Tutorial Letter 101/3/2018

Industrial Psychological Assessment

IOP3701

Semesters 1 & 2

Department of Industrial and Organisational Psychology

This tutorial letter contains important information about your module.
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Dear Student

1 INTRODUCTION

Dear IOP3701 Student

Welcome to the module, Industrial Psychological Assessment (IOP3701).

Since you have passed your first and second-year modules, you are already well on your way to completing your undergraduate studies in Industrial and Organisational Psychology. We trust that you will find this third-year module interesting and useful. Industrial psychological assessment is considered one of the core competencies that a student of Industrial and Organisational Psychology should possess.

This tutorial letter contains important information on your study programme for 2018. Please study it carefully and thoroughly before beginning your studies for this semester. Make sure it is always easily available in case you need to refer to it. Because the course is a modular one, the time available for your studies is quite limited. You will therefore have to work hard during the time that is available for this module.

However, if you follow a programme of regular study, you should not have any trouble getting through the work for this module.

This module requires more or less 120 notional hours. Your semester runs over approximately 15 weeks. This means you have to study about 1¼ hours a day, seven days a week; this means ± 8 hours a week of study per module.

2 PURPOSE AND OUTCOMES

2.1 Purpose

This module involves studying various aspects of industrial psychological assessment. The course has been built around six topics; these are dealt with in the module online document that accompanies the prescribed book. When you go through the topics, you will find that we have tried to link it to the relevant section in the prescribed book. The purpose in this module is not only to expose you to the content but also to stimulate both your interest and your critical thinking abilities. Above all, we would like you to use the theoretical grounding provided to develop your critical thinking skills and your ability to apply the material covered in this module in practice.

2.2 Outcomes

Learning outcome 1
Students show knowledge and understanding of the contextual and technical (psychometric) requirements for industrial psychological assessment for being able to judge the appropriateness of instruments and testing practices.

Learning outcome 2
Students know the different kinds of instruments and are able to identify appropriate instruments for obtaining specific information while being able to judge the appropriateness of an instrument for a given purpose and group or individual.
Learning outcome 3
Students know the steps in the development of psychological instruments and are able to describe the process of and need for item analysis, explain the different types of validity and reliability, and discuss procedures for improving the quality of instruments for understanding the process and the required standards against which instruments need to be evaluated.

Learning outcome 4
Students understand the importance of contextual variables (test conditions, examiner and examinee variables), as well as the legal and ethical guidelines governing psychological assessment practices for evaluating the appropriateness of practical testing situations.

Learning outcome 5
Students know the different kinds of instruments, their theoretical underpinnings, under which conditions they provide relevant information and how information from different instruments can and should be combined to be able to select appropriate instruments for assessment or to evaluate whether appropriate instruments have been selected.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)
Mrs Lindy-Lee Lubbe (Course Coordinator)
Mrs Linda Steyn

Only academic-related questions and enquiries about the content of the course should be directed to the lecturers; for example, when you need clarity about concepts in the study material, or about the content of assignments and examinations. Lecturers are generally available during the day from 8:00 to 16:00, but if you wish to consult a lecturer personally, you should arrange an appointment to visit him or her in the AJH van der Walt Building, Unisa main campus.

3.2 Department
The Department of Industrial and Organisational Psychology is in the AJH van der Walt Building, 3rd floor.

You can contact the department at
Tel: 012 429 8033 or 012 429 8054
E-mail: DeptIOP@unisa.ac.za

3.3 University
If you need to contact the university about matters not related to the content of this module, please consult the publication, Study @ Unisa, which you received with your study material. This brochure contains information on how to contact the university (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).
4 RESOURCES

4.1 Prescribed books

This is the only prescribed book for this module:


This book will take you on an exciting and challenging journey into the world of industrial psychological assessment.

Please note: The module online document for IOP3701 is based on the 3rd edition of Foxcroft and Roodt (2009) – however, either the 3rd or the 4th edition is prescribed for this module. The 4th edition can be used with minor adjustments as indicated in Appendix 1.

