Tutorial Letter 201/1/2017

Personnel Psychology: Organisational Entry

IOP3702

Semester 1

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION:
This tutorial letter contains important information about this module.

BAR CODE

Define tomorrow.

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Dear Student

This is the last tutorial letter for the first semester of 2017 for students of Personnel Psychology: Organisational Entry (IOP3702). We trust that you have enjoyed the module so far and that you have found the content very interesting and practical.

The objective of this tutorial letter is to assist you with your preparation for the examination and to provide you with a memorandum for the Assignments.

1.   LECTURERS

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2. PREPARATION FOR THE EXAM

2.1 The format of the examination paper

- There will be no multiple-choice questions.
- The examination will consist of three sections:

  - Section A: Three 10-mark questions of which you have to complete two (Total: 20).
  - Section B: Three 15-mark questions of which you have to complete two (Total: 30).
  - Section C: Two 25-mark questions of which you have to complete one (Total: 25).

The exam paper will be a two-hour examination paper that counts 75 marks.

2.2 Content to study for the examination

- Study chapters 1 to 6 in the prescribed book.
- Pay careful attention to the assessment criteria given in Tutorial Letter 101. The theory that you have to learn is covered by the assessment criteria.
- No questions on statistics or questions that require mathematical calculations will be asked in the examination. **Therefore the use of calculators is not permitted in the examination.**
- Please note that theory from different chapters can be combined in one question.
- All the questions in the prescribed book, module online document and tutorial letters are equally important.

2.3 Criteria for answering the examination questions

When you answer an examination question, include the following in your answer:

- Give a definition or an explanation of the topic.
- Outline the key issues or main characteristics.
- List the steps to be followed in the process.
- List the advantages and disadvantages of each aspect.
- Refer to reliability and validity (where applicable).
- Describe the relevant theories, models or techniques that apply to the topic under discussion.
- Draw the necessary graph/figure and explain or describe the graph/figure, giving reasons why you drew it. (What do you want to illustrate by means of the graph/figure?)
- Where possible, give relevant examples to substantiate your answers.
- Look at the amount of marks allocated to the question and give at least that amount of facts. For example - for **10 marks you need to give at least 10 facts**.

2.4 General tips for answering examination questions

- Before you start answering any of the examination questions, plan your time. Allocate a certain amount of time to each question.
- Since the time is limited, it is not necessary to include an introduction or a conclusion in your answer.
- Read every question carefully to determine exactly what we expect of you. It is a good idea to bullet everything that we ask you. You can then use this as a checklist to make sure you have covered everything in your answer.

- Many students do not answer the questions that are asked and do not number their questions correctly. Make sure that your answers are numbered clearly according to the relevant section and specific question number.
- Headings are an effective way to structure your answer.
- <u>A last request:</u> **Please write down the numbers of the questions that you have completed on the front page of your answer book.**

2.5   Previous examination paper

To assist you in preparing for the examination we include an examination paper of a previous year. This examination paper should serve as *examples* of how we ask questions. Please do not concentrate solely on these questions when preparing for the examination. We try to cover all the learning units in the module online document and the corresponding chapters in the prescribed book.

3.   PREVIOUS EXAM PAPER

SECTION A
ANSWER ANY *TWO (2)* OF THE FOLLOWING QUESTIONS:

QUESTION 1

In order to achieve better work performance the company needs to start all its human resource processes with a proper job analysis. Discuss the importance of job analysis in terms of the following bullet points:

(i)	Define job analysis.	(4)
(ii)	Identify and describe the factors that influence job analysis reliability and validity.	(4)
(iii)	Describe the products of a job analysis.	(2)
		[10]

QUESTION 2

In the process of data collection, the researcher needs to make decisions regarding various aspects. Firstly, the people from whom the data will be collected should be identified. Secondly, the instruments or tools that are going to be used to gather the data should be identified. Within this context, discuss the following:

(i)	Sampling	(3)
(ii)	Data-gathering techniques	(7)
		[10]

QUESTION 3

Differentiate between human resource management (HRM) and industrial and organisational psychology (IOP) in terms of the following headings:

(i)	Description of the type of work, roles and responsibilities	(4)
(ii)	Qualification and registration categories	(3)
(iii)	Overlap between these two fields	(3)
		[10]

