising Control Over Processes	0.70**	0.35*	0.51*	0.55**
Guiding Team During Change	0.64**	0.72**	0.67**	0.63**
Guiding Team During Change	0.55**	0.41**	0.66**	0.68**
Advising Characteristics Cluster				
Addressing Quality Concerns	0.81**	0.72**	0.70**	0.70**
Aligning Resources With Needs	0.59**	0.46**	0.71**	0.55**
Designing Team Structure/Function	0.72**	0.78**	0.58**	0.54**
Integrating Diverse Perspectives/Ideas	0.67**	0.56**	0.46*	0.61**
Integrating Diverse Perspectives/Ideas	0.66**	0.21	0.72**	0.30
n=131	39	41	22	28
* p<.05; ** p<.01				

These results indicate that the REACH Profile measures remained consistent over time, with only minimal changes as elapsed time increased between attempts.

As described previously, the REACH Profile was designed to convey a psychometric assessment of preferences among four distinct profiles: Counseling, Coaching, Driving and Advising. These profiles emerge from the interaction of two factors and their respective dimensions: Relating Style and Achieving Style. A topic of keen interest to researchers and practitioners alike involves how likely it may be that participants change their preferred profile over time.

Within the sample described above, 90% of participants preferred the same Relating Style and 89% preferred the same Achieving Style across the two attempts. The average absolute differences in percentile score for these two styles were 12.76% and 10.70%, for Relating Style and Achieving Style, respectively. The following table reveals the percentage of individuals scoring within each profile across two attempts (for all time periods).

Consistency among REACH Profiles

Profiles (first attempt)	Profiles (second attempt)			
	Counseling	Coaching	Driving	Advising
Counseling	32	3	0	2
Coaching	3	30	7	2
Driving	1	1	19	1
Advising	0	0	4	26
n=131				

On their second attempt, 98% of individuals reported either the same profile or the profile immediately adjacent to their original profile. Only three of the 131 individuals reflected a profile that was diagonally opposite from their original profile. For example, only one individual who scored as a lower-right Driving Profile later scored as an upper-left Counseling Profile. When focusing on the 47 individuals whose scores appeared in the corners of the REACH Profiles Matrix on their first assessment (eliminating from consideration those at or near the median for Relating Style and Achieving Style), 89% remained within the same profile between attempts, as reflected in the table below. None of these individuals who initially indicated the strongest preference for a particular profile later chose a profile that was diagonally opposite from their original profile.

Consistency among REACH Profiles (Stronger Style Preferences)

Profiles (first attempt)	Profiles (second attempt)			
	Counseling	Coaching	Driving	Advising
Counseling	14	1	0	0
Coaching	0	9	2	0
Driving	0	0	7	1
Advising	0	0	1	12
n=47				

These results suggest that the overwhelming number of participants will prefer the same profile over time. Such consistency increases when the participant's initial preference for a given profile is stronger. In fact, for participants indicating a stronger profile preference, the correlation between Relating Style attempts increased to $r=.94$ ($p<.01$), and the correlation between Achieving Style attempts increased to $r=.93$ ($p<.01$).

The findings reported in this section support assertions of strong internal stability and test-retest reliability. Practically speaking, 89-94% of participants would be expected to report the same style preferences when completing the REACH Profile on multiple occasions. In summary, these findings suggest the psychometric measures are consistent and stable over time, contributing significantly to reliability within recruitment, training, development and coaching applications.

CONSTRUCT VALIDITY

Construct validity evidence is concerned with examining the extent to which measures included in the REACH model convey specific constructs of theoretical and practical interest. Such evidence is presented herein according to common sources of construct validity evidence, such as scale intercorrelation and correlations between assessments. Multidimensional scaling and factor analyses were discussed in a prior section of this report.

As construct validity evidence supports the user's interpretation and utilization of the REACH model, it is important to view the evidence in total. In other words, for characteristics reported, evidence should provide a broad understanding of the constructs estimated. While specific relationships between constructs may differ based on samples, settings or methods, the accumulation of evidence is of most relevance. As suggested by Anastasi and Urbina (1997), the generalizability of the constructs may vary based on the context within which REACH is researched or implemented.

Inter-scale Correlations

Inter-scale Correlations for Style-based Characteristics (Styles and Dimensions)

Style-based Characteristics	Relating Style	Affiliation	Consideration	Openness	Status Motivation	Self-protection	Achieving Style	Intensity	Assertiveness	Risk Tolerance	Adaptability	Decision-making
Relating Style	1.00											
Relating Style Dimensions												
Affiliation	0.46**	1.00										
Consideration	0.84**	0.20**	1.00									
Openness	0.74**	0.30**	0.47**	1.00								
Status Motivation	0.09**	0.00	0.08**	-0.06**	1.00							
Self-protection	0.35**	0.23**	0.21**	0.23**	0.17**	1.00						
Achieving Style	0.06**	0.06**	-0.03**	0.10**	-0.14**	0.11**	1.00					
Achieving Style Dimensions												
Intensity	-0.07**	-0.04**	-0.05**	-0.05**	-0.28**	-0.10**	0.33**	1.00				
Assertiveness	0.07**	0.07**	-0.02	0.13**	-0.11**	0.09**	0.80**	0.27**	1.00			
Risk Tolerance	0.46**	0.05**	-0.02**	0.08**	-0.08**	0.11**	0.85**	0.22**	0.54**	1.00		
Adaptability	0.12**	0.10**	0.06**	0.12**	-0.10**	0.11**	0.61**	0.13**	0.30**	0.48**	1.00	
Decision-making	0.13**	0.07**	0.09**	0.13**	-0.01	0.12**	0.30**	-0.10**	0.18**	0.32**	0.21**	1.00
n=13,454												
* p<.05; ** p<.01												

These results indicate that there is no practical association or causation between the Relating Style and Achieving Style factors. As expected, there were significant associations among secondary dimensions. Specifically, Relating Style dimensions tend to indicate significant correlation with the Relating Style factor and Achieving Style dimensions tend to indicate significant correlation with the Achieving Style factor. This same analysis was repeated for the skill-based characteristics, as shown in the following table.

Inter-scale Correlations for Skill-based Characteristics Clusters

Skill-based Characteristics Clusters	Counseling	Coaching	Driving	Advising
Counseling	1.00			
Coaching	0.73**	1.00		
Driving	0.60**	0.67**	1.00	
Advising	0.46**	0.55**	0.70**	1.00
n=13,454				
* p<.05; ** p<.01				

As expected from the factor analyses reported previously, the skill-based characteristics indicate significant inter-scale correlation. The strongest associations tended to be for clusters immediately adjacent within the competency map (supported by multidimensional scaling).

The following table reflects the correlation of the two primary styles, Relating Style and Achieving Style, with the ipsatized skill-based characteristics.

Correlations for Skill-based Characteristics and REACH Styles

Skill-based Characteristics	Relating Style	Achieving Style
Counseling Characteristics Cluster	0.35**	-0.19**
Assimilating Team Members	0.11**	-0.19**
Cultivating Team Spirit	0.23**	-0.01
Identifying Personal Needs	0.33**	-0.13**
Recognizing Others' Efforts	0.19**	-0.14**
Coaching Characteristics Cluster	0.27**	0.11**
Building Rapport	0.19**	0.04**
Easing Tensions During Conflict	0.18**	0.03**
Finding Opportunities For Synergy	0.01	0.05**
Rallying Others Around A Cause	0.21**	0.13**
Driving Characteristics Cluster	-0.27**	0.14**
Establishing Clear Expectations	-0.14**	0.04**
Evaluating Individual Performance	-0.07**	0.02*
Exercising Control Over Processes	-0.23**	0.09**
Guiding Team During Change	-0.17**	0.16**
Advising Characteristics Cluster	-0.33**	-0.02**
Addressing Quality Concerns	-0.24**	-0.06**
Aligning Resources With Needs	-0.24**	-0.01
Designing Team Structure/Function	-0.18**	0.03**
Integrating Diverse Perspectives	-0.15**	-0.01
n=13,454		
* p<.05; ** p<.01		

The relative direction of the correlation statistics aligned closely with the formation of the profiles. For example, the Counseling profile is comprised of scores above the Relating Style median and below the Achieving Style median. As such, these results provide support for aligning the 16 skills within their respective clusters.

Inter-profile Comparison

The alignment of skill-based characteristics within specific clusters was supported by multidimensional scaling and factor analyses previously described. Researchers sought further support for this alignment by comparing mean cluster scores for the four profiles. Means were ipsatized to evaluate the relative strength of each cluster by profile preference, as shown in the following table.

Comparison: Skill-based Characteristics (Clusters with Ipsatized Means)

Skill-based Characteristics Clusters	Preferred Profile			
	Counseling	Coaching	Driving	Advising
Counseling Cluster	0.35	0.06	-0.27	-0.16
Coaching Cluster	0.21	0.10	-0.18	-0.15
Driving Cluster	-0.02	-0.03	-0.03	0.06
Advising Cluster	0.11	-0.11	-0.10	0.08
n=13,454				
* p<.05; ** p<.01				

These results provide further support for the cluster alignment. Specifically, the highest mean cluster scores were indicated as expected by participants preferring the aligned profiles. For example, participants preferring the Counseling profile indicated their highest mean score as the Counseling cluster. Practically speaking, this would suggest that among the clusters, participants in each profile tend to be most comfortable performing the skills aligned with their preferred profile.

Correlation of REACH Profile with REACH 360

As mentioned previously, the three assessments leveraged within the REACH model share the same skill-based characteristics. Although instructions differ by assessment, the REACH Profile, REACH 360 and REACH Culture include a form of the 16 skill ratings. Researchers examined the correlation between participants' self-ratings (recorded via the REACH Profile) and ratings provided by raters (recorded via REACH 360). The following table indicates the correlation between ratings.

Correlation of Self-ratings (REACH Profile) with Rater-provided Ratings (REACH 360)

Skill-based Characteristics	Correlation
REACH Quotient (RQ)	0.20**
Counseling Characteristics Cluster	0.22**
Assimilating Team Members	0.14*
Cultivating Team Spirit	0.22**
Identifying Personal Needs	0.25**
Recognizing Others' Efforts	0.15*
Coaching Characteristics Cluster	0.27**
Building Rapport	0.31**
Easing Tensions During Conflict	0.19**
Finding Opportunities For Synergy	0.18**
Rallying Others Around A Cause	0.26**
Driving Characteristics Cluster	0.21**
Establishing Clear Expectations	0.15*
Evaluating Individual Performance	0.22**
Exercising Control Over Processes	0.14*
Guiding Team During Change	0.14*
Advising Characteristics Cluster	0.09
Addressing Quality Concerns	0.09
Aligning Resources With Needs	0.14*
Designing Team Structure/Function	0.07
Integrating Diverse Perspectives/Ideas	0.16*
n=229	
* p<.05; ** p<.01	

These results underscore the value of including a multi-rater feedback process within the REACH model. Nearly all of the self-ratings from the REACH Profile showed significant, positive correlation with the ratings gathered via REACH 360. However, the effect size was relatively small, indicating the potential for variance between rater types. To further explore this potential, researchers analyzed these correlations for each rater type included in REACH 360, as shown in the following table.

Correlation of Self-ratings (REACH Profile) with Rater-provided Ratings by Type (REACH 360)

Skill-based Characteristics	Superior	Direct Reports	Peers	Others
REACH Quotient (RQ)	0.06	0.11	0.13	0.38**
Counseling Characteristics Cluster	0.02	0.09	0.10	0.33**
Assimilating Team Members	-0.03	0.06	0.04	0.28*
Cultivating Team Spirit	0.08	0.14	0.10	0.30**
Identifying Personal Needs	0.05	0.12	0.15*	0.20
Recognizing Others' Efforts	-0.04	-0.02	0.04	0.30*
Coaching Characteristics Cluster	0.08	0.16	0.15*	0.42**
Building Rapport	0.15	0.21*	0.21*	0.36**
Easing Tensions During Conflict	0.04	0.15	0.09	0.44**
Finding Opportunities For Synergy	0.02	0.04	0.06	0.21
Rallying Others Around A Cause	0.04	0.15	0.13	0.38**
Driving Characteristics Cluster	0.03	0.10	0.14	0.25*
Establishing Clear Expectations	0.09	0.04	0.05	0.23*
Evaluating Individual Performance	0.11	0.13	0.20**	0.28*
Exercising Control Over Processes	-0.01	0.06	0.13	0.16
Guiding Team During Change	-0.09	0.10	0.08	0.14
Advising Characteristics Cluster	0.07	0.00	0.06	0.28*
Addressing Quality Concerns	0.01	-0.02	-0.01	0.16
Aligning Resources With Needs	0.06	-0.06	0.07	0.16
Designing Team Structure/Function	0.09	0.08	0.03	0.34**
Integrating Diverse Perspectives/Ideas	0.05	0.03	0.09	0.21
n=229				
* p<.05; ** p<.01				

As suggested in the previous table, these results demonstrate the value of multi-rater feedback in uncovering potential blind spots and hidden strengths. By comparison, ratings provided by the “others” rater type (including coaches, trainers, consultants, vendors, clients and similar raters) indicated the strongest positive correlation with self-ratings.

Correlation of REACH Profile with REACH Culture

Researchers examined the correlation between leaders' skill-based characteristics (measured by the REACH Profile) and the level of engagement indicated by their employees (measured by the REACH Culture). The following table indicates the correlation between ratings from the two assessments.

Correlation of Leaders' Self-ratings (REACH Profile) with Employee Engagement Factors (REACH Culture)

Skill-based Characteristics	Engage	Recommend Organization	Enjoy Work	Team Impact	Org. Offers Value	Likely to Retain
REACH Quotient (RQ)	0.32**	0.24*	0.18	0.27*	0.24*	0.24*
Counseling Characteristics Cluster						
Assimilating Team Members	0.23*	0.21	0.13	0.19	0.21	0.16
Cultivating Team Spirit	0.20	0.19	0.13	0.14	0.11	0.17
Identifying Personal Needs	0.25*	0.20	0.10	0.26*	0.29**	0.17
Recognizing Others' Efforts	0.20	0.18	0.11	0.19	0.30**	0.07
Recognizing Others' Efforts	0.20	0.19	0.13	0.14	0.11	0.17
Coaching Characteristics Cluster						
Building Rapport	0.34**	0.25*	0.23*	0.25*	0.24*	0.23*
Easing Tensions During Conflict	0.32**	0.26*	0.26*	0.21	0.21	0.21
Finding Opportunities For Synergy	0.25*	0.09	0.20	0.19	0.18	0.19
Rallying Others Around A Cause	0.29**	0.24*	0.20	0.21	0.19	0.21
Rallying Others Around A Cause	0.37**	0.31**	0.20	0.32**	0.31**	0.25*
Driving Characteristics Cluster						
Establishing Clear Expectations	0.33**	0.25*	0.18	0.27*	0.19	0.27*
Evaluating Individual Performance	0.33**	0.25*	0.16	0.28*	0.15	0.29*
Exercising Control Over Processes	0.30**	0.26*	0.19	0.23*	0.19	0.23*
Guiding Team During Change	0.19	0.14	0.11	0.15	0.14	0.14
Guiding Team During Change	0.39**	0.27*	0.21	0.33**	0.21	0.31*
Advising Characteristics Cluster						
Addressing Quality Concerns	0.32**	0.19	0.14	0.32**	0.26*	0.26*
Aligning Resources With Needs	0.25*	0.13	0.06	0.30**	0.26*	0.22
Designing Team Structure/Function	0.33**	0.19	0.15	0.31**	0.19	0.29**
Integrating Diverse Perspectives/Ideas	0.34**	0.24*	0.16	0.32**	0.27*	0.26*
Integrating Diverse Perspectives/Ideas	0.28*	0.17	0.16	0.26*	0.27*	0.20
n=81						
* p<.05; ** p<.01						

These results show positive associations between the skill-based characteristics and a number of engagement factors. The leaders' RQ scores (that is, their agility in leveraging diverse skills) were significantly correlated with their employees' overall engagement in the workplace. Specifically, higher RQ scores were associated with greater enjoyment at work, favorable perceptions of impact and value, and stronger voluntary retention likelihood. These results underscore the value of including such components within the REACH model, while equipping leaders to make specific improvements via targeted coaching, training and development.

REACH Profile and LDP

The REACH Profile shares a similar two-style framework with its predecessor, the LDP. A sample of participants completed the LDP and subsequently completed the REACH Profile within one year (with an average elapsed time between surveys of 165 days). Participants' results on the style-based characteristics for both assessments were compared using correlation analysis. As expected, there was a high degree of association between results from these versions of the two-style framework.

Correlation of REACH Profile with LDP (Style-based Characteristics)

Style-based Characteristics	Correlation
Relating Style	0.78**
Relating Style Dimensions	
Affiliation	0.62**
Consideration	0.74**
Openness	0.74**
Status Motivation	0.50**
Self-protection	0.36**
Achieving Style	
Achieving Style	0.86**
Achieving Style Dimensions	
Intensity	0.74**
Assertiveness	0.84**
Risk Tolerance	0.76**
Adaptability	0.63**
Decision-making	0.55**
n=173	
* p<.05; ** p<.01	

These results suggest the primary style factors are substantially similar between the REACH Profile and the original LDP. These results likely understate such similarity given that several weeks elapsed between surveys. Further, the normative reference group was adjusted with the revision of the REACH Profile, allowing for some difference in percentile score outcomes to be reported (despite identical raw scores).

To control for this adjustment, researchers examined participants who indicated a particularly strong preference for one of the four profiles when taking the original LDP (n=56). In so doing, researchers excluded participants' scores that were at or near the median scores on Relating Style and Achieving Style (as these would have been impacted by the normative reference group adjustment). Within this sample, 84% of participants indicated an identical style preference between the LDP and the REACH Profile. The two versions of Relating Style were strongly correlated ($r=.82$, $p<.01$) as were the two versions of Achieving Style ($r=.94$, $p<.01$).

With the exception of the skill-based characteristics (which were not included in the original version), the psychometric framework based on Relating Style and Achieving Style is otherwise shared by the LDP and REACH Profile.

CONVERGENT VALIDITY

A number of studies have explored theoretical relationships between the REACH model and constructs reported by other assessments. Such studies yield evidence of convergent validity, contributing to the understanding of construct definitions and explanatory content. The following assessments were evaluated in this section:

- Schutte Self-Report Emotional Intelligence Test
- Fisher Temperament Inventory
- DISC Typology
- Clifton StrengthsFinder
- ILP Learning & Development Success Framework

These assessments were selected for study given their widespread use in markets similar to those within which the REACH model is distributed. While these assessments differ in structure and intended application, there is value in comparing relevant facets of each alongside the REACH Profile.

REACH Profile and Schutte Emotional Intelligence

Researchers evaluated the alignment of REACH model characteristics (with particular emphasis on the RQ) with a validated measure of general Emotional Intelligence. To accomplish this, researchers gathered a sample of participants who completed the REACH Profile and later completed the 33-item Schutte Self-Report Emotional Intelligence Test (SSEIT) (Schutte, Malouff, Hall, Haggerty, Cooper, and Golden, 1998). The design of the SSEIT reflects an alignment with the Salovey and Mayer (1990) model, including emotional appraisal, recognition and utilization. The tables below reflect correlation statistics for REACH Profile characteristics and the SSEIT.

Correlation of REACH Profile Skill-based Characteristics and Schutte Self-report Emotional Intelligence Test

Skill-based Characteristics	Correlation
REACH Quotient (RQ)	0.48**
Counseling Characteristics Cluster	0.55**
Assimilating Team Members	0.38**
Cultivating Team Spirit	0.52**
Identifying Personal Needs	0.50**
Recognizing Others' Efforts	0.56**
Coaching Characteristics Cluster	0.50**
Building Rapport	0.55**
Easing Tensions During Conflict	0.34**
Finding Opportunities For Synergy	0.32**
Rallying Others Around A Cause	0.43**
Driving Characteristics Cluster	0.32**
Establishing Clear Expectations	0.27*
Evaluating Individual Performance	0.26*
Exercising Control Over Processes	0.21
Guiding Team During Change	0.37**
Advising Characteristics Cluster	0.29*
Addressing Quality Concerns	0.29*
Aligning Resources With Needs	0.19
Designing Team Structure/Function	0.17
Integrating Diverse Perspectives/Ideas	0.28*
n=69	
* p<.05; ** p<.01	

Correlation: REACH Profile Style-based Characteristics and Schutte Self-report Emotional Intelligence Test

Style-based Characteristics	SSEIT
Relating Style	0.46**
Relating Style Dimensions	
Affiliation	0.25*
Consideration	0.52**
Openness	0.30*
Status Motivation	-0.05
Self-protection	0.28*
Achieving Style	
Achieving Style	0.17
Achieving Style Dimensions	
Intensity	0.05
Assertiveness	0.26*
Risk Tolerance	0.07
Adaptability	0.05
Decision-making	0.24*
n=69	
* p<.05; ** p<.01	

These results suggest that there is positive association between the REACH model and Emotional Intelligence. Of most interest is the significant correlation between SSEIT and the RQ. This is a particularly valuable finding given that RQ is purported to indicate an individual's agility in collaborating with team members using diverse styles of influence. Further, nearly all of the 16 skill-based characteristics demonstrated similar correlations. In addition, six of the style-based characteristics were positively associated with the SSEIT.

REACH Profile and Fisher Temperament Inventory

Researchers evaluated the alignment of REACH model characteristics (with particular emphasis on the primary style factors) with a validated measure of dominant neurochemical expressions. To accomplish this, researchers gathered a sample of participants who completed the REACH Profile and later completed the 56-item Fisher Temperament Inventory (FTI) (Johnson-Vickberg and Christfort, 2017). The FTI measures a potential expression of four neurochemical transmitter systems. The tables below reflect correlation statistics for REACH Profile characteristics and the FTI.