Please consult the list of official booksellers and their addresses in Study @ Unisa. If you have any difficulty obtaining books from these booksellers, please contact the Prescribed Book Section as soon as possible at 012 429 4152 or e-mail address vospresc@unisa.ac.za.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic reserves (e-reserves)

There are no prescribed e-reserves for this module.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to http://www.unisa.ac.za/library. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – http://libguides.unisa.ac.za/request/undergrad
- requesting material – http://libguides.unisa.ac.za/request/request
- postgraduate information services – http://libguides.unisa.ac.za/request/postgrad
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/ frequently asked questions – http://libguides.unisa.ac.za/ask
5 STUDENT SUPPORT SERVICES

Important information appears in the booklet, *Study @ Unisa*.

6 STUDY PLAN

Use the booklet, *Study @ Unisa*, for general time management and planning skills.

Here is a suggestion for how you can work through the content of this module during this semester. Remember that this is only a guideline and that you need to consider your other modules when planning your studies.

<table>
<thead>
<tr>
<th>Semester 1 [Semester 2]</th>
<th>Learning unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Jan – 3 Feb [17 Jul – 21 Jul]</td>
<td>Registration closes. Buy the prescribed book and read through all your study material. Familiarise yourself with the myUnisa environment</td>
</tr>
<tr>
<td>6 Feb – 10 Feb [24 Jul – 28 Jul]</td>
<td><strong>Topic 1</strong>: Industrial psychological assessment in context <strong>Learning unit 1</strong>: An overview of assessment</td>
</tr>
<tr>
<td>13 Feb – 17 Feb [31 Jul – 4 Aug]</td>
<td><strong>Topic 2</strong>: History of industrial psychological assessment <strong>Learning unit 2</strong>: Background to industrial psychological assessment</td>
</tr>
<tr>
<td>20 Feb – 24 Feb [7 Aug – 11 Aug]</td>
<td><strong>Topic 3</strong>: Technical and methodological principles <strong>Learning unit 3</strong>: Basic concepts, reliability and validity <strong>Learning unit 4</strong>: Developing a psychological measure/instrument <strong>Learning unit 5</strong>: Cross-cultural assessments</td>
</tr>
<tr>
<td>6 Mar – 10 Mar [21 Aug – 25 Aug]</td>
<td><strong>Topic 5</strong>: Types of industrial psychological assessments <strong>Learning unit 7</strong>: Assessment of cognitive functioning <strong>Learning unit 8</strong>: Measures of affective behaviour, adjustment and well-being <strong>Learning unit 9</strong>: Personality assessment <strong>Learning unit 10</strong>: Career counselling assessment</td>
</tr>
<tr>
<td>13 Mar – 17 Mar [28 Aug – 1 Sep]</td>
<td>Use this week to finalise Assignment 01 that should be submitted on <strong>15 March 2018 [30 August 2018]</strong>.</td>
</tr>
<tr>
<td>20 Mar – 24 Mar [4 Sep – 8 Sep]</td>
<td><strong>Topic 6</strong>: Contextual use of industrial psychological assessment results <strong>Learning unit 11</strong>: Uses of industrial psychological assessment results <strong>Learning unit 12</strong>: Interpreting and reporting assessment results</td>
</tr>
<tr>
<td>3 Apr – 7 Apr [18 Sep – 22 Sep]</td>
<td><strong>Learning unit 14</strong>: The future of psychological assessment</td>
</tr>
<tr>
<td>10 Apr – 14 Apr [25 Sep – 29 Sep]</td>
<td>Use this week to finalise Assignment 02 that should be submitted on <strong>12 April 2018 [24 September 2018]</strong>.</td>
</tr>
<tr>
<td>17 Apr – 21 April [2 Oct – 6 Oct]</td>
<td>Use this time to do revision and complete Assignment 03</td>
</tr>
<tr>
<td></td>
<td>Prepare for the examination</td>
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7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work for this module.
8 ASSSESSMENT

8.1 Assessment plan

During this semester, you will have to complete two assignments to acquire a year mark and gain admission to the examination. The third assignment is for self-evaluation purposes. Assignments 01 and 02 will be different for Semesters 1 and 2, and you must do the assignment set for the semester in which you are registered. You are advised to do all three assignments; this will help you to cover the entire course content.

