

Tutorial Letter 101/3/2018

Personnel Psychology: Organisational Entry

IOP3702

Semesters 1 and 2

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BARCODE

CONTENTS

		<i>Page</i>
1.	INTRODUCTION AND WELCOME	3
2.	PURPOSE AND OUTCOMES OF THE MODULE	4
3.	LECTURER CONTACT DETAILS	9
4.	STUDENT SUPPORT SERVICES FOR THE MODULE	10
5.	MODULE-RELATED RESOURCES	12
6.	MODULE-SPECIFIC STUDY PLAN	13
7.	ASSESSMENTS	15
8.	TUITION RATIONALE	19
9.	FREQUENTLY ASKED QUESTIONS	22
10.	IN CLOSING	22
	APPENDIX A: FIRST SEMESTER COMPULSORY ASSIGNMENT 01.....	23
	APPENDIX B: FIRST SEMESTER COMPULSORY ASSIGNMENT 02.....	25
	APPENDIX C: SECOND SEMESTER COMPULSORY ASSIGNMENT 01	30
	APPENDIX D: SECOND SEMESTER COMPULSORY ASSIGNMENT 02	32
	APPENDIX E: ASSIGNMENT 03 – SELF-ASSESSMENT.....	38
	APPENDIX F: ASSIGNMENT 03 – SUGGESTED SOLUTION.....	39

1. INTRODUCTION AND WELCOME

Dear Student

Welcome to Personnel Psychology: Organisational Entry (IOP3702). As your lecturers we will do our best to make your study of this module interesting and successful. You will be well on your way to success if you start studying early in the semester and do the assignments as soon as possible to identify content areas that you are struggling with.

“It’s a straightforward concept: hire the right people and build a better and more profitable organisation” (Greengard, 2003).

The above quotation briefly summarises what IOP3702 is all about. Although the benefits of hiring the right people are relatively obvious and straightforward, the actual hiring process is certainly not.

This module will provide you with all the necessary building blocks to understand selection and to develop and apply a fair selection process in an organisation. It will furthermore enable you to evaluate the relevance and fairness of a selection process followed in appointing employees the next time you apply for a position.

Personnel Psychology: Employee Retention (IOP3706) is one of the other compulsory modules at third-year level in Industrial and Organisational Psychology. This module covers aspects of personnel psychology which are not covered by IOP3702. Personnel Psychology: Organisational Entry is not a prerequisite for registering for Personnel Psychology: Employee Retention. You can take the modules simultaneously.

If you are planning to work in the human resource or industrial psychology field, this module, together with Personnel Psychology: Employee Retention (IOP3706), is essential. We therefore trust that you will find the module interesting, meaningful and rewarding and that it will be of practical value to you in your work situation.

You will receive a number of tutorial letters during the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment. This tutorial letter contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers.

Please read Tutorial Letter 301 in conjunction with this tutorial letter as it gives you an idea of generally important information when studying at a distance and within a particular college. In this tutorial letter (101), you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. It also provides all the information you need about the prescribed study material and other resources and how to obtain them. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that **you must read all the tutorial letters** you receive during the semester **immediately and carefully**, as they always contain important and, sometimes, urgent information.

We hope that you will enjoy this module and wish you all the best with your studies!

2. PURPOSE AND OUTCOMES OF THE MODULE

This module will be useful to people entering the field of human resources as professional personnel practitioners. People credited with this module are able to develop criteria and select predictors to make informed and fair personnel decisions, based on scientifically founded research methods in the context of industrial psychology. After you have completed this module, you should be able to

- understand and explain personnel decisions in the context of the paradigm and history of industrial psychology and apply research methodology in personnel decisions, for the purpose of improving organisational effectiveness
- develop criteria as a standard in personnel decision making, for the purpose of improving organisational effectiveness
- select the scientifically justifiable predictor for personnel assessment, for the purpose of improving organisational effectiveness
- make personnel decisions based on scientific principles, for the purpose of improving organisational effectiveness
- promote fairness in all personnel decisions, for the purpose of improving organisational effectiveness

Specific outcomes and assessment criteria for this module

As stated in the introduction to this tutorial letter, the purpose of this module is to equip you with knowledge and skills that you can put to good use when entering the human resource field as professional personnel practitioners, specifically in relation to the employee selection process.

To achieve the overall purpose for this module, you should learn and be able to show that you have achieved the specific outcomes set for this module. The assessment criteria are descriptions of what would count as evidence that this learning has in fact been achieved, or that you are able to demonstrate your ability in the specific outcome.

You will notice that these outcomes and assessment criteria cover the main aspects that should be studied and learnt in the various chapters of your prescribed book.

Study units 1 and 2

Study unit 1 (chapter 1) is a basic introduction to the field of personnel psychology and the practice of industrial psychology. **Study unit 2 (chapter 2)** is a summary of the basic aspects of research that are discussed and applied in the other chapters.

Outcome:

Understand and explain personnel decisions in the context of the paradigm and history of industrial psychology and apply research methodology in personnel decisions for the purpose of improving organisational effectiveness.

Assessment criteria

Chapter 1

- Explain how personnel psychology relates to the profession of industrial and organisational psychology and psychology as a whole.
- Describe the major fields of industrial and organisational psychology.
- Describe personnel psychology as a sub-field of industrial and organisational psychology.
- Explain the rationale and procedure for the licensing and professional certification of industrial psychologists in South Africa.
- Evaluate current and future trends in industrial and organisational psychology.

Study units 1 and 2
<p>Chapter 2</p> <ul style="list-style-type: none"> • Explain the role and use of research in personnel psychology. • Describe the process of conducting research. • Explain the importance of ethical conduct during the research process. • Participate in the research process in order to improve organisational effectiveness.
Study unit 3
In study unit 3 (chapter 3) human resources planning is explained as a central function of human resources in an organisation.
<p><i>Outcome:</i></p> <p>Demonstrate knowledge and understanding of human resource planning practices to satisfy employee and organisational needs in the context of the changing nature of work.</p>
<p><i>Assessment criteria</i></p> <ul style="list-style-type: none"> • Describe the global and national factors and trends that influence the employment and human resource planning process. • Evaluate the function of human resource planning in the employment process. • Assess the link between strategic planning and human resource planning. • Give an outline of the human resource planning process. • Describe the various phases of the employment process.
Study unit 4
Study unit 4 (chapter 4) explains <i>job analysis and criterion development</i> , as they form the foundation of nearly all personnel activities.
<p><i>Outcome:</i></p> <p>Develop criteria as a standard in personnel decision making for the purpose of improving organisational effectiveness.</p>
<p><i>Assessment criteria</i></p> <ul style="list-style-type: none"> • Describe the purpose and products of job analysis. • Differentiate between task performance and contextual performance. • Discuss the job analysis process, the sources of information and types of information to be collected. • Differentiate between the uses of the various job analysis methods and techniques. • Outline the information to be contained in a job description. • Discuss employment equity considerations in job analysis and job descriptions. • Evaluate the usefulness of the South African Organising Framework for Occupations (OFO) in the context of job analysis. • Identify factors that influence job analysis reliability and validity. • Differentiate between job analysis and competency modelling and evaluate the advantages and disadvantages of each approach. • Discuss the concept of criterion distortion. • Evaluate the various aspects to be considered in criterion development.

