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| FACULTY/COLLEGE | College of Business and Economics |
| SCHOOL | Johannesburg Business School |
| DEPARTMENT | Industrial Psychology and People Management |
| CAMPUS(ES) | APK, DFC |
| MODULE NAME | Industrial Psychology 2B |
| MODULE CODE | IPS22B2/BSK2B01 |
| SEMESTER | Second |
| ASSESSMENT OPPORTUNITY, MONTH AND YEAR | FSAO – Final Summative Assessment Opportunity November 2019 |

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|------------------------|--|--------------------|-------------|
| ASSESSMENT DATE | 13 November 2019 | SESSION | 12:30-15:30 |
| ASSESSOR(S) | Dr. Carolina Henn; Ms. Nadia Morton | | |
| MODERATOR(S) | Ms. Neo Mamathuba | | |
| DURATION | 3 hours (180 min) | TOTAL MARKS | 100 |

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| NUMBER OF PAGES OF QUESTION PAPER (Including cover page) | 11 |
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INFORMATION/INSTRUCTIONS:

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- This is a closed-book assessment.
 - There are 5 questions. You must answer all questions.
 - Read the questions carefully and answer only what is required.
 - Number your answers clearly and correctly as per the question paper.
 - Write neatly and legibly on both sides of the paper in the answer book, starting on the first page.
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QUESTION 1

[30 MARKS]

1.1 Which ancient method of psychological assessment would assess a person's attributes by feeling the topography of his/her head to locate significant bumps over specific areas of the brain?

- (a) Chirolology
- (b) Humorology
- (c) Phrenology
- (d) Physiognomy

1.2 Chirolology can be loosely defined as the 'science' of

- (a) "reading people's heads".
- (b) "reading people's external facial features".
- (c) "reading people's palms".
- (d) "reading people's handwriting".

1.3 Who used the term 'psychometrics' for the first time?

- (a) Thomasius
- (b) Wolff
- (c) Binet
- (d) Wundt

1.4 Which major contribution did Thomasius, a German philosophy professor, make to the development of modern psychological assessment?

- (a) He developed the first behavioural rating scales
- (b) He coined the term 'psychometrics'
- (c) He introduced standardised test conditions
- (d) He proposed the discipline of psychological assessment

1.5 Which measure developed in the early 1900s became the benchmark for future psychological tests?

- (a) Minnesota Multiphasic Personality Inventory
- (b) Sixteen Personality Factor Questionnaire
- (c) Wechsler Intelligence Scales
- (d) Binet-Simon Scale

1.6 How did the Wechsler Intelligence Scales contribute towards the improvement of intelligence measures?

- (a) It provided an intelligence quotient and used verbal and non-verbal performance scales
- (b) It included non-verbal performance scales and provided a variety of summative scores
- (c) It emphasised the use of empirical data and used new test development technologies
- (d) It emphasised verbal performance and provided a detailed analysis of individual performance

1.7 What statement best reflects legislation regarding psychological assessment according to the Employment Equity Act's (Act 55 of 1998)? *Psychological testing and similar assessments of an employee are prohibited unless the assessment being used:*

- (a) is valid, reliable, and fair, and is not biased against any employee or group.
- (b) provides valid and reliable information that cannot be obtained in any other way.
- (c) is scientifically valid and reliable and can be applied fairly.
- (d) is valid and reliable, and available in all 11 official South African languages.

1.8 Which statement is true of mental age?

- (a) A child's mental age will always correspond with their chronological age
- (b) Mental age is impossible to calculate without knowing the chronological age
- (c) Mental age is calculated as the sum of basal age and chronological age

- (d) A nine-year-old with a mental age of 11 has a similar level of mental development as the average 11-year-old

1.9 What does it mean if a person's test score falls on the 25th percentile?

- (a) The person scored lower than 75% of the people in the norm group
- (b) The person obtained an average of 75% on the test
- (c) The person scored lower than 25% of people in the norm group
- (d) The person answered 25% of the answers correctly on the test

1.10 If a measure proves to be highly reliable we can be most confident that it

- (a) has been standardised on a representative sample of the population.
- (b) possesses no differential validity across different groups.
- (c) consistently measures what it was designed to measure.
- (d) demonstrates equivalence with other similar reliable measures.

1.11 If a test measures consistently but does not measure what it is designed to measure, then the test is

- (a) reliable but not standardised.
- (b) standardised but not valid.
- (c) valid but not reliable.
- (d) reliable but not valid.

1.12 Validity is best defined as referring to

- (a) the degree or extent to which a test measures what it was intended to measure.
- (b) the degree to which a test measures the theoretical construct it was intended to measure.
- (c) how well a test consistently measures what it was designed to measure.
- (d) the degree to which a test does not display differential item functioning

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

1.14 During which phase of developing a psychological measure will the test manual be compiled?

- (a) Technical evaluation and norm establishment
- (b) Revising and standardising the final version
- (c) Publishing and ongoing refinement
- (d) Compiling and pre-testing the experimental version

1.15 Which one of the following steps is part of the fourth phase in the development of a psychological measure?

- (a) Determining discriminating power
- (b) Establishing test validity and reliability
- (c) Developing administration instructions
- (d) Revising test and item content

1.16 Where would assessment practitioners typically find information about the purpose of a measure, the test development process, a measure's reliability, validity, and norms, and its cultural appropriateness?

