The Score Model Concentration of Situational Judgement Test for Digital Leadership

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Abstract
Situational Judgement Test (SJT) is a tool that consists of situations, dilemmas, questions and possible actions. It can be used to measure digital leadership among teachers. SJT for digital leadership is important for them because it is a valid and reliable tool to assess teachers' digital leadership. However, the assessment of digital leadership based on specific model like SCORE model is not widely discussed. Therefore, this paper aims to explain the strategy-based assessment of digital leadership in Malaysia using the SCORE model. This concentration of the SCORE model will benefit us by providing a more versatile and insightful substitute. It is also used for a quick assessment of strategy and tactics and the results should be measurable. The methodology used for this concept paper is the thorough analysis of SJT for digital leadership using SCORE model that measured among five elements such as Strengths (S), Challenges (C), Options (O), Responses (R) and Effectiveness (E). The major findings show that SCORE model effectively can show the potential of *SJT for digital leadership* by recognizing the strength, challenges, options, responses and effectiveness in educational context. The limitation of this paper can be improved by using any other model to get a variety of perspectives such as SWOT, TOWS, NOISE, and SOAR. This finding has important implications for stakeholders who are in charge of human and non-human resources and also teachers. Besides that, this finding could help in empowering the strength, cope with challenges and fully utilised the options that we have. By understanding each response and effectiveness of the options, we can properly identify the best possible options that we could apply. Further study could extend to identify the level of importance of the strength, challenges, options, responses and effectiveness of using SJT in digital leadership.
Keywords: SCORE Model, Situational Judgement Test, Digital Leadership, Education

Introduction
An instrument measures performance in a domain or the degree of agreement with a phenomenon. A person's performance would relate to knowledge based or behavioural tendency. Assessment rubric, rating scale, star rating and test are examples of instruments.

The Situational Judgement Test, also known as the SJT, is a test used to measure non-academic performance. The SJT has been used to measure non-academic aspects such as leadership and personal quality. A study by Nadmilail et al (2022), shows that the SJT is used to measure the personal quality of future teachers. Surveys by Abdul Musid et al (2023), Abdul Musid et al (2024c), and Abdul Musid et al (2024b), show that the SJTs are used to measure the digital leadership skills of teachers.

The SJT consists of a situation in which a dilemma is presented, and the test takers have to choose a possible action. The possible action or answer format determines the test taker's knowledge or behaviour. If the test measures knowledge, the question should begin with "What should you do…?" and if the test measures behaviour, the question should begin with "What would you do…?". The situation should not be too long. Three to five sentences for each situation is considered appropriate. Response options would be ranking, rating, best/worst option or best single response. Expert consensus is crucial in determining possible actions based on ranking, rating, best/worst option or best single answer. It ensures that the actions are widely accepted by the experts. Experts can come from academia, industry and other disciplines.

Digital leadership is one of the leadership styles that has attracted a lot of attention recently. A good leader is a person who can influence, motivate, guide and bring about change. However, when we talk about digital leadership, it means that digital technology is also used in the implementation of the leadership style. In education, digital leadership is flooding into the system as the COVID-19 pandemic has accelerated the growth of digital leadership. Damayanti and Mirfani (2021), reported that digital leadership is defined as a management and administrative vision that can support current digital transformation needs by ensuring overall quality management of all stakeholders in terms of motivating, coordinating, and evaluating efforts to improve teaching and learning, particularly throughout the pandemic of COVID-19. There is also a need to transform transformational leadership from transactional leadership to digital leadership.

Digital leadership has not been shown to have a positive impact on innovative work behaviour. This means that leaders who lack an understanding of the openness of communication, risk awareness of information technology, the importance of collaborative, adaptive cooperation and the latest developments in digital technology are unable to guide their employees to adapt to technological developments (Hadi et al., 2024). However, Erhan et al (2022), shows that employees' perception of digital leadership has a positive and significant impact on all dimensions of employees' innovative work behaviour. Thus, there is a possibility that teachers' perceptions of digital leadership have a positive and significant impact on all dimensions of teachers' innovative work behaviour. SJT for digital leadership is important for them because it is a valid and reliable tool to assess teachers' digital leadership. However, the assessment of digital leadership based on specific model like SCORE model is not widely discussed. The aim of this paper is to explain the strategy-based assessment of digital leadership in Malaysia using the SCORE model. The methodology used for this concept paper is the thorough analysis of SJT for digital leadership using SCORE model that measured among five elements such as Strengths (S), Challenges (C), Options (O), Responses (R) and Effectiveness (E).