Study unit 5
Study unit 5 (chapter 5) explains the kinds of methods and techniques that can be used in the selection process to predict the future success of employees.
<p><i>Outcome:</i> Select the scientifically justifiable predictor for personnel assessment, for the purpose of improving organisational effectiveness.</p> <p><i>Range statement:</i> “Scientifically justifiable” refers to the validity, fairness, cost and applicability of a predictor used for making a specific personnel decision.</p>
<p><i>Assessment criteria</i></p> <ul style="list-style-type: none"> • Understand the nature and value of different predictor constructs. • Discuss key issues in the evolution of psychological testing to date. • Describe and distinguish psychometric requirements for the development of quality predictor measures. • Report on various aspects of ethical and professional practice that are required to ensure fair and ethical psychological assessment, including test classification, training and registration of assessors and ethical standards. • Distinguish between different approaches to cognitive and personality assessment and the cognitive and personality predictor measures that evolved from these approaches. • Discuss work samples, situational tests, assessment centres and interviews as examples of behavioural predictor measures. • Critically analyse the value of online testing.
Study unit 6
Study unit 6 (chapter 6) explains the recruitment and selection process as well as specific factors that will influence the quality of your selection process.
<p><i>Outcome:</i> Make personnel decisions, based on scientific principles, for the purpose of improving organisational effectiveness.</p> <p><i>Range statement:</i> Personnel decisions must conform to the relevant South African legislation including, but not limited to, the Employment Equity Act.</p>
<p><i>Assessment criteria</i></p> <ul style="list-style-type: none"> • Differentiate between the concepts of recruitment, screening and selection. • Discuss the sources and methods of recruitment. • Explain the role of job analysis in recruitment planning and selection. • Discuss the recruitment planning process and the techniques that can be applied to enhance the quality of recruitment strategies. • Discuss the decision framework for making selection decisions and the various techniques that can be applied to ensure reliable, valid, fair and useful (quality) decisions. • Explain and illustrate the relationship between predictor and criterion scores in determining the validity and fairness of selection decisions. • Explain the concept of prediction errors and how they influence selection decisions. • Determine the utility of a selection device. • Discuss strategies for combining job applicant information. • Differentiate between selection and placement. • Discuss employment equity and affirmative considerations in recruitment, screening and selection.

Study unit 6
Study unit 6 (also part of chapter 6) explains the concept of fairness and bias in selection and how you can evaluate and improve these two aspects of the selection process.
<i>Outcome:</i> Promote fairness in all personnel decisions, for the purpose of improving organisational effectiveness.
<i>Range statement:</i> This includes, but is not limited to, the use of objective predictors and individual assessment in making selection, training and promotion decisions.
<i>Assessment criteria</i>
<ul style="list-style-type: none"> • Discuss the issues of fairness, adverse impact and bias in selection decision making. • Define fairness. • Define bias. • Distinguish between fairness and bias. • Describe measures of test bias. • Discuss the use of culture-fair tests. • Apply the concepts of fairness and bias within the South African legal framework. • Describe and evaluate the models of test fairness.

Putting this module into perspective

The aim of this section is to give the focus of this module and explain the linkages between the different concepts. It provides an overview of the module and puts the different chapters into perspective. Chapters 1 and 2 are important chapters of this module. They are, however, only briefly considered in the following discussion.

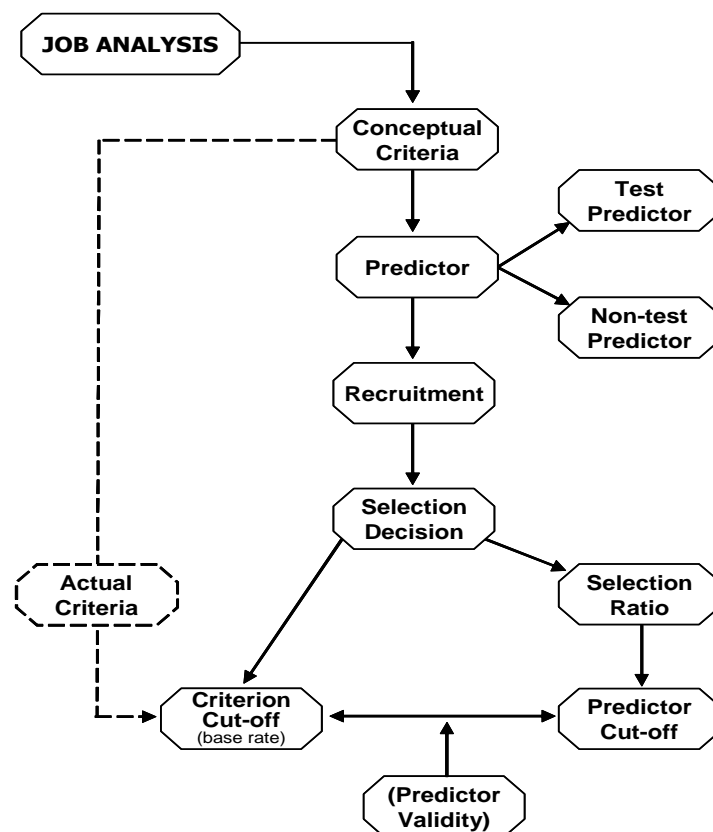


Figure 1: Selection decisions

To conceptualise this figure for you, we are going to explain it by using the example of filling the position of security officer.

As the human resource practitioner of company ABC, you are tasked with employing more security officers. As there is no job information available, a **job analysis** of the security officer's job needs to be done.

A dimension of the **conceptual criteria** in this instance could be that the security officer should be able to maintain a secure environment within the section where he or she works. This probably ties in with the health and safety vision and mission of the company. Another dimension could be that he or she must project a professional image of the company to visitors as he or she is one of the first employees to have contact with any visitor.

When doing the job analysis, you find that the following processes and procedures have been identified for the **job description**:

- Welcome visitor.
- Sign in visitor in logbook.
- Provide visitor with safety equipment and access card.
- Brief visitor on health and safety procedures.
- Refer visitor to correct contact person.
- Apprehend trespassers.

The following knowledge, skills, abilities and other characteristics have been identified for the **job specification**:

- knowledge of the company's health and safety regulations
- finger dexterity skill (e.g. for writing)
- interpersonal skills
- gross body coordination ability
- ability to remain calm in emergency situations (other)

The job analysis is now complete as you have a job description and job specification for a security officer. With this information you can take various decisions. You can now decide which **predictors** you should use for selection. Depending on the validity, fairness, applicability and cost, you can now decide which test and/or non-test predictors you should use.

You choose the following predictors:

Test predictors

- the work skills series manual dexterity test to measure finger dexterity
- the occupational personality questionnaire to obtain a personality profile that indicates the level of interpersonal skills

Non-test predictors

- a structured interview to determine the applicant's professional conduct
- a situational exercise to determine how the applicant will respond in emergency situations (In this exercise you give the applicant a scenario of an emergency situation and you rate his or her response on a 5-point Likert scale.)

You would love to use an assessment centre to measure all the knowledge, skills, abilities and other characteristics. However, owing to financial constraints the above predictors must suffice. You would like to include a drug test, but as this is an exceedingly complex and controversial issue, you decide to refrain from using it.

In your company the recruitment is handled by an independent agency, which refers applicants to you. Because of the high yield ratio, the recruitment agency does the initial screening of applicants according to your requirements and employment equity plan.