Year mark

Your marks for Assignments 01 and 02 will each contribute 50% towards a year mark out of 20%, which will be added to your examination mark for your final mark. Please see the following box for details on how the year mark is calculated.

Remember that the better your assignment marks, the better your year mark. It is therefore imperative that you do well in both assignments to obtain the benefit of good marks to be added to your examination mark.

FINAL MARK = YEAR MARK + EXAMINATION MARK

| Your year mark, based on the average mark obtained for the two compulsory assignments (each contributes 50%), contributes 20% toward your final examination mark, while your examination mark contributes 80%. |
| The combined weighted average of your year mark and examination mark must be 50% or higher for you to pass the module/subject. However, you must obtain a minimum of 40% in the examination, regardless of your year mark. If you obtain less than 40% in the examination, you will fail. |
| For example: |
| Assignment marks of = 70% and 70% = 140/2 = 70% |
| 20% of the assignment marks = 14% |
| Examination mark = 50% |
| 80% of the examination mark = 40% |
| Final mark = (20% assignment marks) + (80% examination mark) |
| = 14% + 40% |
| = 54% |

8.2 Assignment numbers

8.2.1 General assignment numbers

Assignments are numbered consecutively per module, starting from 01.
### 8.2.2 Unique assignment numbers

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Unique number</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 01</td>
<td>754020</td>
<td>15 March 2018</td>
</tr>
<tr>
<td>Assignment 02</td>
<td>677834</td>
<td>12 April 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Unique number</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 01</td>
<td>768671</td>
<td>30 August 2018</td>
</tr>
<tr>
<td>Assignment 02</td>
<td>746732</td>
<td>25 September 2018</td>
</tr>
</tbody>
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### 8.3 Assignment due dates

The work covered in this module is very important – it covers a wide field of study material. To get through the work in the time available, you must set yourself a work schedule – or follow the programme provided earlier in section 6. The deadlines given for completing the three assignments will give you an indication of your work schedule.

Assignments 01 and 02 are compulsory assignments that need to be submitted before or on the closing dates.

Submission of Assignment 01 will also ensure your examination admission. However, both assignments will contribute towards your year mark, which could help or hamper your final examination mark (see table below).

<table>
<thead>
<tr>
<th>Assignment number</th>
<th>Type of assignment</th>
<th>Closing date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Compulsory assignment to be submitted for examination admission and the year mark</td>
<td>Semester 1: 15 March 2018&lt;br&gt;Semester 2: 30 August 2018</td>
</tr>
<tr>
<td>2</td>
<td>Compulsory assignment to be submitted for the year mark</td>
<td>Semester 1: 12 April 2018&lt;br&gt;Semester 2: 25 September 2018</td>
</tr>
<tr>
<td>3</td>
<td>Self-assessment to be used for module revision</td>
<td></td>
</tr>
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### 8.4 Submission of assignments

Students may submit written assignments and assignments completed on mark-reading sheets either by post or electronically via myUnisa. Assignments may not be submitted by fax or e-mail.

To submit an assignment via myUnisa:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on “Assignments” in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the instructions.

For detailed information on assignments, please refer to the Study @ Unisa brochure, which you received with your study package.
The model answers and memorandum for all three assignments will be posted to you on the closing date of Assignment 02. Use this memorandum to evaluate your own attempt (Assignment 03) and to determine where you made mistakes.

8.5 The assignments

SEMESTER 1: JANUARY – JUNE

Assignment 01 Compulsory
Assignment 02 Compulsory
Assignment 03 Self-assessment

SEMESTER 2: JULY – NOVEMBER

Assignment 01 Compulsory
Assignment 02 Compulsory
Assignment 03 Self-assessment

PLEASE NOTE: THERE ARE DIFFERENT COMPULSORY ASSIGNMENTS FOR EACH SEMESTER. MAKE SURE YOU CHOOSE THE ASSIGNMENTS FOR THE SEMESTER YOU ARE REGISTERED FOR!!
SEMESTER 1

JANUARY-JUNE
REMEMBER: YOU MUST SUBMIT THIS ASSIGNMENT BEFORE OR ON THE DUE DATE.