- (a) Test publishers
- (b) Test manual
- (c) Classification guidelines
- (d) Psychometrics Committee

- 1.17 An item in an international version of a test is made more appropriate for a South African population by substituting the words 'cab' and 'dollars' with the words 'taxi' and 'rands'. Strictly speaking, this is an example of test
- (a) equivalence
 - (b) translation
 - (c) development
 - (d) adaptation
- 1.18 Which of the following is not considered to be an important reason for adapting a measure?
- (a) To improve standardisation of the measure
 - (b) To enhance fairness and reduce bias
 - (c) To encourage comparative studies between different cultures
 - (d) To reduce costs and save time
- 1.19 If two measures are found to be equivalent, then
- (a) it can be assumed that they contain no bias.
 - (b) test scores from the two measures are directly comparable.
 - (c) one measure will show more bias than the other measure.
 - (d) the measures are not suited for use in a cross-cultural setting.
- 1.20 Which one of the following examples would contravene good assessment practice guidelines?
- (a) Using norms from a similar measure in the absence of norms for the measure administered
 - (b) Interpreting test results according to the manual using additional qualitative and contextual information
 - (c) Visiting a school first to obtain consent from all relevant parties involved in the assessment

- (d) Using the language that a child was taught in rather than their home language to assess aptitude

1.21 What would be the most appropriate way to sequence the following 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 and includes some problem-solving and general reasoning items
- (a) GSAT, Self-report Questionnaire, Biographical Questionnaire
 - (b) Biographical Questionnaire, Self-report Questionnaire, GSAT
 - (c) Biographical Questionnaire, GSAT, Self-report Questionnaire
 - (d) Any sequence, as it will make no difference

1.22 Why is it important to strictly stick to the time limits suggested for standardised measures?

- (a) Because it has been suggested in the test manual
- (b) Test-takers can then know what to expect during the session
- (c) It ensures that the assessment session is kept on schedule
- (d) Deviation from the set time limits will invalidate the norms

1.23 One of the main duties for assessment practitioners after assessment administration is to:

- (a) secure all assessment materials.
- (b) obtain written informed consent.
- (c) praise and encourage test-takers on their performance.
- (d) obtain feedback on the session from the test-taker.

1.24 What does aptitude refer to?

- (a) Something that a person has learned to do
- (b) The level of intelligence of a person
- (c) How well a person has mastered their school syllabus
- (d) A person's ability to acquire a specific skill, with training

1.25 Which one of the following items are most likely to be found in a measure of cognitive ability?

- (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.

1.26 This is milder form of major depression where a person is able to function day-to-day although feeling depressed most of the day on most days:

- (a) Cyclothymia
- (b) Dysthymia
- (c) Seasonal affective disorder
- (d) Postpartum depression

1.27 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) I often get heart palpitations

1.28 Which trait forms part of the Big Five model of personality?

- (a) Anxiety
- (b) Agreeableness
- (c) Openness to change
- (d) Self-control

1.29 Which of the following is true for the person-environment-fit approach?

- (a) It views career choice as a process starting in childhood and continuing through adulthood
- (b) It helps clients integrate self-knowledge with information about the world of work
- (c) It has four stages that focus on assessing a client's level of career maturity
- (d) It helps clients resolve career development tasks not yet dealt with successfully

1.30 What is the technique used in personnel selection whereby a job applicant is evaluated in terms of their ability to deal with a number of typical letters, memos, and reports that the average manager may encounter on a daily basis?

- (a) In-basket test
- (b) Simulation
- (c) Vignette
- (d) Interview

QUESTION 2

[15 MARKS]

2.1 Compare standardised and projective psychological tests in table form.

$\frac{1}{2} \times 26 = (13)$

2.2 What do we mean when we say that a test is “*standardised*”?

(2)

QUESTION 3

[20 MARKS]

Indicate whether the following statements are true or false:

- 3.1 Judgement sampling is a form of probability sampling.
- 3.2 In qualitative research there is usually a small number of participants.
- 3.3 The specific time at which data is collected in a research project, can be a threat to the internal validity of the study.
- 3.4 A one-group design can never be experimental.
- 3.5 A hypothesis should at least describe a relationship between two variables.
- 3.6 In surveys, data can be collected either through questionnaires or through interviews.
- 3.7 Applied research aims to contribute to theory.
- 3.8 Type II error is the rejection of a true null hypothesis.
- 3.9 In an ex post facto design the subjects already belong to the groups/categories that represent the independent variables.
- 3.10 Requirements for a causal relationship are a significant correlation, temporal precedence and non-spuriousness.
- 3.11 You can prove causal relationships in non-experimental research.
- 3.12 Face validity is the degree to which a measure subjectively appears to be measuring what it is intended or supposed to measure.
- 3.13 Random error is caused by any factors that systematically affect measurement of the variable across the sample.
- 3.14 Observed score = True ability + Random error.
- 3.15 In parallel forms reliability, a test for a single knowledge area is split into two parts and then both parts given to one group of students at the same time.
- 3.16 Beneficence refers to the “do no harm” principle in research ethics.
- 3.17 A researcher wants to investigate the influence of workload on work engagement. In this study the independent variable is work engagement.
- 3.18 A researcher finds that an increase in workload is significantly related to a decrease in work engagement. This denotes a negative correlation.
- 3.19 The Sources of Work Stress Inventory (SWSI) has been developed in South Africa to measure burnout among employees.

[10 MARKS]

Martha is a professionally trained and registered independent psychometrist who has been asked to assess a group of twenty learners. She arrives at the assessment venue early 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 Afrikaans learners, she uses both languages in her introductory talk and allows learners to choose whether they wish to write the English or Afrikaans 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 must 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 back 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. 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.

[25 MARKS]

5.2 Provide a critical discussion of factors that should be taken into account in the interpretation of psychological assessment **results**. (20)

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