Now you have to take the difficult **selection decisions**. Aspects that will influence these decisions are

- predictor validity
- selection ratio
- base rate

To simplify further discussion we assume that you will only use one predictor, the situational exercise, to make the selection decision. (If multiple predictors are used, then you would have to consider the effect of inter-correlation between the predictors and criteria. In this case you would have to use multiple-regression analysis instead of regression analysis.)

Validity generalisation studies have shown the situational exercise to have a **predictor validity** of 0.8, which is considered high. You are therefore satisfied that the predictor will indeed predict the **actual criteria** scores. In this case the predictor is the ability to handle emergency situations calmly.

Your human resource plan indicates that five posts for security officers must be filled. The recruitment agency has shortlisted 20 applicants and referred them to you. Your **selection ratio** is therefore 0.25 (take note of the influence of the validity coefficient and a small selection ratio on test utility – figure 5.11 in the prescribed book). That means that you will only hire the top 25% of all the applicants. With this as the basis, management decided to set the **predictor cut-off** at four (remember that in the situational exercise a 5-point Likert scale was used). This means that only applicants who scored four or five in this exercise will be hired.

The **criterion cut-off score** is also determined by management and is based on the work performance of security officers currently employed. In general, a cut-off score should normally be set at a level that is reasonable and consistent with the expectations of acceptable job proficiency in the workplace.

Because this company strives to comply with the highest ethical and social responsibility guidelines, you have to ensure that all your personnel decisions adhere to the principles of **fairness** and equity. You should therefore use the various measures of test bias and fairness models to make adjustments for designated groups within your applicant pool.

We trust that the above explanation puts this module into perspective for you.

3. LECTURER CONTACT DETAILS

The general contact details for the Department of Industrial and Organisational Psychology are

- **Helpdesk(s):** +27 12 429 8033 or +27 12 429 8054
- **Fax:** +27 12 429 8368
- **E-mail:** DeptIOP@unisa.ac.za

The lecturers responsible for this module are

Name	Office	E-mail address	Telephone number
Mr MB Leary	AJH van der Walt Building Rm 3-99 (Unisa Muckleneuk campus)	learymb@unisa.ac.za	012 429 8373

We want to help you to complete your studies successfully. Please do not hesitate to contact us directly or via the helpdesk if you feel uncertain about anything in the study material or if you experience any difficulties with your studies. We are here to help you and to give support where we can, but it is your responsibility to contact us in good time. Our experience indicates that your eventual success in this course depends greatly on your willingness to contact us whenever you need direction or support.

You can also visit us personally. Please make an appointment beforehand so that a suitable time can be set aside for you. We are situated on the third floor of the AJH van der Walt building on the Muckleneuk campus in Pretoria. We can then speak to you directly about the course objectives and your learning experience and expectations.

If you wish to communicate with lecturers by post, address your letters to:

The Course Leader [IOP3702]

Department of Industrial and Organisational Psychology
PO Box 392
Unisa
0003

Only academic-related questions and enquiries concerning the content of the course should be directed to Mr Leary (for instance, when you need clarity about concepts in the study material). For administrative or registration-related queries please direct your query to the Unisa Contact Centre.

PLEASE NOTE: Do not send your assignments directly to the lecturers.

Lecturer Availability

The lecturers for this module will be available to take phone calls on academic matters and/or to attend to students who may prefer to visit personally for academic engagement. However, the days and times of lecturer's availability will be communicated on the module page on myUnisa. These days and times are subject to change from time to time in order to accommodate the lecturer's work schedule and other commitments. The changes on the days and times will be communicated by the lecturer in advance through the announcement option on myUnisa as and when this happens. Students are advised to check the module page on myUnisa before making phone calls or visiting the lecturer's office for academic enquiries/engagements.

4. STUDENT SUPPORT SERVICES FOR THE MODULE

If you need to contact the University about matters not related to the content of this module, please consult the publication entitled *Study @ Unisa*, which you received with your study material. This booklet contains information on how to contact the University (for example to

whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

PLEASE NOTE: Always mention your student number and the module when you contact the University.

For more information about the various student support systems and services available at Unisa, please consult the publication *Study @ Unisa*. Student support systems and services include the following:

a) myUnisa: your Unisa online learning resource centre

myUnisa is a free, online service offered to all students registered to study through Unisa. This website gives you direct access to important information such as the study material for the modules for which you have registered as well as your examination results.

b) myLife: your Unisa e-mail account

myLife is a free e-mail service that has been created to provide Unisa students with a means to communicate electronically with the University. Unisa will use this e-mail address to communicate with you electronically. If you do not want to use this e-mail account, please make sure that you forward these e-mails to another account. Do this when you register on myUnisa and myLife or make sure that you check your myLife e-mail account regularly.

c) Learning centres

Learning centres are dedicated decentralised places where distance education students can go to in order to get various forms of support for their studies such as face-to-face tutorials and study groups, help with examination preparation, study space and computer laboratories.

d) Multipurpose community centres

Registered Unisa students across South Africa can use free internet for academic purposes to access myUnisa, e-mails and the digital library, and to do internet research, courtesy of Unisa, at selected multipurpose community centres.

e) Academic literacy workshops

Workshops are held throughout the year to assist students who need help with academic reading, writing and thinking skills as well as those with numeracy needs.

f) Tutorial classes or peer collaborative learning sessions

These non-formal classes give you the opportunity to be guided by tutors and peers. Once you have registered and paid for the programme, you will receive 15 one-hour tutorial classes for each module for which you have registered.

g) Study groups

Sharing ideas makes studying more fun and meaningful, so we recommend that you join or form a study group. Ask your fellow students to join your group via the myUnisa discussion forum for your module.

h) Students with disabilities

The Advocacy and Resource Centre for Students with Disabilities (ARCSWiD) provide a range of services, including help with registration, transcribed assignments and examinations, sign language interpretation and study material in alternative formats such as audio or Braille.

i) Financial aid possibilities

There are various sources of financial aid and the different organisations have different requirements. The Student Funding Directorate administers donor funds in the form of study loans and bursaries according to donors' criteria.

j) The Directorate for Counselling, Career and Academic Development (DCCAD)

The DCCAD are trained to support you and have counsellors who can assist you with personal, postal, telephone and internet counselling. They can help you when you are uncertain about your career choice, have personal problems which may affect your studies, and need assistance with study and/or academic skills development.

k) The Library

Unisa has various libraries throughout the country to assist you and provide you with resources for your studies. Unisa's libraries offer prescribed and recommended materials, a general/research collection, and a reference book and journal collection. Visit the library as soon as possible to find out how it works or consult *Study @ Unisa* for information regarding library requests and other library services and procedures.

5. MODULE-RELATED RESOURCES

See the booklet *Study @ Unisa* that you received with your tutorial matter which contains important information to help you navigate your way through the Unisa system.

As part of Unisa's student support system, you will receive the following learning material:

a) Tutorial matter

When you register, you will receive an inventory letter containing information about your tutorial matter. The Department of Despatch should supply you with the following tutorial matter for this study module:

- Module online document
- Tutorial letters

You must purchase your prescribed book at a recognised academic bookstore. Please obtain your prescribed book early, while bookstores have sufficient numbers of books available.

b) Tutorial letters

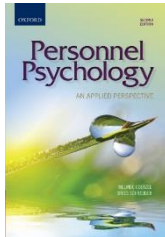
You will receive several tutorial letters throughout the semester.

