

# **A Closer Look at AC Construct- Related Validity Evidence**

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# Impetus

- **This presentation is a review and extension of:**

Arthur, W. Jr., Day, E. A., Woehr, D. J. (2008). Mend it, don't end it: An alternative view of assessment center construct-related validity. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 1, 109-115

- **Which was a response to arguments made in favor of abandoning a dimensioned-based focus in favor of a task- or role-based focus**

Lance, C. E. (2008). Why assessment centers do not work the way they are supposed to. *Industrial Organizational Psychology: Perspectives on Science and Practice*, 1, 84-97.

# Overview: On The Viability of Task- or Role-Based Approach

- **Empirical evidence discounting the dimension-based approach is flawed**
  - Espoused as opposed to actual constructs predominate the empirical literature
  - Analyses involving postexercise dimension ratings are fundamentally flawed
- **It is premature to abandon the dimension-based approach, yet the dimension-based approach still needs improvement**

# **Espoused vs. Actual Constructs: The “Elephant in the Room”**

- **Dimensions are taken at face value**
  - Lack of traditional psychometric evaluation during AC development
- **Low expectations on deriving and defining dimensions**
  - Profusion of [esoteric] dimension labels
  - Reliance on job analysis to support content-related validity
  - Little if any dimension explication

# Improving the Derivation and Definition of Dimensions

- **Consult the scientific literature**
  - Link dimensions to relevant scholarly literature
  - Include scholars in the pool of SMEs
- **Conduct formative evaluations of dimensions**
  - Content-related validity of dimension definitions
  - Convergent and divergent validity of dimension scores
- **Explicate dimensions in reports and articles**
  - General conceptual definitions
  - Exercise-specific operationalizations and activation

# Over Reliance on MTMM

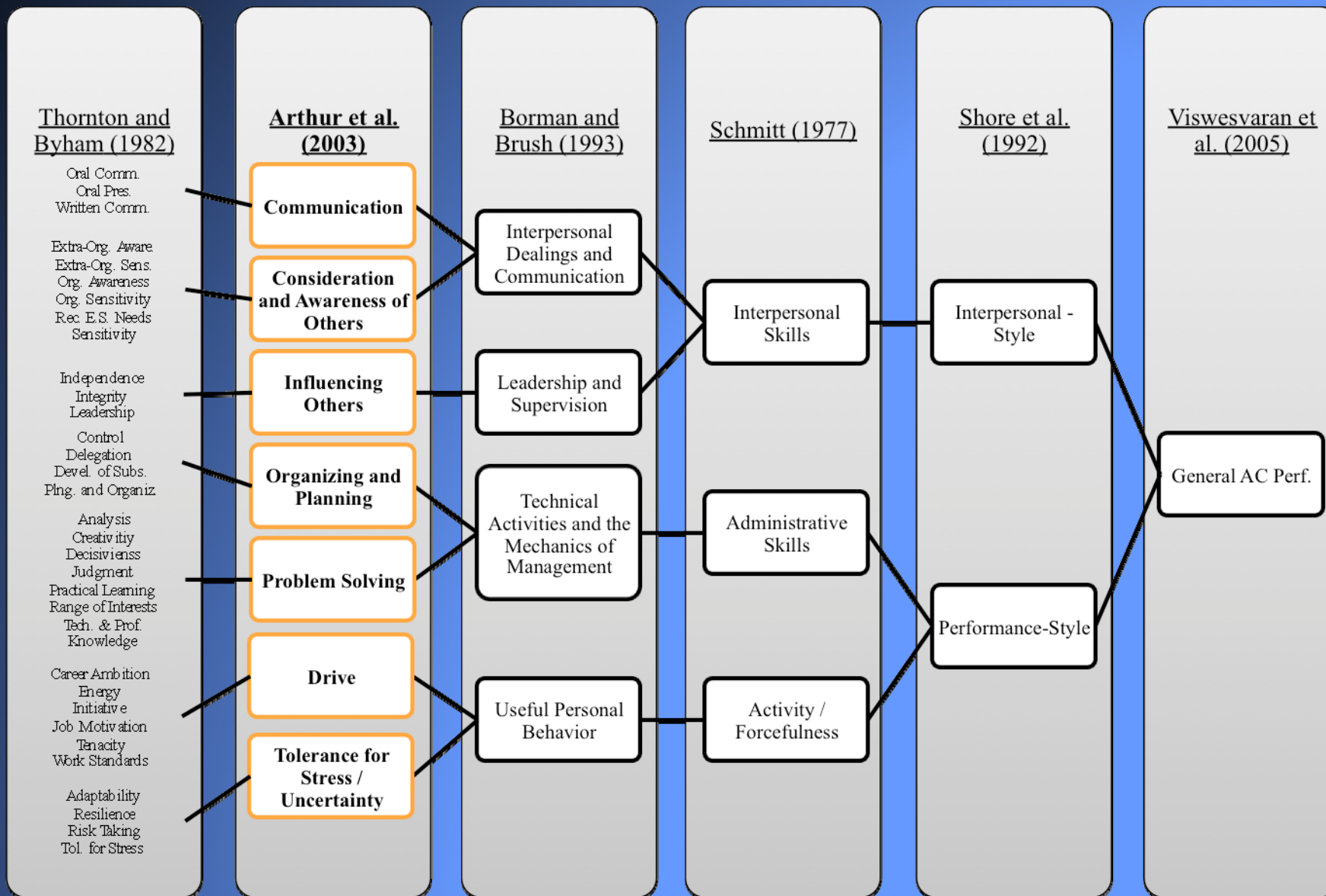
- **AC construct-related validity literature has overemphasized MTMM approach for validity evidence**
  - Emphasis on Post Exercise Dimension Ratings (PEDR's)
  - Post Consensus Dimension Ratings (PCDR's) ignored
- **As a result:**
  - Underestimate reliability
  - Potentially underestimate validity