QUESTION 4

Performance criteria are very important when determining the validity of any measure. Please answer the following questions with regard to performance criteria:

(i)   Discuss the challenges of developing performance criteria.   (3)
(ii)   Explain the meaning of criterion deficiency, criterion relevance, ultimate criterion and criterion contamination.   (4)
(iii)   Illustrate these criterion distortions by means of a figure.   (3)
                                                                                                   [10]

SECTION B
ANSWER ANY *TWO (2)* OF THE FOLLOWING QUESTIONS:

QUESTION 5

Industrial and organisational psychologists use non-test predictors such as interviews, assessment centres, work samples, biographical information, peer assessment and letters of recommendation. Discuss the following non-test predictors in terms of their advantages and disadvantages:

(i)   Interviews   (5)
(ii)   Assessment centres   (5)
(iii)   Letters of recommendation   (5)
                                                                                                   [15]

QUESTION 6

Industrial and organisational psychologists need to implement fair selection systems that comply with all the legislative requirements.

(i)   State the South African legislative requirement relevant to psychological testing in the workplace (remember to also mention the 2014 amendments).   (5)
(ii)   Define and discuss each of these requirements.   (10)
                                                                                                   [15]

QUESTION 7

You are a human resource officer who has been confronted by a shop steward complaining about the lack of fairness of the decision-making policies and practices in your organisation. Defend your viewpoint by explaining the following:

(i)   Concept of fairness   (5)
(ii)   Principles of procedural fairness   (5)
(iii)   The difference between fairness and bias   (5)
                                                                                                   [15]

QUESTION 8

Industrial psychologists are constantly faced with a host of practical problems. Understanding the research process helps them to solve these practical problems, apply the results of studies reported by others and assess the accuracy of claims made about new practices and equipment.

Explain the five-step empirical research process in detail, distinguishing between qualitative and quantitative research methods. [15]

SECTION C
ANSWER ANY *ONE (1)* OF THE FOLLOWING QUESTIONS:

QUESTION 9
Human resource planning is one of the tools that organisations use to achieve their overall goals.

Discuss the need for human resource planning and explain how strategic planning is linked to human resource planning. (5)

Furthermore discuss the human resource planning process in detail. You will have to refer to the following phases:

- Investigative phase (5)
- Forecasts and estimations (5)
- Planning phase (5)
- Implementation phase (5)

[25]

QUESTION 10
One can hardly ignore the fact that the media always mentions a skills shortage or the "hunt for talent". This applies especially to scarce skills. One of the first steps taken to avoid a skills shortage in your organisation is to recruit correctly. To accomplish this:

- Differentiate between the concepts recruitment, screening and selection. (5)
- Discuss the sources and methods of recruitment. (10)
- Discuss the recruitment planning process and the techniques that can be applied to enhance the quality of recruitment strategies. (10)

[25]
TOTAL: [75]

4. MEMORANDUM FOR ASSIGNMENT 01

QUESTION 1
In order to achieve better work performance the company needs to start all their human resource processes with a proper job analysis. Discuss the importance of job analysis in terms of the following bullet points:

- Define job analysis (4)
- Identify and describe the factors that influence job analysis reliability and validity (4)
- Describe the products of a job analysis (2)

[10]

Learning unit 4 in the Module online (MO) document (Chapter 4 in the text book)

Define job analysis

Any of the following bullets should be in your definition of job analysis to indicate your understanding thereof:

- analysing the requirements of a job
- most basic personnel functions, basis for personnel decisions
- jobs more complex = job analysis more important

- understanding the behavioural requirements of work
- important tasks of the job, how they are carried out, and what human attributes are necessary
- systematic study of the tasks, duties and responsibilities in a job
- knowledge, skills and abilities needed
- up-to-date description of the work performed by employee
- greater understanding of what a particular job entails
- essential instrument in terms of employment and retention of personnel
- identify logical career paths
- legal decisions more responsible

Identify and describe the factors that influence job analysis reliability and validity

A job analysis is the result of subjective judgements that may lead to inaccuracy and therefore human error is unavoidable. The following aspects need to be considered to ensure a valid and reliable job analysis process:

