

Tutorial Letter 301/3/2018

General Tutorial Letter

IOPALLA

Semester 1 and Semester 2

Department of Industrial and Organisational Psychology

This tutorial letter contains important information
about your undergraduate studies in the Department.

BARCODE

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1 INTRODUCTION AND WELCOME

Dear Student

1.1 Tutorial matter

It gives us great pleasure to welcome you to the Department of Industrial and Organisational Psychology. Our graduates contribute to our society and economy in a number of important ways, and we are therefore very pleased that you have chosen this field of study. We hope that you will complete your studies successfully and find them relevant to your chosen career. We also hope that your study experience at Unisa will be both pleasant and stimulating.

This tutorial letter contains important information that will assist you in your studies through this department. Please read it carefully and keep it at hand when working through the study material, completing the assignment(s), preparing for the examination and directing questions to your lecturers.

Please read all the tutorial letters you receive during the semester immediately and carefully. The information they contain is always important and may well be urgent. They may also contain additional study material or information about recent developments in your field of study that is prescribed for the examination.

Enjoy your studies. We wish you every success!

Prof OM Ledimo
Chair of Department

1.2 Purpose of this tutorial letter

The purpose of Tutorial letter IOPALLA 301 is to provide you with an orientation to open distance and electronic learning (ODeL), outline some study skills that will enable you to become more independent as a student, and answer some of the questions commonly asked by students.

Please consult the booklet entitled **Study @ Unisa 2018** which you received with your study package. It contains an A-Z guide on important information concerning matters such as contact addresses of the various administrative departments, assignments, booksellers, orders, regional offices and the use of the library.

PLEASE NOTE:

Some of the tutorial matter may not be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible, but is also available on *myUnisa*. Consult the **Study @ Unisa** brochure and website on how to access the tutorial matter.

Enquiries about prescribed and recommended books

Please consult the list of official booksellers and their addresses in the **Study @ Unisa** brochure or visit the **Study @ Unisa** website.

1.3 Finding your way around the study package

You will receive a study guide/online learning guide (for modules that are presented online) in each module that you are enrolled for. The study package may also include (depending on the relevant module) other important information such as a CD/DVD and/or books/articles with case studies. The study guide/online learning guide supports and is complementary to other items such as the prescribed book, CD/DVD and tutorial letters. Study material (tutorial letters and study guides/online learning guides for modules presented online) is also available on the web site of the relevant module.

The first thing you should do is read the **Tutorial letter 101** for each of the modules for which you are registered. Tutorial letter 101 will help orient you with regard to the various elements of the module, such as the SCHEME OF WORK, STUDY RESOURCES AND ASSIGNMENTS. Tutorial letter 101 will also tell you which prescribed books, if any, you need to buy.

Note the submission dates for the compulsory assignments for each of your modules. Then plan your study programme in such a way that you will be able to submit all your assignments **on time**.

At the end of this tutorial letter we have included a study year planner (calendar). We encourage you to fill in important dates (e.g. assignment submission dates and examination dates) **for all the modules for which you are registered in 2018**.

2 PURPOSE OF AND OUTCOMES FOR THE BCOM IN IOP

2.1 What is Industrial and Organisational Psychology?

Since the beginning of the twentieth century, a strong conviction has continued to develop that the human factor in industry deserves the same attention as technical and financial resources. Apart from economic and social considerations in industry and in society, the needs arising from two world wars also underlined the importance of scientific knowledge with regard to problems of human behaviour, such as those occurring in the selection, training and motivation of staff. Practice has turned to that branch of science traditionally concerned with the study of human behaviour, namely psychology, and in answer to identified needs, industrial and organisational psychology has emerged.

Landy and Conte (2004, p.6) define industrial and organisational psychology as “the application of psychological principles, theory and research to the work setting”. Industrial and organisational psychology is a legitimate field of scientific inquiry, concerned with advancing knowledge about people at work, including the reciprocal impact of work on life and life on work.