# Other Construct-Related Validity Evidence

## Need to:

- **Look for other approaches to construct-related validity evidence**
  - Nomological networks, etc.
- **Focus on broader construct domains**
  - Dimensions aren't necessarily constructs

# Construct Models



# Current Evidence

**Meta-analytic studies using the 7 construct domains indicate:**

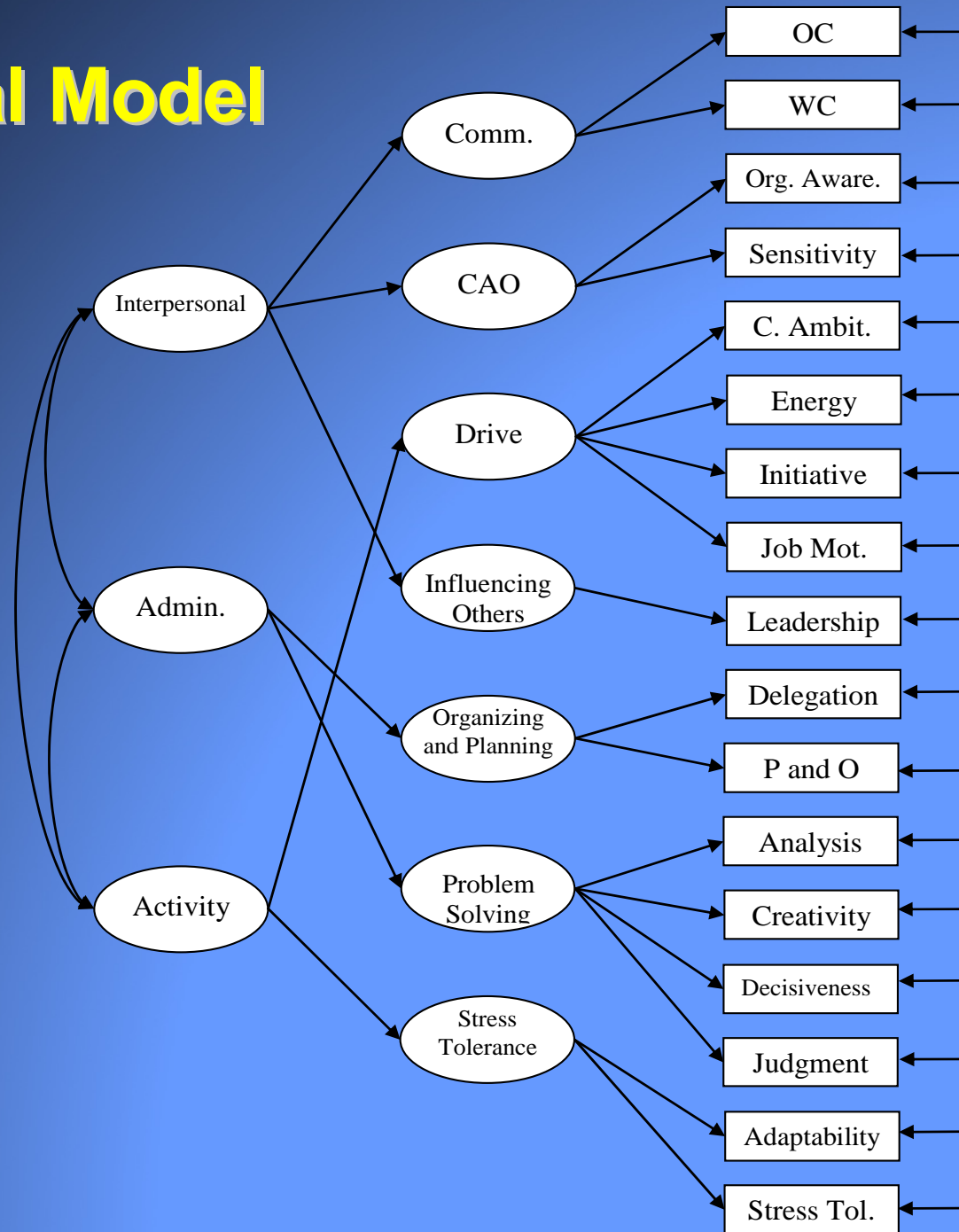
- AC constructs demonstrate criterion-related validity over and above an overall assessment center rating (Arthur et al., 2003)
- AC construct 'effects' are similar in magnitude to exercise 'effects' but vary by specific construct (Bowler & Woehr, 2006)

## Further Supporting Evidence

**Additionally, meta-analytic studies using the 7 construct domains indicate:**

- AC constructs demonstrate incremental criterion-related validity over and above measures of cognitive ability and personality (Meriac et al., 2008)
- 7 AC construct categories provide best empirical representation of AC ratings (Meriac & Woehr, 2008)

# Hierarchical Model



# Conclusions

# Turning to a Task or Role Focus Is Scientifically Untenable

- Empirical evidence discounting the dimension-based approach is flawed
- Recent empirical evidence supports the dimension-based approach
- Identifying the human requirements to effective performance is fundamental to the psychological and management sciences

# Turning to a Task or Role Focus Is Poor Practice

- **Tasks and roles are an unnatural way to describe people and provide feedback**
- **Tasks and roles do not generalize well over time and situations**

## **Improvements Are Needed**

- **Higher standards for the explication and substantiation of dimensions is needed**
- **The evidential basis for dimensions needs to be broadened beyond the multitrait-multimethod approach**