- reliability – consistency/stability of job analysis method (the same if used again – different time, different raters)
- social inaccuracy – pressure to conform and social desirability – influence reliability
- cognitive inaccuracy – information overload and extraneous info – influence reliability
- always some form of inter-/intra rater reliability (consistency between raters and test-retest measurement)
- validity – accuracy to capture job requirements correctly, represents what was intended to be measured
- validity - accuracy in terms of the correspondence between job analysis data and the 'true' job characteristics
- validity - questionable data collection methods

Describe the products of a job analysis

The following two products are gained from the job analysis process:

- job description - written description of the results from the job analysis, job requirements, knowledge, skills and abilities needed.
- job specifications - human characteristics required to perform the job, such as physical and personal traits, work experience, and education, minimum acceptable qualifications.

QUESTION 2
Differentiate between human resource management (HR) and industrial and organisational psychology (I/O psychology) in terms of the following headings:

Description of the type of work, roles and responsibilities (4)
Qualification and registration categories (3)
Overlap between these two fields (3)
[10]

Learning unit 1 in the Module online (MO) document (Chapter 1 in the text book)

Description of the type of work, roles and responsibilities

IOP = the focus of an Industrial and Organisational Psychologist is on people, behaviour, scientific research and well-being.

HR = the focus of a Human Resource practitioner is on the organisation in terms of planning, strategies, policies, vision, mission and the overall performance of the organisation.

	IO Psychology	HR
Type of work	Scientific study of **people** within their work environment – including application of psychological principles, theory and research.	Distinctive approach to employment management – competitive advantage through **strategic** development of highly committed and capable workforce – personnel techniques. Workplace level – interaction between staff and supervisors.
Roles	1. To conduct **research** – increase knowledge and understanding of human behaviour. 2. To apply knowledge to improve work **behaviour**, work environment and psychological conditions of workers.	Management of human and social capital – **employment relationship**.
Responsibilities	- Scientific observation (investigation, research) - Evaluation (assessment, evaluation or appraisal, measurement, problem-identification) - Optimal utilisation (selection, placement, management, development, retention), and - Influencing (changing, training, developing, motivating) of normal and, to a lesser degree, deviant behaviour in interaction with the environment (physical, psychological, social and organisational), as manifested in the world of work.	Attraction, screening, selection, retention, utilisation, motivation, training, development, appraisal, rewarding and discipline.

Qualification and registration categories

- **Industrial psychologist** registration at the HPCSA, a **master's** degree and a **formal one (1) year internship**.
- **Psychometrist** registration at the HPCSA, an **honours** degree and a **formal 6 month internship** and at least **70%** for board exam.
- **HR practitioner** only needs the relevant HR diploma or degree (3 years)

Overlap between these two fields

- Both influence the effective functioning of the organisation
- Involved in staffing of organisation – recruitment, selection, placing, evaluation and development
- Workplace matters – dispute resolution, negotiations, conflict resolution, skills plan and training needs/reports, studying legislation

QUESTION 3

Industrial and organisational psychologists need to implement fair selection systems that comply with all the legislative requirements.

State the South African legislative requirement relevant to psychological testing in the workplace (remember to also mention the 2014 amendments) (5)

Define and discuss each of these requirements (10)

[15]

Learning unit 5 in the Module online (MO) document (Chapter 5 in the text book)

State the South African legislative requirement relevant to psychological testing in the workplace (remember to also mention the 2014 amendments)

The **Employment Equity Act, No. 55 of 1998 amended 2014** makes specific provision for psychological testing in the workplace. It states in Chapter III that:

Psychological testing and other similar assessments of an employee are prohibited unless the test or assessment is being used:

a) has been scientifically shown to be valid and reliable
b) can be applied fairly to all employees, and
c) is not biased against any employee or group, and
d) has been certified by the HPCSA established by section 2 of the Health Professions Act, 1974 (Act no 56 of 1974), or any other body which may be authorised by law to certify those tests or assessments (2014 amendment)

Define and discuss each of these requirements

- **Reliable:** Consistency with which a test measures
- **Validity:** Measure what it is supposed to measure
- **Fairness:** Equal treatment for all, social rather than a psychometric or statistical concept
- **Bias:** Appropriateness of assessment instrument, statistical concept that can be investigated in an objective and scientific manner
- **Certified by HPCSA:** assessment instrument needs to be certified/registered/accredited with the HPCSA

QUESTION 4

Industrial psychologists are constantly faced with a host of practical problems. Understanding the research process helps them to solve these practical problems, apply the results of studies reported by others and assess the accuracy of claims made about new practices and equipment. Explain the five-step empirical research process in detail, distinguishing between qualitative and quantitative research methods. [15]

Learning unit 2 in the Module online (MO) document (Chapter 2 in the text book)

It is important to remember that each of these steps influences the next step in the research process. The researcher takes a sequence of carefully planned and reasoned decisions throughout the research process. Each decision is followed by certain consequences.