Correlation of REACH Profile Skill-based Characteristics and Fisher Temperament Inventory

Skill-based Characteristics	Dopamine	Serotonin	Testosterone	Estrogen/Oxytocin
REACH Quotient (RQ)	0.33**	0.09	0.20**	0.07
Counseling Characteristics Cluster	0.31**	0.03	-0.04	0.27**
Assimilating Team Members	0.26**	0.07	0.04	0.14*
Cultivating Team Spirit	0.32**	-0.00	-0.01	0.17**
Identifying Personal Needs	0.23**	-0.06	-0.11*	0.28**
Recognizing Others' Efforts	0.23**	0.08	-0.05	0.29**
Coaching Characteristics Cluster	0.34**	0.03	0.06	0.14*
Building Rapport	0.29**	0.01	-0.04	0.12*
Easing Tensions During Conflict	0.22**	0.05	0.09	0.09
Finding Opportunities For Synergy	0.21**	0.01	0.15**	0.04
Rallying Others Around A Cause	0.38**	0.04	0.01	0.20**
Driving Characteristics Cluster	0.24**	0.12*	0.29**	-0.08
Establishing Clear Expectations	0.21**	0.14*	0.18**	-0.01
Evaluating Individual Performance	0.11*	0.13*	0.20**	-0.04
Exercising Control Over Processes	0.17**	0.14*	0.31**	-0.10
Guiding Team During Change	0.29**	-0.00	0.25**	-0.10
Advising Characteristics Cluster	0.22**	0.12*	0.36**	-0.09
Addressing Quality Concerns	0.19**	0.11*	0.27**	-0.12*
Aligning Resources With Needs	0.17**	0.11*	0.36**	-0.16**
Designing Team Structure/Function	0.19**	0.13*	0.29**	-0.04
Integrating Diverse Perspectives/Ideas	0.15**	0.02	0.23**	0.03
n=323				
* p<.05; ** p<.01				

Correlation of REACH Profile Style-based Characteristics and Fisher Temperament Inventory

Style-based Characteristics	Dopamine	Serotonin	Testosterone	Estrogen/Oxytocin
Relating Style	0.20**	0.01	-0.22**	0.34**
Relating Style Dimensions				
Affiliation	0.12*	-0.08	-0.05	-0.02
Consideration	0.16**	0.03	-0.23**	0.43**
Openness	0.14*	-0.02	-0.16**	0.27**
Status Motivation	-0.16**	-0.04	-0.04	-0.18**
Self-protection	0.02	-0.13*	-0.17**	-0.16**
Achieving Style				
Achieving Style	0.61**	-0.18**	0.40**	-0.14**
Achieving Style Dimensions				
Intensity	0.24**	0.18**	0.29**	-0.11*
Assertiveness	0.45**	0.01	0.45**	-0.21**
Risk Tolerance	0.57**	-0.18**	0.35**	-0.05
Adaptability	0.52**	-0.34**	0.11*	-0.05
Decision-making	0.22**	-0.41**	-0.18**	0.08
n=323				
* p<.05; ** p<.01				

A number of significant correlations were observed between components of the REACH model and the FTI. Of particular interest is the association of Relating Style and some secondary dimensions with Estrogen/Oxytocin, as well as their association with Testosterone. Also worthy of note is the association of Achieving Style and its secondary dimensions with Dopamine and Testosterone. As expected, these findings provide support for assertions made regarding the internal consistency and stability of the REACH model. Specifically, the potential for Relating Style and Achieving Style to be influenced by the expression of certain neurochemicals may serve to explain their consistency and stability (and the challenge of increasing interpersonal agility without targeted coaching, training and development).

The FTI provides users with scores for each of four neurochemical transmitter systems, allowing an estimate regarding their dominant system. Researchers analyzed percentiles for Relating Style and Achieving Style among participants expressing each dominant system, as shown in the following table.

Mean Scores: REACH Profile Profiles and Fisher Temperament Inventory

Styles	Dopamine	Serotonin	Testosterone	Estrogen/Oxytocin
Relating Style	55.12%	49.36%	44.76%	68.49%
Achieving Style	70.73%	36.63%	64.92%	36.08%
n=283				

These results indicate that participants' percentile scores on the Relating Style and Achieving Style varied at least in part based on the neurochemical transmitter system they tended to express most readily. Since an individual's plot on the REACH Profile Matrix is generated by the intersection of their Relating Style and Achieving Style percentiles, researchers extrapolated specific patterns. Participants expressing the Dopamine system may prefer the Coaching Profile, those expressing the Serotonin system may prefer the Advising Profile, those expressing the Testosterone system may prefer the Driving Profile and those expressing the Estrogen/Oxytocin system may prefer the Counseling Profile.

REACH Profile and DiSC

Researchers evaluated the alignment of REACH model characteristics (with particular emphasis on the primary style factors) with the DiSC framework. The DiSC framework incorporates measures of four personality constructs: Dominance, Influence, Steadiness and Conscientiousness. This framework does not include skill-based constructs or measures of Emotional Intelligence.

Researchers gathered a sample of participants who completed the REACH Profile and later completed the DiSC survey. The tables below reflect correlation statistics for REACH Profile characteristics and the DiSC survey.

Correlation of REACH Profile Skill-based Characteristics and DiSC

Skill-based Characteristics	Dominance	Influence	Steadiness	Conscientiousness
REACH Quotient (RQ)	0.12	-0.02	-0.09	-0.11
Counseling Characteristics Cluster	0.03	0.05	-0.06	-0.09
Assimilating Team Members	-0.02	-0.01	-0.01	-0.02
Cultivating Team Spirit	0.09	0.09	-0.10	-0.15*
Identifying Personal Needs	-0.02	0.06	-0.03	-0.04
Recognizing Others' Efforts	0.04	0.03	-0.05	-0.08
Coaching Characteristics Cluster	0.07	0.06	-0.10	-0.10
Building Rapport	0.04	0.02	-0.07	-0.04
Easing Tensions During Conflict	0.01	0.11	-0.05	-0.11
Finding Opportunities For Synergy	0.07	-0.04	-0.06	-0.04
Rallying Others Around A Cause	0.11	0.09	-0.15*	-0.11
Driving Characteristics Cluster	0.17*	-0.05	-0.12	-0.09
Establishing Clear Expectations	0.15*	-0.04	-0.14*	-0.06
Evaluating Individual Performance	0.15*	-0.02	-0.11	-0.10
Exercising Control Over Processes	0.16*	-0.04	-0.13	-0.07
Guiding Team During Change	0.12	-0.08	-0.04	-0.08
Advising Characteristics Cluster	0.14*	-0.09	-0.06	-0.08
Addressing Quality Concerns	0.15*	-0.05	-0.08	-0.10
Aligning Resources With Needs	0.06	-0.10	-0.00	-0.03
Designing Team Structure/Function	0.17*	-0.03	-0.08	-0.14*
Integrating Diverse Perspectives/Ideas	0.08	-0.12	-0.04	0.00
n=205				
* p<.05; ** p<.01				

Correlation of REACH Profile Style-based Characteristics and DiSC

Style-based Characteristics	Dominance	Influence	Steadiness	Conscientiousness
Relating Style	-0.22**	0.23**	0.03	0.02
Relating Style Dimensions				
Affiliation	-0.04	0.17*	-0.02	-0.07
Consideration	-0.23**	0.12	0.04	0.09
Openness	-0.12	0.18*	0.01	-0.02
Status Motivation	-0.22**	-0.05	0.17*	0.13
Self-protection	-0.19**	0.17*	0.05	0.04
Achieving Style				
Achieving Style	0.48**	0.15*	-0.27**	-0.42**
Achieving Style Dimensions				
Intensity	0.31**	-0.11	-0.11	-0.15*
Assertiveness	0.52**	0.24**	-0.37**	-0.48**
Risk Tolerance	0.37**	0.12	-0.17*	-0.37**
Adaptability	0.04	0.01	-0.00	-0.06
Decision-making	-0.01	0.20**	-0.06	-0.09
n=205				
* p<.05; ** p<.01				

Few associations were observed for REACH skill-based characteristics and the DiSC constructs. RQ was not significantly correlated with the DiSC constructs, and there were only minimal correlations observed among skill-based characteristics, mostly within the Driving Skills and Advising Skills cluster scores.

Several significant associations were observed for REACH style-based characteristics and the DiSC constructs. Specifically, Relating Style indicated negative correlation with Dominance and positive correlation with Influence. Achieving Style indicated positive correlation with Dominance and Influence, and negative correlation with Steadiness and Conscientiousness.

The DiSC provides users with scores for each of the four constructs, estimating an individual's personality type within its framework. Researchers analyzed percentiles for Relating Style and Achieving Style for participants indicating each type, as shown in the following table.

Variance: REACH Profile Style-based Characteristics by DiSC Dominant Types

Styles	Dominance	Influence	Steadiness	Conscientiousness
Relating Style	46.85%*	68.57%**	53.46%	50.88%
Achieving Style	56.77%**	47.59%	39.16%*	30.93%**
n=205				
* p<.05; ** p<.01				

Based on descriptive statistics and cross tabulations, researchers found that participants characterized by the Dominance type tended to prefer the Driving Profile, those characterized by the Influence type tended to prefer the Coaching Profile, those characterized by the Steadiness type tended to prefer the Counseling Profile and those characterized by the Conscientiousness type tended to prefer the Advising Profile.

REACH Profile and ILP Success Framework

Researchers evaluated the alignment of REACH model characteristics (with particular emphasis on the skill-based characteristics) with the Institute for Learning Professionals' (ILP) Learning and Development Success Framework. This framework incorporates skill-based measures associated with success in learning and development roles (such as trainers and facilitators). The framework reports six dimensions, each including facet items that evaluate aspects of training capability. The tables below reflect correlation statistics for REACH Profile characteristics and the ILP framework

Correlation: REACH Profile Skill-based Characteristics and ILP Success Framework

Skill-based Characteristics	Professional Attributes	Strategy & Planning	Design & Develop	Execute & Deliver	Evaluate & Feedback	Business Smarts
REACH Quotient (RQ)	0.41**	0.44**	0.29**	0.28**	0.39**	0.38**
Counseling Characteristics Cluster	0.31**	0.28**	0.12	0.18	0.20*	0.19*
Assimilating Team Members	0.24*	0.13	0.08	0.10	0.16	0.14
Cultivating Team Spirit	0.32**	0.24*	0.19	0.17	0.25**	0.25*
Identifying Personal Needs	0.25*	0.28**	0.03	0.20*	0.15	0.11
Recognizing Others' Efforts	0.21*	0.27**	0.09	0.13	0.17	0.15
Coaching Characteristics Cluster	0.38**	0.34**	0.20*	0.21*	0.30**	0.32**
Building Rapport	0.27**	0.25**	0.16	0.26**	0.09	0.14
Easing Tensions During Conflict	0.27**	0.23*	0.17	0.07	0.26**	0.29**
Finding opportunities For Synergy	0.19*	0.28**	0.12	0.20*	0.30**	0.29**
Rallying Others Around A Cause	0.44**	0.31**	0.16	0.15	0.29**	0.27**
Driving Characteristics Cluster	0.37**	0.48**	0.30**	0.23*	0.37**	0.35**
Establishing Clear Expectations	0.29**	0.40**	0.24*	0.22*	0.32**	0.37**
Evaluating Individual Performance	0.22*	0.25*	0.14	0.00	0.19	0.09
Exercising Control Over Processes	0.24*	0.31**	0.16	0.13	0.18	0.24*
Guiding Team During Change	0.38**	0.49**	0.36**	0.36**	0.43**	0.37**
Advising Characteristics Cluster	0.31**	0.37**	0.35**	0.29**	0.38**	0.38**
Addressing Quality Concerns	0.12	0.29**	0.23*	0.15	0.28**	0.24**
Aligning Resources With Needs	0.34**	0.24*	0.23*	0.27**	0.26**	0.24*
Designing Team Structure/Function	0.25**	0.38**	0.32**	0.25**	0.35**	0.33**
Integrating Diverse Perspectives/Ideas	0.23*	0.23*	0.32**	0.25*	0.30**	0.37**
n=106						
* p<.05; ** p<.01						

Correlation: REACH Profile Style-based Characteristics and ILP Success Framework

Style-based Characteristics	Professional Attributes	Strategy & Planning	Design & Develop	Execute & Deliver	Evaluate & Feedback	Business Smarts
Relating Style	0.17	0.07	-0.07	0.03	0.02	-0.03
Relating Style Dimensions						
Affiliation	-0.04	-0.18	-0.13	-0.19	-0.07	-0.13
Consideration	0.12	0.11	-0.01	0.10	0.08	0.01
Openness	0.18	0.04	-0.08	0.03	-0.14	-0.04
Status Motivation	0.10	0.00	0.07	0.14	0.19*	0.16
Self-protection	0.35**	0.23*	0.04	0.21*	0.12	0.09
Achieving Style						
Achieving Style	0.27**	0.28**	0.17	0.07	0.25*	0.22*
Achieving Style Dimensions						
Intensity	0.00	0.16	0.04	-0.07	0.11	0.08
Assertiveness	0.22*	0.12	0.13	0.04	0.18	0.19
Risk Tolerance	0.15	0.24*	0.11	0.06	0.23*	0.20*
Adaptability	0.30**	0.34**	0.14	0.13	0.16	0.15
Decision-making	0.23*	0.18	0.06	0.16	0.17	0.22*
n=106						
* p<.05; ** p<.01						

The RQ showed positive associations with the ILP Success Framework, indicating significant correlations with all six ILP dimensions. In addition, nearly all of the REACH skill-based clusters and characteristics indicated significant correlations with multiple ILP dimensions.

The REACH style-based characteristics showed limited association with the ILP Success Framework, with Achieving Style indicating a number of significant correlations with ILP dimensions. Using a comparison of descriptive statistics, researchers noted that there were no significant differences in training capability based on an individual's preferred REACH profile. Based on these findings, differences in training capability may be attributed to the development of specific skills (such as are measured via the REACH model) rather than linked to a specific personality style.

REACH Profile and CliftonStrengths

Researchers evaluated the alignment of REACH model characteristics (with particular emphasis on the skill-based characteristics) with the CliftonStrengths assessment published by Gallup. CliftonStrengths incorporates self-ratings of specific talent themes (strengths), each comprised of a number of facet items. Reporting for these themes is focused on encouraging personal and professional development based on areas of relative, naturally recurring strength patterns. Such patterns are clustered within four domains of leadership strengths. The tables below reflect correlation statistics for REACH Profile characteristics and the CliftonStrengths assessment.

Correlation: REACH Profile Style-based Characteristics and CliftonStrength Domains

Style-based Characteristics	Executing	Influencing	Relationship Building	Strategic Thinking
Relating Style	-0.20*	0.28**	0.15	-0.17
Relating Style Dimensions				
Affiliation	-0.22*	0.29**	0.06	-0.06
Consideration	-0.14	0.15	0.18	-0.16
Openness	-0.16	0.35**	0.07	-0.17
Status Motivation	-0.05	-0.10	0.39**	-0.28**
Self-protection	-0.24**	0.03	0.14	0.07
Achieving Style				
Achieving Style	-0.13	0.20*	-0.18	0.16
Achieving Style Dimensions				
Intensity	0.24**	-0.16	-0.27**	0.16
Assertiveness	-0.09	0.33**	-0.18*	0.05
Risk Tolerance	-0.10	0.12	-0.10	0.11
Adaptability	-0.16	0.09	-0.10	0.18
Decision-making	-0.41**	0.33**	0.18	-0.04
n=114				
* p<.05; ** p<.01				

Correlation: REACH Profile Skill-based Characteristics and CliftonStrengths Domains

Skill-based Characteristics	Executing	Influencing	Relationship Building	Strategic Thinking
REACH Quotient (RQ)	-0.10	0.23*	0.02	-0.10
Counseling Characteristics Cluster				
Counseling Characteristics Cluster	-0.16	0.17	0.29**	-0.28**
Assimilating Team Members	-0.18	0.08	0.25**	-0.16
Cultivating Team Spirit	-0.06	0.20*	0.20*	-0.29**
Identifying Personal Needs	-0.18	0.19*	0.22*	-0.20*
Recognizing Others' Efforts	-0.05	0.04	0.19*	-0.19*
Coaching Characteristics Cluster				
Coaching Characteristics Cluster	-0.16	0.17	0.15	-0.13
Building Rapport	-0.18	0.17	0.14	-0.10
Easing Tensions During Conflict	-0.06	0.06	0.20*	-0.19*
Finding Opportunities For Synergy	-0.15	0.09	0.01	0.05
Rallying Others Around A Cause	-0.13	0.22*	0.10	-0.14
Driving Characteristics Cluster				
Driving Characteristics Cluster	0.05	0.21*	-0.22*	0.03
Establishing Clear Expectations	-0.05	0.14	-0.07	0.02
Evaluating Individual Performance	0.19*	0.10	-0.14	-0.10
Exercising Control Over Processes	0.00	0.13	-0.21*	0.14
Guiding Team During Change	0.00	0.27**	-0.24*	0.05
Advising Characteristics Cluster				
Advising Characteristics Cluster	0.00	0.09	-0.19*	0.13
Addressing Quality Concerns	0.05	0.07	-0.11	0.02
Aligning Resources With Needs	0.21*	-0.10	-0.22*	0.09
Designing Team Structure/Function	-0.07	0.16	-0.04	-0.01
Integrating Diverse Perspectives/Ideas	-0.20*	0.11	-0.17	0.29**
n=114				
* p<.05; ** p<.01				

Researchers observed several associations between components of the REACH model and the CliftonStrengths domains. Of particular interest is the positive correlation between the Influencing domain and RQ, given that RQ has been described as a measure of the capacity to exercise diverse styles of influence. The following tables reflect correlation statistics for REACH Profile characteristics and the facet themes for each of the CliftonStrengths domains.

Correlation: REACH Profile Style-based Characteristics and CliftonStrengths Themes within the Executing Domain

Style-based Characteristics	Achiever	Arranger	Belief	Consistency	Deliberative	Discipline	Focus	Responsibility	Restorative
Relating Style	-0.05	0.13	0.06	-0.06	-0.57**	-0.43**	-0.08	-0.01	-0.20
Relating Style Dimensions									
Affiliation	-0.08	0.24**	0.22*	-0.23*	-0.24*	-0.15	0.04	-0.13	-0.27*
Consideration	-0.08	0.02	0.03	0.07	-0.46**	-0.02	-0.16	-0.02	-0.08
Openness	0.07	0.10	-0.09	-0.11	-0.53**	-0.06	-0.04	-0.03	-0.19
Status Motivation	-0.22*	0.01	0.15	0.20	0.12	-0.01	-0.17	0.12	-0.10
Self-protection	-0.07	0.06	-0.10	-0.16	-0.29**	-0.20	-0.01	-0.11	-0.19
Achieving Style									
Achieving Style	0.13	0.12	0.07	-0.59**	-0.37**	-0.43**	-0.02	0.04	-0.25*
Achieving Style Dimensions									
Intensity	0.40**	0.12	0.06	-0.22*	-0.13	0.10	0.33**	0.18*	0.01
Assertiveness	0.12	0.09	0.06	-0.34**	-0.26*	-0.28**	0.07	0.03	-0.23*
Risk Tolerance	0.11	0.04	0.04	-0.48**	-0.31**	-0.43**	-0.07	0.05	-0.15
Adaptability	0.03	0.16	-0.05	-0.63**	-0.42**	-0.40**	0.03	-0.04	-0.26*
Decision-making	-0.23*	0.17	0.01	-0.34**	-0.30**	-0.38**	-0.33**	-0.19*	-0.19
n=107									
* p<.05; ** p<.01									

Correlation: REACH Profile Style-based Characteristics and CliftonStrengths Themes within the Influencing Domain

Style-based Characteristics	Activator	Command	Communication	Competition	Maximizer	Self-Assurance	Significance	Woo
Relating Style	0.02	-0.42**	0.50**	-0.11	-0.00	-0.21*	-0.10	0.52**
Relating Style Dimensions								
Affiliation	0.10	-0.09	0.31**	-0.03	0.13	-0.01	0.08	0.41**
Consideration	-0.03	-0.46**	0.36**	-0.11	-0.10	-0.29**	-0.13	0.41**
Openness	0.13	-0.38**	0.54**	0.04	0.06	-0.15	0.01	0.43**
Status Motivation	0.15	0.05	0.01	-0.36**	-0.07	-0.06	-0.23*	-0.11
Self-protection	0.09	-0.22*	0.26*	-0.10	0.04	0.02	-0.14	0.08
Achieving Style								
Achieving Style	0.45**	0.42**	0.07	0.06	0.03	0.34**	0.03	0.05
Achieving Style Dimensions								
Intensity	-0.14	0.03	-0.23*	0.24*	0.05	0.12	0.26**	-0.16
Assertiveness	0.44**	0.38**	0.27**	0.10	-0.11	0.14	0.01	0.10
Risk Tolerance	0.36**	0.39**	-0.05	0.01	0.07	0.34**	-0.02	0.07
Adaptability	0.24*	0.21*	0.06	0.02	0.16	0.25**	0.03	0.12
Decision-making	0.47**	0.07	0.16	0.00	0.03	0.11	-0.09	0.21
n=114								
* p<.05; ** p<.01								

Correlation: REACH Profile Style-based Characteristics and CliftonStrengths Themes within the Relationship Building Domain

Style-based Characteristics	Adaptability	Connected	Developer	Empathy	Harmony	Includer	Individualize	Positivity	Relator
Relating Style	0.17	0.16	0.21*	0.24*	-0.03	0.27**	-0.14	0.40**	-0.28**
Relating Style Dimensions									
Affiliation	-0.04	0.22*	0.02	-0.09	-0.14	0.20	0.03	0.10	-0.09
Consideration	0.24*	0.21*	0.24*	0.42**	0.05	0.25*	-0.14	0.25*	-0.32**
Openness	0.05	0.02	0.10	0.08	-0.08	0.15	-0.03	0.45**	-0.25**
Status Motivation	0.23*	0.12	0.32**	0.19	0.19	0.04	-0.12	0.14	0.12
Self-protection	-0.04	0.19	0.03	0.09	-0.05	0.17	0.07	0.21*	-0.13
Achieving Style									
Achieving Style	-0.10	0.02	-0.15	-0.21*	-0.46**	-0.06	0.15	0.22*	-0.01
Achieving Style Dimensions									
Intensity	-0.46**	-0.12	-0.12	-0.34**	-0.10	-0.12	0.01	-0.12	-0.07
Assertiveness	-0.05	-0.06	-0.19	-0.28**	-0.36**	-0.09	0.09	0.30**	0.01
Risk Tolerance	-0.02	-0.01	-0.06	-0.11	-0.35**	-0.02	0.10	0.24*	-0.05
Adaptability	-0.10	0.03	-0.09	-0.08	-0.42**	0.05	0.22*	0.14	-0.05
Decision-making	0.30**	0.33**	0.01	0.13	-0.23*	0.10	0.13	0.31**	0.00
n=114									
* p<.05; ** p<.01									

Correlation: REACH Profile Style-based Characteristics and CliftonStrengths Themes within the Strategic Thinking Domain

Style-based Characteristics	Analytical	Context	Futuristic	Ideation	Input	Intellection	Learner	Strategic
Relating Style	-0.32**	-0.05	-0.20*	-0.07	-0.04	-0.16	-0.15	0.02
Relating Style Dimensions								
Affiliation	-0.05	-0.04	-0.14	0.05	-0.11	-0.16	0.10	0.01
Consideration	-0.33**	-0.03	-0.18	-0.04	0.03	-0.18	-0.21*	0.06
Openness	-0.21*	-0.04	-0.18	-0.08	-0.14	-0.19	-0.08	0.01
Status Motivation	-0.18	0.03	-0.24*	-0.27**	-0.02	-0.06	-0.28**	-0.12
Self-protection	0.03	0.06	-0.07	-0.02	0.06	0.10	0.23*	0.02
Achieving Style								
Achieving Style	-0.09	-0.09	0.18	0.34**	-0.10	-0.09	0.09	0.32**
Achieving Style Dimensions								
Intensity	0.22*	0.10	0.21*	-0.05	-0.05	0.08	0.31**	-0.01
Assertiveness	-0.03	-0.11	0.10	0.22*	0.02	-0.16	-0.11	0.22*
Risk Tolerance	-0.12	-0.08	0.21*	0.24*	-0.05	-0.01	0.07	0.23*
Adaptability	-0.17	-0.08	0.15	0.42**	0.07	0.04	0.14	0.29**
Decision-making	-0.39**	-0.02	0.05	0.17	0.00	-0.07	-0.02	0.26*
n=114								
* p<.05; ** p<.01								

Correlation: REACH Profile Skill-based Characteristics and CliftonStrengths Themes within the Executing Domain

