



COLLEGE OF BUSINESS AND ECONOMICS

NORMAL EXAMINATION 2018

<u>DEPARTMENT</u>	INDUSTRIAL PSYCHOLOGY AND PEOPLE MANAGEMENT
<u>MODULE NAME</u>	INDUSTRIAL PSYCHOLOGY
<u>MODULE CODE</u>	BSK2B01/IPS22B2
<u>DURATION</u>	3 HOURS
<u>TOTAL MARKS</u>	100

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<u>EXTERNAL MODERATOR</u>	Ms Neo Mamathuba

GOOD LUCK!!

INSTRUCTIONS TO CANDIDATES:

- Answer all the questions
- Question papers must be handed in.
- This is a closed book assessment.
- Read the questions carefully and answer only what is asked.
- 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 assessment.

Question 1

[25 Marks]

With each of the following questions, choose the correct answer from the choices given. Shade or circle the correct answer on the multiple choice answer sheet in your exam script. There is only one correct answer per question.

- 1.1 A researcher wants to investigate the relationship between age and work engagement. On the 4th of September, during the organisation's general meeting, he measures the work engagement of 316 employees of different ages. This is an example of a:
- (a) Longitudinal study
 - (b) Cross-sectional study
 - (c) Criterion group design
 - (d) True experiment
 - (e) None of the above
- 1.2 The term 'intelligence quotient' (IQ) was introduced by:
- (a) Stern
 - (b) Spearman
 - (c) Gardner
 - (d) Thurstone
 - (e) Vygotsky
- 1.3 This is an example of a projective psychological assessment.
- (a) 16PF
 - (b) TAT
 - (c) SSAIS-R
 - (d) MMPI
 - (e) Rorschach Inkblot
- 1.4 Which one of the following is an example of an item most likely to be found in an interest questionnaire?
- (a) If I have 2 sweets and I get another 3, how many sweets do I then have?
 - (b) When introduced to strangers, I feel very shy.
 - (c) I make use of summaries when studying.
 - (d) I exercise between two to five times a week.
 - (e) I enjoy reading books on History.
- 1.5 Which one of the following psychometric tests is utilized to measure depression?
- (a) SAT
 - (b) BDI
 - (c) SSAIS-R
 - (d) JPQ
 - (e) 16PF
- 1.6 The 16PF was developed by:

- (a) Thurstone
- (b) Cattell
- (c) Spearman
- (d) Gardner
- (e) Wechsler

1.7 Which one of the following is a quantitative research method?

- (a) Grounded theory
- (b) Ethnography
- (c) Experiment
- (d) Phenomenology
- (e) Appreciative inquiry

1.8 Attempts to judge a person's character based on handwriting is known as:

- (a) Astrology
- (b) Phrenology
- (c) Humorology
- (d) Graphology
- (e) Chirolology

1.9 The term "psychometrics" was coined by:

- (a) Guilford
- (b) Thorndike
- (c) Huarte
- (d) Wolff
- (e) Simon

1.10 The difficulty of a test item is :

- (a) The proportion of individuals who answer the item correctly
- (b) The proportion of individuals who answer the item incorrectly
- (c) The percentage of individuals in a population above the mean score
- (d) The percentage of individuals in a population below the mean score
- (e) The percentile score x 100

1.11 In this type of reliability measurement two equivalent forms of the same measure are administered to the same group on two different occasions:

- (a) Test-retest
- (b) Alternate-form
- (c) Split-half
- (d) Kuder-Richardson
- (e) Cronbach's alpha coefficient