Step 1: Formulating the research question

There are various questions asked that could be addressed in a research study. Each question requires a very specific answer. Based on the kind of answer that is required, we distinguish between various types of questions, namely:

- *Exploratory questions:* often asked when a relatively new field or area is investigated. The results of this research can often be used to generate more specific research questions that should be addressed in consecutive studies.
- *Descriptive questions:* it provides a picture of a state of events. Researchers may describe levels of productivity, numbers of employees who left during the year, etc.
- *Predictive questions:* researchers try to predict which employees will be productive, which ones are likely to leave, and which ones will be dissatisfied. This information is then used to select applicants who will be better employees.
- *Evaluative questions:* is set to determine the quality or effectiveness of a program, practice or procedure, for instance, whether a new training or learning program is effective in producing better performance in employees.
- *Causal questions:* is perhaps the most difficult to unravel. It is a question asking why events occur as they do. It tries to find causes: why production is at a certain level, etc.

The term *variable* is often used in conjunction with other terms in industrial psychological research. Four such terms that will be used throughout this book are *independent*, *dependent*, *predictor*, and *criterion*. *Independent variables* or *predictor variables* (as they are also referred to) are those variables that are manipulated or controlled by the researcher. They are chosen by the researcher, set or manipulated to occur at a certain level, and then examined to assess their effect on some other variable.

Once the research question has been formulated, the researcher needs to determine what type of study will best answer the specific research question.

Quantitative and qualitative research

We can distinguish between two broad types of research, namely quantitative research and qualitative research. *Qualitative research* aims to provide in-depth information and a deeper understanding of, for instance, behaviour at work. It is the best kind of research method for discovering underlying motivations, etc. *Quantitative research* aims to describe or explain a variable or situation. This type of research collects some type of numerical data and uses statistical analysis to answer a given research question.

Once a researcher has chosen a type of study to answer the question, the next step would be to select an appropriate research design.

Step 2: Choosing an appropriate design for the study

A *research design* is a plan or blueprint of how one intends to conduct the research. Research designs can be distinguished from one another in terms of two aspects, namely the naturalness of the research setting, and the degree of control that the researcher has.

Naturalness of the research setting
The naturalness of the research setting refers to the environment in which the study is conducted. Most research studies are conducted in the natural environment of the organisation (this is frequently referred to as a field study). This is desirable, because we would like to investigate the variable exactly as it occurs in the natural organisational setting.

Degree of control that the researcher has
In a natural organisational setting there are a number of other aspects or variables present that do not necessarily form a part of the study. These other aspects may influence the results of your study.

When one conducts research in an environment where one can control all the aspects that influence the study, there is a high degree of control. However, this is likely to be an unnatural environment like a laboratory, outside the natural setting of the organisation. From this one can deduct that there will always be a trade-off between the naturalness of the environment and the degree of control that the researcher has.

Types of design
As mentioned earlier, various research studies each have specific types of designs. Within *quantitative* research, there are basically three types of research, namely non-experimental, experimental, and quasi-experimental.

- *Non-experimental research* is a descriptive type of research where the goal is to attempt to provide an accurate description or picture of a particular situation or variable. It attempts to identify variables that exist in a given situation and tries to describe the relationship that exists between the variables. Descriptive and predictive questions can be answered by non-experimental research.
- *Experimental research* tries to determine cause-and-effect relationships or aims to determine the cause of variables. Experimental research is the only type of research that can determine causality (in other words, the degree to which one variable causes another variable). From this one can deduct that the causality type of question would be answered by choosing an experimental design.
- *Quasi-experimental research* occurs when experimental procedures are applied, but not all other influencing variables are controlled in the study. This is the best type of study if one wants to investigate causality in the natural environment of the organization

