StandOut Assessment Development

In 2011, we designed and validated an assessment to be used with working adults. For those of you who want to know more on the development of the assessment, please proceed to the <u>Technical Paper.</u> The purpose of the assessment was to evaluate an individual's strengths roles (combination of dominant thought, feelings, and behavior that can be productively applied).

Example Adult Version – Situational-Judgment Question:
Your most important customer calls and says she never received the presentation your team was supposed to e-mail her. She's mad. What do you do?
   A. Quickly connect the right resources to get it done.
   B. Reassure my customer that we will fix it for her.
   C. First, take time to understand what's happening with the team.
   D. Find out what's holding it up and deliver it myself.

The StandOut assessment contains 34 scenarios that are asked using situational-judgment items.

In 2019, we embarked on a new endeavor – to bring StandOut to students between 13-18 years of age. We took the original assessment, which has been taken by over 700,000 working adults across the globe and changed the language and scenarios to be young adult friendly. This was also done to address the face/content validity of the assessment for this age group.

Example StandOut Student – Situational-Judgment Question:
Your favorite teacher didn't receive the group project. She's upset. She's given your team another chance to turn it in for credit by the end of the week. What do you do?
   A. Reach out to your team as fast as you can.
   B. Reassure her that we will get it done for her.
   C. First, take time to understand what's happening with the team.
   D. Take charge of the project and deliver it myself.

The assessment is currently live so we can collect a research sample to be able to test our hypotheses about the scoring algorithm. If you have more questions regarding the research, please feel free to contact Dr. Mary Hayes at mary.hayes@tmbc.com.

Frequently Asked Questions
What is the purpose of the StandOut assessment?

The primary application of the StandOut Assessment is an evaluation of an individual's strength-based leading characteristics that initiates targeted development around those strengths roles.

What analysis has been conducted to develop the StandOut assessment?

To date we have run the appropriate analyses to understand the validity, reliability, and stability of the StandOut Adult assessment. We are in the process of conducting this research for the StandOut Student population.

What is a Situational-Judgment item type and why this rather than a list of agreement statements?

The situational-judgment items are specifically designed to be broadly applicable. One of the main differences between agreement statements and the situational-judgment items is that the latter presents different information that individuals cannot fake good or bad - because there are no right or wrong answers.

How is the instrument scored?

The precise scoring of the instrument is proprietary to TMBC/ADP and will not be shared. But we can provide a little of the background into the development. Scattered throughout the different scenarios are response options tied to nine strengths roles. Each of the nine strengths roles have equal opportunities to be selected across the assessment.

If I took the assessment more than once would my top two StandOut roles change?

In theory, we believe that what is being measured is more stable. In the adult version, we tested this assumption in a sample that had no knowledge of what the test was for or their results. (See technical paper.) However, in this population of young adults who are not done developing who they are, things might change. We are doing research to determine this at the present time.

What if I do not like my results?

There are no good or bad StandOut roles. They can be thought of as your own personal secret sauce that makes you unique. It is the way you interact with others. Sometimes we might not always see ourselves clearly and it is appropriate to ask a friend or someone you trust if the roles describe you.

How do you know if the instrument is working?

In this effort, the researcher relies on three accepted sources of validity:

- **content** validity, or 'does the instrument makes sense on its face?';
- **construct** validity, or 'is the statistical structure of the instrument robust?'; and
- **criterion-related** validity, or 'does the instrument measure things that relate to other measurable things in the real world, outside of the instrument itself?'

Though no instrument can ever be said to be perfectly valid, all psychometric instruments and the methods used to develop them should be judged against these three sources of validity.

What happens to the personal information collected?

Demographic data is connected to the assessment on the backend by the researchers. All participants' personal information will be removed once the data is connected to the assessment results. Data will be securely stored and never be shared.

What is the process for this type of research?

This research takes place in several phases. Here is a brief layman's description of the phases: Phase 1 – Question writing and content exploration and data programming; Phase 2 – Data collection, data analysis, and data modeling of the new assessment; Phase 3 – Redesign based on the analysis, reprogram the assessment, and deploy to the world. We are currently in Phase 2, data collection.