



**DEPARTMENT OF INDUSTRIAL PSYCHOLOGY AND  
PEOPLE MANAGEMENT**

**PROGRAMME IN INDUSTRIAL PSYCHOLOGY**

**JUNE 2016 EXAMINATION**

<b>SEMESTER</b>			
<b>TEST:</b>	Main Exam	<b>QUALIFICATION:</b>	B.A; B.Comm (Hons)
<b>MODULE CODE:</b>	IPS8x03	<b>DURATION:</b>	1:30
<b>SUBJECT:</b>	Industrial Psychology Testing and Assessment	<b>MARKS:</b>	60
<b>EXAMINER (S):</b>	Dr Carin Hill	<b>DATE:</b>	07 June 2016

**INSTRUCTIONS TO CANDIDATES:**

- Read the questions carefully and ensure that all aspects of the questions are answered.
- Please answer all questions.
- Number your answers clearly.
- Write neatly and legibly.
- Structure your answers by using appropriate headings and sub-headings.
- The general University of Johannesburg policies, procedures and rules pertaining to written assessments apply to this question paper.

### **Question 1 (45 marks)**

Cameron Bande & Associates is a firm in Cape Town that needs to employ a CA with a LLB degree and or Postgraduate studies in Tax. The position requires the candidate to have:

- 5 years' experience in corporate tax in a consulting environment,
- Good understanding and knowledge of income tax laws (South African and International)
- Excellent communication and interpersonal skills
- People management skills including coaching
- Strong client relationship skills
- Strong team and project management skills
- Self-starter and the ability to provide solutions to business problems
- Ability to multi-task yet still pay attention to detail
- Excellent time management skills
- Strong analytical skills
- 

The firm identified various candidates to be invited to the interview phase, but are unsure about three specific candidates. The firm requested that you, the Industrial Psychological Practitioner, use their psychological assessment results to decide which ONE candidate should be invited to the interview phase.

Study each of the candidates' assessment results (Appendix A) and write an executive summary for **each** candidate. The executive summary for each candidate should specifically focus on strengths, areas of concern, and developmental areas for the applicant. Strengths, concerns and developmental areas should be determined by relating the assessment results to the job description supplied. Finally you should indicate whether the applicant is (a) recommended for the interview phase, (b) recommended with reservations or (c) not recommended. In each case, provide reasons and any other relevant recommendations.

The psychological assessments that were used included:

1. The South African Personality Inventory (SAPI) Factors
2. The Numero Applied Numeracy (Financial) Scale
3. The Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire

### **Question 2 (3 marks)**

A decision has to be made whether John (21 years) has the ability to do well in an Industrial Psychology Honours course, or would do better to continue seeking a job with just his Bachelor's Degree. John has worked very hard during his undergraduate studies and, despite a supportive environment, still struggles with academic tasks. The interpretation could be made that there is some condition (perhaps a learning disability) that makes higher level academic study difficult. What type of interpretation is this an example of and why?

**Question 3 (12 marks)**

Name and describe three (3) key concepts of ethics in psychology and give a practical example of how each of these can be violated.