Score Model – Strategy Based Assessment/Strategic Planning Tool

The SCORE model stands for strengths, challenges, options, answers and effectiveness. Strengths refer to existing capabilities and resources, challenges are concerns that indicate needed capabilities and resources, and options refer to opportunities and risks. Responses refer to likely or emerging consequences of action or inaction and effectiveness is about related dimensions of impact on effectiveness in context such as efficiency, reliability, elegance, appropriateness and integration. Compared to the SWOT model, which is easy to understand and based on a simple two-axis matrix of 'good versus bad' and 'inside versus outside', the SCORE model offers a little more depth for strategic assessment. It is a more versatile and insightful substitute. It is also used for a quick assessment of strategy and tactics and the results should be measurable. The SCORE model aims to evaluate both before and after action to support continuous improvement.

We can use the SCORE model when the analysis related to educational setting. For example, when we want to analyse the strengths, challenges, options, responses and effectiveness of SJT in measuring digital leadership among teachers. The stakeholder can apply this approach when planning the evaluation of digital leadership. In addition, the researcher who is actively working on digital leadership research can refer to the SCORE model to find the best tool to measure digital leadership, although being aware of the challenges that could pose a threat to the study. The SCORE model is used by considering strengths, challenges, options, responses and the effectiveness of using SJT in measuring digital leadership among teachers. Figure 1 shows the SCORE model in general.

Figure 1 SCORE model

Strengths

Assessing digital leadership requires an instrument, and the SJT is considered a powerful tool in this regard. The use of SJT in the assessment of digital leadership in education has several strengths. Firstly, the SJT is more reliable compared to self-evaluation. In the SJT, test takers are asked to rate, rank or select the best single response to a situation. The situation stated in the question involves a dilemma that must be carefully considered by the test taker. The response options are a list of possible actions that test takers would choose if they were

confronted with the situation. An SJT with the best single answer would be easier to develop than a rating or ranking of the possible actions.

Next, the SJT is about the dilemma in a situation related to digital leadership in an educational setting. The situation would be any event that teachers are confronted with in everyday school life. Therefore, the SJT would be easier to understand for test takers who are teachers. Furthermore, the digital leadership of teachers is considered new in our education system. Therefore, it would be helpful to present teachers with situations in which they can visualise digital leadership, as some of the situations may not be commonplace for teachers. However, the situation should not be too long. Otherwise the test participants will lose focus when considering what action should be taken. This is because it is time-consuming to understand the question and because they are tired.

The development of SJT in digital leadership requires current, solid, practical and appropriate situations. Therefore, they can be created or generated with the help of experienced teachers. It is important to have a support group of colleagues who can provide information about situations related to digital leadership among teachers. To confirm the validity of the situations developed, the consensus of experts is crucial. The experts could be professional experts, such as lecturers in university or teacher training institutes. If the situations are validated, the level of digital leadership among teachers can be accurately measured. If the situations are not validated, there is a possibility that the situations are not measured differently from teachers' digital leadership. Therefore, the results of the study can be questioned.

The number of publications on digital leadership is increasing nowadays. They can contribute to the constructs, variables or dimensions of digital leadership. However, some constructs, variables or dimensions of digital leadership may not be suitable for the Malaysian context. This is because the education system in Malaysia is centralised and schools are funded by the government. This is different from other education systems in some countries that adopt a decentralised education system. Some of them have to find their own source of income to run the schools. Therefore, the approaches or relevant constructs of digital leadership will be different compared to Malaysia. However, there are some scholars in Malaysia who write passionately about digital leadership in education. They can be called content experts on digital leadership and they are a very useful and important resource for researchers.