QUESTION 1

Discuss the impact of social desirability on personality testing and the measures devised to overcome this problem. (10)

QUESTION 2

What advantages does dynamic assessment hold for the evaluation of cognitive ability in the South African context? (5)

QUESTION 3

The Employment Equity Act (EEA) has had major implications for the field of psychological assessment. Explain this statement. (10)

QUESTION 4

Discuss how the South African multicultural and multilingual context can be taken into consideration during the planning phase of the development of a new psychological measure. (10)

QUESTION 5

You have been asked to present a five-minute proposal at the next department meeting on the process to follow and assessment measures to be used for the selection of a new secretary. Indicate clearly what steps should be followed, what type (personality, cognitive, behavioural) of assessment techniques or measures should be used and give reasons for the use of each type of measure. (10)
QUESTION 6

SELF EVALUATION (5)

1. Assign a mark to yourself for this assignment. What is the mark and why?
2. Did you find the learning material (tutorial letter, MO document and prescribed book) useful?
3. What aspects of the course, study material and/or your learning experience would you like to improve? How?
4. Is the standard of the lecturer/s and administrative support acceptable? Please elaborate.

TOTAL: [50]
1. The positive and supportive relationship between the test administrator and individuals being tested is referred to as ____.
   1. establishing rapport.
   2. cooperation by examinees.
   3. control and professional conduct of the test administrator.
   4. legal obligation of the test administrator.

2. Which of the following statements is not correct? After completion of this module, students will be able to ______.
   1. give advice on the legal requirements for using psychological tests in South Africa.
   2. administer and interpret psychological tests under supervision of a registered practitioner.
   3. evaluate psychological tests based on their technical and statistical requirements.
   4. evaluate the appropriateness of the psychological tests that are used to obtain specific information.

3. A correlation coefficient indicates ______.
   1. the degree to which one group influences another.
   2. the strength of the causal effect between variables.
   3. the strength of the relationships between variables.
   4. the positive relationship between similar groups.

4. The duties of the assessment practitioner after assessment administration include ____.
   1. keeping answer sheets safe to ensure the norm tables are not rendered invalid by being made public.
   2. collecting and securing assessment materials to ensure that confidentiality is not compromised.
   3. preparing the process notes whenever possible to ensure records are kept of the behaviours of test-takers.
   4. storing all assessment material in a safely locked cabinet where only the human resources staff can access the information.

5. The body that oversees the submission of tests for approval is the ____.
   1. Psychological Society of South Africa (PSYSSA).
   2. Psychometrics Committee.
   3. SIOPSA
   4. People Assessment Initiative (PAI).
6. When different instruments that measure the same construct are compared by correlating the two sets of scores obtained from the same sample group, the resulting correlation value would be evidence of _______.
   1. correlation values always falling within the range of -1 to +1
   2. construct validity
   3. the fact that correlation values should only be positive
   4. the need to scrap one of the two measures that are not overlapping enough for only one instrument to be used

7. The primary consideration for advertisements for job opportunities should be _______.
   1. the need to catch the attention of potential applicants
   2. cost factors for advertising
   3. job analysis information
   4. to be fair

8. A ratio scale has an absolute zero which _______.
   1. indicates the absence of what is being measured
   2. makes it the scale of choice for most psychological tests
   3. cannot indicate differences in magnitude like the ordinal scale
   4. makes it ideal to allocate numbers to describe rank order

9. When the intention is to evaluate whether there is a relationship between a set of scores from one test and a set of scores from another test, the appropriate method of analysis would be _______.
   1. test-retest
   2. correlation
   3. regression
   4. validity

10. The South African legislation that prescribes technical requirements for psychological assessment measures is the _______.
    1. Constitution
    2. Labour Relations Act
    4. Health Professions Act of 1974

11. Dealing with test anxiety during psychological assessment is important because _______.
    1. anxiety can only be dealt with by clinical psychologists
    2. test anxiety may negatively affect the test performance of individuals, which may invalidate assessment results
    3. the test administrator is responsible for the optimal performance of each candidate
    4. anxiety is not always measured directly during assessment

12. The area of assessment that is not relevant for industrial psychological assessment is _______.
    1. assessment for research
    2. assessment in industry
    3. psychodiagnostic assessment
    4. assessment of young children
13. Which one of the following is not a key feature of an organisation’s psychological assessment policy?