Within *qualitative* research, the most common designs used in industrial psychology research are the following:

- A *case study* aims to provide an in-depth description of an object to be studied
- *Ethnography* is the art and science of describing a group or culture. An ethnographer details the routine daily lives of people in the group, focusing on the more predictable patterns of behaviour.
- *Grounded theory* is a qualitative research strategy in which the researcher attempts to construct a new theory from the available data. It involves multiple stages of data collection and looking for connections between categories of information. It is an inductive approach used to develop a theoretical concept about the life world of some selected group of people. It is also useful for exploring processes, activities and events.
- *Phenomenological research* is a type of research in which the researcher tries to understand the lived experience of participants. This involves studying a small number of participants over a period of time and through extensive engagement in order to gain a thorough understanding of their experience, developing patterns and relationships of meaning in this regard.
- *Narrative research* is a form of inquiry in which a researcher studies the life of an individual and asks one or more individuals to provide stories about their lives

The next step in the research process would be to collect the information, or data as it is called in research, that is needed to answer the question.

Step 3: Collecting the data

In the process of data collection, the researcher needs to make decisions regarding a few aspects. Firstly, the people from which the data will be collected should be identified. This group of people is called a sample. Secondly, the instruments or tools that are going to be used should be identified or developed, and thirdly, the instruments or tools should be administered to the identified group of people (the sample of participants) in order to gather the data. These steps would again be different for qualitative and quantitative research.

Sampling
In the first step of data collection, a relevant *sample* must be identified and drawn. In a quantitative research study, the researcher normally wants to answer the research question in such a manner that

the answer is true or relevant for the whole group of employees that is investigated or a whole organisation that is studied. This is called *generalisability*. However, it is in most cases impossible, as a result of time, practical and cost constraints, to gather data from the whole group or organisation. Therefore quantitative research studies require the researcher to draw only a subset (sample) from the whole group or organisation that is to be investigated.

Various methods of drawing samples exist, of which random sampling is the most common. A *random sample* implies that each and every member of the group or organisation had an equal chance of being included in the sample. If a random sample is not drawn and only an available sample is used, then the results of the research cannot necessarily be generalised to the whole group or organisation. In quantitative research, samples that are drawn usually contain a large number of participants.

In qualitative research studies, the aim is not necessarily to generalise the research findings, but rather to gain a deeper understanding of a certain variable or situation. Therefore random sampling is not necessary, and much smaller sample sizes are also used. The researcher normally identifies the employees that are most knowledgeable or have the most experience in terms of the research topic, in other words, the researcher should identify employees who would be able to provide the most information regarding the topic and ask them to participate in the study.

Data-gathering techniques
You should be able to discuss the different data gathering techniques as a separate question.

Step 4: Analysing the data

After the data have been collected, the researcher has to make some sense out of them. Again, the research question and the type of study that one is conducting will determine the kind of analysis techniques that one will choose.

Although there are generic steps involved in analysing *qualitative* data, the data analysis needs to be tailored for the specific type of qualitative research design or strategy used. The generic steps involved could be to:

- *Step 1: Organise and prepare the data* by scanning, transcribing or typing the data and arranging it into different types of information.
- *Step 2*: *Obtain a general sense of the data* by reading through all of it and reflecting on its overall meaning. General notes or thoughts could be recorded at this stage.
- *Step 3: Do a detailed analysis by coding the data*. Coding is about organising the data into meaningful categories and labelling each category.
- *Step 4: Generate a description of the setting or people as well as categories* and identify a small number of themes. These themes can then be interconnected to form a storyline (as in narrative research) or developed into a theoretical model (as in grounded theory), or shaped into a general description (as in phenomenology). Themes can also be analysed for individual cases and across different cases (as in case study research).
- *Step 5: Convey the findings of the analysis*. This is often done by means of a narrative passage, but many qualitative researchers also include figures, visuals, tables or even process models as part of this discussion.
- *Step 6: Make an interpretation of the meaning of the data*. This is almost like summarising the lessons learned. In this section, finding could be compared with literature or extant theories, but can also suggest new questions that need to be asked (Creswell, 2003).