Skill-based Characteristics	Achiever	Arranger	Belief	Consistency	Deliberative	Discipline	Focus	Responsibility	Restorative
REACH Quotient (RQ)	0.06	0.14	0.05	-0.40**	-0.27*	-0.10	-0.05	0.12	-0.31**
Counseling Characteristics Cluster	-0.03	0.09	0.08	-0.11	-0.44**	0.00	-0.22*	-0.03	-0.17
Assimilating Team Members	-0.01	0.02	0.04	-0.01	-0.25*	-0.07	-0.21*	-0.05	-0.14
Cultivating Team Spirit	-0.01	0.09	0.05	-0.21*	-0.35**	0.03	-0.09	-0.11	-0.19
Identifying Personal Needs	-0.07	0.04	-0.01	-0.04	-0.42**	-0.08	-0.24*	-0.04	-0.11
Recognizing Others' Efforts	-0.00	0.10	0.14	-0.06	-0.23*	0.12	-0.12	0.11	-0.09
Coaching Characteristics Cluster	-0.06	0.04	0.02	-0.34**	-0.29**	-0.15	-0.10	0.00	-0.36**
Building Rapport	0.00	-0.01	-0.08	-0.26*	-0.31**	-0.13	-0.10	0.06	-0.26*
Easing Tensions During Conflict	-0.09	0.09	0.07	-0.17	-0.21*	-0.13	-0.07	0.03	-0.21
Finding Opportunities For Synergy	-0.02	-0.01	0.01	-0.37**	-0.15	-0.16	-0.05	0.01	-0.35**
Rallying Others Around A Cause	-0.07	0.05	0.05	-0.28**	-0.23*	-0.04	-0.09	-0.10	-0.32**
Driving Characteristics Cluster	0.20*	0.17	0.03	-0.43**	-0.07	-0.14	0.17	0.19*	-0.15
Establishing Clear Expectations	0.17	0.09	-0.11	-0.29**	-0.11	0.01	0.15	0.13	-0.30**
Evaluating Individual Performance	0.13	0.12	0.08	-0.23*	0.00	0.01	0.23*	0.19*	-0.00
Exercising Control Over Processes	0.16	0.05	0.03	-0.34**	0.04	-0.13	0.01	0.15	0.00
Guiding Team During Change	0.14	0.24**	0.06	-0.41**	-0.15	-0.29**	0.11	0.11	-0.15
Advising Characteristics Cluster	0.07	0.09	0.02	-0.23*	0.04	-0.00	0.02	0.20*	-0.21*
Addressing Quality Concerns	0.05	0.01	-0.04	-0.04	0.18	-0.02	-0.06	0.19*	-0.09
Aligning Resources With Needs	0.25*	0.04	0.03	-0.17	0.15	0.14	0.28**	0.20*	-0.05
Designing Team Structure/Function	0.03	0.16	0.11	-0.26*	-0.06	-0.08	-0.14	0.17	-0.31**
Integrating Diverse Perspectives/Ideas	-0.15	0.03	-0.06	-0.15	-0.17	-0.04	-0.02	-0.01	-0.12
n=114									
* p<.05; ** p<.01									

Correlation: REACH Profile Skill-based Characteristics and CliftonStrengths Themes within the Influencing Domain

Skill-based Characteristics	Activator	Command	Communication	Competition	Maximizer	Self-Assurance	Significance	Woo
REACH Quotient (RQ)	0.07	0.05	0.24*	-0.22*	0.00	0.05	-0.12	0.28*
Counseling Characteristics Cluster								
Counseling Characteristics Cluster	0.08	-0.19	0.34**	-0.20	0.03	-0.18	-0.25*	0.47**
Assimilating Team Members	0.10	-0.14	0.22*	-0.18	0.02	-0.13	-0.33**	0.31**
Cultivating Team Spirit	0.06	0.03	0.28**	-0.08	0.04	-0.07	-0.12	0.42**
Identifying Personal Needs	0.06	-0.27*	0.37**	-0.12	0.06	-0.25*	-0.17	0.44**
Recognizing Others' Efforts	0.03	-0.17	0.16	-0.23*	-0.10	-0.90	-0.13	0.17
Coaching Characteristics Cluster								
Coaching Characteristics Cluster	0.10	-0.20	0.23*	-0.14	-0.01	-0.05	-0.18	0.32**
Building Rapport	0.16	-0.19	0.31**	-0.14	-0.10	-0.14	-0.18	0.30**
Easing Tensions During Conflict	0.02	-0.00	0.05	-0.15	0.09	-0.08	-0.18	0.12
Finding Opportunities For Synergy	0.05	-0.03	0.13	-0.01	-0.01	0.07	-0.03	0.16
Rallying Others Around A Cause	0.08	0.15	0.24*	-0.14	-0.03	-0.00	-0.15	0.40**
Driving Characteristics Cluster								
Driving Characteristics Cluster	0.07	0.19	0.06	-0.09	-0.00	0.17	0.12	0.02
Establishing Clear Expectations	0.03	0.10	0.05	-0.20	0.11	-0.04	-0.02	-0.00
Evaluating Individual Performance	-0.02	0.11	-0.02	0.06	-0.08	0.13	0.20*	-0.00
Exercising Control Over Processes	0.13	0.20	0.05	-0.17	-0.05	0.13	0.10	-0.05
Guiding Team During Change	0.08	0.14	0.10	0.02	0.02	0.25*	0.08	0.12
Advising Characteristics Cluster								
Advising Characteristics Cluster	-0.08	0.20	0.02	-0.23*	-0.02	0.20*	-0.04	-0.04
Addressing Quality Concerns	-0.10	0.19	0.03	-0.07	-0.12	0.14	0.14	0.00
Aligning Resources With Needs	-0.18	0.13	-0.15	-0.16	-0.03	0.20*	0.02	-0.21
Designing Team Structure/Function	-0.00	0.08	0.05	-0.26*	0.07	0.21*	-0.07	-0.02
Integrating Diverse Perspectives/Ideas	0.08	0.18	0.15	-0.14	0.03	-0.01	-0.19	0.14
n=114								
* p<.05; ** p<.01								

Correlation: REACH Profile Skill-based Characteristics and CliftonStrengths Themes within the Relationship Building Domain

Skill-based Characteristics	Adaptability	Connected	Developer	Empathy	Harmony	Includer	Individualize	Positivity	Relator
REACH Quotient (RQ)	-0.16	0.15	-0.01	0.01	-0.20	0.03	0.04	0.18	0.01
Counseling Characteristics Cluster	0.18	0.26*	0.17	0.26*	-0.01	0.28**	-0.19*	0.48**	-0.15
Assimilating Team Members	0.13	0.16	0.05	0.10	-0.01	0.23*	-0.13	0.30**	0.04
Cultivating Team Spirit	0.19	0.29**	0.14	0.19	0.02	0.27**	-0.24*	0.35**	-0.18
Identifying Personal Needs	0.21*	0.20*	0.21*	0.37**	-0.03	0.27**	-0.11	0.40**	-0.18
Recognizing Others' Efforts	-0.02	0.13	0.11	0.11	-0.02	0.03	-0.10	0.35**	-0.09
Coaching Characteristics Cluster	0.80	0.24*	0.04	0.20*	-0.07	0.16	-0.05	0.23*	0.00
Building Rapport	-0.02	0.09	0.06	0.17	0.04	0.15	-0.04	0.25*	0.03
Easing Tensions During Conflict	0.17	0.26**	0.16	0.21*	0.08	0.13	-0.06	0.11	-0.01
Finding Opportunities For Synergy	-0.08	0.15	-0.11	0.10	-0.16	0.01	0.00	0.14	0.06
Rallying Others Around A Cause	0.13	0.23*	0.00	0.16	-0.18	0.20*	-0.04	0.23*	-0.07
Driving Characteristics Cluster	-0.44	0.01	-0.14	-0.31**	-0.35**	-0.19	0.16	-0.08	0.12
Establishing Clear Expectations	-0.29**	-0.07	-0.04	-0.16	-0.20	-0.19	0.23*	0.01	0.20*
Evaluating Individual Performance	-0.36**	0.12	-0.10	-0.17	-0.18	-0.12	0.08	-0.05	0.03
Exercising Control Over Processes	-0.31**	0.01	-0.12	-0.21*	-0.32**	-0.16	-0.02	-0.10	0.80
Guiding Team During Change	-0.36**	-0.02	-0.15	-0.37**	-0.36**	-0.10	0.18	-0.90	0.06
Advising Characteristics Cluster	-0.21*	-0.13	-0.11	-0.18	-0.14	-0.18	0.21*	-0.12	0.07
Addressing Quality Concerns	-0.20	-0.12	-0.05	-0.10	-0.09	-0.17	0.15	-0.08	0.10
Aligning Resources With Needs	-0.15	-0.19	-0.08	-0.17	0.05	-0.23*	0.10	-0.23*	0.01
Designing Team Structure/Function	-0.18	-0.03	-0.06	-0.11	-0.11	-0.07	0.17	-0.11	0.15
Integrating Diverse Perspectives/Ideas	-0.04	-0.01	-0.11	-0.11	-0.24*	-0.02	0.18	0.09	-0.08
n=114									
* p<.05; ** p<.01									

Correlation: REACH Profile Skill-based Characteristics and CliftonStrengths Themes within the Thinking Domain

Skill-based Characteristics	Analytical	Context	Futuristic	Ideation	Input	Intellection	Learner	Strategic
REACH Quotient (RQ)	-0.10	0.11	-0.22*	0.10	-0.02	-0.11	-0.15	0.08
Counseling Characteristics Cluster	-0.32**	0.01	-0.47**	-0.16	0.01	-0.10	-0.32**	-0.04
Assimilating Team Members	-0.07	-0.03	-0.30**	-0.16	0.10	-0.05	-0.23*	0.01
Cultivating Team Spirit	-0.27**	0.06	-0.47**	-0.12	-0.04	-0.15	-0.25**	-0.02
Identifying Personal Needs	-0.41**	-0.03	-0.30**	-0.06	-0.06	-0.16	-0.21*	0.02
Recognizing Others' Efforts	-0.16	0.03	-0.33**	-0.14	0.05	0.06	-0.26**	-0.13
Coaching Characteristics Cluster	-0.21*	0.14	-0.26**	0.13	0.01	-0.18	-0.17	0.02
Building Rapport	-0.08	0.05	-0.28**	0.10	0.03	-0.16	-0.15	-0.01
Easing Tensions During Conflict	-0.24*	0.19	-0.20*	0.05	-0.07	-0.13	-0.18	-0.10
Finding Opportunities For Synergy	-0.06	0.16	-0.12	0.12	0.09	-0.03	0.11	0.10
Rallying Others Around A Cause	-0.26*	0.04	-0.22*	0.14	-0.02	-0.24*	-0.27**	0.06
Driving Characteristics Cluster	0.10	0.10	0.00	0.14	-0.09	-0.06	0.09	0.17
Establishing Clear Expectations	0.05	-0.04	-0.10	0.13	-0.07	-0.03	-0.06	0.32**
Evaluating Individual Performance	0.17	0.20	-0.12	-0.08	-0.16	-0.11	0.03	-0.11
Exercising Control Over Processes	0.10	0.13	0.10	0.16	0.04	0.05	0.17	0.11
Guiding Team During Change	-0.02	-0.02	0.13	0.20	-0.09	-0.09	0.12	0.22*
Advising Characteristics Cluster	0.19	0.06	0.14	0.17	0.02	0.04	-0.00	0.07
Addressing Quality Concerns	0.03	0.14	0.09	0.05	0.07	0.02	-0.05	0.04
Aligning Resources With Needs	0.37**	-0.11	0.12	0.02	-0.02	0.02	-0.03	-0.03
Designing Team Structure/Function	0.10	0.03	0.06	0.18	-0.14	-0.04	-0.05	0.11
Integrating Diverse Perspectives/Ideas	-0.00	0.13	0.12	0.23*	0.20*	0.13	0.13	0.06
n=114								
* p<.05; ** p<.01								

Numerous associations were observed across the two assessments, within both skill-based and style-based characteristics. Further, several strengths indicated significant score differences based on the participants' preferred REACH profile. Using cross tabulations, researchers observed the following trends.

- Individuals preferring the Counseling profile were more inclined than others to indicate the following strengths among their top five themes:
 - Consistency
 - Harmony
 - Includer
 - Responsibility

- Individuals preferring the Coaching profile were more inclined than others to indicate the following strengths among their top five themes:
 - Activator
 - Communication
 - Positivity
 - Strategic
 - Woo (winning others over)

- Individuals preferring the Driving profile were more inclined than others to indicate the following strengths among their top five themes:
 - Activator
 - Responsibility
 - Strategic

- Individuals preferring the Advising profile were more inclined than others to indicate the following strengths among their top five themes:
 - Consistency
 - Deliberative
 - Discipline

Within the REACH style-based characteristics, a number of correlations were observed at the dimension level. For example, the Decision-making dimension (within REACH Achieving Style) indicated association with strengths in both directions. Within the REACH Profile reports, the Decision-making dimension is labeled as analytical on the left side of its continuum and as intuitive on the right side of its continuum. When correlation statistics are evaluated, a negative correlation indicates association with the left label on the continuum, while a positive correlation indicates association with the right label on the continuum. In the case of the Decision-making dimension, the analytical label indicated significant correlation with the Analytical strength while the intuitive label indicated significant correlation with the Strategic strength.

Based on these and related findings, it is reasonable to infer that numerous, naturally recurring talent patterns may be associated with both skill-based and style-based characteristics evaluated within the REACH model. Further, each preferred profile may be characterized by unique strengths, with each offering value not associated with other profiles.

CONTENT VALIDITY

Content validity evidence is concerned with the extent to which the REACH Profile's constructs (style-based and skill-based characteristics) adequately represent job-related behaviors. Such a determination is made by the user after analyzing essential job functions (such as via job analysis), recognizing the construct validity evidence provided by the publisher and investigating alternative measures.

The information contained in this report is of significant value in evaluating the appropriateness and adequacy of content validity evidence, although it is no substitute for a properly conducted job analysis (Riggio, 2013). Users are cautioned therefore to render their own judgement regarding the adequacy of the REACH Profile's factors and dimensions to support their fair, valid and job-related applications of the REACH model. Those not familiar with the nature or complexities of localized and generalized validation should seek competent guidance from subject matter experts.

CRITERION VALIDITY

A number of studies have explored practical relationships between the REACH model and performance outcomes. Such studies yield evidence of criterion validity and utility when applied to workplace performance. These studies were concurrent in their design, meaning, performance data were collected from employers near the time participants completed one or more REACH assessments (or immediately thereafter). As a result, the findings presented in this section yield a potential understanding of the incumbents' performance at the time of the respective studies, rather than a specific prediction of future outcomes (Anastasi, and Urbina, 1997).

In this section, the results of specific studies are discussed. In each study, an employer administered one or more REACH assessments to its incumbents. The employer provided performance data for these incumbents, based on quantitative or qualitative performance rankings. As such, these studies provide evidence of criterion validity. In a subsequent section, additional studies are discussed based on smaller sample sizes. Although similar in nature, smaller sample sizes tend to inhibit findings of criterion validity. Such studies are primarily considered evidence of utility, while also providing ancillary support for criterion validity findings.

REACH Profile

Financial Collections

A financial services company administered the REACH Profile to 148 incumbents in its debt collections division. While all incumbents were engaged in the collection of debts, there were a number of specific roles within the sample - from those involving high volume, low valuation calls to those involving extensive investigation and ongoing portfolio management within higher valuations. These were categorized according to the primary account type: banking/finance, contingent and general collections. Additionally, some incumbents held managerial roles within which they provided oversight to other incumbents. The company administered the REACH Profile to examine potential training needs among incumbents and to explore style-based patterns that may influence job performance. The following table reveals a comparison of REACH skill-based characteristics by incumbent type.

Comparison of REACH Skill-based Characteristics by Position

REACH Skill-based Characteristics	Legal	Management	Banking	Contingent	General
REACH Quotient (RQ)	3.71	3.60	3.56	3.55	3.36
Counseling Characteristics Cluster					
Counseling Characteristics Cluster	4.06	3.65	3.77	3.86	3.65
Assimilating Team Members	4.25	3.74	3.69	4.08	3.55
Cultivating Team Spirit	4.00	3.53	3.69	3.95	3.59
Identifying Personal Needs	3.88	3.68	3.69	3.55	3.75
Recognizing Others' Efforts	4.13	3.63	4.00	3.84	3.70
Coaching Characteristics Cluster					
Coaching Characteristics Cluster	3.91	3.68	3.76	3.63	3.52
Building Rapport	4.13	3.74	3.90	3.66	3.64
Easing Tensions During Conflict	3.88	3.74	3.77	3.76	3.82
Finding Opportunities For Synergy	3.50	3.53	3.56	3.58	3.32
Rallying Others Around A Cause *	4.13	3.74	3.82	3.53	3.32
Driving Characteristics Cluster **					
Driving Characteristics Cluster **	3.94	3.58	3.40	3.31	3.08
Establishing Clear Expectations	3.75	3.63	3.44	3.53	3.09
Evaluating Individual Performance	4.25	3.53	3.59	3.37	3.39
Exercising Control Over Processes **	3.88	3.74	3.36	3.08	2.84
Guiding Team During Change	3.88	3.42	3.23	3.26	3.00
Advising Characteristics Cluster					
Advising Characteristics Cluster	2.94	3.43	3.26	3.35	3.16
Addressing Quality Concerns	2.88	3.63	3.10	3.47	3.14
Aligning Resources With Needs	3.13	3.42	3.15	3.24	3.11
Designing Team Structure/Function	2.88	3.32	3.18	3.32	3.02
Integrating Diverse Perspectives/Ideas	2.87	3.37	3.59	3.37	3.36
n=148	8	19	39	38	44
* p<.05; ** p<.01					

The variance in average RQ, as presented above, is consistent with the hierarchy of incumbents indicated by the company. The highest RQ was associated with legal officers, who are responsible for navigating volatile, emotionally-charged collections scenarios involving litigation. In contrast, the lowest RQ was associated with general collections associates who tend to be less experienced employees, processing accounts of lesser value and complexity. The most significant difference in REACH model outcomes was observed in the skill, Exercising Control Over Processes, for which the legal officers indicated significantly higher RQ than their peers.

Comparison of REACH Style-based Characteristics by Position

REACH Style-based Characteristics	Legal	Management	Banking	Contingent	General
Relating Style	48.62%	47.53%	52.33%	53.82%	53.41%
Relating Style Dimensions					
Affiliation	58.25%	52.32%	57.64%	60.58%	63.27%
Consideration	49.63%	45.95%	50.77%	54.37%	56.14%
Openness	61.87%	56.05%	62.67%	55.45%	58.45%
Status Motivation **	32.13%	46.63%	34.21%	56.55%	47.41%
Self-protection	40.50%	54.79%	47.64%	56.39%	54.43%
Achieving Style					
Achieving Style	68.88%	55.42%	55.10%	50.42%	44.43%
Achieving Style Dimensions					
Intensity	64.25%	67.63%	56.26%	59.89%	59.75%
Assertiveness	75.50%	66.89%	66.77%	59.29%	62.36%
Risk Tolerance	74.00%	62.95%	63.54%	62.42%	52.86%
Adaptability **	70.00%	55.68%	49.15%	63.00%	42.55%
Decision-making	64.38%	66.16%	67.87%	60.00%	75.27%
n=148	8	19	39	38	44
* p<.05; ** p<.01					

Generally, the REACH style-based characteristics were similarly observed based on the incumbents' positions. There were significant differences in the Status Motivation dimension of Relating Style and the Adaptability dimension of Achieving Style. These findings may suggest that the nature of the collections process, despite some differences according to hierarchy, may tend to involve incumbents preferring moderated Relating Styles and Achieving Styles.

The company provided performance rankings for incumbents engaged primarily in higher volume collections (not including legal officers and managers). The following table provides a comparison of self-ratings for the REACH skill-based characteristics by incumbents' performance ranking.

Comparison of REACH Skill-based Characteristics by Performance Rank

REACH Skill-based Characteristics	Top Half (1 st – 2 nd Quartiles)	Moderate (3 rd – 4 th Quartiles)
REACH Quotient (RQ) **	3.64	3.32
Counseling Characteristics Cluster *	3.91	3.59
Assimilating Team Members	3.87	3.65
Cultivating Team Spirit *	3.92	3.55
Identifying Personal Needs *	3.89	3.45
Recognizing Others' Efforts	3.98	3.70
Coaching Characteristics Cluster *	3.78	3.48
Building Rapport	3.84	3.62
Easing Tensions During Conflict	3.87	3.70
Finding Opportunities For Synergy *	3.67	3.28
Rallying Others Around A Cause **	3.75	3.33
Driving Characteristics Cluster **	3.45	3.06
Establishing clear Expectations	3.49	3.18
Evaluating Individual Performance *	3.61	3.28
Exercising Control Over Processes **	3.31	2.85
Guiding Team During Change **	3.38	2.93
Advising Characteristics Cluster	3.38	3.12
Addressing Quality Concerns	3.31	3.15
Aligning Resources With Needs *	3.38	2.95
Designing Team Structure/Function	3.25	3.08
Integrating Diverse Perspectives/Ideas	3.57	3.30
n=121		
* p<.05; ** p<.01		

A number of significant differences were observed based on incumbents' performance ranking, including the overall RQ score. Further, higher performing incumbents indicated higher scores in all of the REACH skill-based characteristics.

The following table provides a comparison of the REACH style-based characteristics by incumbents' performance ranking.

Comparison of REACH Style-based Characteristics by Performance Rank

REACH Style-based Characteristics	Top Half (1 st – 2 nd Quartiles)	Moderate (3 rd – 4 th Quartiles)
Relating Style	51.11%	55.30%
Relating Style Dimensions		
Affiliation	55.56%	65.75%
Consideration	50.56%	57.20%
Openness	62.74%	54.93%
Status Motivation	44.21%	47.87%
Self-protection	48.67%	57.12%
Achieving Style		
Achieving Style	52.80%	46.65%
Achieving Style Dimensions		
Intensity	60.70%	56.60%
Assertiveness	66.87%	58.70%
Risk Tolerance	62.03%	56.53%
Adaptability	49.05%	53.18%
Decision-making	67.95%	68.23%
n=121		
* p<.05; ** p<.01		

REACH style-based characteristics were similar between higher and lower performing incumbents. Overall, there was no strong preference for a specific personal style among incumbents, although there was a slight tendency toward a more urgent Achieving Style among legal officers and managers as compared to other incumbents.

In addition to the performance ranking, the company provided time-sensitive performance metrics for collections incumbents. The following table reveals how REACH skill-based characteristics were associated with performance.