1. Security of test materials and results.
2. Feedback of results to test-takers.
3. Qualification requirements for test users.
4. Rapport that needs to be established with test-takers.

14. Assessment of driving skills would be classified under ______ assessment.

1. norm-based
2. skills-based
3. performance-based
4. criterion-referenced

15. The term “test bias” used in the Employment Equity Act refers to ______.

1. deliberate discrimination in assessment procedures
2. the legacy of apartheid and discrimination in South Africa
3. a measure that is not equally valid for different subgroups
4. the effect of social and educational disadvantage in testing

16. Assessment measures provide the promise of objective measurement, ______.

1. therefore, assessment practitioners should value the results as more scientific than
   their personal judgment
2. however, the test results should be taken as representing one source of information
   and as an estimation rather than fact
3. therefore, the social, economic, educational and cultural backgrounds should not matter
   if the tests used are valid and reliable
4. however, assessment practitioners should use the test results in a more subjective
   manner to ensure less bias

17. Categorising IOP3701 students by gender and assigning the number 1 for “men” and the
   number 2 for “women” is an example of the ______.

1. nominal scale
2. ordinal scale
3. interval scale
4. ratio scale

18. Which one of the following statements is true about reliability?

1. Inter-scorer and inter-item reliability are dependent on the practitioner’s scoring.
2. The coefficient for split-half reliability is called the coefficient of equivalence.
3. The higher the item-test correlations in a test, the smaller the coefficient alpha will be.
4. An instrument is reliable when it measures what it is supposed to measure.

19. The types of reliability that entail two test administration sessions are ______.

1. split-half reliability and test-retest reliability
2. test-retest reliability and inter-scorer reliability
3. alternate-form reliability and test-retest reliability
4. inter-item consistency and alternate-form reliability
20. The kind of validity that is applicable when employers want to know in due course whether the initial assessment did indicate the candidates most likely to succeed within the company context would be _______.
   
   1. concurrent validity  
   2. face validity  
   3. predictive validity  
   4. construct validity  

21. If the criterion you are trying to predict with a test is highly heterogeneous, the content heterogeneity of test items is not necessarily a source of error variance.
   
   1. True.  
   2. False.  

22. The magnitude of the validity coefficient _______.
   
   1. is typically lower than the correlation coefficients used to evaluate reliability  
   2. should be at least 0.6, otherwise it is of no practical value in an assessment context  
   3. should provide a constant value even when different sample groups are used  
   4. does not have to be statistically significant to be of value from a practical perspective  

23. The p-value _______.
   
   1. indicates how many persons disagree with the answer that is given  
   2. is measured on a dichotomous scale  
   3. indicates the proportion of individuals who answered an item correctly  
   4. is useful information for the scoring of a test  

24. In a standardisation sample group of 500 individuals, 200 individuals answer a particular item correctly. This will imply that the difficulty value (p-value) of the item will be _______.
   
   1. 0.2  
   2. 0.4  
   3. 0.04  
   4. 0.02  

25. Which one of the following is false about group tests of ability?
   
   1. Tests administered to groups of people at the same time.  
   2. Instructions may differ from group to group depending on responses.  
   3. Most questions are in multiple-choice format.  
   4. Behavioural observation not included in evaluation.  

26. Measuring intelligence would be an example of the _______ scale.
   
   1. nominal  
   2. ordinal  
   3. interval  
   4. ratio
27. If the marks for Assignment 01 in IOP3701 are negatively skewed, this would mean that ______.
   1. generally scores were lower rather than higher
   2. most students failed the assignment
   3. generally scores were higher rather than lower
   4. most scores were to the left on the bell curve normal distribution

28. Psychometrics is a subfield of psychology ______.
   1. which entails process-oriented activities that are used to measure cognitive ability and other psychological behaviours.
   2. that uses psychological assessment with the intention of clinically testing people with problems.
   3. that deals with scientific measurement principles and the scientific way in which psychological measures are developed.
   4. that is norm-based in its testing and assessment process to ensure validity and reliability of measurement tools.

29. The South African legislation that provides guidelines on fair and equitable procedures for psychological assessment measures is the ______
   2. Labour Relations Act of 1996.