- Tutorial Letter IOPALLA 301 for a particular year contains general information on studying at Unisa. This information is not repeated in other tutorial letters.

- Tutorial Letter 101 (the letter you are reading now), in your study pack, contains important information about your lecturers, study material and assignments, feedback on certain assignments and, possibly, information on the examinations.
- Tutorial Letter 201, which you will receive during the course of the semester, mainly provides feedback on assignments not dealt with in Tutorial Letter 101, as well as other important information such as final information on the examination.

c) Prescribed book

The details of the prescribed book, which you should purchase as soon as possible, are as follows:



Coetzee, M & Schreuder, D. 2016. *Personnel psychology: an applied perspective*. Cape Town: Oxford University Press.

Prescribed books can be obtained from the University's official booksellers. If you have difficulty in locating your book at these booksellers, please contact the Prescribed Book Section at telephone 012 429 4152 or e-mail vospresc@unisa.ac.za. Please refer to the list of official booksellers and their addresses in the *Study @ Unisa* brochure.

PLEASE NOTE: All your tutorial material such as Tutorial Letter 101 and the feedback tutorial letters are available on myUnisa and you can download them immediately.

6. MODULE-SPECIFIC STUDY PLAN

Unisa's tuition rationale is directed at facilitating mature, responsible learning with a view to the acquisition of sound knowledge and the ability to apply and develop knowledge and competencies in the workplace and other contexts.

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.

This module comprises a comprehensive volume of knowledge that you should master. To be able to achieve the goals set out in the module, you will be expected to work through the module online document. You need to know the information contained in this document, which is the basis of the theoretical knowledge required.

Please start early and work through the material systematically. The due dates for assignments should give you enough time to work through the relevant literature and prepare for the examination. If you stick to the time frame, you will not need to cram the night before the examination.

Your work programme consists of more than simply completing and submitting assignments. You have to work through all the study material and complete the activities in the module online document. We suggest that you start working immediately, to give yourself plenty of time to complete your studies.

The *Study @ Unisa* brochure contains a year planner which you can use to guide your planning. This is a suggestion only, but we believe that **by using a work schedule** you can structure your learning activities:

Suggested schedule

Semester 1 [Semester 2]	Learning unit
30 Jan – 3 Feb [17 Jul – 21 Jul]	Registration closes. Buy the prescribed book and read through all your study material. Familiarise yourself with the myUnisa environment.
6 Feb – 10 Feb [24 Jul – 28 Jul]	Work through Learning unit 1: Chapter 1: Introduction: Personnel Psychology in context Work through Learning unit 2: Chapter 2: Research methods in personnel psychology
13 Feb – 17 Feb [31 Jul – 4 Aug]	Work through Learning unit 3: Chapter 3: Introduction: the employment context and human resource planning
20 Feb – 24 Feb [7 Aug – 11 Aug]	Work through Learning unit 4: Chapter 4: Job analysis and criterion development
27 Feb – 3 Mar [14 Aug – 18 Aug]	Work through Learning unit 5: Chapter 5: Psychological assessment: predictors of human behaviour
6 Mar – 10 Mar [21 Aug – 25 Aug]	Work through Learning unit 6: Chapter 6: Recruitment and selection
13 Mar – 17 Mar [28 Aug – 1 Sep]	Use this week to finalise Assignment 01 which should be submitted on 22 March 2018 [16 August 2018] .
20 Mar – 24 Mar [4 Sep – 8 Sep]	Work through the activities in each Learning unit
27 Mar – 31 Mar [11 Sep – 15 Sep]	Revise your answers to assignment 01 with the feedback received
3 Apr – 7 Apr [18 Sep – 22 Sep]	Work through the practical exercises
10 Apr – 14 Apr [25 Sep – 29 Sep]	Use this week to finalise Assignment 02 which should be submitted on 19 April 2018 [13 September 2018] .
17 Apr – 21 April [2 Oct – 6 Oct]	Use this time to do revision and complete Assignment 03.

PLEASE NOTE: Refer to the *Study @ Unisa* brochure for general time management and planning skills.

7. ASSESSMENTS

a) Assignments

Assignments are part of the learning material for this module. By completing the assignments, studying the reading texts, consulting other resources, discussing the work with fellow students or tutors and conducting some research, you are actively engaged in learning. Remember to look at the assessment criteria given for each assignment. This will help you to understand what is required of you more clearly.

Because we have a very short semester before the examination starts, there are only three assignments, and you must submit the two compulsory assignments (Assignments 01 and 02) to be allowed to write the examination and obtain a good year mark. The table below may help you to plan your studies for this semester. Please study it carefully and take note of the **due date** for the compulsory assignments:

ASSIGNMENT NUMBER	UNIQUE NUMBER	DUE DATE
Assignment 01 Compulsory – for examination admission and 50% of year mark out of 20	Semester 1: 792265 Semester 2: 692764	Semester 1: 22 March 2018 Semester 2: 17 August 2018
Assignment 02 Compulsory – for examination admission and the other 50% of year mark out of 20	Semester 1: 830891 Semester 2: 890555	Semester 1: 20 April 2018 Semester 2: 14 Sept. 2018
Assignment 03 Not compulsory – complete but do not submit		Self-assessment

You must submit the **two compulsory assignments**. If Assignment 01 is submitted on time – that is on or before the due date – you will gain examination admission. Your mark for this assignment will not influence your examination admission. Your marks for each of these **two compulsory assignments (Assignments 01 and 02)** will, however, contribute 50% towards a year mark out of 20%, which will be added to your examination mark.

Remember that the better your assignment mark, 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.

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via myUnisa. Either way, make sure you retain proof of submission! Also, make a copy of your assignment before you send it in, because it could get lost in the post. For detailed information and requirements as far as assignments are concerned, see the **A-Z guide** in the *Study @ Unisa* brochure, which you received with your study material.

PLEASE NOTE: DO NOT submit your assignments directly to the lecturer by fax or e-mail.

Feedback on the assignments will be in the form of a memorandum that will be sent out as Tutorial Letter 201 after the due date for the second assignment.

PLEASE NOTE: Enquiries about assignments (for example whether or not the University has received your assignment, or the date on which an assignment was returned to you) must be directed to Unisa. Please consult your *Study @ Unisa* brochure issued to you at registration for information on how to contact the University.

Answering essay-type assignment questions

When you answer essay-type questions, it is important that you use the prescribed material. No marks will be given for facts that are correct, but unrelated to the prescribed material or the question – thus it is important to read the questions carefully and answer what is asked.

It is always a good idea to structure your answers to essay-type questions by using

- a short introduction and conclusion
- paragraphs
- headings and subheadings
- numbered points/answers/headings/subheadings where possible – this makes it easier for an examiner to give marks because they don't have to go and search for the facts!

We have received some queries regarding the length of an answer. The length of an answer will depend on the type of question – a **very general guideline** would be that you need to give a fact for every mark allocated:

- If a question counts 10 marks (for example) give 10 facts. A fact is not just one word. Describe the concept in full sentences.
- Always give examples when asked for examples.
- In the case of “name-only” questions, you only have to name and number the answers or statements.
- 5-mark questions can be answered in half a page to one page.
- 10-mark questions can be answered in one and a half to two pages.
- 15-mark questions should be no longer than three pages.