Correlation of REACH Skill-based Characteristics by Performance

REACH Skill-based Characteristics	Performance Ranking	Revenue by Hour	Collections by Hour
REACH Quotient (RQ)	0.24**	0.40*	0.20
Counseling Characteristics Cluster			
Counseling Characteristics Cluster	0.21*	0.44**	0.12
Assimilating Team Members	0.09	0.29	0.04
Cultivating Team Spirit	0.18*	0.27	0.14
Identifying Personal Needs	0.18*	0.46**	0.08
Recognizing Others' Efforts	0.19*	0.32*	0.12
Coaching Characteristics Cluster			
Coaching Characteristics Cluster	0.20*	0.20	0.23*
Building Rapport	0.12	0.22	0.08
Easing Tensions During Conflict	0.08	-0.04	0.19
Finding Opportunities For Synergy	0.17	0.09	0.24*
Rallying Others Around A Cause	0.25**	0.39*	0.19
Driving Characteristics Cluster			
Driving Characteristics Cluster	0.27**	0.46**	0.20
Establishing Clear Expectations	0.14	0.31	0.11
Evaluating Individual Performance	0.20*	0.39*	0.11
Exercising Control Over Processes	0.28**	0.46**	0.18
Guiding Team During Change	0.25**	0.28	0.22*
Advising Characteristics Cluster			
Advising Characteristics Cluster	0.10	0.16	0.10
Addressing Quality Concerns	0.04	-0.02	0.09
Aligning Resources With Needs	0.16	0.29	0.11
Designing Team Structure/Function	0.01	0.01	0.04
Integrating Diverse Perspectives/Ideas	0.13	0.26	0.06
n=121	121	38	83

* p<.05; ** p<.01

Incumbents' REACH skill-based characteristics were positively associated with performance, with several of these associations being statistically significant. The following table shows how style-based characteristics were associated with performance.

Correlation of REACH Style-based Characteristics by Performance (Revenue by Hour)

REACH Style-based Characteristics	Performance Ranking	Revenue by Hour	Collections by Hour
Relating Style	-0.13	0.05	-0.21
Relating Style Dimensions			
Affiliation	-0.19*	-0.28	-0.19
Consideration	-0.14	-0.05	-0.20
Openness	0.09	0.36*	-0.03
Status Motivation	-0.11	-0.28	-0.02
Self-protection	-0.14	0.02	-0.17
Achieving Style			
Achieving Style	0.09	0.47**	-0.03
Achieving Style Dimensions			
Intensity	0.09	0.18	0.10
Assertiveness	0.11	0.42**	-0.01
Risk Tolerance	0.09	0.33*	0.00
Adaptability	-0.05	0.28	-0.15
Decision-making	0.03	0.22	-0.10
n=121			
* p<.05; ** p<.01			

There were associations between style-based characteristics and higher performance, with the most significant involving the expression of a more urgent Achieving Style. Closely related to this finding was a trend toward more confident and bold style patterns for the Assertiveness and Risk Tolerance dimensions of Achieving Style, respectively among higher performers.

This sample revealed evidence of criterion validity as both skill-based and style-based characteristics were significantly associated with job performance. Practically speaking, there was an indication that higher performing collections incumbents may tend to prefer a specific pattern among the Relating and Achieving Styles. Specifically, higher performers may tend to prefer more independence and openness in social interactions (as seen in the Affiliation and Openness dimensions of Relating Style) and more confidence and boldness (as seen in the Assertiveness and Risk Tolerance dimensions of Achieving Style). Such findings were supported by a review of the job description which emphasized initiating contact with account holders under difficult circumstances and negotiating debt repayment, while constrained by compliance standards and time-sensitive goals. Finally, these findings suggest that incumbents may experience higher performance outcomes by recognizing style inclinations and developing REACH skills.

Restaurant Management

A sports-themed, casual dining chain administered the REACH Profile to 77 managers from 26 restaurant locations. These managers included 26 general managers who provided complete oversight and were accountable for their respective restaurant locations and 51 department managers who provided oversight for specific teams (such as kitchen, bar or table service). The chain sought to determine how the REACH model could be leveraged in coaching, training and succession planning within its managerial personnel. The following table reveals a comparison of REACH skill-based characteristics by incumbent type.

Comparison of REACH Skill-based Characteristics by Position

REACH Skill-based Characteristics	General Manager	Department Manager
REACH Quotient (RQ)	3.82	3.80
Counseling Characteristics Cluster	3.77	3.91
Assimilating Team Members	3.81	3.88
Cultivating Team Spirit	3.85	3.96
Identifying Personal Needs	3.85	3.86
Recognizing Others' Efforts	3.58	3.94
Coaching Characteristics Cluster	3.99	3.84
Building Rapport	4.08	3.84
Easing Tensions During Conflict	3.92	3.90
Finding Opportunities For Synergy	3.77	3.73
Rallying Others Around A Cause	4.19	3.90
Driving Characteristics Cluster	3.69	3.80
Establishing Clear Expectations	3.81	3.80
Evaluating Individual Performance	3.58	3.80
Exercising Control Over Processes	3.81	3.75
Guiding Team During Change	3.58	3.84
Advising Characteristics Cluster	3.82	3.62
Addressing Quality Concerns	3.81	3.76
Aligning Resources With Needs	3.73	3.45
Designing Team Structure/Function	3.96	3.67
Integrating Diverse Perspectives/Ideas	3.77	3.61
n=77	26	51

Self-ratings for REACH skill-based characteristics were similar among all managerial personnel, with no statistically significant differences reported between general managers and department managers. Although not statistically significant, there were differences observed with practical implications (particularly for training and coaching). Compared to general managers, department managers indicated a stronger comfort level with the skill, Recognizing Others' Efforts. Compared to department managers, general managers indicated a stronger comfort level with the skill, Designing Team Structure/Function.

Comparison of REACH Style-based Characteristics by Position

REACH Style-based Characteristics	General Manager	Department Manager
Relating Style	54.77%	56.71%
Relating Style Dimensions		
Affiliation	69.35%	59.98%
Consideration	49.73%	57.71%
Openness	52.31%	60.22%
Status Motivation	45.23%	48.10%
Self-protection	64.31%	52.61%
Achieving Style *		
Achieving Style Dimensions	72.73%	59.43%
Intensity	89.15%	85.84%
Assertiveness	85.58%	78.06%
Risk Tolerance **	81.31%	63.10%
Adaptability	53.50%	44.80%
Decision-making	71.19%	68.57%
n=77	26	51

Generally, the REACH style-based characteristics were similarly observed based on the incumbents' positions. There were significant differences in the Achieving Style preferences, with general managers indicating greater urgency than department managers. Both general managers and department managers tended to indicate a more urgent preference when compared to the average population. Similarly, while all managers tended to indicate a more bold Risk Tolerance than the average population, general managers indicated a significantly stronger preference in that regard. Both general managers and department managers indicated much more intensity as compared to the average population. Given the nature of the restaurant industry and the needs of those in management, it is no surprise that managers would be expected to work quickly while addressing multiple tasks simultaneously, act confidently in dealing with others and take bold action in decision-making.

The restaurant chain provided performance rankings for general managers based on key performance indicators (KPI) for each location, such as sales and food costs (with both compared against budgeted goals). Performance data were not available for department managers, although their recognition was linked to location-based performance. General managers' performance rankings were significantly associated with RQ rating and facets as shown in the following table.

Correlation of REACH Skill-based Characteristics with Performance

REACH Skill-based Characteristics	Overall Ranking	Sales v. Budget	Food Costs v. Budget
REACH Quotient (RQ)	0.40*	0.19	0.30
Counseling Characteristics Cluster			
Counseling Characteristics Cluster	0.35	0.11	0.24
Assimilating Team Members	0.48*	0.12	0.29
Cultivating Team Spirit	0.37	0.17	0.32
Identifying Personal Needs	0.15	0.03	0.02
Recognizing Others' Efforts	0.13	0.06	0.14
Coaching Characteristics Cluster			
Coaching Characteristics Cluster	0.44*	0.42*	0.36
Building Rapport	0.24	0.18	0.16
Easing Tensions During Conflict	0.20	0.28	0.21
Finding Opportunities For Synergy	0.53**	0.39	0.53**
Rallying Others Around A Cause	0.37	0.47*	0.15
Driving Characteristics Cluster			
Driving Characteristics Cluster	0.31	0.04	0.21
Establishing Clear Expectations	0.27	0.14	0.27
Evaluating Individual Performance	0.42*	-0.00	0.23
Exercising Control Over Processes	0.27	-0.09	0.04
Guiding Team During Change	0.18	0.10	0.22
Advising Characteristics Cluster			
Advising Characteristics Cluster	0.37	0.22	0.33
Addressing Quality Concerns	0.13	0.21	0.26
Aligning Resources With Needs	0.35	0.12	0.15
Designing Team Structure/Function	0.30	0.20	0.30
Integrating Diverse Perspectives/Ideas	0.28	0.15	0.33
n=26			
* p<.05; ** p<.01			

General managers' REACH skill-based characteristics were positively associated with performance, with several of these associations being statistically significant. There appeared to be a particularly strong link between performance outcomes and general managers' ability to assimilate new team members, to find opportunities for synergy among team members and to evaluate team members' performance. The following table shows how style-based characteristics were associated with performance outcomes.

Correlation of REACH Style-based Characteristics with Performance

REACH Style-based Characteristics	Overall Ranking	Sales v. Budget	Food Costs v. Budget
Relating Style	0.15	-0.01	0.00
Relating Style Dimensions			
Affiliation	0.35	0.40	0.36
Consideration	-0.05	-0.08	-0.17
Openness	0.17	-0.03	-0.09
Status Motivation	0.24	0.21	0.20
Self-protection	0.28	0.15	0.22
Achieving Style			
Achieving Style	0.45*	0.13	0.14
Achieving Style Dimensions			
Intensity	0.49*	0.21	0.24
Assertiveness	0.44*	0.06	0.05
Risk Tolerance	0.20	0.07	0.03
Adaptability	0.25	0.14	0.15
Decision-making	0.03	-0.05	0.12
n=26			
* p<.05; ** p<.01			

There were associations between style-based characteristics and performance outcomes, with the most significant involving the indication of a more urgent Achieving Style among higher performers. Closely related to this finding was a trend toward more intense and confident style patterns for the Intensity and Assertiveness dimensions of Achieving Style, respectively. There was also a slight indication of more social patterns among the Affiliation dimension of Relating Style.

General managers were classified into two groups, based on higher (n=6) or lower performance (n=17) as determined by the restaurant chain. Higher performers were considered the chain's "stars" whose behaviors were considered a best practice model for other general managers. As shown in the following table, the higher performing group demonstrated an average RQ of 4.22 compared to an average of 3.65 among the lower performing group.

Comparison of REACH Skill-based Characteristics by Performance Ranking

REACH Culture Skill-based Characteristics	Stars	Others
REACH Quotient (RQ) *	4.22	3.65
Counseling Characteristics Cluster	4.17	3.59
Assimilating Team Members *	4.50	3.53
Cultivating Team Spirit	4.33	3.65
Identifying Personal Needs	4.17	3.71
Recognizing Others' Efforts	3.67	3.47
Coaching Characteristics Cluster *	4.38	3.82
Building Rapport	4.50	3.88
Easing Tensions During Conflict	4.17	3.82
Finding Opportunities For Synergy *	4.33	3.53
Rallying Others Around A Cause	4.50	4.06
Driving Characteristics Cluster	4.17	3.49
Establishing Clear Expectations	4.33	3.59
Evaluating Individual Performance	4.00	3.35
Exercising Control Over Processes *	4.50	3.53
Guiding Team During Change	3.83	3.47
Advising Characteristics Cluster	4.13	3.69
Addressing Quality Concerns	4.00	3.71
Aligning Resources With Needs	4.33	3.47
Designing Team Structure/Function	4.17	3.88
Integrating Diverse Perspectives/Ideas	4.00	3.71
n=26		
* p<.05; ** p<.01		

The higher performing group indicated higher ratings on all 16 of the 16 REACH skills. The largest gaps between higher and lower performers were found on the Assimilating New Members, Exercising Control Over Processes and Finding Opportunities For Synergy skills. The following table shows how style-based characteristics were associated with performance rankings.

Comparison of REACH Style-based Characteristics by Performance Ranking

REACH Style-based Characteristics	Stars	Others
Relating Style	49.33%	54.47%
Relating Style Dimensions		
Affiliation	70.83%	67.24%
Consideration	43.17%	50.00%
Openness	52.17%	51.71%
Status Motivation	44.50%	44.94%
Self-protection	66.33%	57.88%
Achieving Style		
Achieving Style	83.17%	66.41%
Achieving Style Dimensions		
Intensity *	100.00%	88.47%
Assertiveness	91.17%	81.53%
Risk Tolerance	85.33%	76.59%
Adaptability *	69.00%	44.24%
Decision-making	77.00%	73.06%
n=26		
* p<.05; ** p<.01		

There were some differences noted in general managers' preferences among the Relating and Achieving Styles. There were higher percentages of managers preferring the Coaching profile and Driving profile and lower percentages preferring the Advising profile and Counseling profile than are typically observed in the population. Similarly, compared to the population, higher performing general managers tended to be much more:

- social than independent (as indicated by the Affiliation dimension)
- intense than measured (as indicated by the Intensity dimension)
- confident than reticent (as indicated by the Assertiveness dimension)
- bold than cautious (as indicated by Risk Tolerance dimension)
- intuitive than analytical (as indicated by the Decision-making dimension)

General managers indicating higher RQ achieved performance levels that were 21% higher than their peers on the Sales v. Budget KPI. Additionally, general managers indicating higher RQ achieved performance levels that were 18% higher than their peers on the Food Costs v. Budget KPI.

A subsequent review of performance outcomes for recently placed department managers revealed additional findings relevant to this study.

- The REACH skill, Easing Tensions During Conflict was associated with higher customer reviews, as measured by Yelp ratings ($r=0.33$, $p<.05$).
- The Relating Style dimension, Status Motivation (in the Contented direction) was associated with higher customer reviews, as measured by Yelp ratings ($r=0.37$, $p<.05$).
- The REACH skill, Aligning Resources With Needs was associated with higher ratings on Food Costs v. Budget KPI ($r=0.33$, $p<.05$).

This sample revealed evidence of criterion validity as both skill-based and style-based characteristics were significantly associated with job performance. For coaching and training applications, this study suggests that the development of specific skills may promote improved performance outcomes. In addition, there were a number of findings suggesting that style preferences differed markedly among

restaurant managers, as compared to the average population. Such findings offer practical value in supporting recruiting, selection and succession planning activities.

Veterinary Hospital System

A veterinary hospital system administered the REACH Profile to 51 healthcare providers. Providers were responsible for evaluating and treating animals as well as counseling pet owners regarding ongoing care. These providers included veterinarians, veterinary surgeons and practice leaders at 11 locations. System administrators reported performance ratings for these providers based on a ratio of compensation to billings.

Within the same sample, seven of the providers held the title of practice leader whereby, in addition to providing healthcare services, they carried out managerial duties (such as supervising assistants, office staff and other healthcare providers). The following table reveals a comparison of REACH skill-based characteristics by incumbent type.

Comparison of REACH Skill-based Characteristics by Position

REACH Skill-based Characteristics	Leaders	Providers
REACH Quotient (RQ)	3.59	3.22
Counseling Characteristics Cluster	3.54	3.61
Assimilating Team Members	3.71	3.70
Cultivating Team Spirit	4.00	3.57
Identifying Personal Needs	3.14	3.36
Recognizing Others' Efforts	3.29	3.82
Coaching Characteristics Cluster	3.68	3.29
Building Rapport	3.57	3.18
Easing Tensions During Conflict *	4.00	3.39
Finding Opportunities For Synergy	3.29	3.11
Rallying Others Around A Cause	3.86	3.48
Driving Characteristics Cluster *	3.50	2.90
Establishing Clear Expectations	3.43	3.18
Evaluating Individual Performance	3.14	2.77
Exercising Control Over Processes *	3.71	2.75
Guiding Team During Change *	3.71	2.89
Advising Characteristics Cluster **	3.64	3.09
Addressing Quality Concerns	3.57	3.09
Aligning Resources With Needs *	3.71	2.84
Designing Team Structure/Function *	3.86	3.11
Integrating Diverse Perspectives/Ideas	3.43	3.30
n=51		
* p<.05; ** p<.01		

The practice leaders demonstrated an average RQ of 3.59 compared to an average of 3.22 among the other providers, as shown in the following tables. Further, practice leaders indicated higher ratings on 14 of the 16 skills, with five of these differences being significant: Aligning Resources With Needs, Exercising Control, Guiding Team During Change, Easing Tensions During Conflict and Designing Team

Structure/Function. The following table reveals a comparison of REACH style-based characteristics by incumbent type.

Comparison of REACH Style-based Characteristics by Position

REACH Style-based Characteristics	Leaders	Providers
Relating Style	72.14%	60.75%
Relating Style Dimensions		
Affiliation	82.86%	69.59%
Consideration	71.57%	57.25%
Openness	72.29%	69.75%
Status Motivation	64.14%	59.84%
Self-protection	85.71%	75.23%
Achieving Style		
Achieving Style	35.86%	27.66%
Achieving Style Dimensions		
Intensity **	87.00%	40.84%
Assertiveness	44.00%	39.95%
Risk Tolerance	41.43%	36.05%
Adaptability	42.00%	40.02%
Decision-making	69.86%	71.86%
n=51		
* p<.05; ** p<.01		

Compared to the population, both practice leaders and providers tended to indicate a preference toward more expressive Relating Style and more methodical Achieving Style (indicating a preference for the Counseling profile). Among the leaders, there was a statistically significant difference in preferences for the Intensity dimension. Specifically, leaders tended to prefer a much more intense pace to their work when compared to the providers.

Providers were classified into two groups, based on higher (n=23) or lower performance (n=28). Performance among providers was significantly associated with certain REACH skill-based characteristics, as shown in the following table.

Correlation of REACH Skill-based Characteristics with Performance

REACH Skill-based Characteristics	Compensation	Billings	Ratio
REACH Quotient (RQ)	0.17	0.20	0.14
Counseling Characteristics Cluster	0.05	0.07	0.06
Assimilating Team Members	0.04	0.04	0.01
Cultivating Team Spirit	0.17	0.18	0.07
Identifying Personal Needs	0.05	0.06	0.00
Recognizing Others' Efforts	-0.08	-0.05	0.12
Coaching Characteristics Cluster	0.15	0.17	0.11
Building Rapport	0.32*	0.34*	0.10
Easing Tensions During Conflict	0.03	0.04	0.03
Finding Opportunities For Synergy	0.10	0.07	0.01
Rallying Others Around A Cause	-0.02	0.02	0.18
Driving Characteristics Cluster	0.29	0.34*	0.21
Establishing Clear Expectations	0.19	0.19	0.03
Evaluating Individual Performance	0.13	0.18	0.30*
Exercising Control Over Processes	0.37*	0.38*	0.05
Guiding Team During Change	0.15	0.24	0.22
Advising Characteristics Cluster	0.09	0.11	0.08
Addressing Quality Concerns	-0.02	0.01	-0.07
Aligning Resources With Needs	0.04	0.02	-0.01
Designing Team Structure/Function	0.24	0.22	0.19
Integrating Diverse Perspectives/Ideas	0.03	0.09	0.15
n=51			
* p<.05; ** p<.01			

The following table reveals associations between incumbents' style-based characteristics and performance outcomes.

Correlation of REACH Style-based Characteristics with Performance

REACH Style-based Characteristics	Compensation	Billings	Ratio
Relating Style	0.05	0.05	0.10
Relating Style Dimensions			
Affiliation	0.25	0.34*	0.38**
Consideration	-0.06	-0.08	0.05
Openness	0.07	0.05	-0.03
Status Motivation	0.02	0.03	0.10
Self-protection	0.05	-0.08	-0.20
Achieving Style			
Achieving Style	-0.16	-0.26	-0.25
Achieving Style Dimensions			
Intensity	0.21	0.16	-0.07
Assertiveness	-0.06	-0.22	-0.35*
Risk Tolerance	-0.23	-0.28	-0.11
Adaptability	-0.14	-0.17	-0.28*
Decision-making	-0.05	-0.06	0.05
n=51			
* p<.05; ** p<.01			

Generally, the REACH style-based characteristics were similarly observed based on the providers' performance. There was a significant correlation observed between performance outcomes and the Affiliation dimension, such that higher performers tended to indicate a more social (rather than independent) pattern within their Relating Style. Within the Achieving Style, higher performers tended to indicate a more consistent pattern (rather than flexible) in their preferences.

System administrators categorized providers according to average performance outcomes. The following table shows a comparison of skill-based characteristics among higher and lower performers.

Comparison of REACH Skill-based Characteristics by Performance Ranking

REACH Skill-based Characteristics	Higher Performers	Lower Performers
REACH Quotient (RQ)	3.38	3.19
Counseling Characteristics Cluster	3.69	3.54
Assimilating Team Members	3.74	3.68
Cultivating Team Spirit	3.78	3.50
Identifying Personal Needs	3.35	3.32
Recognizing Others' Efforts	3.87	3.64
Coaching Characteristics Cluster	3.46	3.25
Building Rapport	3.43	3.07
Easing Tensions During Conflict	3.43	3.50
Finding Opportunities For Synergy	3.22	3.07
Rallying Others Around A Cause	3.74	3.36
Driving Characteristics Cluster	3.15	2.84
Establishing Clear Expectations	3.30	3.14
Evaluating Individual Performance	3.04	2.64
Exercising Control Over Processes	3.00	2.79
Guiding Team During Change	3.26	2.79
Advising Characteristics Cluster	3.21	3.13
Addressing Quality Concerns	3.17	3.14
Aligning Resources With Needs	3.00	2.93
Designing Team Structure/Function	3.30	3.14
Integrating Diverse Perspectives/Ideas	3.35	3.29
n=51		
* p<.05; ** p<.01		

As shown in the preceding table, higher performers demonstrated an average RQ of 3.38 compared to an average of 3.19 among lower performers. Higher performers indicated higher ratings on 15 of the 16 REACH skills (with the Easing Tensions During Conflict skill being the lone exception). The largest gaps between higher and lower performers were found on the Guiding Team During Change and Evaluating Individual Performance skills. There were no significant differences in the providers' preferences among the Relating Style and Achieving Style, although there was a higher percentage of providers preferring the Counseling profile and a lower percentage preferring the Driving profile than are typically observed in the population.

The following table shows a comparison of style-based characteristics among higher and lower performers.

Comparison of REACH Style-based Characteristics by Performance Ranking

REACH Style-based Characteristics	Higher Performers	Lower Performers
Relating Style	66.78%	58.64%
Relating Style Dimensions		
Affiliation **	85.65%	59.71%
Consideration	60.52%	58.14%
Openness	72.13%	68.43%
Status Motivation	59.91%	60.86%
Self-protection	73.17%	79.54%
Achieving Style		
Achieving Style	22.65%	33.82%
Achieving Style Dimensions		
Intensity	48.96%	45.71%
Assertiveness *	32.26%	47.29%
Risk Tolerance	31.96%	40.75%
Adaptability	33.65%	45.75%
Decision-making	71.17%	71.93%
n=51		
* p<.05; ** p<.01		

As stated previously, there was a preference among providers for a more expressive Relating Style and a more methodical Achieving Style, both of which are indicative of the Counseling profile. According to the table above, this preference was even more pronounced for the higher performers who tended to indicate stronger preferences for characteristics of the Counseling profile. Compared to the population, higher performing providers tended to be much more:

- social than independent (as indicated by the Affiliation dimension)
- open than private (as indicated by the Openness dimension)
- trusting than skeptical (as indicated by the Self-protection dimension)
- reflective than confident (as indicated by Assertiveness dimension)
- cautious than bold (as indicated by the Risk Tolerance dimension)
- intuitive than analytical (as indicated by the Decision-making dimension)

Stronger performance was associated with higher RQ among veterinary healthcare providers. Providers indicating above average RQ submitted billings that were \$27,095 higher than providers who rated below average (a difference of 20%). Further, practice leaders indicated higher RQ than those for whom they provided oversight. For the healthcare system overall, RQ was positively associated with the providers' compensation, billings and the ratio of these two variables. The targeted development of particular REACH skills, namely Building Rapport, Evaluating Individual Performance, Integrating Diverse Perspectives and Exercising Control Over Processes, may offer significant promise in boosting performance among individual providers as well as improving financial performance within the veterinary hospital system.