Challenges
Despite the strengths we have in using SJT to measure digital leadership, there are some challenges we need to overcome. Firstly, the application of digital leadership within the organisation, in this context meaning educational institutions, requires sufficient resources. Resources are human and non-human elements that ensure that the implementation of digital leadership leads to a successful outcome. When we talk about human resources, teachers, who play an important role in the success of digital leadership, should have knowledge, skills, self-concept, personal characteristics, and motives. These five elements are called iceberg model of competencies based on a theory by Spencer and Spencer (1993), (Ibrahim & Hasnan, 2014). Teachers should have at least a basic knowledge of information and communication technology (ICT).

In addition to knowledge of digital technology, digital skills and leadership skills should also be emphasised. A good leader should be able to motivate, inspire, change and influence others using digital technology. The development of one skill can help in the development of a skill in another activity, which is known as positive transfer (Zhang, 2019). So if teachers have digital skills, this can enhance their digital leadership skills. Given the rapid development in the digital world today, it would be beneficial to master the latest digital skills. Teachers should not only take on a leadership role for their students, but also for their colleagues. In other words, teachers should be able to motivate, inspire, change and influence students and colleagues with the latest digital skills. Therefore, training and retraining of teachers in digital skills is important.

Other parts that would pose a great challenge are the self-concept, personal characteristics and motives. These three elements are hidden parts and not visible like knowledge and skills (Ibrahim & Hasnan, 2014; Spencer & Spencer, 1993). We could call these three elements a person's attitude. Teachers who do not have a positive attitude towards digital leadership would face a challenge when implementing digital leadership. Therefore, the fundamental step in introducing teachers to digital leadership is to create awareness of the importance of digital leadership. By emphasising the benefits of digital leadership in teaching and learning sessions, teachers will be keen to adopt digital leadership. Once the digital leadership awareness campaign is widespread in our educational institutions, the next step is to provide teachers with all the necessary resources, such as non-human elements.

For non-human elements, facility challenges such as internet connectivity. When using digital leadership, the digital device needs the internet to function optimally. However, it is very difficult to have a stable internet connection in rural areas. A sufficient number of digital devices is also important for teachers to use digital leadership. A smart TV, for example, is one of the digital devices that teachers use for digital leadership in schools, along with laptops. However, it is very costly to install a Smart TV in every classroom. Therefore, teachers need to be creative in designing their teaching and learning process to ensure that students are attracted to the lessons. Nowadays, however, many companies have taken on social responsibility, which could benefit schools. Sponsorship from the private sector can help to complete the schools' equipment.

Options
Some of the teachers have ICT training, which gives them better opportunities for digital teacher leadership. Those who are ICT option certainly have basic knowledge and skills in digital technology and can act as mentors for other colleagues. They could organise small workshops for colleagues to explore more digital skills that could facilitate the teaching and learning process. The reason for this is that new applications and software are being developed rapidly. Teachers who are proactive and explorative would love to learn new knowledge and skills. An open-minded person would find it easier to learn new things and it depends on the individual attitude. A positive-minded person might believe that this will help them to develop professionally in the field of education. Therefore, many certifications have been introduced recently to recognise the performance of teachers.

Hastings (2023), stated that the teacher certification programmes offered by Apple, Google and Microsoft aim to equip teachers with the necessary knowledge and skills to successfully

integrate the respective companies' hardware and software into their teaching practise in a way that is appropriate to their pedagogy. Teachers can complete online self-study courses offered by each programme to earn badges and certificates. The Apple Teacher Programme focuses on the creative use of iPads and Macs. To become certified, a candidate must achieve at least 80 percents of the points in the programme. Meanwhile, the value of the Google Certified Educator programme lies in its ability to help educators prepare students to work with a range of Google products. Microsoft Innovative Educator is the title of the certification. One advantage Microsoft has is that its programmes have been around since the early 2000s and train educators sufficiently to offer online and hybrid courses.

Some of the teachers have become certified master trainers as part of teacher certification programmes introduced by these large digital technology companies. This is seen as a contribution to the world of education. The knowledge and skills that these master trainers possess should be utilised to the fullest. Master trainers are responsible to disseminate the information to other teachers around the country through a series of cascade training (Aziz et al., 2018). They should be invited as speakers for workshops or courses to share their expertise or digital skills. However, as most master trainers are teachers, care should be taken to ensure that their participation in workshops or courses does not take up too much time during school hours. If they are frequently away from school, the teaching and learning process could be disrupted. Consequently, students' performance is jeopardised. Therefore, the organisers of workshops or courses should be more considerate. The school administrators should be stricter regarding this issue.