30. The range and standard deviation are known as measures of ______.
   1. variability
   2. association
   3. error
   4. accuracy

TOTAL: [30]
Note: The memorandum for this assignment will be posted to you on the due date of Assignment 02.

REMEMBER: YOU MUST MARK THIS ASSIGNMENT YOURSELF – DO NOT SUBMIT IT TO UNISA.

QUESTION 1
Why is it important that the use of psychological assessment instruments should be controlled? (5)

QUESTION 2
The future of industrial psychological assessment is certain to include greater use of computers. In view of this statement, discuss the potential contributions of computers in this regard, and the inherent potential dangers that are related to the use of computers in this regard. (10)

QUESTION 3
Discuss the general steps in industrial psychological instrument construction and explain for each step how the South African multicultural and multilingual context should be taken into consideration. (15)

QUESTION 4
Provide a discussion of the factors that affect the validity coefficient. (10)

QUESTION 5
The Employment Equity Act (EEA) has had major implications for the field of psychological assessment. Explain how adherence to the EEA requirements will enhance fair and equitable testing in the South African context. (10)

QUESTION 6
Discuss measurement of cognitive functioning, with specific reference to the difference between group and individual tests of intelligence. (10)

QUESTION 7
You have been asked to present a five-minute proposal at the next meeting of your department about the process and assessment measures to be used for the selection of a new secretary. Indicate clearly what steps should be followed, what type of assessment techniques or measures should be used and give reasons for the use of each type of measure. (15)

QUESTION 8
Discuss the impact of social desirability on personality assessment and the measures devised to overcome this problem. (10)

QUESTION 9
Discuss the role and responsibilities of the assessment practitioner before, during and after the assessment session. (15)

TOTAL: [50]
SEMESTER 2

JUNE-NOVEMBER
REMEEBER: YOU MUST SUBMIT THIS ASSIGNMENT BEFORE OR ON THE DUE DATE.

1. The Employment Equity Act gives clear guidelines on the use of psychological assessment tools. Discuss. In your discussion, also make an argument for or against the adequacy of the Act to deal with concerns of psychological assessments. (10)

2. Discuss the relationship between reliability and validity – in particular whether one can be a prerequisite for the other. (5)

3. Differentiate between inter-item consistency and inter-rater (rater) reliability. (5)

4. Describe what norm groups are and why they are used in psychological assessment. Why is it necessary to use norm scores and not raw scores in the interpretation of psychological test results? (5)

5. Discuss the responsibilities of organizations with regard to fair assessment practices. (10)

6. The future of psychological testing is certain to include greater use of computers. In view of this statement, discuss the potential contributions of computers in this regard, and the inherent potential dangers that are related to the use of computers in this regard. (10)

7. In understanding assessment results, it is always important to consider the context in which the results were obtained. The social context is seen as one of the most difficult yet most important contexts. Discuss how language can affect the performance of assessment measures. (5)

TOTAL: [50]
1. Which one of the following is not a key feature of an organisation’s psychological assessment policy?
   1. Security of test materials and scores.
   2. Feedback of results to test-takers.
   3. Qualification requirements for test users.
   4. Rapport that needs to be established with test-takers.

2. A deviation IQ score of 85 would be equivalent to a z-score of _______ considering the standard normal distribution.
   1. +1
   2. 0
   3. -1
   4. 115

3. The two general types of errors that occur in measurement are _______.
   1. random sampling error and measurement bias
   2. systematic error and measurement error
   3. unintentional error and random error
   4. random sampling error and systematic error

4. In the Item Characteristic Curve (ICC), the y-axis represents the _______.
   1. difficulty level of the item
   2. discrimination value of the item
   3. ability level of test-takers
   4. probability of answering the question correctly

5. One way in which cheating during assessment can be minimized is _______.
   1. to let participants sign a form in which they agree and commit not to cheat
   2. to do a check of answers provided to ensure that no similar answers were given
   3. to warn those being assessed of the serious consequences of cheating
   4. to have seating arrangements with adequate space between test-takers

6. The term "test bias" used in the Employment Equity Act refers to _______.
   1. deliberate discrimination in assessment procedures
   2. the legacy of apartheid and discrimination in South Africa
   3. a measure that is not equally valid for different subgroups
   4. the effect of social and educational disadvantage in testing
7. You are working for a company that wishes to validate an employment test for a particular job through content validation. Which of the following is **most** necessary?