PLEASE NOTE: If handing in a handwritten assignment, write legibly – we cannot give marks if we cannot read what you wrote.

Answering multiple-choice questions

Many students find multiple-choice questions difficult to answer. The suggestions given below should help you to answer them more easily. For you to get maximum benefit from these suggestions, we recommend that you review them before each assignment or examination.

- Your task is to identify the correct answer, that is, the best answer from the alternatives given. Do not rely on being able to answer multiple-choice questions correctly merely by recognising the correct answer. You can identify the correct answer by studying multiple-choice questions as though it was a short answer or essay test.

- Try to answer the question before reading any of the answer alternatives given. The answer alternatives may confuse you, so it is best to reflect on what you know before looking at these alternatives. If you are unsure about what the question stem is asking, glance at the alternatives to get a better idea. It is equally important that you understand and recall the course content.
- Always read the answer alternatives carefully before jumping to the conclusion that a particular one must be the best option.
- Beware of jargon. Answer alternatives may contain technical language to test whether you know the difference between what *looks* right and what *is* right. The correct answer may contain jargon to test whether you know the relevant scientific terminology.
- Be particularly careful with answer alternatives such as “All of the above” and “None of the above”. These choices are usually the most difficult. Look carefully at every other answer alternative to ensure that it says what you think it says. Sloppy reading can be particularly disastrous with items such as these.

PLEASE NOTE: **The *Study @ Unisa* brochure contains detailed instructions on how to complete a multiple-choice mark-reading sheet, with examples.**

Important points regarding the technical presentation of your assignment

- Number all the pages.
- Staple the pages in numerical order.
- Try not to leave large open spaces or open pages.
- Do not write in columns intended for the marker’s comments.
- Make sure that the details on your assignment cover are correct.
- Make certain that all your answers are included.

Feedback on Assignments 01 and 02 will be in the form of a memorandum sent out as Tutorial Letter 201 after the due date for the assignments. Feedback on Assignment 03 (Appendix E) can be found in Appendix F.

PLEASE NOTE: See Appendices A and B for first-semester compulsory assignments and Appendices C and D for second-semester compulsory assignments. Please ensure that these assignments reach the University before the due date – late submission of the assignments will mean that you will not be admitted to the examination.

b) Examinations

For general information and requirements as far as assignments are concerned, see the *Study @ Unisa* brochure, which you received with your study material.

Examination admission

To gain admission to the examination you are required to submit two compulsory assignments and to obtain 50% of a year mark out of 20.

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. 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.

Examination period

This module is offered in a semester period of 15 weeks. This means that if you are registered for the first semester, you will write the examination in the May/June examination period. If you are registered for the second semester, you will write the examination in the October/November examination period.

PLEASE NOTE: The *Study @ Unisa* brochure contains detailed information on issues related to the examinations such as supplementary examinations and the contact details of the Examination Section. The Examination Section will provide you with more information regarding the examination in general, examination venues, examination dates and examination times.

Previous examination papers

Previous examination papers are available on myUnisa. The examination questions will be similar to the questions asked in the activities in your module online document and in the assignments.

What will the examination involve?

You will receive more information on what is considered important for the examination in Tutorial Letters 201 or 202, which will be sent to you during the semester. You are strongly advised to do all three assignments, as well as the activities in order to cover the entire course and practise answering all kinds of questions. This work will also help you to prepare thoroughly for the examination.

As far as the examination paper is concerned:

Total number of marks:	75
Pass mark:	50%
Duration:	2 hours
<u>Composition of the paper</u>	
• Section A: four 10-mark questions, of which you have to do two	[25 marks]
• Section B: four 15-mark questions, of which you have to do two	[25 marks]
• Section C: two 25-mark questions, of which you have to do one	[25 marks]

Guidelines on preparing for the examination

Use your learning material as your starting point when preparing for the examination. These sources will give you the opportunity to apply your newly acquired knowledge. They will also help you to develop your insight into, and understanding of, the learning material.

In your preparation for the examination, you should take the following guidelines into consideration:

- Compile a roster for revising the work and arrange study leave in good time.
- Reformulate the learning outcomes as questions.
- Revise all the assignments and the guidelines for the assignments (given in tutorial letters).

- Make notes and test your understanding and knowledge of important concepts, principles and processes.
- Plan to allow time for more than one revision.
- Learn actively. Do not merely read through the study material; practise what you will need to do in the examination. For instance, if you expect to have to answer a paragraph-type question, you need to practise writing paragraph-type answers. Do one complete answer to check how much you can write in, say, 25 minutes, so that you will know how to plan your time in the examination.
- Plan and practise the framework of your summary discussions. Spend five minutes sketching a quick mind map of how you would answer a 25-minute question.

When writing the examination, it is important to remember the following:

- Make sure that you fill in your personal details on the cover page of the examination paper.
- Make use of headings and subheadings and write legibly.
- In the examination itself, you are not expected to provide a table of contents, introduction, conclusion and bibliography. Simply answer the question asked.
- Read the questions carefully, and make sure that you answer the whole question.
- Look at the mark allocation for a question. Make sure that you include a sufficient number of facts for the marks allocated.
- Prioritise. For each question that you do, ask yourself what the crux of the question is or what the lecturers will expect in your discussion. Answer the most important parts, that is, those that are most relevant to the question.

c) Other assessment methods

No other assessment methods are required for this module.

8. TUITION RATIONALE

This module has been designed on the basis of **outcomes-based** principles, which form our tuition rationale and entail five steps (or phases) of cognitive understanding and planning.

Firstly, we strive to create the desire in you to know more about personnel psychology. We therefore explain **why** it is necessary for you to learn about personnel psychology. Skills and knowledge about this field will enable you to make a meaningful contribution to the world of work, to your organisation and to the community.

The second step is to put the topic into a **real-life context** to give you the opportunity to do a **social analysis** of situations. However, there is no need for us to do this because you are probably employed, working for yourself or are preparing yourself for future employment. To make this outcomes-based approach more practical, you are challenged to get involved in analysing relevant problems and issues in the work context, in the community environment or in your private life.

The third step is to provide a solid **theoretical knowledge base** to substantiate your analysis of the context of personnel psychology. To assist you in this, we supply you with a prescribed book based on the most recent research in the field of personnel psychology.

Fourthly, we want you to ask: **What can I do** with what I learnt in the three previous steps in order to better myself, others, my organisation, my community and the environment? Finding answers to this question entails continuous reflection on your part. It is therefore your task to consistently be aware of the learning content you are studying in this module, to find ways of

applying your awareness in your work situation or community and to continue to reflect on ways of improving the methods you followed.

The last step involves **evaluation**, which covers academic assessment and self-assessment. Here you have the opportunity to prove to yourself and others, by means of assignments and the examination, that you have succeeded in acquiring the necessary theoretical knowledge and that you are able to apply it successfully in practice.