We have experts in instrument development and leadership when it comes to these areas. There are several experts we can call on, even though the SJT is considered a new type of instrument in our country. These experts are active in the field of measurement and evaluation in our country. There are some universities that offer this course. A quality SJT can be developed with sufficient guidance from the experts because it has its own characteristics. Therefore, it is a wise idea if we turn to them when we want to develop an SJT for digital leadership. We have many experts in the field of leadership, but digital leadership is still considered new. However, we can consult them to validate the items we develop in the SJT, as found in the study by (Abdul Musid et al, 2024c). This is because the fundamentals of digital leadership are still the same as those of general leadership. It is only the approach that determines the leadership style.

Responses
The response we can expect from stakeholders is that they will receive favourable feedback from education providers in the Ministry of Education. This is because the SJT is a valid and reliable tool for measuring digital leadership, as are questionnaires with a Likert scale that uses self-evaluation. One of the problems that is always discussed in a study that uses a questionnaire with a Likert scale is that the respondents do not read and understand the items in the questionnaire. They simply tick random numbers without reading the items thoroughly. This can lead to inaccurate results in the study. Teachers are always confronted with the Likert scale questionnaire when they are asked to answer the survey in a study. Therefore, a different instrument for the survey could attract teachers' attention and increase their interest in answering the items.

Next, we can get support from digital technology companies. They could organise workshops to inform about their latest product or improve their internet facilities, which would benefit educational institutions. The products introduced by the digital technology companies can help in the teaching and learning process in the classroom or outside the classroom. This would be a useful measure for schools, especially in rural areas. Based on a study by Abdul Musid et al (2024a), limited internet access is one of the factors contributing to the low communication index in digital leadership and improving internet access can increase the frequency of communication. Therefore, the teaching and learning process will be smooth and enjoyable. Disruption of internet access could lead to a stressful environment for users.

Apart from that, a positive attitude is expected from colleagues. Most teachers are ICT literate and the introduction of digital leadership would excite them, especially the young teachers. The young teachers, who have a high inquiry would like to learn new things and digital technology would be easy for them to adopt. Teachers who are a little older might have a little difficulty learning something technical. However, with the help of other teachers or Professional Learning Communities (PLC) activities, this problem can be overcome. A PLC refers to educators who are committed to working together and conducting ongoing enquiry or action research to achieve better outcomes for their students (DuFour et al., 2006; Little & McLaughlin, 1993; Rosenholtz, 1989). There are many activities that can be conducted as part of PLCs, such as peer coaching and teacher sharing sessions.

For the students, the teaching and learning process could become an entertaining experience. When they are confronted with interesting, two-way interactions or helpful applications, websites or software, their interest in the topics may increase. Some applications, websites or software have limitations in terms of content or scope of topics, so it is important for teachers to master some applications, websites or software. For example, websites that can be used in Mathematics, such as MathsPad or GeoGebra, are used for certain topics in Mathematics. Therefore, teachers should be familiar with many applications, websites or software to support the teaching and learning process. Generation Z students were born into technology and are digital natives. Therefore, integrating elements of digital technology into the teaching and learning process will capture their attention.

Effectiveness
If we maximise the use of digital devices and internet facilities, we could implement digital leadership efficiently, because the lack of digital devices and internet facilities is the challenge we are currently facing. If all resources were sufficient, teachers would not have so much difficulty in applying digital leadership in schools at all times. Students who have digital devices can help digital leadership to be successful. During the COVID-19 pandemic, most schools are closed and the teaching and learning process has to be done from home. However, the problem is that students do not have digital devices to support them in teaching and learning and students living in rural areas do not have internet access. Therefore, teachers struggle to implement digital leadership.