1. A large number of employees in the job.
2. A complete job analysis.
3. Employees of various levels of competence in the job.
4. Hiring employees without considering their test scores.

8. When the intention is to evaluate whether a score can be predicted by another score, the appropriate analysis method to use would be ______.  

1. test reliability
2. correlation
3. regression
4. coefficient alpha


1. True.  
2. False.

10. If 50 of the 350 respondents in an item analysis sample answer an item correctly, the item will have a difficulty value (p-value) of ______.  

1. 7,00.
2. 014.
3. 0,28.
4. 3,00.

11. The **most** important requirement for this assignment (Assignment 01 for IOP3701) is ______.  

1. face and construct validity
2. construct and predictive validity
3. face and content validity
4. concurrent and construct validity

12. Test-retest reliability ________.  

1. is not as important as validity
2. is about inconsistency of measurement
3. means that people take the same test on different occasions
4. is used to investigate parallel forms of the same test

13. In a speeded measure ________.  

1. items are difficult and few persons will answer them correctly in the time that is allowed.
2. questions are fairly easy but should be answered quickly to obtain a high score
3. the person who finishes first will obtain the highest score
4. items get progressively more difficult

14. Assessment of cognitive ability or intelligence would be indicated as ________.  

1. historically-based assessment
2. norm-based assessment
3. criterion-based assessment
4. age-based assessment
15. Late assignments can be sent to Deptiop@unisa.ac.za.

1. True.
2. False.

16. Psychometrics is a subfield of psychology ______.

1. which entails process-oriented activities that are used to measure cognitive ability and other psychological behaviours
2. that uses psychological assessment with the intention of clinically testing people with problems
3. that deals with and the scientific way in which psychological measures are developed
4. that is norm-based in its testing and assessment process to ensure validity and reliability of measurement tools

17. The South African legislation that provides guidelines on fair and equitable procedures for psychological assessment measures is the ______

2. Labour Relations Act of 1996.

18. The range and standard deviation are known as measures of ______.

1. variability.
2. association.
3. error.
4. accuracy.

19. If the marks for Assignment 01 in IOP3701 are negatively skewed, this would mean that ______.

1. generally scores were lower rather than higher
2. most students failed the assignment
3. generally scores were higher rather than lower
4. most scores were to the left on the bell curve normal distribution

20. When the theoretical structure of the trait being measured is of key importance, the most appropriate validity information to inform one would be ______.

1. criterion-related validity
2. face validity
3. content validity
4. construct validity

21. The first step in developing a psychological test is ______.

1. specifying the aim of the measure
2. setting the time of testing
3. determining the length of the test
4. deciding on the format of the items
22. The two general types of errors that occur in measurement are ______.
   1. random sampling error and measurement bias
   2. systematic error and measurement error
   3. unintentional error and random error
   4. random sampling error and systematic error

23. Dynamic assessment refers to assessment that ______.
   1. focuses on the measurement of learning potential and cultural background
   2. incorporates a learning opportunity within the assessment administration
   3. has a product-based approach that is focused on current ability
   4. focuses on computerised assessment of the current level of cognitive ability

24. In the South African (SA) context, cross-cultural test adaptation and translation of tests ______.
   1. are not important following the democratic dispensation in the early 1990s
   2. are important to consider in the multicultural and multilingual environment of SA
   3. would only be important for rural environments in South Africa
   4. are not a consideration since the cost implications are too high

25. Job analysis is important in testing and assessment because it ______.
   1. highlights the job in the company
   2. informs the decisions that will be made about salary packages
   3. can be changed to fit the instruments that are available in the company
   4. is the starting point for ensuring fairness and equity during selections

26. The Employment Equity Act ______.
   1. prohibits the use of psychological tests
   2. encourages the use of scientifically developed tests
   3. regulates who may or may not use psychological tests
   4. ensures the ethical use of tests

27. The first standardised test of intelligence that is still used as a benchmark for cognitive tests used today was developed by ______.
   1. Wolff and Guilford.
   2. Binet and Simon.
   3. Franz Gall.
   4. Pythagoras.