REACH Profile and REACH 360

Mining Operations

A natural resources company administered the REACH Profile to 68 leaders within its mining operations. Within this sample, 34 leaders held the title of production supervisor and 34 held the title of manager.

Production supervisors led teams of mine workers, with primary responsibility for meeting production goals and maintaining worker safety - within physically demanding conditions. Managers provided oversight for production supervisors and their respective teams and may not be directly engaged with individual workers. The following table reveals a comparison of REACH skill-based characteristics by position.

Comparison of REACH Skill-based Characteristics by Position

REACH Skill-based Characteristics	Managers	Supervisors
REACH Quotient (RQ)	3.64	3.93
Counseling Characteristics Cluster		
Counseling Characteristics Cluster	3.66	3.94
Assimilating Team Members	3.76	3.88
Cultivating Team Spirit	3.65	3.97
Identifying Personal Needs *	3.32	3.85
Recognizing Others' Efforts	3.91	4.06
Coaching Characteristics Cluster		
Coaching Characteristics Cluster	3.52	3.90
Building Rapport	3.50	3.74
Easing Tensions During Conflict *	3.68	4.21
Finding Opportunities For Synergy *	3.32	3.85
Rallying Others Around A Cause	3.59	3.82
Driving Characteristics Cluster		
Driving Characteristics Cluster	3.77	4.05
Establishing Clear Expectations	3.88	4.12
Evaluating Individual Performance	3.88	4.21
Exercising Control Over Processes	3.71	4.06
Guiding Team During Change	3.62	3.82
Advising Characteristics Cluster		
Advising Characteristics Cluster	3.54	3.77
Addressing Quality Concerns	3.74	3.88
Aligning Resources With Needs	3.56	3.79
Designing Team Structure/Function	3.44	3.74
Integrating Diverse Perspectives/Ideas	3.44	3.68
n=68		
* p<.05; ** p<.01		

The production supervisors demonstrated an average RQ of 3.93 compared to an average of 3.64 among the managers, as shown in the preceding table. Further, production supervisors indicated higher ratings on all 16 of the 16 skills, with three of these differences being significant: Identifying Personal Needs, Easing Tensions During Conflict and Finding Opportunities For Synergy. Given the proximity of production supervisors' work with their respective teams, this may suggest they are more comfortable exhibiting interpersonal skills than are the managers (who may not be directly interacting with workers in the same context).

The following table reveals a comparison of REACH style-based characteristics by position.

Comparison of REACH Style-based Characteristics by Position

REACH Style-based Characteristics	Managers	Supervisors
Relating Style	44.15%	39.41%
Relating Style Dimensions		
Affiliation	58.50%	63.32%
Consideration	41.97%	41.12%
Openness	52.15%	44.91%
Status Motivation	47.62%	52.09%
Self-protection	43.85%	56.29%
Achieving Style		
Achieving Style	53.35%	48.47%
Achieving Style Dimensions		
Intensity	77.32%	78.50%
Assertiveness	71.15%	72.65%
Risk Tolerance	44.74%	56.74%
Adaptability	49.26%	51.82%
Decision-making	66.47%	55.56%
n=68		
* p<.05; ** p<.01		

Compared to the population, both managers and supervisors tended to indicate a preference toward more intensity and confidence within the Achieving Style dimensions. Generally speaking, managers and supervisors exhibited a slight tendency toward more guarded Relating Style and more moderated Achieving Style.

The company analyzed performance data for its production supervisors. Specifically, managers ranked 10 of the production supervisors as the top 30% of performers and 11 of these as the bottom 30% of performers across four mining locations. In addition to providing the performance ranking, managers also evaluated production supervisors' demonstration of skill-based characteristics using a REACH 360 template, whereby managers provided ratings for the 16 REACH skills. The following table shows average REACH 360 ratings for production supervisors (as evaluated by their managers).

Comparison of REACH Skill-based Characteristics (as rated by managers) by Performance Rank

REACH Skill-based Characteristics	Top Performers	Bottom Performers
REACH Quotient (RQ)	3.13	1.95
Counseling Characteristics Cluster		
Assimilating Team Members	3.50	2.75
Cultivating Team Spirit	3.25	2.00
Identifying Personal Needs	3.00	1.75
Recognizing Others' Efforts	3.25	2.75
Coaching Characteristics Cluster		
Building Rapport	3.25	2.00
Easing Tensions During Conflict	3.75	1.50
Finding Opportunities For Synergy	3.00	1.50
Rallying Others Around A Cause	3.00	2.25
Driving Characteristics Cluster		
Establishing Clear Expectations	3.25	2.00
Evaluating Individual Performance	3.50	2.25
Exercising control Over Processes	3.75	2.00
Guiding Team During Change	2.50	1.50
Advising Characteristics Cluster		
Addressing Quality Concerns	2.75	2.00
Aligning Resources With Needs	2.75	1.50
Designing Team Structure/Function	2.75	2.00
Integrating Diverse Perspectives/Ideas	2.75	2.00
n=34		
* p<.05; ** p<.01		

Managers awarded average RQ ratings of 3.13 to the higher performing production supervisors, while awarding average ratings of 1.95 to the lower performing production supervisors. Further, managers awarded higher ratings on each of the 16 REACH skills to the higher performing production supervisors, with the largest gap observed on the Easing Tensions During Conflict skill (with the higher performers receiving a rating of 3.75 compared to 1.50 for the lower performers). The following table shows a comparison of production supervisors' self-ratings between these groups.

Comparison of REACH Skill-based Characteristics (self-ratings) by Performance Rank

REACH Skill-based Characteristics	Top Performers	Bottom Performers
REACH Quotient (RQ)	4.05	4.02
Counseling Characteristics Cluster	4.07	4.05
Assimilating Team Members	4.18	4.10
Cultivating Team Spirit	4.00	4.20
Identifying Personal Needs	3.91	4.00
Recognizing Others' Efforts	4.18	3.90
Coaching Characteristics Cluster	4.00	3.90
Building Rapport	4.00	3.80
Easing Tensions During Conflict	4.45	4.00
Finding Opportunities For Synergy	3.82	3.80
Rallying Others Around A Cause	3.73	4.00
Driving Characteristics Cluster	4.09	4.15
Establishing Clear Expectations	4.09	4.20
Evaluating Individual Performance	4.27	4.10
Exercising Control Over Processes	4.27	4.20
Guiding Team During Change	3.73	4.10
Advising Characteristics Cluster	4.00	3.93
Addressing Quality Concerns	4.27	4.00
Aligning Resources With Needs	4.00	4.00
Designing Team Structure/Function	4.00	3.80
Integrating Diverse Perspectives/Ideas	3.73	3.90
n=21		
* p<.05; ** p<.01		

There were no significant differences in self-ratings between the two performance groups. It is worthy of note however that significant differences were observed between production supervisors' self-ratings and ratings provided by their managers. Such differences were particularly strong among bottom performers where the average RQ was 4.02 based on self-ratings and 1.95 based on managers' ratings. These findings underscore the value of the REACH 360 process in which incumbents' self-awareness can be increased and expectations reinforced within a common framework. The following table shows a comparison of style-based characteristics based on performance rankings.

Comparison of REACH Style-based Characteristics by Performance

REACH Style-based Characteristics	Top Performers	Bottom Performers
Relating Style	48.18%	29.00%
Relating Style Dimensions		
Affiliation	63.82%	58.10%
Consideration *	52.55%	30.60%
Openness	51.00%	33.20%
Status Motivation	61.45%	43.60%
Self-protection	64.09%	46.00%
Achieving Style		
Achieving Style	48.91%	44.90%
Achieving Style Dimensions		
Intensity	75.91%	78.50%
Assertiveness	70.82%	70.70%
Risk Tolerance	57.73%	61.70%
Adaptability	58.73%	44.80%
Decision-making	59.09%	46.40%
n=21		
* p<.05; ** p<.01		

Compared to the population, there was a higher percentage of participants' preferences among the Advising profile and a lower percentage among the Counseling profile. Further, there was a statistically significant difference in the Consideration dimension, whereby top performing production supervisors tended to exhibit more nurturing tendencies compared to their bottom performing peers. Across both performance groups, there were tendencies toward more intense and more confident expressions of the Achieving Style.

Prior to this study, the employer administered a survey to production supervisors, the aim of which was to evaluate safe production practices. The employer provided survey responses for 27 production supervisors. As shown in the following table, some survey items exhibited significant response differences based on REACH skill-based characteristics.

Correlation of REACH Skill-based Characteristics and Safety Survey Items

REACH Skill-based Characteristics	Aligning safe production	Clarity of performance expectations	Employee participation encouraged	Team KPIs managed effectively	Understanding to conduct duties safely
REACH Quotient (RQ)	0.34	0.59**	0.32	0.43*	0.49*
Counseling Characteristics Cluster					
Counseling Characteristics Cluster	0.14	0.45*	0.22	0.36	0.31
Assimilating Team Members	0.05	0.18	0.21	0.34	0.04
Cultivating Team Spirit	0.24	0.37	0.22	0.48*	0.29
Identifying Personal Needs	0.16	0.41	0.07	0.18	0.28
Recognizing Others' Efforts	-0.08	0.47*	0.18	0.04	0.41
Coaching Characteristics Cluster					
Coaching Characteristics Cluster	0.20	0.67**	0.34	0.45*	0.55*
Building Rapport	0.21	0.63**	0.33	0.47*	0.58**
Easing Tensions During Conflict	-0.15	0.46*	0.14	0.34	0.32
Finding opportunities For Synergy	0.28	0.56**	0.23	0.38	0.44*
Rallying Others Around A Cause	0.25	0.60**	0.40	0.34	0.49*
Driving Characteristics Cluster					
Driving Characteristics Cluster	0.30	0.64**	0.39	0.25	0.53*
Establishing Clear Expectations	0.21	0.64**	0.30	0.21	0.46*
Evaluating Individual Performance	0.27	0.59**	0.34	0.34	0.36
Exercising Control Over Processes	0.05	0.27	0.01	-0.16	0.23
Guiding Team During Change	0.34	0.33	0.47*	0.30	0.51*
Advising Characteristics Cluster					
Advising Characteristics Cluster	0.52*	0.34	0.20	0.48*	0.37
Addressing Quality Concerns	0.44*	0.23	0.01	0.44*	0.19
Aligning Resources With Needs	0.38	0.25	0.20	0.36	0.32
Designing Team Structure/Function	0.53**	0.35	0.08	0.63**	0.31
Integrating Diverse Perspectives	0.49*	0.37	0.40	0.27	0.48*
n=21					
* p<.05; ** p<.01					

In light of these findings, production supervisors with higher RQ scores were more likely to indicate their teams understood and actively aligned their efforts within safe work practices.

In addition to the findings mentioned above, the company analyzed the average coaching time invested by production supervisors. Specifically, production supervisors with an RQ of at least 4.00 invested an average of 39 minutes daily in formal coaching efforts, compared to 33 minutes invested by production supervisors with lower RQ (a difference of over 16%). Over the course of a year, this difference accumulates to at least 1,500 more minutes (over 26 more hours) invested in formal coaching by production supervisors with higher RQ.

The Achieving Style dimension, Intensity, was associated with production supervisors' Engagement Level ratings, suggesting that more measured (rather than intense) production supervisors may observe stronger engagement within their teams. The remaining Achieving Style dimensions exhibited nonlinear associations with performance criteria. The Relating Style was associated with production supervisors' performance as was the Relating Style dimension, Consideration, suggesting that higher performers may tend to be more expressive than guarded and more nurturing than objective. The Relating Style dimension, Affiliation, was associated with ratings of health and safety culture, where expressions of more social behaviors were associated with higher satisfaction regarding health and safety.

The findings reported herein suggest that the REACH 360 offers meaningful insight for training and coaching within leadership positions. In this study, higher RQ ratings were associated with higher performance rankings, observations of stronger engagement and increased time devoted to coaching and safety-related conversations.

Retail Store Management

A general store chain, specializing in hardware and farming products, leveraged the REACH model to evaluate performance among its 82 store managers. In this application of the model, the REACH 360 was utilized as a formal appraisal framework. Store managers were responsible for providing oversight for all store operations, such as staffing, safety, loss prevention, store presentation and financial management. District managers provided ratings for the 16 REACH skills in the same manner as REACH 360 is deployed, whereby both individuals (in this case, store managers) and their superiors (in this case, district managers) rated the skills. The RQ ratings provided by superiors were significantly correlated with the store managers' self-ratings of RQ. There was no association between RQ ratings provided by superiors and the store managers' preferences within the Relating and Achieving Styles, meaning, there was no indication that higher performance was associated with a particular profile.

The following table indicates the correlation of store managers' self-ratings and ratings provided by their district managers.

Correlation of REACH 360 Skill-based Characteristics between Store Managers' Self-ratings and Ratings by District Managers

REACH Skill-based Characteristic	Correlation
REACH Quotient (RQ)	0.29**
Counseling Characteristics Cluster	0.25*
Assimilating Team Members	0.26*
Cultivating Team Spirit	0.01
Identifying Personal Needs	0.26*
Recognizing Others' Efforts	0.28**
Coaching Characteristics Cluster	0.31**
Building Rapport	0.23*
Easing Tensions during conflict	0.37**
Finding opportunities for synergy	0.02
Rallying Others around a cause	0.22
Driving Characteristics Cluster	0.20
Establishing clear expectations	0.19
Evaluating individual performance	-0.05
Exercising control over processes	0.20
Guiding team during change	0.19
Advising Characteristics Cluster	0.28*
Addressing Quality Concerns	0.14
Aligning Resources with needs	0.25*
Designing Team Structure/function	0.08
Integrating diverse perspectives	0.23*
n=82	
* p<.05; ** p<.01	

Ratings provided by the district managers via REACH 360 were compared to store managers' performance appraisals conducted in the previous period. The appraisal included an overall rating of the store managers' leadership performance. The following table reveals how store managers' leadership performance ratings were associated with REACH 360 ratings provided by their district managers.

Correlation of REACH 360 Skill-based Characteristics and Store Managers' Leadership Performance Ratings (as rated by District Managers)

REACH Skill-based Characteristic	Correlation
REACH Quotient (RQ)	0.54*
Counseling Characteristics Cluster	0.58*
Assimilating Team Members	0.28
Cultivating Team Spirit	0.54*
Identifying Personal Needs	0.41
Recognizing Others' Efforts	0.38
Coaching Characteristics Cluster	0.54*
Building Rapport	0.33
Easing Tensions During Conflict	0.57*
Finding opportunities For Synergy	0.22
Rallying Others Around A Cause	0.33
Driving Characteristics Cluster	0.45
Establishing Clear Expectations	0.34
Evaluating Individual Performance	0.03
Exercising Control Over Processes	0.70**
Guiding Team During Change	0.31
Advising Characteristics Cluster	0.26
Addressing Quality Concerns	0.31
Aligning Resources With Needs	0.29
Designing Team Structure/Function	-0.05
Integrating Diverse Perspectives/Ideas	0.11
n=17	
* p<.05; ** p<.01	

Store managers earning above average leadership performance appraisal ratings in the prior period received average RQ ratings of 3.54 from their district managers, compared to 3.33 among the below average group. As shown in the table below, the higher appraised store managers received higher ratings on 14 of the 16 REACH skills as evaluated by their district managers. The largest gaps between higher and lower-rated store managers were observed on the following REACH skills: Assimilating Team Members, Aligning Resources With Needs and Easing Tensions During Conflict.

Comparison of REACH 360 Skill-based Characteristics (rated by District Managers) based on Store Managers' Leadership Performance Ratings

REACH Skill-based Characteristics	Above Average	Below Average
REACH Quotient (RQ)	3.55	3.20
Counseling Characteristics Cluster*	3.60	3.13
Assimilating Team Members	3.54	3.25
Cultivating Team Spirit	3.69	3.00
Identifying Personal Needs	3.69	3.25
Recognizing Others' Efforts*	3.46	3.00
Coaching Characteristics Cluster	3.60	3.19
Building Rapport	3.69	3.25
Easing Tensions During Conflict	3.62	3.00
Finding opportunities For Synergy	3.69	3.50
Rallying Others Around A Cause*	3.35	3.00
Driving Characteristics Cluster	3.62	3.19
Establishing Clear Expectations	3.77	3.25
Evaluating Individual Performance	3.23	3.25
Exercising Control Over Processes*	3.92	3.00
Guiding Team During Change	3.54	3.25
Advising Characteristics Cluster	3.39	3.31
Addressing Quality Concerns	3.39	3.25
Aligning Resources With Needs	3.54	3.25
Designing Team Structure/Function	3.31	3.50
Integrating Diverse Perspectives/Ideas	3.31	3.25
n=17		
* p<.05; ** p<.01		

During the prior period, the general store chain administered an engagement survey to employees at all store locations. Engagement scores were reported for each store manager, and these were evaluated for association with the REACH 360 ratings provided by district managers. The following table reveals correlation statistics for REACH 360 characteristics and engagement survey results.

Correlation of REACH 360 Skill-based Characteristics (rated by district managers) with Store Managers' Employee Engagement (as reported by Direct Reports and District Managers)

REACH Skill-based Characteristics	Engagement Ratings from	
	Direct Reports	District Managers
REACH Quotient (RQ)	0.26	0.42
Counseling Characteristics Cluster	0.51*	0.59*
Assimilating Team Members	0.12	0.29
Cultivating Team Spirit	0.46	0.55*
Identifying Personal Needs	0.43	0.33
Recognizing Others' Efforts	0.40	0.49*
Coaching Characteristics Cluster	0.52*	0.57*
Building Rapport	0.58*	0.42
Easing Tensions During Conflict	0.44	0.53*
Finding Opportunities For Synergy	0.23	0.39
Rallying Others Around A Cause	0.10	0.18
Driving Characteristics Cluster	-0.04	0.29
Establishing Clear Expectations	-0.05	0.14
Evaluating Individual Performance	0.28	-0.01
Exercising Control Over Processes	-0.08	0.54*
Guiding Team During Change	-0.18	0.21
Advising Characteristics Cluster	-0.00	0.02
Addressing Quality Concerns	0.12	0.17
Aligning Resources With Needs	-0.03	0.09
Designing Team Structure/Function	-0.21	-0.29
Integrating Diverse Perspectives/Ideas	0.12	-0.01
n=17		
* p<.05; ** p<.01		

The top quartile of store managers was considered to provide a benchmark for strong employee engagement, meaning, these store managers cultivated a climate within which employees felt appreciated, involved and valued in the success of their respective stores. The top quartile of store managers was associated with higher REACH 360 ratings, as shown in the following table. Specifically, the top quartile of store managers received average RQ ratings from their district managers of 3.73 compared to 3.36 received by their peers. In addition, the top quartile earned higher ratings on all 16 of the 16 REACH skills, with the largest gaps between the two groups observed in the following skills: Cultivating Team Spirit and Building Rapport.

Comparison of REACH 360 Skill-based Characteristics (rated by District Managers) by Store Managers' Employee Engagement (as reported by Direct Reports)

REACH Skill-based Characteristics	Top Quartile	Bottom Quartile
REACH Quotient (RQ)	3.73	3.50
Counseling Characteristics Cluster *	3.80	3.30
Assimilating Team Members	3.80	3.40
Cultivating Team Spirit **	4.00	3.20
Identifying Personal Needs	3.80	3.40
Recognizing Others' Efforts	3.60	3.20
Coaching Characteristics Cluster *	3.80	3.35
Building Rapport **	4.00	3.20
Easing Tensions During Conflict	3.80	3.40
Finding Opportunities For Synergy	4.00	3.60
Rallying Others Around A Cause	3.40	3.20
Driving Characteristics Cluster	3.75	3.80
Establishing Clear Expectations	3.80	4.00
Evaluating Individual Performance	3.60	3.20
Exercising Control Over Processes	3.80	4.00
Guiding Team During Change	3.80	4.00
Advising Characteristics Cluster	3.55	3.55
Addressing Quality Concerns	3.60	3.40
Aligning Resources With Needs	3.80	3.80
Designing Team Structure/Function	3.40	3.60
Integrating Diverse Perspectives/Ideas	3.40	3.40
n=17		
* p<.05; ** p<.01		

These findings provide evidence of criterion validity for the REACH 360. Specifically, higher RQ ratings were associated with higher performance ratings among retail store managers. Higher RQ was also associated with more favorable employee engagement outcomes. Whether used for purposes of performance appraisal or professional development, the REACH model is supported by significant evidence of criterion validity.

REACH Culture

Teaching Hospital

A teaching hospital administered the REACH Culture Survey to 81 participants in its medical research institute. The participants included 7 team leaders and 74 research team members, including scientists, clinicians and financial professionals. Participants also completed the REACH Profile, allowing researchers to evaluate the impact of the REACH model in promoting employee engagement. The specific engagement facets analyzed included:

- respect for leadership
- enjoyment in the job
- impact of their team

- recommending the job
- value offered by the organization
- intention to remain in role

These six items are aggregated to report an overall Engagement Index within the REACH Culture Survey. This Engagement Index and its facets were analyzed for correlation with the leaders' RQ scores and facet REACH skills. The following table shows correlation coefficients for participants' Engagement Index outcomes and facet ratings associated with leaders' RQ outcomes.

Correlation of Leaders' REACH Skills-based Characteristics with Employee Engagement (Overall Index and Facets)

REACH Skill-based Characteristics	Engagement Index	Enjoy Work	Team Impact	Recommend Organization	Value Proposition	Intend to Remain
REACH Quotient (RQ)	0.32**	0.18	0.27*	0.24*	0.24*	0.24*
Counseling Characteristics Cluster	0.23*	0.13	0.19	0.21	0.21	0.16
Assimilating Team Members	0.20	0.13	0.14	0.19	0.11	0.17
Cultivating Team Spirit	0.25*	0.10	0.26*	0.20	0.29**	0.17
Identifying Personal Needs	0.20	0.11	0.19	0.18	0.30**	0.07
Recognizing Others' Efforts	0.20	0.13	0.14	0.19	0.11	0.17
Coaching Characteristics Cluster	0.34**	0.23*	0.25*	0.25*	0.24*	0.23*
Building Rapport	0.32**	0.26*	0.21	0.26*	0.21	0.21
Easing Tensions During Conflict	0.25*	0.20	0.19	0.09	0.18	0.19
Finding Opportunities For Synergy	0.29**	0.20	0.21	0.24*	0.19	0.21
Rallying Others Around A Cause	0.37**	0.20	0.32**	0.31**	0.31**	0.25*
Driving Characteristics Cluster	0.33**	0.18	0.27*	0.25*	0.19	0.27*
Establishing Clear Expectations	0.33**	0.16	0.28*	0.25*	0.15	0.29**
Evaluating Individual Performance	0.30**	0.19	0.23*	0.26*	0.19	0.23*
Exercising Control Over Processes	0.19	0.11	0.15	0.14	0.14	0.14
Guiding Team During Change	0.39**	0.21	0.33**	0.27*	0.21	0.31**
Advising Characteristics Cluster	0.32**	0.14	0.32**	0.19	0.26*	0.26*
Addressing Quality Concerns	0.25*	0.06	0.30**	0.13	0.26*	0.22
Aligning Resources With Needs	0.33**	0.15	0.31**	0.19	0.19	0.29**
Designing Team Structure/Function	0.34**	0.16	0.32**	0.24*	0.27*	0.26*
Integrating Diverse Perspectives	0.28*	0.16	0.26*	0.17	0.27*	0.20
n=81						
* p<.05; ** p<.01						

Several significant associations were observed between team leaders' RQ ratings and engagement ratings provided by team members. Generally, team leaders exhibiting higher RQ (and its facets) received significantly higher engagement ratings from their team members. The following table shows how team leaders' RQ scores were associated with their employees' responses to the REACH Culture Survey.