The **strategy** that is followed in assessment is based on **four outcomes**. This means that in answering questions (be they assignment questions or examination questions) you should prove that you:

- **Can explain why** (knowledge and understanding: *Do I know the facts and concepts, and can I explain their uses?*)
- **Can do something** (practical tasks/skills and the execution of certain practical competencies: *Can I do or execute certain tasks based on my knowledge of the study material, and do I have the required skills?*)
- **Want to make a positive difference** (values: *What is in it for me and for others? What is the value of my learning experiences to me, my work or society? How can I make a difference through my practical contributions?*)
- **Want to do it well** (attitude or mind-set: *Am I personally responsible? How well do I do tasks or answer questions? For example, why do I get a certain mark or what weights do I allocate to certain aspects, and do I complete or submit my assignments on or before the due date?*).

Applied competence entails applying your knowledge, skills, values and attitude in three ways:

- **Practical competence:** a demonstrated ability to consider a range of options/possibilities and make decisions about practice
- **Foundational competence:** a demonstrated understanding of what you are doing and why
- **Reflexive competence:** a demonstrated ability to connect your understanding with your performance, so that you learn from your actions and adapt to changes and unforeseen circumstances

The above competencies emphasise the various levels of the module in personnel psychology. You should therefore be able to do more than simply reproduce or know the theory. This is what is expected from you at third-year level, particularly in this module in personnel psychology.

We believe that more specific competencies are relevant and that you will use them during this module. What are these competencies we are referring to? Below is a list of some of the most important competencies (also referred to as critical cross-field outcomes). This list is not exhaustive, but will give you a good idea of the typical competencies a competent human being should have. These are also the competencies that the South African government has listed as learning outcomes that are relevant throughout life (Department of Education, 1998). These outcomes also apply to an industrial psychologist or human resources practitioner.

- **Learning skills:** obtaining and exploring knowledge by using learning methods
- **Self-responsibility skills:** demonstrating self-management by obtaining and exploring information to complete and submit tasks
- **Research skills:** obtaining, analysing, organising, evaluating and reporting information
- **Problem-solving skills:** considering information and selecting correct data or alternatives to solve set problems; developing creative and critical thinking

- **Teamwork:** working effectively with others
- **Communication skills:** using various forms of communication
- **Technological and environmental literacy:** utilising science and technology effectively and critically; being critical about and promoting the health of others and the environment
- **Developing a macro vision:** recognising that various aspects relate to one another and that problems do not exist in isolation
- **Citizenship:** taking responsibility by participating in the life of local, national and global societies
- **Cultural and aesthetic understanding:** being sensitive to differences in and between groups
- **Employment-seeking skills:** exploring education and occupational opportunities
- **Entrepreneurship:** developing creativity and new opportunities

While studying, doing your assignments or implementing learned theory in the work situation, you should constantly try to be aware of your effectiveness at displaying and using the competencies listed above. This will give you a broader understanding of your own skills and acquired effectiveness.

What is expected of you at third-year level?

The National Qualifications Framework (NQF) level 7 expects the following of a successful third-year student. The purpose as well as the learning outcomes and assessment criteria of this module are based on the requirements set out in the table for NQF level 7. For comparison we also include the requirements for NQF level 6 (second year).

	SECOND YEAR (NQF 6)	THIRD YEAR (NQF 7)
What should the students <u>know</u> about the <u>subject</u>?	<p>A solid knowledge base of at least one field/discipline</p> <p>A sound understanding of one or more discipline's/field's key terms, rules, concepts, principles and theories – how the discipline/field relates to other areas</p>	<p>A well-rounded and systematic knowledge base of one or more disciplines/fields and a detailed knowledge of some specialist areas</p> <p>A coherent and critical understanding of one or more discipline's/field's key terms, rules, concepts, principles and theories</p> <p>An ability to map new knowledge onto a given body of theory, an acceptance of the multiplicity of right answers</p>
What <u>types of problems</u> should the students be able to solve?	An ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence	An ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments

	SECOND YEAR (NQF 6)	THIRD YEAR (NQF 7)
How should students gather <u>information</u> – and how should they interact with it?	A critical analysis and synthesis of information; presentation of information using basic information technology	Well-developed information retrieval skills; critical analysis and synthesis of quantitative and qualitative data, presentation skills following prescribed formats, using IT skills appropriately
How should students be able to <u>communicate</u>?	An ability to communicate information coherently using basic conventions of an academic/professional discourse reliably	An ability to present and communicate information and their own ideas and opinions in well-structured arguments, showing an awareness of the audience and using the academic/professional discourse appropriately
How <u>independent</u> should students be in their learning?	Capacity to evaluate their own learning and identify their learning needs within a structured learning environment Capacity to help others to identify learning needs	A capacity to operate in variable and unfamiliar learning contexts, requiring responsibility and initiative; a capacity to self-evaluate and identify and address own learning needs with accuracy; an ability to effectively interact in a learning group

9. FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure contains an A-Z guide of the most relevant study information.

10. IN CLOSING

All the best! We hope that you will find this experience rewarding and that you will be successful in your study of Personnel Psychology: Organisational Entry. We also trust that you will find the content of this module interesting and stimulating and that, with the knowledge that you acquire, you will be able to contribute to the field of personnel psychology and to the changing world of work in the 21st century.

We wish you an enjoyable and successful academic year, and hope that you will allow us to be your partner in this endeavour. Please remember that studying through Unisa in general and this module in particular need not be difficult or lonely, provided you make use of all the learning opportunities offered.

Kind regards
Your IOP3702 lecturer(s)

APPENDIX A: FIRST SEMESTER COMPULSORY ASSIGNMENT 01

PLEASE NOTE: You may submit your assignment before the due date but your assignment may not be marked before this date.

ASSIGNMENT 01 FOR SEMESTER 1 THIS ASSIGNMENT IS COMPULSORY	
Due date:	22 March 2018
Unique number:	792265
Total:	50 marks
Study material:	Coetzee and Schreuder (2016)

QUESTION 1

As the Human resource (HR) officer you are confronted by a shop steward who complains about the lack of fairness in the decision making process regarding policies and practices in the organisation. Defend your viewpoint by referring to the following:

- (a) The concept of **fairness**. (5)
- (b) The principles of **procedural fairness**. (5)
- [10]**

QUESTION 2

You are the Industrial and Organisational (IO) psychologist and have been asked to develop a new selection strategy for psychometric assessment in your organisation. Discuss the various professional and ethical aspects that need to be considered to ensure fair assessments. Refer to **test classification**, the **training** and **registration categories** of assessors and the ethical standards. **[10]**

QUESTION 3

The manager of a large clothing store would like to start an “employee of the month” program. In order to do this, she needs to:

- (a) Define and distinguish between conceptual- and actual criteria. Give an example of a conceptual criteria and an example of an actual criteria. (2)
- (b) The actual/observed criteria selected are never equivalent to the conceptual criteria we have in mind. There will always be a certain amount of distortion (deficiency and contamination). Explain the meaning of criterion deficiency, relevance and contamination. (10)
- (c) Illustrate the above by means of a diagram and provide relevant examples to clarify your answer. (3)
- [15]**

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]**

TOTAL: [50]

APPENDIX B: FIRST SEMESTER COMPULSORY ASSIGNMENT 02

PLEASE NOTE: **You may submit your assignment before the due date but your assignment may not be marked before this date.**

**ASSIGNMENT 02 FOR SEMESTER 1
THIS ASSIGNMENT IS COMPULSORY**

Due date: 20 April 2018

Unique number: 830891

Total: 20 marks

Study material: Coetzee and Schreuder (2016)

This assignment should be answered on a **MARK-READING SHEET**. Consult the *Study @ Unisa* brochure on how to complete the mark-reading sheet.