In a *quantitative study*, statistical analysis is normally used. *Statistics* is a tool to help us summarise and describe masses of data and to enable us to draw inferences or conclusions about their meaning. The field of statistics is typically divided into two components, *descriptive* and *inferential statistics. Descriptive statistics* are used to summarise our data in such a manner that it allows us to describe the data in a meaningful fashion.

Measures of central tendency measure the centre of a group of scores. It is an indication of the typical or average score in a distribution. The *mean* is the most common measure of central tendency. The mean is the arithmetic average score in the distribution. It is computed by adding all of the individual scores and then dividing the sum by the total number of scores in the distribution.

Measures of variability indicate the degree to which the observations differ from one another, or to which degree our scores are distributed around the mean. In other words, our variability is then also an indication of how representative the mean is as a measure of *central tendency*. The *standard deviation* is frequently reported in research papers as the *measure of variability.*

But most industrial psychological research deals with the relationship between two (or more) variables. In particular, we are usually interested in the extent to which we can understand one variable (the criterion or dependent variable) on the basis of our knowledge about another (the predictor or independent variable). A statistical procedure useful in determining this relationship is called the correlation coefficient. A *correlation coefficient* reflects the degree of linear relationship between two variables, which we shall refer to as X and $Y.$ The symbol for a correlation coefficient is $r,$ and its range is from −1,00 to +1,00. A correlation coefficient tells two things about the relationship between two variables: the direction of the relationship and its magnitude.

The *direction* of a relationship is either positive or negative. A *positive relationship* means that as one variable increases in magnitude, so does the other. A *negative relationship* means that as one variable increases in magnitude, the other gets smaller.

Regression is a statistical analysis that can be used after a significant relationship has been established between two variables. Regression will allow us to predict one variable based on another variable, if the two variables are strongly related. *Multiple regression* is a technique that enables the researcher to combine the predictive power of several variables to improve prediction of a criterion variable.

Inferential statistics enable us to draw conclusions that generalise from the subjects we have studied to all the people of interest by allowing us to make inferences based on probabilities. Let us look at an example to clarify this further. Inferential statistics function as a *control of error variance* and help us to determine if the difference between the groups is large enough for us to be able conclude that the difference is caused by the training programme. Inferential statistics allow us to calculate the probability of finding the observed results.

Meta-analysis is a secondary research analysis method that re-analyses findings or conclusions reached from previously conducted studies. The logic behind meta-analysis is that we can arrive at a more accurate conclusion regarding a particular research topic if we combine or aggregate the results of many studies that address the topic, instead of relying on the findings of a single study. The result of a meta-analysis study is often referred to as an 'estimate of the true relationship' among the variables examined, because we believe such a result is a better approximation of the 'truth' than would be found in any one study.

Step 5: Drawing conclusions from research

After analysing the data, the researcher draws conclusions. Generally, it is unwise to implement any major changes based on the results of only one study. As a rule, we prefer to know the results from several studies. We want to be as certain as possible that any organisational changes are grounded in repeatable, generalizable results.

Research is a cumulative process. Researchers build on one another's work in formulating new research questions. They communicate their results by publishing articles in journals.

TOTAL: [50]

5.   MEMORANDUM FOR ASSIGNMENT 02

1.   Psychological testing in South Africa is prohibited unless _____

   a.   it promotes affirmative action.
   b.   it is biased toward any employee or group.
   c.   it is scientifically proved to be valid and reliable.
   d.   it does not discriminate against any employees.

   The correct combination is _____

   1.   a and b.
   2.   b and c.
   3.   b and d.
   4.   c and d.

Psychological testing in South Africa is prohibited (by the EEA) unless it is scientifically proven to be valid and reliable; and does not discriminate against any employee or group; therefore the correct option is **4**.

2.   The prerequisites for registration as an industrial psychologist with the HPCSA are _____

   1.   an honours degree and a six month internship.
   2.   a master's degree and a six month internship.
   3.   a master's degree and a 12 month internship.
   4.   an honours degree and a 12 month internship.

A master's degree and a 12 month internship are a prerequisite to register as an Industrial and Organisational psychologist, the correct option is therefore **3**.

3.   A company car dealer received a low performance rating because of the company's low sales numbers, despite the fact that there was an economic recession in the past two years. This is an example of criterion _____

   1.   deficiency.
   2.   contamination.
   3.   irrelevance.
   4.   bias.