The SJT is a valid and reliable tool for assessing the digital leadership of teachers. However, conducting an expert consensus and a pilot study is a must to determine the validity and reliability of the instrument. Expert consensus can be conducted for content validity, face validity and linguistic validation as suggested in studies by Abdul Musid et al. (2023), Abdul

Musid et al (2024c), and Abdul Musid et al. (2024b). Validation of the instrument is important to determine whether the items of the instrument measure what they are intended to measure. In the meantime, the pilot study can be analysed using Cronbach's alpha or the Rasch model. The pilot study can explain the reliability of the instrument. Cronbach alpha can assess item reliability, while the Rasch model can provide two types of reliability, namely item reliability and person reliability.

Next, the SJT is appropriate for the assessment of digital leadership. SJT is used to assess students' emotional competencies, such as leadership and professionalism (Goss et al., 2017; Patterson et al., 2016). Therefore, it will support the assessment of teachers' digital leadership competencies. Leadership is a soft skill that a person possesses to lead a group of people or institutions. Digital leadership, on the other hand, means that a person leads a group of people or institutions with the help of digital technology. Some people are born with good leadership skills, others are born as good followers. The actions of a person in a dilemma determine their leadership skills. People who have high digital leadership skills will utilise elements of digital technology to solve the dilemma they face. Therefore, those who want to be good digital leaders should have digital competences.

The SJT for digital leadership can be presented in printed form on paper, online or visually in the form of a video. This means that the SJT can be answered by test takers across multiple platforms. This shows that the SJT for digital leadership has an elegant element that can be customised according to the wishes of the test takers or the test providers. Whether the test is taken on paper or online depends on the internet options, but the items in the test are still the same. The video can be in the form of graphics or human actors. If the SJT is to be administered as a video-based test, careful consideration must be given to the delivery of the message. Test providers must ensure that the situations, dilemmas and questions posed in the video are easy for test takers to understand. Some test takers prefer tests in the form of visualisations compared to tests that require a lot of reading. The major findings show that SCORE model effectively can show the potential of *SJT for digital leadership* by recognizing the strengths, challenges, options, responses and effectiveness in educational context. Figure 2 shows SCORE model of SJT for digital leadership.

Figure 2 SCORE model of SJT for digital leadership

Contribution

By assessing teachers' digital leadership competencies using the SCORE (Strengths, Challenges, Options, Responses, and Effectiveness) model of the SJT instrument, this work

significantly advances both theory and context in the field of education. The study sheds light on the little-known field of digital leadership, which is essential for educators to successfully manage the teaching and learning process. It does this by offering a methodical and thorough investigation. The study also provides useful insights for educators, policy makers and stakeholders by bridging the gap between the theoretical assessment using the SJT as a tool and the actual implementation. Furthermore, highlighting the benefits, difficulties and alternatives in the Malaysian educational landscape facilitates more targeted interventions and policy adjustments. This study expands knowledge about teaching strategies and skills development. It also paves the way for further research on the long-term effects of strategy models such as SCORE on teacher effectiveness.

Summary

In conclusion, these results indicate that there are strengths, challenges, options, responses and effectiveness of SJT for digital leadership. Due to practical constraints, this paper cannot provide a comprehensive review of SCORE. This study was only discussed about the strength of SJT for measuring digital leadership such as more reliable compared to self-evaluation, easier to understand for test takers who are teachers, *support group of colleagues and a lot of references for constructs, variables or dimensions of digital leadership. Meanwhile, the challenges are knowledge, skills, attitude* and facility. The available options are ICT training, teacher certification programmes, certified master trainers, and experts in instrument development and leadership. In addition, responses received are favourable feedback from the education providers, support from digital technology companies, positive attitude from colleagues and entertaining experience for students. Then, the effectiveness is implementation of digital leadership efficiently, valid and reliable tool, appropriate for the assessment of digital leadership and elegant element. The limitation of this paper can be improved by using any other model to get a variety of perspectives such as SWOT, TOWS, NOISE, and SOAR. This finding has important implications for stakeholders who are in charge of human and non-human resources and also teachers. Besides that, this finding could help in empowering the strength, cope with challenges and fully utilised the options that we have. By understanding each response and effectiveness of the options, we can properly identify the best possible options that we could apply. Future studies on the current topic are therefore recommended. Further study could extend to identify the level of importance of the strength, challenges, options, responses and effectiveness of the points that have been discussed in this paper.

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