1. The following are examples of negligent hiring:
 - a. Appointing a financial manager who has a previous conviction for fraud.
 - b. Appointing a convicted paedophile as a driver for a school bus.
 - c. Appointing someone with a previous conviction for failing to pay off debt as a receptionist.
 - d. Appointing someone who has falsified a degree certificate as a cashier in a supermarket.
 - e. Appointing someone with a previous conviction for negligent driving as a delivery person.

Answer:

1. a, b, c
 2. b, c, e
 3. b, c, d
 4. a, b, e
2. Maria applies for a position as a secretary at an international organisation. Which of the following requirements would not be granted as grounds for unfair discrimination?
 1. The applicant must be a female.
 2. The applicant must be fluent in English.
 3. The applicant must be younger than 30 years.
 4. The applicant must be blonde.
 3. Thabo who is 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.

4. 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.
5. A data gathering method mostly used for quantitative research is _____.
1. observations.
 2. focus groups.
 3. archival data
 4. questionnaires.
6. Johan, an estate agent is rated on his monthly sales alone and gets a low rating. This is in spite of the overall poor performance in the real estate market. This is an example of criterion _____.
1. contamination.
 2. deficiency.
 3. bias.
 4. irrelevance.
7. Thembi who is 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. deficiency.
 4. contamination.
8. Riaan, an employee at United Airlines receives an above average rating during his performance evaluation, based on the fact that he obtained his degree at a prestigious university. This is an example of criterion _____.
1. deficiency.
 2. irrelevance.
 3. bias.
 4. contamination
9. Matrix Computers has developed a unique model for their organisation and nothing similar to it exists in the market, although there is a great need for it. The employee who has developed it has a unique skills set and is not willing to share his knowledge with other companies. It can be classified as a _____ competency.
1. strategic
 2. critical
 3. key
 4. core

10. Human resource planning is a means of _____.
1. obtaining information about a person's potential behaviour that guides decision making through assessment.
 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 the correct number of human resources with the right skills.
11. Which psychologist introduced the concept of IQ?
1. Cascio.
 2. Alfred Binet.
 3. Terman.
 4. Binet Simon.
12. 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. Validity and reliability.
 3. Internal consistency and alternate form reliability.
 4. Standardised instructions and validity.
13. Indigo Enterprises is an organisation that has to fill posts that require high skills levels and knowledge unique to its organisation, they will therefore focus on the following methods of recruitment:
- a. Skills inventories.
 - b. Career development.
 - c. Job posting.
 - d. Employment agencies.
 - e. Supervisor recommendations.
- The correct combination is _____.
1. a, b and e.
 2. b, c and d.
 3. a, d and c.
 4. c, d and e.
14. 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. policies and procedures.
 4. a supply of highly qualified staff.
15. An adverse impact of selection tests can be managed by using the following approach:
1. Changing the selection ratios.
 2. Using only culture-free tests.
 3. Collecting evidence of employee performance to justify the selection ratio.
 4. Collecting positive validation evidence for the tests.

16. 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.
17. The basic psychometric properties that needs to be reported for all predictors are _____.
1. fairness and bias.
 2. standardised instructions.
 3. validity and reliability
 4. consistencies and norms.
18. 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.
19. 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, career psychology, ergonomics, cultural relations and organisational psychology.
20. In order to make an accurate prediction, trend projection _____.
1. cannot be relied on.
 2. is used exclusively in the leisure industry.
 3. relates a single factor to employment.
 4. must be used together with other techniques.

TOTAL: [20]

The following questions do not have a right or a wrong answer. Your feedback will be used to improve the quality of the module. Please answer them as honestly as possible.

21. The prescribed book helped me to achieve the learning outcomes.
 1. Strongly disagree.
 2. Disagree.
 3. Agree.
 4. Strongly agree.

22. The module online document helped me to achieve the learning outcomes.
 1. Strongly disagree.
 2. Disagree.
 3. Agree.
 4. Strongly agree.

23. Assignment questions provided me with an opportunity to master the content of the module.
 1. Strongly disagree.
 2. Disagree.
 3. Agree.
 4. Strongly agree.

24. This learning experience added skills that are of value in my work and personal life.
 1. Strongly disagree.
 2. Disagree.
 3. Agree.
 4. Strongly agree.

25. The content of this module met my expectations.
 1. Strongly disagree.
 2. Disagree.
 3. Agree.
 4. Strongly agree.

APPENDIX C: SECOND SEMESTER COMPULSORY ASSIGNMENT 01

PLEASE NOTE: **You may submit your assignment before the due date but your assignment may not be marked before this date.**

ASSIGNMENT 01 FOR SEMESTER 2 THIS ASSIGNMENT IS COMPULSORY	
Due date:	17 August 2018
Unique number:	692763
Total:	50 marks
Study material:	Coetzee and Schreuder (2016)

QUESTION 1

You have been tasked by management to implement a fair selection system that complies with the relevant legislation, such as the Employment Equity Act 55 of 1998. To do this, you have to start with a thorough job analysis. Compile a work document that includes the following:

- (a) Describe the purpose and products of job analysis. (8)
- (b) Discuss employment equity considerations in job analysis and job descriptions. (2)
- [10]**

QUESTION 2

In the process of data collection, the researcher needs to make decisions regarding various aspects. Firstly, the people from which 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 the context of qualitative and quantitative research discuss data gathering techniques. **[10]**

QUESTION 3

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]

QUESTION 4

Discuss human resource planning as a tool that organisations use to ensure optimal performance within the organisation. You will have to refer to the following phases:

- (a) Investigative phase. (4)
 - (b) Forecasts and estimations. (4)
 - (c) Planning phase. (4)
 - (d) Implementation phase. (3)
- [15]

TOTAL: [50]

APPENDIX D: SECOND SEMESTER COMPULSORY ASSIGNMENT 02

PLEASE NOTE: **You may submit your assignment before the due date but your assignment may not be marked before this date.**

**ASSIGNMENT 02 FOR SEMESTER 2
THIS ASSIGNMENT IS COMPULSORY**

Due date: 14 September 2018

Unique number: 890555

Total: 20 marks

Study material: Coetzee and Schreuder (2016)

This assignment should be answered on a **MARK-READING SHEET**. Consult the *Study @ Unisa* brochure on how to complete the mark-reading sheet.

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.

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.

3. Which of the following statement is correct?
 1. An industrial and organisational psychologist must be registered with the Society of Industrial and Organisational Psychology of SA (SIOPSA) to practice.
 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.

4. Ravi who 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.
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.
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. 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.
 2. We assess people's psychological profiles in order to ascertain whether they will be competent enough to work in the organisation.
 3. Assessment results help us to decide whether to appoint, promote or retrench people in an organisation.
 4. Industrial psychologists utilise assessment to diagnose abnormal behavioural patterns to ensure that a healthy and productive workforce is maintained.
7. Rainbow Enterprises is an organisation that 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, b and d.
2. a, c and e.
3. a, c and d.
4. b, d and e.

8. Mandela Inc. is an organisation that 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 _____.
- past experience can predict future job behaviour.
 - many behaviours, values and attitudes are consistent through life.
 - biographical data are some of the best predictors of future job performance.
 - the organisation will save a significant amount of money.
 - online screening is a popular method to use in South Africa.

