

What are situational judgment tests?

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- Situational Judgment tests are a method of presenting work-related situations or problems in written, oral, or video format along with various action alternatives requiring respondents to assess the desirability of the alternatives. They can be adapted to assess various constructs, but there also appears to be a common sense or judgmental “ability” that underlies performance on all items.

How constructed?

- Begin with a definition of a construct or behavioral dimension.
- Continuous Learning: Intellectual curiosity and interest in continuous learning. Active seeking of new ideas and new skills, both in core areas of study and in peripheral or novel areas.
- Generate critical incidents

- Edit to make them questions.
- Ask experts to generate alternative courses of dealing with situation
- Edit the options for redundancy and grammar/spelling
- Develop scoring keys with expert panels—best and worst option and rating on a seven point scales.

Targeted Dimensions

- 1. Knowledge, learning, mastery of general principles**
- 2. Continuous learning, intellectual interest and curiosity**
- 3. Artistic and cultural appreciation**
- 4. Multicultural tolerance and appreciation**
- 5. Leadership**
- 6. Interpersonal skills**

- 7. Social responsibility, citizenship and involvement**
- 8. Physical and psychological health**
- 9. Career orientation**
- 10. Adaptability and life skills**
- 11. Perseverance**
- 12. Ethics and integrity**

Examples

1. You are part of a three-person group working on a class project with a quickly approaching deadline. One member of the team is not pulling his weight. He avoids assignments, complains about the amount of work that has to be done, and says the project doesn't really matter anyway. While you are all classmates, you seem to be the group leader. What would you do?
 - a. Divide the workload evenly among members of the group, making sure everyone knows they are responsible for their share. If the group member still does not pull his own weight, bring it up with the instructor.
 - b. Speak with him in private and offer him moral encouragement to complete his portion of the project. If the group member still does not pull his own weight, bring it up with the instructor.
 - c. Try to get the team member motivated to do his work. If that doesn't help the situation, just put more effort into the project yourself in order to complete it.
 - d. Just do the group member's portion of the assignment in addition to your own, and tell the instructor about the situation.
 - e. See if the person could be removed from your group.
 - f. Consult with the non-problematic group member about the most appropriate course of action, and then act on whatever you jointly decide.
 - What are you most likely to do?
 - What are you least likely to do?

2. You are interested in finance, but do not have further finance courses for at least another semester. What would you do?
 - a. Wait until the next semester, and take another class then.
 - b. Try to register for an alternative finance course as an elective.
 - c. Use the semester to do some independent study so that you are well prepared for the next course.
 - d. Get involved in on-campus finance clubs or investment games.
 - e. See if you could be a TA for a finance class.
 - What are you most likely to do?
 - What are you least likely to do?

3. As a leader of a student organization, you asked a committee member to track the use of important and costly supplies. In response, she developed forms requiring the organization's committee members to indicate when and how they used various supplies. The coordinating individual now complains that no committee members are complying with her request for information on the use of supplies. How would you handle this situation?
- a. Explain the importance of tracking to the committee, and request that everyone comply with the request.
 - b. Ask everyone to respect the coordinating individual's hard work and effort by cooperating.
 - c. Limit access to the supplies until people start filling out the forms, or have penalties for not complying.
 - d. Designate someone else to be in charge of tracking and enforcing the information requests.
 - e. Ask the committee if there is a misunderstanding about the forms and for suggestions on improving them.
 - What are you most likely to do?
 - What are you least likely to do?

4. Your roommate, usually a tidy person, has recently experienced some personal difficulties. As a result, he/she has become quite distracted and has left much of the household responsibilities to you. You have talked to him/her about your concerns, and empathetically requested that he/she resume his/her share of the responsibilities as soon as possible. A month passes and you are still doing too much of his/her work. What would you do?
- a. Find out more about his/her problem and try to deal with that first.
 - b. Stop doing all of the household responsibilities to show him/her what it's like.
 - c. Talk with him/her again and explain that you are suffering as a result of his behavior.
 - d. Tell him/her that if he/she doesn't help, you will move out.
 - e. Do your share of the work, and put anything of his/hers that affects you in his/her area of the room.

You are assigned to a group to work on a particular project. When you sit down together as a group, no one says anything.

- a) **-1** Look at them until someone eventually says something
- b) Start the conversation yourself by introducing yourself
- c) **+1** Get to know everyone first and see what they are thinking about the project to make sure the project's goals are clear to everyone
- d) Try to start working on the project by asking everyone's opinion about the nature of the project
- e) You would take the leadership role by assigning people to do things or ask questions to get things rolling

Scoring

- One point if the respondent picks the option experts judge to be the best as her/his most likely option.
- One point if the respondent picks the judges' worst option as the least likely alternative they would take
- Negative one if these judgments are reversed
- So scores can range from -2 to +2.

Research Results

- Appear to be unidimensional, but with relatively low internal consistency (approximately .75 with 30 items)
- Validity against college GPA is usually in the range of .15 to .20
- Validity against self reported class attendance between .25 and .30
- Incremental validity above HSGPA and SAT/ACT in the prediction of college GPA is marginal; against attendance is statistically and practically significant

Correlates with measures of “known” constructs

- Combination of SAT/ACT scores= .21
- HSGPA= .25
- Academic self-efficacy=.12
- Lateness to class=-.15
- Strong VIB dimensions= <.10
- Agreeableness=.33
- Conscientiousness= .27
- Openness= .17

Subgroup Differences

- Minority-majority group differences are very small ($d < .20$) and often favor minority groups
- Male-female differences are usually larger in favor of females ($d > .50$).

Conclusions

- Situational judgment tests can be adapted to the measurement of a variety of complex decision making and interpersonal constructs
- In many applications, they have been correlated with desirable work and academic outcomes
- They appear to measure something distinct from traditional cognitive ability measures
- Subgroup differences on these measures appear to be relatively small