28. A test “norm” is best described as ______ performance.
   1. maximal
   2. expected
   3. typical
   4. ideal
29. Job advertisements typically do not indicate information about ________.
   1. a short but clear job description
   2. contact information for applications
   3. qualifications and skills required
   4. a detailed breakdown of leave benefits

30. A reliable test is not necessarily valid.
   1. True.
   2. False.

   TOTAL: [30]
ASSIGNMENT 03: SELF-ASSESSMENT

Study material: Study units 1–14

Note: The memorandum for this assignment will be posted to you on the due date of Assignment 02.

REMEMBER: YOU MUST MARK THIS ASSIGNMENT YOURSELF – DO NOT SUBMIT IT TO UNISA.

QUESTION 1
Why is it important that the use of industrial psychological assessment measures should be controlled? (5)

QUESTION 2
The future of psychological assessment is certain to include greater use of computers. In view of this statement, discuss the potential contributions of computers in this regard, and the inherent potential dangers that are related to the use of computers in this regard. (10)

QUESTION 3
Discuss the general steps in psychological instrument development and explain for each step how the South African multicultural and multilingual context should be taken into consideration. (15)

QUESTION 4
Provide a discussion of the factors that affect the validity coefficient. (10)

QUESTION 5
The Employment Equity Act (EEA) has had major implications for the field of psychological assessment. Explain how adherence to the EEA requirements will enhance fair and equitable testing in the South African context. (10)

QUESTION 6
Discuss measurement of cognitive functioning, with specific reference to the difference between group and individual tests of intelligence. (10)

QUESTION 7
You have been asked to present a five-minute proposal at the next meeting of your department about the process and assessment measures to be used for the selection of a new secretary. Indicate clearly what steps should be followed, what type of assessment techniques or measures should be used and give reasons for the use of each type of measure. (15)

QUESTION 8
Discuss the impact of social desirability on personality assessment and the measures devised to overcome this problem. (10)

QUESTION 9
Discuss the role and responsibilities of the assessment practitioner before, during and after the assessment session. (15)

TOTAL: [100]
9 OTHER ASSESSMENT METHODS

No other assessment methods.

10 EXAMINATION

The total for the examination paper is 80 marks. The questions in the examination will be similar to the questions in the assignments and the self-evaluation questions in the tutorial letter, but will obviously not be the same. Take note that there are multiple choice questions in the examination.

Total marks: 80
Pass mark: 50%
Time: 2 hours

Composition:
Section A: Multiple Choice Questions. [30]
Section B: Answer ALL the questions [50]

TOTAL: [80]

Use the Study @ Unisa brochure for general examination guidelines and examination preparation guidelines.

11 FREQUENTLY ASKED QUESTIONS

HOW SHOULD I PREPARE FOR THE EXAMINATION?

If you work to a regular schedule throughout the semester, you should easily cover the work in the time allowed. The assignment questions will give you a good idea of the format and type of questions asked in the examination and you can use them when you prepare for the examination. Remember: our intention in the examination is to see what you have learnt, not to ask "trick questions". Make sure you understand the requirements of each question, and then answer accordingly.

Please note: The booklet Study @ Unisa contains an A–Z guide of the most relevant study information. Please refer to this booklet if you have any queries.

12 CONCLUSION

We hope that you will enjoy this subject and find it stimulating and interesting. We specifically hope that you will use the information in this module to develop and maintain a critical attitude towards any industrial psychological assessment practices which you encounter.

Please contact us if you have any problems related to the module content.

With kind regards

Your IOP3701 lecturers

Mrs Lindy-Lee Lubbe
Mrs Linda Steyn
The module online document for IOP3701 is based on the 3rd edition of Foxcroft and Roodt (2009) – however, either the 3rd or the 4th edition is prescribed for this module. The 4th edition can be used with minor adjustments as indicated in the table below. Although the titles and headings have remained the same for both editions, the numbering of sections has changed for some chapters, so if you’re using the 4th edition, you would need to take note of these. The table below shows the numbering of chapters and sections for the two editions.

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