Correlation of Leaders' REACH Skills-based Characteristics with REACH Culture (Overall Score and Cluster Scores)

REACH Skill-based Characteristics	REACH Culture Score	Counseling Cluster	Coaching Cluster	Driving Cluster	Advising Cluster
REACH Quotient (RQ)	0.26*	0.33**	0.17	0.14	0.23*
Counseling Characteristics Cluster	0.18	0.27*	0.11	0.08	0.15
Assimilating Team Members	0.15	0.25*	0.11	0.04	0.10
Cultivating Team Spirit	0.21	0.27*	0.10	0.15	0.19
Identifying Personal Needs	0.15	0.21	0.07	0.06	0.17
Recognizing Others' Efforts	0.15	0.25*	0.11	0.04	0.10
Coaching Characteristics Cluster	0.28*	0.33**	0.21	0.17	0.24*
Building Rapport	0.28*	0.32**	0.23*	0.16	0.24*
Easing Tensions During Conflict	0.15	0.25*	0.10	0.05	0.08
Finding Opportunities For Synergy	0.24*	0.31**	0.18	0.13	0.19
Rallying Others Around A Cause	0.35**	0.35**	0.24*	0.26*	0.35**
Driving Characteristics Cluster	0.28*	0.33**	0.20	0.15	0.25*
Establishing Clear Expectations	0.28*	0.32**	0.20	0.17	0.27*
Evaluating Individual Performance	0.28*	0.32**	0.20	0.19	0.22*
Exercising Control Over Processes	0.10	0.21	0.06	-0.03	0.09
Guiding Team During Change	0.35**	0.35**	0.26*	0.25*	0.34**
Advising Characteristics Cluster	0.25*	0.32**	0.14	0.15	0.22*
Addressing Quality Concerns	0.18	0.26*	0.06	0.12	0.16
Aligning Resources With Needs	0.25*	0.31**	0.15	0.12	0.24*
Designing Team Structure/Function	0.30**	0.33**	0.19	0.22*	0.28*
Integrating Diverse Perspectives	0.20	0.30**	0.12	0.11	0.16
n=81					
* p<.05; ** p<.01					

These findings suggest that team leaders' expressions of REACH and its facets have a significant impact on how team members perceive their working environment. Specifically, team leaders indicating higher RQ tended to cultivate workplace cultures characterized by:

- support for team members, creating a warm and inviting environment where all feel included and appreciated (as seen in the Counseling profile)
- inspired team members who work together toward a compelling vision that is worthy of their best efforts (as seen in the Coaching profile)
- direction by which team members work with clear expectations, promoting confidence through times of change and uncertainty (as seen in the Driving profile)
- consultation with team members to ensure they are equipped with the structure and resources needed for an efficient workflow (as seen in the Advising profile).

Team leaders were categorized based on average RQ ratings. The following table compares REACH Culture ratings, provided by team members, according to their team leaders' RQ ratings.

Comparison of REACH Culture Characteristics (rated by team members) based on Leaders' RQ

REACH Culture Characteristics	Team Leader RQ	
	≥ 4.00	< 4.00
REACH Quotient (RQ) **	3.57	3.10
Counseling Characteristics Cluster *		
Assimilating Team Members *	3.50	3.07
Cultivating Team Spirit	3.52	2.93
Identifying Personal Needs	3.57	3.13
Recognizing Others' Efforts	3.48	3.17
Coaching Others	3.43	3.05
Coaching Characteristics Cluster *		
Building Rapport *	3.60	3.20
Easing Tensions During Conflict *	3.81	3.47
Finding Opportunities For Synergy *	3.43	2.92
Rallying Others Around A Cause	3.62	3.10
Supporting Others' Growth	3.52	3.32
Driving Characteristics Cluster *		
Establishing Clear Expectations	3.58	3.18
Evaluating Individual Performance	3.38	3.17
Exercising Control Over Processes **	3.48	2.97
Guiding Team During Change	4.00	3.40
Supporting Others' Growth	3.48	3.20
Advising Characteristics Cluster **		
Addressing Quality Concerns	3.60	2.95
Aligning Resources With Needs **	3.48	3.03
Designing Team Structure/Function **	3.67	2.93
Integrating Diverse Perspectives/Ideas **	3.33	2.62
Supporting Others' Growth	3.90	3.22
n=81		
* p<.05; ** p<.01		

Team leaders exhibiting higher RQ received significantly higher ratings from their team members on several REACH Culture facets. This finding provides support for the link between a team leader's interpersonal skills and perceptions from their team members. Simply, the more a team leader exhibits RQ in their leadership, the more their team members may recognize and experience a positive working environment. This point is further supported by the following tables showing practical differences in engagement characteristics based on team leaders' RQ ratings.

Comparison of Team Members' Likelihood to Enjoy Work by Leaders' RQ

Engagement Facet Rating	Team Leader RQ	
	≥ 4.00	< 4.00
More Likely to Enjoy Work (Ratings of 4-5)	17 (81%)	40 (67%)
Less Likely to Enjoy Work (Ratings of 1-3)	4 (19%)	20 (33%)
n=81	21	60
* p<.05; ** p<.01		

Comparison of Team Members' Recognition of Team Impact by Leaders' RQ

Engagement Facet Rating	Team Leader RQ	
	≥ 4.00	< 4.00
More Likely to Recognize Team's Impact (Ratings of 4-5)	20 (95%)	50 (83%)
Less Likely to Recognize Team's Impact (Ratings of 1-3)	1 (5%)	10 (17%)
n=81	21	60
* p<.05; ** p<.01		

Comparison of Team Members' Likelihood to Recommend the Organization by Leaders' RQ

Engagement Facet Rating	Team Leader RQ	
	≥ 4.00	< 4.00
More Likely to Recommend (Ratings of 4-5) **	19 (90%)	33 (55%)
Less Likely to Recommend (Ratings of 1-3)	2 (10%)	27 (45%)
n=81	21	60
* p<.05; ** p<.01		

Comparison of Team Members' Value Recognition by Leaders' RQ

Engagement Facet Rating	Team Leader RQ	
	≥ 4.00	< 4.00
More Likely to Recognize Value (Ratings of 4-5)	19 (90%)	54 (90%)
Less Likely to Recognize Value (Ratings of 1-3)	2 (10%)	6 (10%)
n=81	21	60
* p<.05; ** p<.01		

Comparison of Team Members' Retention Outlook by Leaders' RQ

Engagement Facet Rating	Team Leader RQ	
	≥ 4.00	< 4.00
More Likely to Retain (Ratings of 4-5)	18 (86%)	38 (63%)
Less Likely to Retain (Ratings of 1-3)	3 (14%)	22 (37%)
n=81	21	60
* p<.05; ** p<.01		

The following table shows the association of REACH Culture characteristics and the engagement facets, as reported by team members.

Correlation of REACH Culture Skill-based Characteristics with Employee Engagement

REACH Skill-based Characteristics	Engagement Index	Enjoy Work	Team Impact	Recommend Organization	Value Proposition	Intend to Remain
REACH Quotient (RQ)	0.67**	0.54**	0.37**	0.65**	0.36**	0.41**
Counseling Characteristics Cluster	0.57**	0.46**	0.26*	0.60**	0.34**	0.30**
Assimilating Team Members	0.47**	0.40**	0.23*	0.47**	0.31**	0.23*
Cultivating Team Spirit	0.50**	0.40**	0.29**	0.51**	0.33**	0.23*
Identifying Personal Needs	0.38**	0.27**	0.10	0.45**	0.20	0.21*
Recognizing Others' Efforts	0.46**	0.39**	0.19	0.49**	0.22*	0.30**
Coaching Characteristics Cluster	0.64**	0.55**	0.28**	0.56**	0.27*	0.51**
Building Rapport	0.59**	0.49**	0.26*	0.53**	0.28**	0.41**
Easing Tensions During conflict	0.37**	0.25*	0.28**	0.36**	0.08	0.32**
Finding Opportunities For Synergy	0.49**	0.46**	0.10	0.38**	0.22*	0.46**
Rallying Others Around A Cause	0.51**	0.49**	0.21*	0.42**	0.25*	0.37**
Driving Characteristics Cluster	0.49**	0.44**	0.25*	0.52**	0.30**	0.29**
Establishing Clear Expectations	0.36**	0.36**	0.10	0.40**	0.19	0.20
Evaluating Individual Performance	0.22*	0.31**	0.04	0.27**	0.05	0.09
Exercising Control Over Processes	0.51**	0.43**	0.27**	0.54**	0.30**	0.35**
Guiding Team During Change	0.48**	0.26*	0.41**	0.44**	0.42**	0.30**
Advising Characteristics Cluster	0.53**	0.38**	0.43**	0.48**	0.29**	0.28**
Addressing Quality Concerns	0.38**	0.37**	0.20	0.37**	0.23*	0.29*
Aligning Resources With Needs	0.36**	0.24*	0.41**	0.33**	0.22*	0.06
Designing Team Structure/Function	0.43**	0.36**	0.15	0.44**	0.15	0.29**
Integrating Diverse Perspectives	0.49**	0.18	0.60**	0.33**	0.33**	0.24*
n=91						
* p<.05; ** p<.01						

These findings suggest there is a clear link between the extent to which a team leader exhibits RQ and the extent to which the workplace experiences the benefits of a REACH Culture. Evidence of criterion validity was found in the significant associations between team leaders' RQ and engagement facets reported by their team members. Specifically, team leaders exhibiting higher RQ were associated with teams reporting positive workplace cultures, including characteristics such as greater enjoyment at work, increased willingness to recommend the organization to colleagues and lower turnover likelihood.

UTILITY

While psychometric reliability and construct validity evidence mostly were collected during developmental stages of the REACH model, utility evidence was gathered over time as the model was applied in the workplace. Specifically, utility involves demonstrating that the REACH model offers usefulness, practicality and value in an applied setting. Seven such settings are described in this section, each contributing evidence of the REACH model's utility. Within these settings, the REACH model and/or its facets equipped organizations to accomplish the goals for which the model was designed, namely, to promote stronger job performance and improved organizational outcomes (such as revenue, customer satisfaction and employee engagement).

Sales - Commercial

A commercial truck dealership network administered the REACH Profile to 22 of its sales professionals. The sample included sales representatives and sales managers, with each participant engaged in prospecting, assessing needs, closing sales, organizing delivery and offering customer service after the sale. The employer reported specific criteria for sales professionals, including unit sales and budgeted quota percentage for multiple brand categories. Additionally, the employer designated four sales professionals as top performers, the behaviors of whom were considered the best practice model for other general managers.

There was no significant difference in participants' preferences among the Relating Style and Achieving Style, although there was a higher percentage of participants preferring the Coach profile with the remaining profiles being fairly equally distributed. Within the sample, no one profile exhibited significantly stronger performance over others, although there was some evidence that the Coach profile may be linked with higher sales.

Within the sample, five of the participants carried out managerial duties in addition to their sales role. These sales managers exhibited a higher average RQ (3.85) compared to sales professionals (3.55). Further, sales managers exhibited higher average scores on 15 of the 16 RQ skills (with equal scores on one of the Building Rapport skill). The RQ exhibited positive association with unit sales and budgeted quota percentage, with a significant correlation observed between sales professionals' RQ and performance within both new and used truck categories. Additionally, sales professionals designated as top performers scored an average RQ of 4.08 compared to an average of 3.41 scored by other sales professionals.

Sales professionals exhibiting an RQ of at least 4.00 sold an average of 50.33 trucks during the period observed for an average gross profit of \$1,835,250, compared to others who sold an average of 30.69 trucks for an average gross profit of \$949,396. During this same period, the higher RQ group met 78.89% of average budgeted quota compared to 59.44% met by others. The following RQ skills were linked with higher sales performance: Easing Tensions During Conflict, Assimilating Members, Building Rapport, Aligning Resources With Needs, Integrating Diverse Perspectives, Identifying Personal Needs and Addressing Quality Concerns.

Training and Development

A global training and development provider gathered end-of-course surveys from 4,637 learners, involving 39 trainers and 46 courses over a 2-year period. Learners reported satisfaction ratings with each course via a 100-point scale. Both trainers and learners completed the REACH Profile in advance of their respective courses. Compared to the population, there was a higher percentage of trainers' preferences among the Coaching profile and a lower percentage among the Advising profile.

Higher course satisfaction ratings were indicated by learners who preferred the same REACH Profile as their trainers preferred. For example, learners preferring the Advising profile tended to provide higher course satisfaction ratings if their trainers also preferred the Advising profile. Overall, the closer the learners' plots to the trainers' plots on the REACH Profile Matrix, the higher the average course satisfaction ratings.

It is important to note that learners were not aware of their trainers' REACH Profile results, and they did not know their trainers' preferences and competencies based on the REACH model. However, trainers were aware of their learners' profiles. In fact, trainers were provided a REACH Trainer's Companion document with tips and techniques to engage learners based on profile preferences. Trainers also had been taught to apply the REACH model within their facilitation.

Trainers' agility in engaging learners from different profiles was measured by the RQ. There was a positive association between the trainers' RQ and the course satisfaction ratings provided by their learners. This association was stronger as trainers indicated REACH Profile scores that were near the extremes of Relating Style and Achieving Style (indicated by plots in a corner of the REACH Profile Matrix). Specifically, the average course satisfaction ratings for trainers with an RQ of 4.00 or higher was 84.23%, compared to an average of 73.89% for trainers with an RQ of less than 4.00 (a difference of 10.34%). There was also some evidence that the average RQ for trainers increased with their experience level (based on higher trainer-learner interactions over time). These results suggest that learner satisfaction may be increased when trainers apply the REACH model within their course facilitation, and that RQ tends to grow over time with trainer experience.

Sales – Retail (Jewelry)

A retail jewelry store chain administered the REACH Profile to its 28 sales associates. Associates were responsible for greeting customers, assessing needs, making recommendations and closing sales. Store management provided performance data for each associate, including revenue and transactions. Store management classified eight of the associates as high performers, while the remaining 20 were considered moderate performers.

When compared to the population, there was a higher percentage of associates preferring the Counseling profile and a lower percentage preferring the Driving profile and Advising profile. There was no significant difference in participants' preferences among the Relating Styles, although top performers were significantly more likely to prefer the methodical Achieving Styles. The top performing group demonstrated an average RQ of 3.58, compared to an average of 3.19 among the moderate performing group. The top performing group indicated higher ratings on 15 of the 16 REACH skills (with the Identifying Personal Needs skill being the lone exception).

Associates with above average RQ earned sales of \$201,671 during the period observed, compared with sales of \$139,518 by the below average group (a difference of 36%). Similarly, associates with above

average RQ completed 2,197 transactions, compared with 1,554 transactions by the below average group (a difference of 34%). The targeted development of particular REACH skills, namely Designing Team Structure/Function, Aligning Resources With Needs and Integrating Diverse Perspectives, may promote increased sales among retail sales associates.

Sales – Retail (Technology)

A retail technology store administered the REACH Profile to its 24 sales associates. Associates were responsible for greeting customers, assessing needs, making recommendations, providing technological support and closing sales. Store management provided performance data for each associate, including revenue, profit, warranties and quota percentage. Store management classified one-third of the associates as higher performers, while the remaining were considered moderate to lower performers.

When compared to the population, there was a higher percentage of associates preferring the Coaching profile and lower percentages preferring the Driving profile and Advising profile. There was no significant difference in associates' preferences among the Relating Styles and Achieving Styles, although there was some indication that higher performers tended to exhibit more competitive (rather than contented) and more objective (rather than nurturing) Relating Style patterns. Similarly, higher performers tended to exhibit more confident (rather than reflective), more analytical (rather than intuitive) and more consistent (rather than flexible) Achieving Style patterns. The higher performing group demonstrated an average RQ of 4.06, compared to an average of 3.87 among the moderate to lower performing group. The higher performing group indicated higher ratings on 13 of the 16 REACH skills, with the largest gaps between higher and lower performing groups observed within the Aligning Resources With Needs and Evaluating Individual Performance skills.

Associates exhibiting higher RQ earned sales of \$67,478 during the period observed, compared with sales of \$36,551 by associates with lower RQ (a difference of 59%). Similarly, associates with higher RQ produced profits of \$8,315, compared with \$4,670 by the lower group (a difference of 56%). Based on a comparison of higher and lower performing associates, the targeted development of particular REACH skills, namely Aligning Resources With Needs, Evaluating Individual Performance and Guiding Team During Change, may promote increased performance among associates responsible for technological sales and support.

Sales – Route Drivers (Automotive Equipment)

An automotive equipment distributor administered the REACH Profile to its 18 route drivers. Route drivers were responsible for developing leads among automotive service providers, assessing their needs, demonstrating products, closing sales and providing customer support – all within a defined geographic location. The distributor provided performance data for each route driver based on average monthly sales. In addition, senior management classified the route drivers within five bands: stars, above average, average, low and unacceptable performance. The bands were unequal in distribution, and categorization was determined by the subjective appraisal of senior management. For example, eight route drivers were categorized as star performers while two were categorized with unacceptable performance.

When compared to the population, there was a higher percentage of associates preferring the Counseling profile and lower percentages preferring the Coaching profile and Advising profile. There was no significant difference in associates' preferences among the Relating Style and Achieving Style, although there was some indication that higher performers tended to exhibit more independent (rather than social) and more nurturing (rather than objective) Relating Style patterns. Similarly, higher performers tended to

exhibit more bold (rather than cautious) and more intuitive (rather than analytical) Achieving Style patterns. The highest performing classification (those categorized as stars) demonstrated an average RQ of 4.50, compared to an average of 3.78 among the remaining classifications. The highest performing group indicated higher ratings on all 16 of the 16 REACH skills, with the largest gaps between highest and all other classifications observed within the Identifying Personal Needs, Integrating Diverse Perspectives, Addressing Concerns Over Quality and Cultivating Team Spirit skills.

Route drivers exhibiting higher RQ earned average monthly sales of \$13,221 during the period observed, compared with sales of \$10,900 by route drivers with lower RQ (a difference of 19%). Higher RQ was associated with higher performance classifications, as indicated by the average RQ for each classification:

RQ by Performance Classification (Route Drivers)

Classification	Average RQ	Average Monthly Sales
Star (7)	4.50	\$18,336.29
Above Average (4)	3.89	\$10,589.25
Average (4)	3.81	\$7,664.00
Low (1)	3.19	\$6,588.00
Unacceptable (2)	3.81	\$4,568.50
n=18		

Based on a comparison of higher and lower performing route drivers, the targeted development of particular REACH skills, namely Identifying Personal Needs, Integrating Diverse Perspectives, Addressing Quality Concerns and Cultivating Team Spirit, may promote increased capacity for building relationships among customers along a defined sales route.

Healthcare – Senior Care Facilities

A residential senior care provider administered the REACH Profile to its 40 residential managers. Managers were responsible for providing daily oversight for residential facilities, including adherence to healthcare, compliance, operational and financial performance expectations. The organization provided a performance ranking, designating 10 of its managers as high performers. These managers were considered the benchmark against which the performance of other managers was compared.

When compared to the population, there was a higher percentage of associates preferring the Coach profile and lower percentages preferring the Driving profile and Advising profile. There was no significant difference in preferences among the Relating Style and Achieving Style based on performance ranking. However, there was some indication that higher performers tended to exhibit more social (rather than independent) Relating Style patterns. Similarly, higher performers tended to exhibit more flexible (rather than consistent), more analytical (rather than intuitive) and more consistent (rather than flexible) Achieving Style patterns. Generally, residential managers tended to exhibit more expressive (rather than guarded) Relating Style patterns.

Regardless of their performance ranking, residential managers exhibited higher average RQ when compared to the population. Residential managers exhibiting higher average RQ were nearly three times more likely to be designated as a higher performer when compared to their peers. Further, the higher performing group demonstrated an average RQ of 3.84, compared to an average of 3.70 among their peers. The higher performing group indicated higher ratings on 14 of the 16 REACH skills, with the largest gap between higher performers and others observed within the Addressing Quality Concerns skill. Given

the emphasis on compliance within healthcare, targeted coaching and development of this skill may offer additional value via the REACH model.

Manufacturing

A door and window manufacturing company administered the REACH Profile to 85 employees at one of its assembly plants. The company examined RQ differences based on leadership responsibility, with a focus on implications for succession planning. The sample included 10 department managers, 19 supervisors and 56 assembly technicians. The following table reveals the average RQ by employee type.

Mean Ratings for RQ by Employee Type

Position	Average RQ
Department Manager	4.55
Supervisor	4.34
Technician 3	4.22
Technician 2	3.80
Technician 1	3.42

Average RQ for those in leadership roles was 4.41 compared to 4.07 for those in technical roles. Department managers who held oversight responsibilities for supervisors and technicians indicated a significantly higher average RQ than others. As shown in the following table, average ratings for the skill-based characteristics were higher for those holding roles of increasing leadership responsibility.

Mean REACH Skill-based Characteristics by Employee Type

REACH Skill-based Characteristic	Leaders	Technicians
REACH Quotient (RQ) *	4.41	4.07
Counseling Characteristics Cluster *	4.48	4.22
Assimilating Team Members	4.63	4.61
Cultivating Team Spirit	4.47	4.20
Identifying Personal Needs *	4.26	3.74
Recognizing Others' Efforts	4.48	4.35
Coaching Characteristics Cluster *	4.35	3.97
Building Rapport	4.47	4.20
Easing Tensions During Conflict *	4.16	3.64
Finding Opportunities For Synergy	4.31	4.07
Rallying Others Around A Cause *	4.47	4.01
Driving Characteristics Cluster *	4.51	4.11
Establishing Clear Expectations *	4.59	4.19
Evaluating Individual Performance	4.47	4.12
Exercising Control Over Processes *	4.52	4.08
Guiding Team During Change **	4.53	3.97
Advising Characteristics Cluster	4.30	4.05
Addressing Quality Concerns *	4.53	4.11
Aligning Resources With Needs	4.03	3.77
Designing Team Structure/Function	4.38	4.12
Integrating Diverse Perspectives	4.29	4.04
n=105		
* p<.05; ** p<.01		

The REACH model offers a helpful point of reference in succession planning, especially when identifying opportunities for training, development and coaching among emerging leaders.

META-ANALYSIS

In the previous sections of this report, evidence of criterion validity and utility were reported. Since the revision of the REACH model, such evidence was gathered from case studies involving a variety of industries. In each case, employers provided performance data that were analyzed for association with the REACH model and its facets.