**TOTAL: 60 marks**

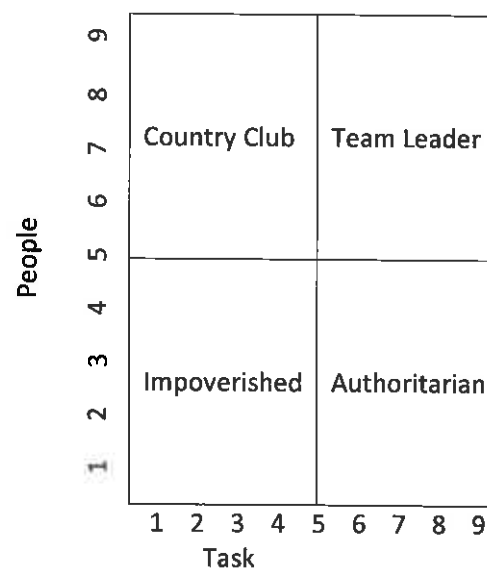
**Figure 1**

## SAPI PROFILE

## Numero Profile

## The Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire

**Score on Task Dimension: 8**





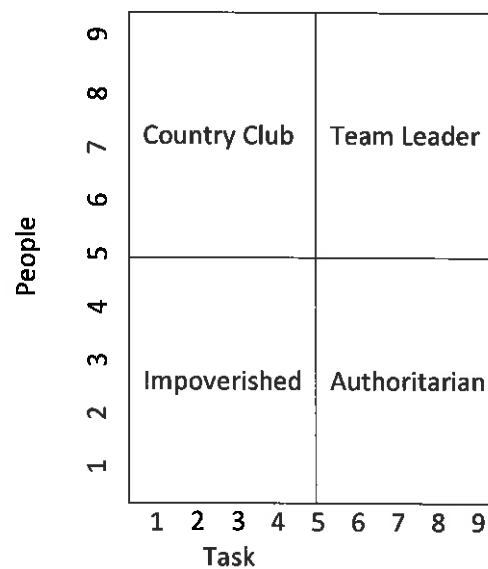
## SAPI PROFILE

## Numero Profile

## The Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire

**Score on People Dimension: 8**

**Score on Task Dimension: 7**



## **Appendix B - Definitions**

### **South African Personality Inventory**

#### **Positive Social-Relational Disposition**

Positively managing relations with others through valuing and showing compassion to others by showing sensitivity towards their needs and emotions. Guiding, uplifting, and motivating others through their lives by giving them advice, instruction, and encouragement. Being accommodating in one's relationships and actively maintaining relationships through forgiveness and helpfulness, and by preserving peace.

#### **Negative Social-Relational Disposition**

Approaching relations with others more controversially through seeing oneself as better as and more important than others, by being arrogant and pompous. Being socially disruptive, intrusive, and indiscreet about the private affairs of others. Aggressively self-promoting, by being self-centred, focusing exclusively on one's own needs and desires, and simultaneously being abusive, denigrating, and critical towards others.

#### **Neuroticism**

The tendency of a person to be impulsive and to fluctuate between emotions by being easily aggravated and apprehensive.

#### **Extraversion**

Tendency toward being sociable and talkative, interacting with people in a spontaneous manner by having fun and telling stories that make people laugh.

#### **Conscientiousness**

Being motivated, perseverant, ambitious and hard-working towards achieving things in life. Being organised, neat, punctual, precise and thorough in everything one does. Being traditional by respecting one's own culture and being oriented toward religion. Being consistently dependable, loyal, honest and fair towards others.

#### **Openness**

The quality of being well-informed and observant of external and internal things, being a rational and progressive thinker, and acquiring new experiences, knowledge, skills, and ideas.

### The Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire

**Authoritarian Leader (high task, low relationship)**

People who get this rating are very much task oriented and are hard on their workers (autocratic). There is little or no allowance for cooperation or collaboration. Heavily task oriented people display these characteristics: they are very strong on schedules; they expect people to do what they are told without question or debate; when something goes wrong they tend to focus on who is to blame rather than concentrate on exactly what is wrong and how to prevent it; they are intolerant of what they see as dissent (it may just be someone's creativity), so it is difficult for their subordinates to contribute or develop.

**Team Leader (high task, high relationship)**

This type of person leads by positive example and endeavors to foster a team environment in which all team members can reach their highest potential, both as team members and as people. They encourage the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They normally form and lead some of the most productive teams.

**Country Club Leader (low task, high relationship)**

This person uses predominantly reward power to maintain discipline and to encourage the team to accomplish its goals. Conversely, they are almost incapable of employing the more punitive coercive and legitimate powers. This inability results from fear that using such powers could jeopardize relationships with the other team members.

**Impoverished Leader (low task, low relationship)**

A leader who uses a "delegate and disappear" management style. Since they are not committed to either task accomplishment or maintenance; they essentially allow their team to do whatever it wishes and prefer to detach themselves from the team process by allowing the team to suffer from a series of power struggles.