1.12 The following is considered a good reliability coefficient:

- (a) 0,89
- (b) 0,15
- (c) 0,60
- (d) 0,55

(e) 0,30

- 1.13 If the item “I am mostly happy with myself” seems like an appropriate item to include in a self-esteem questionnaire, what kind of validity are indicated?
- (a) Predictive
 - (b) Convergent
 - (c) Discriminant
 - (d) Face
 - (e) Criterion-related
- 1.14 In this type of research, subjects already belong to the categories that represent the independent variable:
- (a) Quasi-experimental
 - (b) Ex post facto
 - (c) Criterion group design
 - (d) Randomized two group design
 - (e) One group design
- 1.15 Which one of the following sampling methods is a non-probability sampling method?
- (a) Random sampling
 - (b) Systematic sampling
 - (c) Stratified sampling
 - (d) Convenience sampling
 - (e) Quota sampling
- 1.16 In this type of test adaptation design the instrument is translated from the original language to a target language.
- (a) Back translation
 - (b) Source and target language monolinguals
 - (c) Forward translation
 - (d) Bilingual test-takers
 - (e) Source language monolinguals
- 1.17 Which one of the following is not a requirement for use of a psychological assessment measure as stated in the Employment Equity Act No. 55 of 1998 (Section 8):
- (a) It must be valid
 - (b) It must be reliable
 - (c) It can be applied fairly to all employees
 - (d) It must be available in all employees' home languages
 - (e) It must not be biased against an employee or a group
- 1.18 Which scaling option is utilised in the following example?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The demands of my work interfere with my home and family life					

- (a) Likert scale
- (b) Forced choice scale
- (c) Guttman scale
- (d) Graphic rating scale
- (e) Rank-ordered rating scale

1.19 Which one of the following items is most likely to be found in a depression scale?

- (a) I enjoy working with my hands.
- (b) I usually prefer reading a book to going out to a party.
- (c) I often feel like crying.
- (d) When working in groups, I want to be the leader.
- (e) My parents trust me to make my own decisions.

1.20 Which one of the following items are most likely to be found in an ability measure

- (a) I have 5 chocolates and my friend has 3. How many more chocolates do I have than my friend?
- (b) I enjoy documentaries on television
- (c) Superman was my childhood hero
- (d) I prefer my own company
- (e) When I get anxious, I start to shiver

1.21 What statement best defines the Intelligence Quotient?

- (a) a comprehensive measure of all intellectual processes
- (b) the relationship between mental age and chronological age
- (c) the raw score from an intelligence test converted into a z-score
- (d) the sum total of an individual's ability to function in the world
- (e) the general and specific factors of intelligence averaged out

1.22 Which standardized personality questionnaire is based on Jung's theory of personality types?

- (a) Myers Briggs Type Indicator (MBTI)
- (b) 16 Factor Personality Questionnaire (16PF)
- (c) Occupational Personality Questionnaire (OPQ)
- (d) High School Personality Questionnaire (HSPQ)
- (e) 15 Factor Questionnaire Plus (15FQ+)

1.23 Which of the following would contravene good assessment practice guidelines?

- (a) learning the test instructions by heart before administering the test

- (b) visiting a school to obtain consent from all relevant parties involved to conduct an assessment
- (c) using norms from a similar measure in the absence of norms for the measure administered
- (d) interpreting test results according to the manual, but also utilizing qualitative and contextual information
- (e) treating clients with respect, dignity and courtesy

1.24 The accepted definition of differential item functioning is that:

- (a) Individuals with similar abilities, from different groups, have the same probability of getting an item right
- (b) Participants who have the same ability, and from the same groups, should score similarly on a particular item
- (c) The odds of getting an item right or wrong is the same for all participants in a particular group, if their ability is more or less the same
- (d) Participants from different groups, with different levels of ability, should be able to answer a question correctly if item difficulty has been controlled for
- (e) Individuals having the same ability, but from different groups, do not have the same probability of getting the item right

1.25 What would be the most appropriate sequence for the following tests in an assessment battery:

- *A self-report questionnaire on study habits*
- *A biographical questionnaire which asks for general information about the learner*
- *A GSAT, which is a timed intelligence-type measure that includes some problem-solving and general reasoning items*

- (a) any sequence, it makes no difference
- (b) biographical questionnaire, self-report questionnaire, GSAT
- (c) biographical questionnaire, GSAT, self-report questionnaire
- (d) GSAT, self-report questionnaire, biographical questionnaire

25 x 1 = [25]

Question 2

[25 Marks]

Write 'True' if the statement is true and 'False' if the statement is false.