The economic recession is contaminating the rating of the company, the correct option is therefore **2**.

4.   A fighter pilot is required to have 20/20 (perfect) vision. This is an example of _____

   1.   fair discrimination.
   2.   unfair discrimination.
   3.   inherent requirements.
   4.   extraneous requirements.

Perfect vision (20/20) is said to be an inherent job requirement for a fighter pilot. The correct option is thus **3**.

5. What are the basic psychometric properties that a predictor should have in order to enhance the fair and unbiased use of that predictor measure?

    1. validity and reliability
    2. predictive validity and norms
    3. internal consistency and alternate form reliability
    4. standardised instructions and validity

Validity and reliability are the basic psychometric properties that a predictor should have. The correct option is **1**.

6. Which one of the following options provides the best description of the purpose of psychological assessment in the field of industrial and organisational psychology?

    1. Assessment results help us to decide whether to appoint, promote or retrench people in an organisation.
    2. We assess people's psychological profiles in order to ascertain whether they will be competent enough to work in the organisation.
    3. Through assessment we obtain information about a person's potential behaviour that guides our decision-making about the suitability of the person in relation to a specific job.
    4. Industrial psychologists utilise assessment to diagnose abnormal behavioural patterns to ensure that a healthy and productive workforce is maintained.

Assessment results aid decision making for selection, promotion or retrenchment purposes. The correct option is **1.**

7. An organisation which has as its mission to expand its activities globally should focus on the following recruitment sources:

    a. employment agencies
    b. referrals
    c. professional bodies
    d. headhunting
    e. Employment Services SA

The correct combination is _____
    1. a, c and d.
    2. a, c and e.
    3. a, b and d.
    4. b, d and e.

The combined usage of employment agencies, referrals and headhunting is likely to yield the best results for a company that is expanding globally. The correct option is **3**.

8. Your organisation wants to do away with the use of application forms in the screening process and use only online questionnaires in future. You support this initiative because _____

    a. past experience can predict future job behaviour.
    b. many behaviours, values and attitudes are consistent through life.
    c. biographical data are some of the best predictors of future job performance.
    d. the organisation will save a significant amount of money.
    e. online screening is a popular method to use in South Africa.

The correct option is _____

1.   a, c and e.
2.   b, c and d.
3.   a, b and c.
4.   c, d and e.

Online questionnaires capture biographical data, the organisation will save a lot of money and this is becoming a popular method in SA. The correct option is **4.**

9.   In a specific mining organisation, women are rarely promoted to senior management positions. It has transpired that mostly men who play golf are promoted to these positions. A group of women are considering filing a law suit on grounds of _____

1.   procedural injustice.
2.   interpersonal injustice.
3.   adverse treatment.
4.   adverse impact.

Being male and playing golf should not influence promotion decisions. Procedures followed in this organisation are therefore suspect. The correct option is **1**.

10.   Which one of the following is correct?

1.   An industrial and organisational psychologist must be registered with the Society of Industrial and Organisational Psychology of SA (SIOPSA).
2.   A master's degree is necessary to qualify as an industrial and organisational psychologist.
3.   An industrial and organisational psychologist must belong to the SABPP.
4.   An internship of six months must be completed to register as an industrial and organisational psychologist.

Registration to SIOPSA and SABPP are not compulsory. A master's degree (and 12 month internship/practicum) is compulsory to qualify as an Industrial and Organisational Psychologist. The correct option is **2**.

11.   A research study you have conducted indicates that there is a significant negative relationship between employee job satisfaction and the number of days absent because of illness.
This indicates that _____

1.   as job satisfaction increases, employee absence increases.
2.   there is no link between job satisfaction and employee absences.
3.   as job satisfaction decreases, employee absence decreases.
4.   as job satisfaction decreases, employee absence increases.

A negative relationship means if one variable increase the other decreases and *vice versa*. The correct option is **4**.

12.   A data-gathering method mostly used for qualitative research is _____

1.   instruments.
2.   questionnaires.
3.   focus groups.
4.   secondary data.

Qualitative research does not use numbers (instruments/questionnaires) but rather focus on gaining a deeper understanding of a certain phenomenon. Secondary data is data that was gathered for another purpose (other than for research). Interviews and focus groups are mostly used for this type of research. The correct answer is **3**.