Although these samples varied in size and in the scope of data provided, each offered one consistent variable: performance ranking. That is, within each sample, the respective employer provided a ranking of the incumbent based on immediate past performance. For some samples, this ranking was based on performance in a sales capacity, while for others, the ranking was based on performance in a supervisory capacity. In such examples, sales performance could be ranked based on units sold or the dollar value of sales during the period. For supervisory roles, performance could be ranked based on metrics applied by each respective employer (such as a leadership evaluation).

Whether the sample included 18 route sales drivers or 125 retail store managers, each sample included this ranking of incumbents from highest to lowest performance. Within these samples, the ranking was divided into four groups of nearly equal proportion, based on quartiles. In this manner, performance quartiles were labeled as: highest, above average, average and below average. Quartiles were equal in sample percentage, except where the employer indicated equal rankings among incumbents near the minimum or maximum limits of each quartile. To conduct a meta-analysis of the REACH model, these samples were combined into a single study. The following tables indicate the composition of the combined sample by industry, role type and role title.

Sample Composition by Industry

Industry	Frequency
Automotive Equipment Distribution	18
Commercial Truck Dealerships	15
Financial Services/Collections	121
Natural Resources Mining	33
Restaurants	64
Retail Stores	125
Senior Care/Assisted Living Facilities	40
Training and Development	30
Veterinary Medicine	44
n=490	

Sample Composition by Role Type

Role Type	Frequency
Collections	68
Customer Service	53
Management	219
Sales	76
Training	30
Veterinary Medicine	44
n=490	

Sample Composition by Role Title

Role Title	Frequency
Collections Account Associate	39
Collections Account Manager	13
Collections Consultant	16
Collections Customer Relationship Officer	53
Commercial Truck Sales Associate	15
Mining Production Supervisor	33
Restaurant General Manager	23
Restaurant Department Manager	41
Retail Jewelry Associate	28
Retail Store Manager	82
Retail Technology Sales Associate	15
Route Sales Driver	18
Senior Care Facility Manager	40
Training and Development Professional	30
Veterinary Surgeons	44
n=490	

As shown in the preceding tables, a number of industries, role types and role titles were included in the meta-analysis. While there was significant variation in job duties, working conditions and experience, there was a common theme among these samples. That is, for each incumbent, the primary focus of their role was to exercise influence over the actions of others. Further, each incumbent's performance ranking was based in large part on their skill in exercising such influence as they carried out job duties. With the shared focus on exercising interpersonal influence and the commonality of an employer-provided performance metric, sufficient rationale for their inclusion is assured.

The following tables indicate the average RQ by industry, role type and role title.

Average RQ by Industry

Industry	RQ
Automotive Equipment Distribution	4.06
Commercial Truck Dealerships	3.58
Financial Services/Collections	3.47
Natural Resources Mining	3.89
Restaurants	3.76
Retail Stores	3.70
Senior Care/Assisted Living Facilities	3.73
Training and Development	4.11
Veterinary Medicine	3.22
n=490	

Average RQ by Role Type

Role Type	RQ
Collections	3.43
Customer Service	3.52
Management	3.79
Sales	3.66
Training	4.11
Veterinary Medicine	3.22
n=490	

Average RQ by Role Title

Role Title	RQ
Collections Account Associate	3.34
Collections Account Manager	3.55
Collections Consultant	3.57
Collections Customer Relationship Officer	3.52
Commercial Truck Sales Associate	3.58
Mining Production Supervisor	3.89
Restaurant General Manager	3.79
Restaurant Department Manager	3.74
Retail Jewelry Associate	3.29
Retail Store Manager	3.79
Retail Technology Sales Associate	3.93
Route Sales Driver	4.06
Senior Care Facility Manager	3.73
Training and Development Professional	4.11
Veterinary Surgeons	3.22
n=490	

Generally, there were minimal differences in average RQ by industry, role type and role title. However, incumbents employed in the training and development industry tended to exhibit the highest average RQ, while the lowest average RQ was associated with veterinary surgeons. It is of no surprise that the role of professional trainer would be associated with high RQ given the nature of this role – almost entirely focused on exercising influence over training attendees and coaching recipients.

The performance quartiles, as described above, served as the dependent variable. The following table indicates the composition of the combined sample by performance rank.

Sample Composition by Performance Rank

Performance Rank	Frequency
Highest	130
Above Average	106
Average	143
Below Average	111
n=490	

Although multiple facets of the REACH model were leveraged as independent variables (and are discussed herein), the primary focus of the meta-analysis was to study the linear association of RQ ratings

with performance quartile rankings. The following table shows the mean RQ for each performance quartile.

Average RQ by Performance Quartile

Performance Rank	RQ
Highest	3.83
Above Average	3.69
Average	3.57
Below Average	3.55
n=490	

Compared to the average RQ of 3.51 within the normative reference group, the combined sample indicated higher average RQ. This is likely due to the nature of the role types included in the study, which were predominantly roles for which interpersonal skills are required for even minimally acceptable performance. As shown in the preceding table, there was a statistically significant difference in RQ between the performance quartiles, with the highest RQ observed among the highest performers. When analyzed for linear correlation, RQ was significantly associated with performance ranking quartiles ($r=0.16, p<.01$). Simply put, the higher an incumbent's RQ, the greater their likelihood of being rated as a higher performer by the employer. The following table reveals correlation statistics for skill-based characteristics and performance ranking quartiles.

Correlation of REACH Skill-based Characteristics and Performance Rankings

REACH Skill-based Characteristic	Correlation
REACH Quotient (RQ)	0.16**
Counseling Characteristics Cluster	
Assimilating Team Members	0.13**
Cultivating Team Spirit	0.09*
Identifying Personal Needs	0.11*
Recognizing Others' Efforts	0.09*
Recognizing Others' Efforts	0.13**
Coaching Characteristics Cluster	
Building Rapport	0.14**
Easing Tensions During Conflict	0.12**
Finding Opportunities For Synergy	0.12**
Rallying Others Around A Cause	0.09*
Rallying Others Around A Cause	0.12**
Driving Characteristics Cluster	
Establishing Clear Expectations	0.14**
Evaluating Individual Performance	0.12**
Exercising Control Over Processes	0.10*
Guiding Team During Change	0.12**
Guiding Team During Change	0.13**
Advising Characteristics Cluster	
Addressing Quality Concerns	0.16**
Aligning Resources With Needs	0.12**
Designing Team Structure/Function	0.16**
Integrating Diverse Perspectives/Ideas	0.12**
Integrating Diverse Perspectives/Ideas	0.11*
n=490	
* $p<.05$; ** $p<.01$	

As shown in the preceding table, each of the skill-based characteristics was significantly associated with performance. That is, for each skill, higher ratings were associated with higher performance outcomes within the sample.

The following table compares average ratings for skill-based characteristics based on the performance ranking quartiles.

Comparison of REACH Skill-based Characteristics based on Performance Rankings

REACH Skill-based Characteristics	Highest	Above Average	Average	Below Average
REACH Quotient (RQ) **	3.83	3.69	3.57	3.55
Counseling Characteristics Cluster *				
Assimilating Team Members	3.99	3.87	3.78	3.74
Cultivating Team Spirit *	3.94	3.93	3.79	3.72
Identifying Personal Needs	4.04	3.96	3.76	3.82
Recognizing Others' Efforts *	3.91	3.69	3.66	3.68
	4.09	3.91	3.91	3.73
Coaching Characteristics Cluster *				
Building Rapport *	3.90	3.80	3.66	3.65
Easing Tensions During Conflict	4.02	3.85	3.74	3.74
Finding Opportunities For Synergy	3.91	3.82	3.72	3.61
Rallying Others Around A Cause *	3.77	3.71	3.52	3.59
	3.92	3.82	3.64	3.65
Driving Characteristics Cluster **				
Establishing Clear Expectations	3.75	3.54	3.47	3.44
Evaluating Individual Performance	3.83	3.64	3.55	3.51
Exercising Control Over Processes *	3.76	3.50	3.57	3.46
Guiding Team During Change *	3.71	3.50	3.38	3.41
	3.71	3.50	3.37	3.40
Advising Characteristics Cluster **				
Addressing Quality Concerns *	3.66	3.54	3.37	3.35
Aligning Resources With Needs **	3.72	3.54	3.46	3.42
Designing Team Structure/Function	3.65	3.58	3.25	3.31
Integrating Diverse Perspectives/Ideas	3.62	3.51	3.35	3.33
	3.62	3.53	3.43	3.35
n=490				
* p<.05; ** p<.01				

Based on findings shown in the preceding table, there were significant differences in the majority of skill-based ratings based on incumbents' performance rankings. Further, the highest performance quartile was associated with higher average ratings for each of the skill-based characteristics.

In addition to evaluating associations among skill-based characteristics, the analysis examined potential associations based on the style-based characteristics within the REACH model. Unlike the skill-based characteristics which are linear in nature (meaning, higher ratings are preferred over lower ratings), the style-based characteristics are nonlinear or curvilinear in nature. Generally speaking, there is no single most desirable style of relating to others and achieving goals that can be applied to common circumstances. High performers may prefer different styles, and in many cases, a more moderated style may often be associated with performance tendencies. Any such tendencies or preferences are unique to each individual, and only specific aspects or duties within a job might be associated with a certain style.

The following table reveals correlation statistics for style-based characteristics and performance ranking quartiles.

Correlation of REACH Style-based Characteristics and Performance Rankings

REACH Style-based Characteristics	Correlation
Relating Style	-0.07
Relating Style Dimensions	
Affiliation	-0.02
Consideration	-0.06
Openness	0.02
Status Motivation	-0.06
Self-protection	-0.04
Achieving Style	
Achieving Style	0.04
Achieving Style Dimensions	
Intensity	-0.01
Assertiveness	0.03
Risk Tolerance	-0.02
Adaptability	0.01
Decision-making	0.02
n=490	
* p<.05; ** p<.01	

Given the nonlinear nature of the style-based characteristics, it was expected that higher performers were associated with varying style preferences. No particular style was associated with a universal advantage over others in the samples examined. The following table indicates average outcomes for style-based characteristics based on the performance ranking quartiles.

Comparison of REACH Style-based Characteristics based on Performance Rankings

REACH Style-based Characteristics	Highest	Above Average	Average	Below Average
Relating Style	53.87%	51.38%	54.83%	58.60%
Relating Style Dimensions				
Affiliation	60.25%	61.52%	62.09%	61.81%
Consideration	53.47%	47.51%	52.86%	57.02%
Openness	60.52%	61.52%	61.38%	58.85%
Status Motivation	49.32%	49.64%	53.68%	51.99%
Self-protection	60.21%	55.85%	61.32%	61.93%
Achieving Style				
Achieving Style	53.25%	54.81%	51.34%	50.74%
Achieving Style Dimensions				
Intensity	65.02%	63.27%	64.18%	66.14%
Assertiveness	67.13%	69.97%	63.57%	66.67%
Risk Tolerance	55.50%	62.49%	58.96%	57.56%
Adaptability	52.98%	48.85%	55.06%	50.04%
Decision-making	69.41%	70.28%	72.15%	66.69%
n=490				
* p<.05; ** p<.01				

As shown in the preceding table, there were no significant differences in style-based characteristics among the performance ranking quartiles. To explore this point further, the following table shows average Relating Style and Achieving Style outcomes for the highest performers in each role title.

Mean Style Scores by Role Title (Highest Performance Quartile)

Role	Relating Style	Achieving Style
Collections Account Associate	46.29%	44.43%
Collections Account Manager	43.67%	76.00%
Collections Consultant	64.00%	62.00%
Collections Customer Relationship Officer	42.94%	43.19%
Commercial Truck Sales Associate	59.75%	68.25%
Mining Production Supervisor	48.18%	48.91%
Restaurant General Manager	53.71%	77.29%
Restaurant Department Manager	66.89%	58.00%
Retail Jewelry Associate	61.86%	48.43%
Retail Store Manager	38.50%	61.80%
Retail Technology Sales Associate	56.00%	59.25%
Route Sales Driver	57.86%	73.57%
Senior Care Facility Manager	63.40%	50.10%
Training and Development Professional	67.25%	56.00%
Veterinary Surgeons	65.83%	19.42%
n=490		

As indicated in the preceding table, higher performance was not attributed to only one style combination. Rather, the highest performers were associated with multiple styles, differing according to behavioral expectations that were specific to each role title. This point is further illustrated in the following table, where the percentage of incumbents in each performance ranking quartile is shown for each profile.

Cross Tabulation of REACH Profiles and Performance Rankings

REACH Profile	Highest	Above Average	Average	Below Average	Total
Counseling	26%	18%	30%	26%	100%
Coaching	25%	22%	30%	23%	100%
Driving	28%	24%	25%	23%	100%
Advising	26%	24%	32%	18%	100%
n=490					
* p<.05; ** p<.01					

No particular profile was associated with inclusion in the highest performance ranking quartile. Rather, there was a similar rate of inclusion in the highest performance ranking quartile across the four REACH profiles.

As stated earlier, RQ was positively associated with the performance ranking quartiles. Specifically, incumbents with higher RQ tended to be categorized as higher performers by their employers. This was demonstrated by a statistically significant correlation, indicating that such a finding could be stated with high confidence. In addition to such statistical evidence, users of the REACH model are interested in the practical significance of these findings. For example, a common interest among users has to do with expectations of high performance based on RQ levels. Such levels are often described as being at or above each major increment of the RQ rating (such as, the expectation for an RQ of 4.00 or greater). The

following table reveals how incumbents' performance ranking quartiles may be associated with major increments of RQ.

Cross Tabulation of RQ Ratings and Performance Ranking Quartiles

RQ Score	Highest	Above Average	Average	Below Average	Total
RQ ≥ 5.00	75%	0%	25%	0%	100%
RQ ≥ 4.00	32%	23%	27%	18%	100%
RQ ≥ 3.00	28%	22%	28%	22%	100%
RQ ≥ 2.00	27%	22%	29%	22%	100%
n=490					
* p<.05; ** p<.01					

As shown in the preceding table, higher levels of RQ were associated with a higher likelihood of being categorized as a higher performer. Although rare (less than 2% of the sample), incumbents with an RQ of 5.00 were more likely to be categorized as higher performers by their respective employers. In fact, 75% of incumbents at the top RQ level were rated among the highest performers. In contrast, at the lower increment of RQ of 2.00 or greater, only 27% were included among the highest performers.

Results of the meta-analysis contribute to evidence of both criterion-related validity and utility. The statistically significant correlation found between RQ and performance ranking quartiles supports claims of the REACH model's validity. While each RQ facet demonstrated significant correlation with performance, the relative value of developing each skill would be a function of the person's deficiency in that skill as well as the unique behavioral expectations of the role.

There were limitations to this meta-analysis, which may understate the strength of associations reported. Specifically, the samples included were gathered by individual employers, and performance rankings were provided based on evaluations, observations and results not shared with researchers. In some cases, data were comprised of subjective ratings (such as supervisory ratings), whereas in others, objective metrics were provided (such as units sold). In addition, incumbents varied in their experience, education, market, incentives and similar factors, although such data were not provided by employers. As such, there was no controlling for these and other factors in exploring the association of RQ and performance. The findings reported herein are those that, despite the impact of extraneous factors on the dependent variable, were strong enough to emerge as statistically significant and of high confidence.

The proper application of the REACH model is supported by this meta-analysis. Such application is best suited for role types in which one person exercises influence over another as a major function of their role. In such roles, higher RQ was associated with higher performance. Findings of statistically significant correlation between REACH skill-based characteristics and performance ranking quartiles suggest that targeted coaching, training and development can contribute to improved performance outcomes. By leveraging the REACH model to analyze training needs, users can identify the most beneficial developmental opportunities and align specific resources to address them.

The REACH model posits that performance outcomes can be improved to the extent individuals are aware of the strengths and limitations associated with their preferred profiles and can apply characteristics of diverse styles as situations require. Based on a study of 490 incumbents representing 15 specific roles, there is evidence that such awareness and application may be linked to performance outcomes.

TRANSFORMATION OF RESULTS

Transformation of Style-based Scores

The REACH Profile is administered in multiple segments. For the 95 style-based items, participants are asked to rate each statement as mostly true or mostly false, based on their most likely preference and tendency. In so doing, the items are presented in a forced-choice format. Only one style-aligned construct is elicited in each item. Thus, each item is aligned with either an aspect of Relating Style or an aspect of Achieving Style.

Upon completion, participants' responses are collected as raw scores, representing the number of times their answers reflect a given construct. Scores are depicted as a plot along a line representing the continuum for each construct. To arrive at a comparative plot, raw scores are converted to percentile scores based on a comparison to the normative reference group (including more than 30,000 participants) earning at or near that same raw score. For example, a raw score of "1" on the Decision-making dimension would equate to a percentile score of 26%. This is because 26% of the normative population scored at or to the left of that raw score. This would suggest the participant tends to prefer a more analytical style in making common decisions, when compared to the normative reference group.

The transformation of raw scores described herein is repeated for each style-based characteristic (primary styles and their secondary dimensions) immediately upon the participant completing the assessment. Only percentile scores are reported to participants, as these offer greater comparative value in light of the normative reference group. Percentile scores are conveyed in multiple reports and are supported via descriptive narratives. When evaluating results, users often assume that a lower score may be less preferred than a higher score, when in reality this label has to do with placement of the individual's results within the distribution of all results. Generally speaking, neither label (on the left or on the right of a continuum) on any style-based characteristic would be considered more valued or desirable. The left side label would be associated with percentile scores of 0-49% while the right side label would be associated with percentile scores of 50-100%.

Transformation of REACH Profile Matrix

Of primary focus in REACH Profile reports is the presentation of a participant's preferred profile. There are four such profiles derived from the intersection of the primary factors: Relating Style and Achieving Style. The four profiles are represented via colored quadrants, delineated as follows:

- The Counseling profile: upper left green quadrant, comprised of expressive Relating Style (above the median of the normative reference group, ranging from 50-100%) and methodical Achieving Style (below the median of the normative reference group, ranging from 0-49%).
- The Coaching profile: upper right blue quadrant, comprised of expressive Relating Style (above the median of the normative reference group, ranging from 50-100%) and urgent Achieving Style (above the median of the normative reference group, ranging from 50-100%).
- The Driving profile: lower right red quadrant, comprised of guarded Relating Style (below the median of the normative reference group, ranging from 0-49%) and urgent Achieving Style (above the median of the normative reference group, ranging from 50-100%).

the median of the normative reference group, ranging from 50-100%).

- The Advising profile: lower left yellow quadrant, comprised of guarded Relating Style (below the median of the normative reference group, ranging from 0-49%) and methodical Achieving Style (below the median of the normative reference group, ranging from 0-49%).

Transformation of Skill-based Scores

While the first section of the REACH Profile is devoted to assessing style-based characteristics, the second section assesses skill-based characteristics. These characteristics are derived from items presented as Likert-type ratings. Participants select a 1-5 rating for each of 16 items, which are considered purely normative in nature. Item responses are then aligned within one of four clusters, with each cluster reporting the average of its four skill-based ratings. Finally, all 16 ratings are averaged to derive the RQ score. None of the items measure more than one skill-based characteristic.

In addition to the numerical scores, the RQ is graphically portrayed as a circular range (shaded in gray color) oriented around a participant's plot on the REACH Profile Matrix, the size of which is directly correlated with the RQ. Simply put, the higher the RQ, the larger the shaded circular range around the plot. This range is intended to indicate the comfort zone within which the participant feels most comfortable exercising influence in light of the four REACH profiles.

NORMS

The following tables convey normative information gathered via the REACH model from 2018-2020. Norms are presented for the style-based characteristics of the REACH Profile as well as for the skill-based characteristics of the REACH Profile, REACH 360 and REACH Culture. Norms were gathered at the time of publication for this report. The norms reveal tendencies and variability based on the prevailing populations within which the REACH model was distributed.