- 2.1 In item response theory, the relationship between an individual's ability and their responses to individual items, is represented graphically by the item characteristic curve.
- 2.2 The Occupational Personality Questionnaire, for high school pupils, is the South African version of the MBTI.
- 2.3 Mark Savickas is the 'father' of career construction theory and life design counselling.
- 2.4 The Career Development Questionnaire (CDQ) was designed to measure the ability to integrate all career information.

- 2.5 In the formula “X influences Y”, X is the independent variable and Y is the dependent variable.
- 2.6 External validity refers to whether the results of research may be generalized to the greater population of which the sample is part.
- 2.7 Projective psychological tests consist of unambiguous stimuli.
- 2.8 The 19FII and AAT are both aptitude tests.
- 2.9 In qualitative research, the researcher knows in advance what he/she is looking for.
- 2.10 If a person’s test score falls on the 25th percentile, it means that he obtained 25% in the test.
- 2.11 Credibility is one of the criteria for judging quantitative research.
- 2.12 Snowball sampling is utilized when the desired sample attribute is rare or difficult to come by.
- 2.13 Cattell developed the 16pf, which measures relatively stable personality traits.
- 2.14 A validity coefficient of 0,05 is acceptable.
- 2.15 In *forward translation designs* (for test adaptation) source language monolinguals take the source version and target language monolinguals take the target version of a measure.
- 2.16 Ordinal variables reflect rank order.
- 2.17 Important aspects that need to be assessed in a career guidance process, include personality, aptitude, interests and intellectual ability.
- 2.18 Age can be handled as a categorical or a continuous variable
- 2.19 Norms enable you to compare a person’s test scores with those of others belonging to the same population.
- 2.20 The Binet-Simon Scale became the benchmark for future psychological tests, as it was given under standardized conditions and utilized norm.
- 2.21 The Mantel-Haenszel procedure is a method to determine validity in an intelligence test.
- 2.22 A causal relationship refers to two variables that appear together.
- 2.23 Threats to external validity include persons, place and time.
- 2.24 Hedonic well-being focus on subjective experiences of well-being.
- 2.25 The Basic Traits Inventory was originally designed to measure psychopathology among the South African population.

25 x 1 = [25]

Question 3**[15 Marks]**

- 3.1 Describe McAdam's three levels of personality [6]
- 3.2 List the Big Five personality traits [5]
- 3.3 Describe the three things a person has to do, according to Parsons, when choosing a career. [3]
- 3.4 Give the names of two assessments measures that can be utilised for career guidance (full names, not abbreviations) (½ mark each) = [1]
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Question 4**[15 Marks]**

Critically discuss the following scenario in terms of good assessment practices and the rights of test-takers. Also refer to ethical aspects of assessment in this scenario. [15]

Martha is a professionally trained and registered psychometrist who has been asked to assess a group of twenty learners. She arrives early at the assessment venue and begins to set up the venue before the learners arrive. Once all the learners have arrived, she seats them appropriately and proceeds to welcome them and inform them about the assessment, what they can expect, who will have access to their results, and how the information will be used. Because the group consists of both English and Zulu learners she uses both languages in her introductory talk and allows learners to choose whether they wish to write the English or Zulu version of the measures. She then informs them of their rights as test-takers before she begins administering the measures. As she hands out the test booklets she realizes that she is short of five booklets. She has to run back to her office to collect additional booklets resulting in the session starting late. Martha later realizes that she is running short of time and decides to forgo the break between measures that is instructed in the test manual. Near the end of the assessment she notices the pile of consent forms still lying on the desk. She sends these around asking test-takers to sign them and hand them in before they leave the session. She politely thanks test-takers before they leave and informs them regarding when and where they can receive their results. In a hurry, Martha rushes out the venue, leaving the answer sheets and test booklets on the desk in the front of the room. She asked the receptionist to lock up for her. When interpreting the results later on, Martha takes into account the impact that starting late and having no break may have had on the test-takers and includes this in her report.

Question 5**[10 Marks]**

- 5.1 Outline the information that you would expect in a test manual. [5]
- 5.2 Describe five disadvantages of computer-based testing. [5]
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Question 6**[10 Marks]**

Provide a critical discussion of factors that should be taken into account when interpreting psychometric test results. [10]

*****END OF PAPER*****