13. A customer service consultant employed at a large shopping centre is rated only on the number of customers whose queries she managed to solve telephonically. The physical assistance which she provided to customers in the store is not taken into consideration.
This is an example of criterion _____

   1. irrelevance.
   2. bias.
   3. contamination.
   4. deficiency.

The actual criteria fail to overlap with the conceptual criteria, that is, how deficient the actual criteria are in representing the conceptual ones. This is an example of criterion deficiency.
The correct option is **4**.

14. An employee receives an above average rating during his/her performance evaluation, based on the fact that he/she obtained his/her degree at a prestigious university.
This is an example of criterion _____

   1. irrelevance.
   2. deficiency.
   3. bias.
   4. contamination.

Criterion relevance refers to important organisational, team and individual outcomes such as work-related behaviours, outputs, attitudes, or performance in training, as indicated by a review of information about the job or work. Relevance therefore relates to the adequacy of criterion measures as indexes of the relative abilities of individuals to fulfil such purposes. Most jobs have various objectives (rather than just one); therefore the issue of using a single overall, relevant criterion, or various separate but relevant criteria, for the individual objectives will have to be considered.

The university where the employee studied is irrelevant to his/her performance. The correct option is **1**.

15. Human resource planning is a means of _____

   1. obtaining the correct number of human resources with the right skills.
   2. assessing people to ascertain whether they will be competent enough to work in the organisation.
   3. ensuring that human resources move out of their "comfort zones".
   4. obtaining information about a person's potential behaviour that guides decision making through assessment.

HR planning should ensure that the organisation has the right number of people with the right skills in the right place at the right time. The correct option is **1**.

16. What are the basic psychometric properties that a predictor should have in order to enhance the fair and unbiased use of that predictor measure?

    1. Predictive validity and norms
    2. Internal consistency and alternate form reliability
    3. Standardised instructions and validity
    4. Validity and reliability

In Psychology the quality of a measuring device (psychological instrument/test/measure) is based on the psychometric characteristics, namely, its validity and reliability. The correct option is **4**.

17. Strategic planning gives an organisation the competitive advantage through _____

    1. providing human resource information to other organisational functions.
    2. fair representation of the population.
    3. a supply of highly qualified staff.
    4. policies and procedures.

Three aspects related to the strategic planning process, namely (1) strategic assessment, (2) strategy formulation and (3) strategy implementation. Firstly, strategic planning starts with management making a *strategic assessment* of the current position of the organisation. Secondly, an assessment is made of where the company wants to be and strategies are formulated to achieve the strategic goals. Lastly, strategy implementation comprises an assessment of how the company plans to achieve its strategic goals. The correct answer is **4.**

18. The purpose of psychological assessment is to assist organisations to _____

    1. identify and attract suitable candidates.
    2. retrench people that are not performing.
    3. identify suitable people for a specific job.
    4. retain someone from a designated group.

Psychological assessment is done to identify candidates that have the best potential to perform in a specific position. The correct option is **3**.

19. How does human resource management overlap with industrial and organisational psychology?

    1. Both disciplines work in the organisation.
    2. Both disciplines aim to enhance job performance.
    3. Both disciplines focus on research in the organisation.
    4. Both disciplines aim to balance work life.

HR and IOP aim to enhance/optimise performance in the organisation. The correct option is **2**.

20.   The major sub-fields of industrial and organisational psychology are _____

    1.   consumer psychology, psychometrics, personnel psychology, career psychology, ergonomics, employment relations and organisational psychology.
    2.   consumer psychology, psychometrics, motivation psychology, career psychology, employment relations and organisational psychology.
    3.   clinical psychology, psychometrics, personnel psychology, career psychology, ergonomics, employment relations and organisational psychology.
    4.   consumer psychology, psychometrics, personnel psychology and career psychology, ergonomics, cultural relations and organisational psychology.

The sub-fields of IOP are consumer psychology, psychometrics, personnel psychology, career psychology, ergonomics, employment relations and organisational psychology.
The correct option is **1**.

TOTAL: [20]

6.   CONCLUSION

We trust that you found the knowledge that you have gained in this module of practical use in your future career.

Best wishes with your preparation for the examinations.

Kind regards

Your IOP3702 lecturers

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