Descriptive Statistics for REACH Profile Style-based Characteristics

Style-based Characteristics	Mean	St.Dev	Min	Max
Relating Style	51.70%	30.35%	0.00%	100.00%
Relating Style Dimensions				
Affiliation	55.44%	35.02%	1.00%	100.00%
Consideration	50.94%	30.73%	1.00%	100.00%
Openness	61.12%	32.77%	2.00%	100.00%
Status Motivation	54.34%	25.18%	0.00%	100.00%
Self-protection	62.13%	27.44%	0.00%	100.00%
Achieving Style				
Achieving Style	44.26%	27.93%	0.00%	100.00%
Achieving Style Dimensions				
Intensity	56.77%	31.96%	2.00%	100.00%
Assertiveness	53.47%	30.23%	3.00%	100.00%
Risk Tolerance	53.63%	29.58%	0.00%	100.00%
Adaptability	51.73%	29.14%	4.00%	100.00%
Decision-making	67.97%	25.09%	13.00%	100.00%
n=13,454				

Descriptive Statistics for REACH Profile Skill-based Characteristics

Skill-based Characteristics	Mean	St.Dev	Min	Max
REACH Quotient (RQ)	3.51	0.62	1.00	5.00
Counseling Characteristics Cluster				
Assimilating Team Members	3.80	0.86	1.00	5.00
Cultivating Team Spirit	3.71	0.89	1.00	5.00
Identifying Personal Needs	3.49	0.91	1.00	5.00
Recognizing Others' Efforts	3.79	0.86	1.00	5.00
Coaching Characteristics Cluster				
Building Rapport	3.64	0.92	1.00	5.00
Easing Tensions Curing Conflict	3.43	0.96	1.00	5.00
Finding Opportunities For Synergy	3.46	0.92	1.00	5.00
Rallying Others Around A Cause	3.55	0.94	1.00	5.00
Driving Characteristics Cluster				
Establishing Clear Expectations	3.47	0.90	1.00	5.00
Evaluating Individual Performance	3.36	0.94	1.00	5.00
Exercising Control Over Processes	3.25	0.94	1.00	5.00
Guiding Team During Change	3.32	0.89	1.00	5.00
Advising Characteristics Cluster				
Addressing Quality Concerns	3.56	0.88	1.00	5.00
Aligning Resources With Needs	3.40	0.92	1.00	5.00
Designing Team Structure/Function	3.36	0.95	1.00	5.00
Integrating Diverse Perspectives/Ideas	3.50	0.85	1.00	5.00
n=13,454				

Descriptive Statistics for REACH Profile Skill-based Characteristics by Geographic Region

Skill-based Characteristics	Africa	Asia	Europe	North America	Oceania
REACH Quotient (RQ)	3.71	3.44	3.63	3.75	3.48
Counseling Characteristics Cluster	3.71	3.59	3.74	3.90	3.67
Assimilating Team Members	3.75	3.66	3.87	3.94	3.78
Cultivating Team Spirit	3.74	3.55	3.83	3.93	3.68
Identifying Personal Needs	3.49	3.45	3.49	3.72	3.47
Recognizing Others' Efforts	3.87	3.68	3.78	4.00	3.76
Coaching Characteristics Cluster	3.68	3.37	3.71	3.78	3.48
Building Rapport	3.61	3.36	3.71	3.82	3.62
Easing Tensions During Conflict	3.73	3.41	3.71	3.73	3.38
Finding Opportunities For Synergy	3.65	3.42	3.68	3.71	3.42
Rallying Others Around A Cause	3.71	3.27	3.75	3.87	3.51
Driving Characteristics Cluster	3.76	3.29	3.52	3.65	3.30
Establishing Clear Expectations	3.82	3.41	3.67	3.80	3.42
Evaluating Individual Performance	3.81	3.29	3.41	3.70	3.31
Exercising Control Over Processes	3.77	3.24	3.57	3.55	3.20
Guiding Team During Change	3.61	3.21	3.41	3.55	3.28
Advising Characteristics Cluster	3.69	3.49	3.55	3.66	3.42
Addressing Quality Concerns	3.77	3.55	3.65	3.65	3.72
Aligning Resources With Needs	3.72	3.49	3.33	3.58	3.37
Designing Team Structure/Function	3.59	3.37	3.54	3.63	3.32
Integrating Diverse Perspectives/Ideas	3.67	3.56	3.67	3.71	3.47
n=13,454	279	136	63	1,425	11,551

Descriptive Statistics for REACH Profile Style-based Characteristics by Geographic Region

Style-based Characteristics	Africa	Asia	Europe	North America	Oceania
Relating Style	42.58%	44.07%	53.79%	52.57%	51.89%
Relating Style Dimensions					
Affiliation	57.04%	59.11%	56.00%	48.28%	56.24%
Consideration	42.51%	41.01%	51.05%	53.07%	50.99%
Openness	49.30%	57.49%	64.75%	61.87%	61.34%
Status Motivation	52.67%	48.57%	49.11%	54.03%	54.52%
Self-protection	56.48%	55.70%	65.25%	60.80%	62.49%
Achieving Style					
Achieving Style	53.60%	39.55%	54.90%	51.50%	43.14%
Achieving Style Dimensions					
Intensity	73.46%	60.07%	64.41%	69.18%	54.75%
Assertiveness	69.97%	47.37%	70.67%	62.35%	51.96%
Risk Tolerance	54.44%	53.95%	55.22%	59.92%	52.83%
Adaptability	57.02%	46.04%	60.13%	50.14%	51.83%
Decision-making	65.64%	57.50%	70.11%	64.90%	68.51%
n=13,454	279	136	63	1,425	11,551

Descriptive Statistics for REACH Culture Skill-based Characteristics

Skill-based Characteristics	Mean	St.Dev	Min	Max
REACH Quotient (RQ)	3.64	0.74	1.00	5.00
Counseling Characteristics Cluster				
Counseling Characteristics Cluster	3.73	0.80	1.00	5.00
Assimilating Team Members	3.77	0.96	1.00	5.00
Cultivating Team Spirit	3.67	0.98	1.00	5.00
Identifying Personal Needs	3.78	1.05	1.00	5.00
Recognizing Others' Efforts	3.70	1.05	1.00	5.00
Coaching Characteristics Cluster				
Coaching Characteristics Cluster	3.70	0.80	1.00	5.00
Building Rapport	3.96	0.83	1.00	5.00
Easing Tensions Curing Conflict	3.52	1.03	1.00	5.00
Finding Opportunities For Synergy	3.59	.99	1.00	5.00
Rallying Others Around A Cause	3.68	1.00	1.00	5.00
Driving Characteristics Cluster				
Driving Characteristics Cluster	3.57	0.85	1.00	5.00
Establishing Clear Expectations	3.61	1.04	1.00	5.00
Evaluating Individual Performance	3.49	1.07	1.00	5.00
Exercising Control Over Processes	3.67	1.00	1.00	5.00
Guiding Team During Change	3.52	1.08	1.00	5.00
Advising Characteristics Cluster				
Advising Characteristics Cluster	3.55	0.86	1.00	5.00
Addressing Quality Concerns	3.53	1.02	1.00	5.00
Aligning Resources With Needs	3.58	1.08	1.00	5.00
Designing Team Structure/Function	3.42	1.08	1.00	5.00
Integrating Diverse Perspectives/Ideas	3.73	0.97	1.00	5.00
n=1,023				

Descriptive Statistics for REACH 360 Skill-based Characteristics

Skill-based Characteristics	Mean	St.Dev	Min	Max
REACH Quotient (RQ)	3.56	0.42	1.00	5.00
Counseling Characteristics Cluster	3.63	0.48	1.00	5.00
Assimilating Team Members	3.71	0.49	1.00	5.00
Cultivating Team Spirit	3.62	0.56	1.00	5.00
Identifying Personal Needs	3.54	0.59	1.00	5.00
Recognizing Others' Efforts	3.63	0.55	1.00	5.00
Coaching Characteristics Cluster	3.51	0.49	1.00	5.00
Building Rapport	3.61	0.54	1.00	5.00
Easing Tensions During Conflict	3.38	0.60	1.00	5.00
Finding Opportunities For Synergy	3.51	0.52	1.00	5.00
Rallying Others Around A Cause	3.55	0.54	1.00	5.00
Driving Characteristics Cluster	3.51	0.49	1.00	5.00
Establishing Clear Expectations	3.55	0.54	1.00	5.00
Evaluating Individual Performance	3.49	0.56	1.00	5.00
Exercising Control Over Processes	3.49	0.55	1.00	5.00
Guiding Team During Change	3.49	0.56	1.00	5.00
Advising Characteristics Cluster	3.56	0.45	1.00	5.00
Addressing Quality Concerns	3.63	0.52	1.00	5.00
Aligning Resources With Needs	3.53	0.51	1.00	5.00
Designing Team Structure/Function	3.51	0.53	1.00	5.00
Integrating Diverse Perspectives/Ideas	3.57	0.57	1.00	5.00
n=229 (surveys) n=1,564 (raters)				

Mean Ratings for REACH 360 Skill-based Characteristics by Rater Type

Skill-based Characteristics	Self	Superior	Direct Reports	Peers	Others
REACH Quotient (RQ)	3.56	3.35	3.65	3.56	3.63
Counseling Characteristics Cluster	3.66	3.44	3.68	3.65	3.70
Assimilating Team Members	3.76	3.60	3.73	3.72	3.84
Cultivating Team Spirit	3.68	3.41	3.72	3.64	3.73
Identifying Personal Needs	3.50	3.36	3.64	3.58	3.71
Recognizing Others' Efforts	3.71	3.41	3.67	3.63	3.67
Coaching Characteristics Cluster	3.58	3.29	3.63	3.49	3.55
Building Rapport	3.65	3.45	3.69	3.60	3.66
Easing Tensions During Conflict	3.44	3.28	3.51	3.31	3.33
Finding Opportunities For Synergy	3.55	3.35	3.65	3.54	3.58
Rallying Others Around A Cause	3.68	3.30	3.65	3.47	3.61
Driving Characteristics Cluster	3.47	3.29	3.65	3.52	3.64
Establishing Clear Expectations	3.58	3.30	3.69	3.52	3.66
Evaluating Individual Performance	3.45	3.28	3.59	3.56	3.54
Exercising control Over Processes	3.42	3.32	3.67	3.52	3.80
Guiding Team During Change	3.45	3.29	3.61	3.48	3.64
Advising Characteristics Cluster	3.51	3.36	3.65	3.61	3.64
Addressing Quality Concerns	3.61	3.41	3.69	3.68	3.74
Aligning Resources With Needs	3.39	3.35	3.64	3.65	3.83
Designing Team Structure/Function	3.49	3.30	3.62	3.52	3.68
Integrating Diverse Perspectives/Ideas	3.56	3.36	3.75	3.56	3.48
n=229					

OPERATIONAL FINDINGS

Although not specifically related to the validity and reliability of the instrument, the following operational findings shed light on the manner and context within which the REACH Profile is most utilized.

Readability

Given the nature and utilization of the REACH model, it is essential that participants understand questions asked and are able to evaluate alternative answers. As such, the readability is an important practical consideration. The following table reflects readability statistics for the REACH Profile.

Readability Statistics for the REACH Profile

Category	Statistic
Words	1,385.00
Characters	6,739.00
Sentences	111.00
Words per Sentence	12.47
Characters per Word	4.60
Flesch Reading Ease	62.10
Flesch-Kincaid Grade Level	7.70

Completion Times

Completion statistics were derived from administrations of the REACH Profile. The completion time may vary based on the format of the instrument, the specific instructions provided to participants, and the intended application. The following table reflects only a general estimation.

Completion Time Statistics for the REACH Profile

Completion Time	Mean	Median	St. Dev.
Minutes	19:23 min	17:18 min	8:29 min
n=13,454			

Applications

The REACH Profile is primarily intended for applications that promote personal and professional development. Application statistics offer general indications of how the REACH Profile is most often utilized. A variety of overlapping applications may be observed, such as supporting users in recruiting, selection, and succession planning efforts. Within these broad categories, the REACH Profile is mostly deployed in workplace settings. The REACH Profile is utilized across an array of industries. The following table reflects an estimation of such applications for major industry classifications.

Industry Applications of the REACH Model

Industry Applications
Agriculture
Automotive
Banking/Credit Unions
Building Products/Supplies
Business/Professional Services
Coaching
Construction/Engineering/Design
Education
Employment Staffing/Recruiting
Energy
Entertainment/Leisure/Sports
Equipment/Tools/Supplies
Financial Services/Insurance
Food/Beverage Products
Government
Healthcare Providers/Support
Home Services
Hospitality/Lodging/Tourism
Human Resources
Manufacturing
Mechanical Services
Media
Military/National Defense
Natural Resources/Mining
Non-Profit/Community Agencies
Office Equipment
Pharmaceutical/Biotech/Sciences
Public Safety/Law Enforcement
Real Estate/Property Management
Restaurant
Retail Goods/Services
Technology
Telecommunications
Training
Transportation/Logistics
Workforce Development
Uncategorized

The REACH model is distributed on five continents in simple English. The assessments have been formatted suitably to support the training and development needs of a diverse and growing market. Additional applications of the model are continually evaluated, with an emphasis on enhancing participants' emotional intelligence and leadership capacity.

RECOMMENDATIONS

The REACH model was designed with workplace applications in mind. The model was derived from numerous construct studies aimed at producing reliable measures of style-based characteristics and common workplace skills. The REACH Profile was designed to provide an indication of an individual's preferred style as it relates to influencing others. Given its emphasis on the influence style, the REACH Profile can be used in training, development and coaching applications across all positions - with a particular emphasis on positions where the individual leads, directs or collaborates with others.

Under certain conditions where the employer has conducted a job analysis and established ample validity evidence, users may leverage the REACH Profile in support of employment recruiting and selection decisions. Such use of the assessment must be done in accordance with local, state, and federal regulations governing the use of employment selection procedures (USDLETA, 1999; USEEOC, 1978). For specific guidance regarding the potential use of the REACH Profile to evaluate job candidates, users are encouraged to contact subject matter experts in human resources, industrial-organizational psychology and employment law. As suggested by best practices in assessment publishing, certain qualifying statements are helpful in ensuring proper utilization. Users of the REACH Profile must configure their utilization according to the following qualifications.

- The style-based profiles articulated by the REACH Profile are not “all or nothing” categories. Rather, the profiles are derived from comparing two construct domains: Relating Style and Achieving Style. An individual's exhibition of Relating Style and Achieving Style behaviors may vary from mild to very pronounced. This is also true of the ten secondary dimensions which support interpretation of the styles. Participants will likely exhibit some behaviors associated with each of the styles at times, and in fact, may intentionally adapt to other styles as needed to perform certain work activities or to engage in social situations. An individual should not be expected to exhibit one style or profile to the full exclusion of others.
- While users may convey language such as “lower” or “higher” when describing style and/or profile outcomes (or when a 0-100% outcome is provided for any of the style-based characteristics), any such language pertains to a participant's results when compared to the normative reference group. The percentage results, where provided, do not indicate a preference or a desired outcome. In other words, “higher” scores are not better than “lower” scores, and vice versa. For example, a 42% score on the Intensity dimension indicates that roughly 41% of the population would likely score to the left of the individual on the continuum underlying the Intensity dimension (where scores to the left indicate a more measured approach and scores to the right indicate a more intense approach).
- The characteristics measured within the REACH model indicate certain behavioral tendencies based on the concept's unique taxonomy. While these characteristics offer substantial evidence of validity and reliability, the outcomes do not represent inflexible psychological traits. Individuals can and do modify behavior at times, based on experiential and environmental conditions. Users must not assume that an individual's behavior will only reflect the descriptions on one extreme or the other of a given measure. Rather, individuals can and will display behaviors along the continuum of a given construct.

- The characteristics measured within the REACH model are not intended to offer conclusive predictions of workplace performance. Rather, the REACH model suggests behavioral preference and tendencies that, subject to a variety of factors (such as leader-member relations, environmental conditions, resources, and so on), may impact performance. For example, two individuals with similar REACH Profile results might perform at very different levels in the workplace. In contrast, two individuals may perform at the same level, while having very different REACH Profile results. As such, any use of the REACH Profile results must be supported by ample evidence or observation of desired behaviors when rendering judgments in high stakes decisions (such as pre-employment screening). The findings conveyed in this report are intended to reflect associations between the REACH Profile and the performance and/or status of participants at the time of the respective studies, rather than a prediction of future performance and/or status.
- Users are cautioned to leverage these findings in support of employment practices that have been shown to yield fair, valid and job-related outcomes for all parties. The publisher does not recommend specific decision criteria, pass rates, or cutoff scores, even when supported by criterion validity evidence. The burden to identify, support, and defend employment-related decisions rests solely with the end user (USDLETA, 1999; USEEOC, 1978).

USER AGREEMENT

The information and data provided in connection with the REACH Profile, REACH 360 and REACH Culture are not in any way designed to replace the advice of a physician, psychiatrist, psychologist or medical professional. The assessments and their results as provided by the publisher and/or its affiliated practitioners do not represent medical, diagnostic or psychiatric evaluations of any kind. The publisher makes no warranty as to the accuracy, completeness, usefulness, value or fairness of the assessments, nor does the publisher guarantee against errors, failed links, omissions or lost data on its REACH Ecosystem website.

Assessment results are intended to provide general information that may be helpful in professional, team and organizational development applications. The user assumes full responsibility, and the publisher, its members, its authors, advisory panel and affiliated practitioners shall not be liable for, (i) use and application of assessment, (ii) the adequacy, accuracy, interpretation or usefulness of the assessment, and (iii) the results or information developed from the use or application of the assessment. Users are encouraged to seek qualified legal counsel regarding the use and application of the assessments for any employment-related or other purpose.

Users are advised that there may be federal, state and local regulations that cover the use of assessments and it is the user's responsibility to consider and comply with these regulations. Users waive any claim or rights of recourse on account of claims against the publisher, its members, its authors, or its advisory panel, either in their own right or on account of claims against the publisher, its members, its authors, or its advisory panel by third parties. Users shall indemnify and hold the publisher, its members, its authors and its advisory panel harmless against any claims, liabilities, demands or suits of third parties.

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APPENDIX A: REACH Profile Matrix Sample

REACH
Personal Profile
Charles Poulton
06 Mar 2020

Section 2: Profile Markers

While our responses may differ at times based on unique situations, most of us tend to leverage just one of the four profiles in common situations. We can easily recognise a profile (in ourselves and others) by observing specific markers. Identify the markers below for your profile and then review how other profiles may differ in similar situations. Finally, consider what situations might require you to adapt your profile, especially when interacting with others who may have different preferences and tendencies.

Counselor Profile

Counselors are best recognised for being: Thinking-oriented and People-focused. The key 'markers' or behaviors of the Counselor Profile include:

- **Communicating** with a warm, comforting style
- **Conflict-handling** by accommodating others' views
- **Delegating** by 'asking' others for participation
- **Planning** through a careful, flexible approach
- **Learning** with careful, step-by-step reflection

Coach Profile

Coaches are best recognised for being: Acting-oriented and People-focused. The key 'markers' or behaviors of the Coach Profile include:

- **Communicating** with charisma, dynamic style
- **Conflict-handling** by collaborating on solutions
- **Delegating** by 'selling' others on participation
- **Planning** through a fluid, interactive approach
- **Learning** with active, 'big picture' understanding



The diagram is a 2x2 matrix with the following axes and quadrants:

- Vertical Axis:** Top is "People-focused (Expressive)", Bottom is "Task-focused (Guarded)".
- Horizontal Axis:** Left is "Thinking-oriented (Methodical)", Right is "Acting-oriented (Urgent)".
- Quadrants:** Top-Left (Green) is "Counselor", Top-Right (Blue) is "Coach", Bottom-Left (Yellow) is "Advisor", Bottom-Right (Red) is "Driver".

Below the diagram, a legend shows a small grey circle for "Your profile" and a larger white circle for "Your REACH Rating: 3.69".

Advisor Profile

Advisors are best recognised for being: Thinking-oriented and Task-focused. The key 'markers' or behaviors of the Advisor Profile include:

- **Communicating** with a reserved, formal style
- **Conflict-handling** by identifying compromises
- **Delegating** by 'teaching' the suggested approach
- **Planning** through methodical, detailed preparation
- **Learning** with careful, step-by-step reflection

Driver Profile

Drivers are best recognised for being: Acting-oriented and Task-focused. The key 'markers' or behaviors of the Driver Profile include:

- **Communicating** with a focused, intense style
- **Conflict-handling** by directly confronting the issue
- **Delegating** by 'directing' the course of action
- **Planning** through an urgent, adaptive approach
- **Learning** with active, 'big picture' understanding


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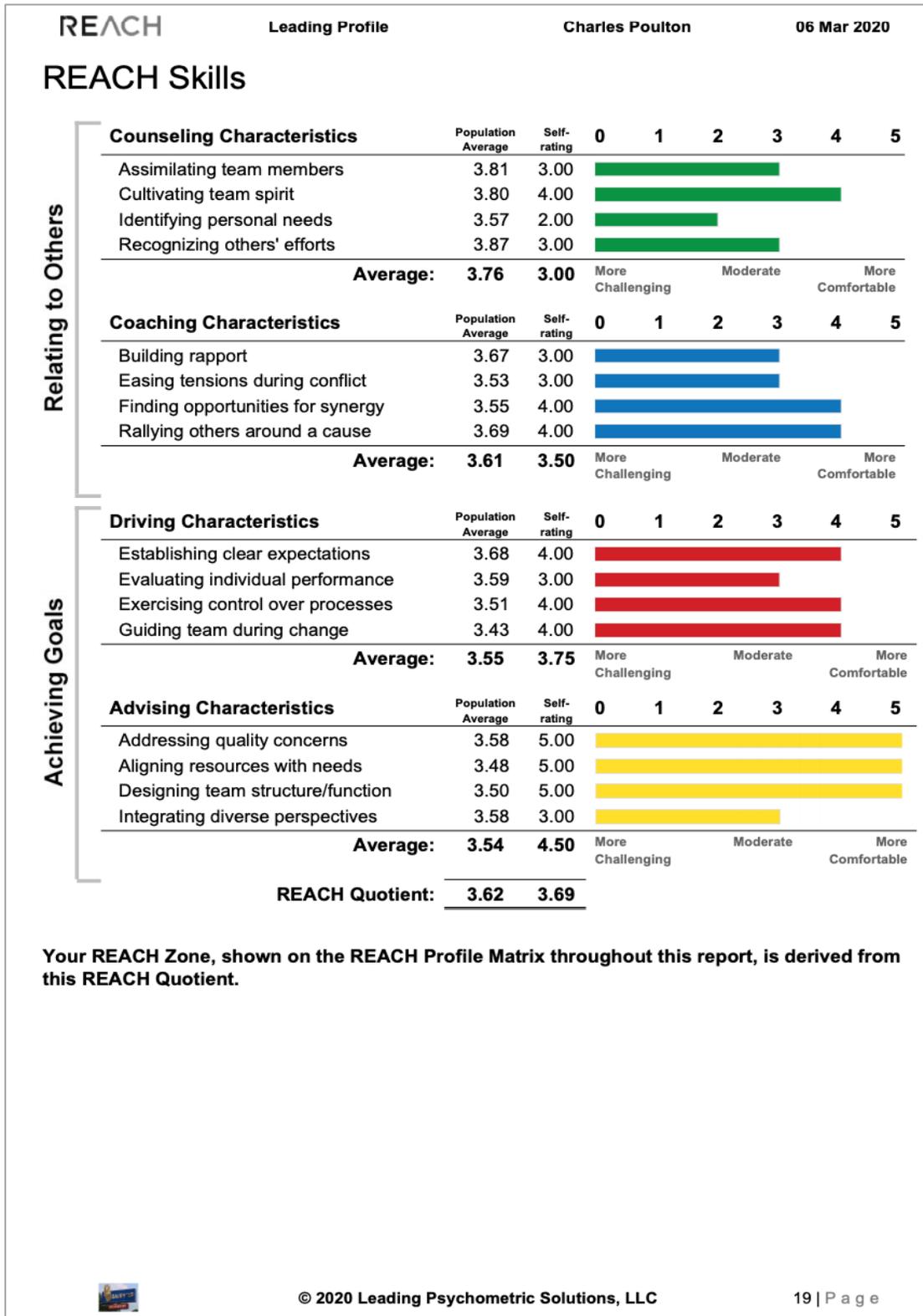
APPENDIX B: REACH Ecosystem Courses Aligned with REACH Skills

REACH skills can be developed with the support of comprehensive training and coaching resources that are accessible via the REACH Ecosystem. The following courses are available to REACH subscribers, with each course being aligned to strengthen one or more REACH skills.

Advanced Facilitation Skills Training (2 days)
Advanced Skills for Elite Administrative and Executive Assistants Training (1 day)
Assertiveness & Self Confidence Training (1 day)
Body Language Training (1 day)
Building Creativity and Problem Solving Capacity with a Growth Mindset (1 day)
Building Team Synergy (1 day)
Business Etiquette & Professional Conduct Training (1 day)
Business Writing Essentials (1 day)
Business Writing for the Modern Workplace (1 day)
Business Writing Training (1 day)
Communication Skills Training (1 day)
Conflict Resolution Training (1 day)
Consultative Sales Training (1 day)
Customer Service Training (1 day)
Emotional Intelligence (EQ) For Professionals Training (1 day)
Facilitation Skills Training (1 day)
Foundation Skills for Elite Personal Assistants and Executive Assistants Training Course (1 day)
Identifying Difference as Opportunities (1 day)
Leadership Development Training (2 days)
Lean Six Sigma Yellow Belt Certification Training Signature Series (3 days)
Lean Six Sigma Yellow Belt Certification Training Signature Series (5 days)
Lean Six Sigma Black Belt Certification Training - Signature Series (10 days)
Masterful Facilitation Skills Training (1 day)
Minute Taking Training (1 day)
Negotiation Skills Training (1 day)
Professional Telephone Skills Training (1 day)
Resilience and You (1 day)
Retail Sales Training (1 day)
Sales Training (1 day)
Supervising Others Training (1 day)
Taking Productivity to the Next Level (1 day)
The 10 Dimensions of Effective Leadership (1 day)
Time Management for Managing Projects and Complex Tasks (1 day)
Time Management for the Modern Individual (1 day)
Train the Trainer Training (3 days)

Within each course, subscribers are offered unlimited access to professionally developed and fully customizable materials, such as facilitation guides, learning journals, reinforcement activities and slide decks. Each course contains activities specifically aligned to strengthen REACH skills.

APPENDIX C: REACH Skills Sample



APPENDIX D: Style Dimension Sample