The correct option is _____

- a, b and c.
 - b, c and d.
 - c, d and e.
 - a, c and e.
9. In Tongela 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 lawsuit on grounds of _____.
- adverse treatment.
 - interpersonal injustice.
 - procedural injustice.
 - adverse impact.
10. Which one of the following is correct?
- An industrial and organisational psychologist must be registered with the Society of Industrial and Organisational Psychology of SA (SIOPSA).
 - An internship of six months must be completed to register as an industrial and organisational psychologist.
 - An industrial and organisational psychologist must belong to the SABPP.
 - A master's degree is necessary to qualify as an industrial and organisational and psychologist.
11. Selvie, a masters student has conducted a research study which indicates that there is a significant negative relationship between employee job satisfaction and the number of days absent because of illness. This indicates that _____.
- as job satisfaction decreases, employee absence increases.
 - there is no link between job satisfaction and employee absences.
 - as job satisfaction decreases, employee absence decreases.
 - as job satisfaction increases, employee absence increases.
12. A data-gathering method mostly used for qualitative research is _____.
- instruments.
 - questionnaires.
 - secondary data.
 - focus groups.

13. Karen who is a customer service consultant employed at the Menlo Shopping Centre is rated only on the number of customers whose queries she managed to solve telephonically. The physical assistance that she provided to customers in the store is not taken into consideration. This is an example of criterion _____.
1. irrelevance.
 2. deficiency.
 3. contamination.
 4. bias.
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
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.
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.
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.
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.

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.
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.

TOTAL: [20]

The following questions do not have a right or wrong answer. Your feedback will be used to improve the quality of the module. Please answer them as honestly as possible.

21. The prescribed book helped me to achieve the learning outcomes.
1. Strongly disagree.
 2. Disagree.
 3. Agree.
 4. Strongly agree.
22. The module online document helped me to achieve the learning outcomes.
1. Strongly disagree.
 2. Disagree.
 3. Agree.
 4. Strongly agree.
23. Assignment questions provided me with an opportunity to master the content of the module.
1. Strongly disagree.
 2. Disagree.
 3. Agree.
 4. Strongly agree.
24. This learning experience added skills that are of value in my work and personal life.
1. Strongly disagree.
 2. Disagree.
 3. Agree.
 4. Strongly agree.

25. The content of this module met my expectations.

1. Strongly disagree.
2. Disagree.
3. Agree.
4. Strongly agree.

APPENDIX E: ASSIGNMENT 03 – SELF-ASSESSMENT

Due date:	ASSIGNMENT 03 FOR BOTH SEMESTERS THIS ASSIGNMENT IS <i>NOT</i> COMPULSORY
Total:	50 marks
Study material:	Coetzee and Schreuder (2016)

REMEMBER: YOU ARE REQUIRED TO MARK THIS ASSIGNMENT YOURSELF AND SHOULD THEREFORE NOT SUBMIT IT FOR ASSESSMENT.

The following is an example of a previous examination question. As part of your preparation for the examination, you decide to draw up an outline of the main points that you would have to discuss if you were asked the same question.

You are the training manager of a large retail company. There are various problems in the company and the CEO wants immediate answers. You have completed this module successfully and now know that you have to follow a scientific research process if you are going to produce useful answers to problems.

Firstly you need to prepare a detailed report for the CEO, in which you describe the process of conducting research. Use figure 2.1 on page 26 of the prescribed book as a starting point.

Secondly your report should explain the five steps of empirical research in detail. The report should convince the CEO of the advantage of following a scientific research process.

TOTAL: [50]

APPENDIX F: ASSIGNMENT 03 – SUGGESTED SOLUTION

ASSIGNMENT 03: SUGGESTED SOLUTION

The main points that you would include in your model answer are listed below.

Framework for an essay entitled “the five-step empirical research process”

Introduction:

- 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.

Include figure 2.1 here.

Step 1: Formulating the research question

Include table 2.2 here.

Different types of questions

- *exploratory question*
- *predictive question*
- *descriptive question*
- *evaluative question*
- *causal question*

Distinguish between various types of questions

There are various types of questions 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 question:* The exploratory question is 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 question:* The descriptive question is like taking a photograph; it is an image of a state of affairs. Researchers may describe levels of productivity, numbers of employees who quit during the year, average levels of job satisfaction and so on.
- *Predictive question:* By answering the predictive question, researchers try to predict which employees will be productive, which ones are likely to quit, and which ones will be dissatisfied. This information is then used to select applicants who will be better employees.
- *Evaluative question:* The evaluative question is set to determine the quality or effectiveness of a programme, practice or procedure. For example, it evaluates whether a new training programme is effective and leads to better employee performance.
- *Causal question:* The causal question 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, why employees quit, why they are dissatisfied and so forth.

Why?

It is important to determine what type of research question should be asked, because the type of question defines the goal or objective of the study and determines which aspects you want to investigate.

Different types of variables:

- *independent variables*
- *dependent variables*
- *predictor and criterion variables*

Discuss the different types of variables

Independent variables are 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.

The *dependent variable* is most often the object of the researcher's interest. It is usually some aspect of behaviour (or, in some cases, attitudes). The same variable can be selected as the dependent or the independent variable, depending on the goals of the study.

When scores on one variable are used to predict scores on a second, the variables are called *predictor* and *criterion variables* respectively.

- As a rule criterion variables are the focal point of our study.
- Predictor variables may or may not be successful in predicting what we want to know (the criterion). Predictor variables are similar to independent variables; criterion variables are similar to dependent variables.

Include figure 2.2 here.

Distinguish between quantitative and qualitative research

**Qualitative research* aims to provide in-depth information and a deeper understanding of matters like behaviour at work. It is the best kind of research method for discovering underlying motivations, feelings, values, attitudes and perceptions.

**Quantitative research* aims to describe or explain a variable or situation. Quantitative research collects some type of numerical data and uses statistical analysis to answer a given research question.

- The same research steps will be used throughout the research process, irrespective of whether a qualitative or a quantitative study is conducted. However, quantitative and qualitative research studies each use specific types of designs, data collection methods and data analysis techniques.
- Quantitative research has dominated industrial psychology research for a long time.

However, more scientists are now starting to acknowledge the value of qualitative research.

- A combination of qualitative and quantitative research could be used to answer a specific question. The research question will determine the type of study that will best answer the question.

Step 2: Choose an appropriate design for the study

Include figure 2.3 here.

(The research design is a plan or blueprint.)

Evaluative dimensions

- the *naturalness* of the research setting
- the researcher's *degree of control*

Types of designs

Quantitative research

- *non-experimental research*
- *experimental research*
- *quasi-experimental research*

Qualitative research

- *case study*
- *ethnography* etcetera

Step 3: Collect the data

Sampling

Data-gathering techniques

- *surveys*
- *observation*
- *interviews*
- *focus group*
- *archival data*

Include table 2.2 here.

Step 4: Analyse the data

Include figure 2.5 here.

Qualitative study

Content analysis

Quantitative study

Statistical analysis

- *descriptive statistics*
- *correlation*
- *regression*
- *inferential statistics*
- *meta-analysis*

Step 5: Conclusions from research

- feedback

This solution is just one possible framework that you could use to assess your preparation. Remember that you would need to include the relevant details under each heading and subheading. The example shows you what you could include in your detailed discussion of the first two sections.