Industrial psychologists recognise the interdependence of individuals, organisations and society, and acknowledge the influence of factors such as increasing global and government influences, growing consumer awareness, skills shortages and the changing nature of work and careers on organisational and individual performance. Industrial psychologists are scientists who derive principles and theory about individual, group and organisational behaviour through research. They act as consultants and advisers who develop scientific knowledge and apply it to the solution of problems at work. To this end, they are well educated and trained in the research and application of industrial and organisational psychology (www.siop.org).

Industrial and organisational psychology is divided into a number of areas. One of the best known of these is **personnel psychology**, in which, inter alia, attention is paid to the procurement, selection, training, evaluation and compensation of staff.

In **managerial and organisational psychology** the interactions among individuals and various components of organisations are analysed in behavioural terms, with reference to problems such as motivation, human relations, organisational leadership and systems.

Ergonomics discovers information about human behaviour, abilities, limitations and other characteristics. This information is then applied to the specification, design, evaluation, operation and maintenance of products, systems, tasks, jobs and environments for productive, safe, comfortable and effective use by individuals, groups and organisations.

Whereas the above areas are concerned mainly with the theoretical and methodological basis of human resource management and organisational planning, **consumer psychology** considers the consumer of the goods and services of the work organisation, and the concepts and methods for explaining and predicting consumer behaviour.

Other areas are **career psychology** and **employee wellness**. The former concerns human development through various life and career stages from occupational choice to retirement. In the latter the interaction between the work environment and the personal functioning of the worker to enhance quality of work life are studied.

Although industrial and organisational psychology has its own theory and methodology, it remains necessary for the industrial psychologist to acquaint herself/himself with those basic concepts of

general psychology with which she/he works. Thus, for example, the psychology of learning is particularly relevant in planning training programmes in industry, and personality lies at the root of all behaviour.

Like all behavioural sciences, industrial and organisational psychology is also concerned with everyday life, and therefore it is imperative to distinguish scientific knowledge from general or assumed knowledge. In practice, also, it is often necessary to investigate experimentally those problems that crop up from day to day. Consequently, a study is also made of **research methodology**. Attention is given to the professional apparatus of the industrial psychologist, such as **psychological tests and assessment procedures** (psychometrics).

Occupational assessments utilise instruments and procedures developed and used by professionals in organisations for the purpose of making inferences about people in the workplace and for predicting future performance.

Industrial psychologists, psychometrists and counsellors must ensure that assessment tests and procedures are chosen, administered and interpreted appropriately, with due consideration for the ethical and legal requirements prescribed by the Professional Board for Psychology. Psychometrists and counsellors are allowed to practise independently within prescribed boundaries.

2.2 Industrial and Organisational Psychology as a profession

An important, and perhaps the best known application of industrial and organisational psychology (IOP) is in the field of human resource management (HRM) and related functions, for which industrial and organisational psychology to a large extent provides the scientific basis. Many students are actually working in this field, or enter it eventually. Professionals trained in IOP are scientists who base their principles and theories about individual, group and organisational behaviour on research. However, they are also recognised as human resource (HR) practitioners because of their focus on the human behaviour (HR) side of the organisation. Industrial psychologists act as consultants, strategic HR partners and advisers who develop scientific knowledge and apply this knowledge to solving human resource-related problems at work. Industrial psychologists also work hand-in-hand with human resource practitioners in ensuring that human resource practices comply with legal requirements and the new South African national human resources (HR) standards. They therefore need to be well-educated and trained in the research and application of industrial and organisational psychology and the South African Board for People Practices (SABPP) national HR standards and competencies for HR practitioners. The department acknowledges that, in the South African context, the education and training of industrial psychologists and human resource practitioners are informed by the SABPP HR Competency Model and the national HR standards set by industry and professionals in consultation with the SABPP. For more information regarding the SABPP HR Competency Model and national HR standards, visit www.sabpp.co.za

The department believes, however, that industrial and organisational psychology in its own right also fills a wider professional role which is also protected by law. These functions include the diagnosis of staff and other organisational problems with an industrial and organisational psychology content, and remedial action with the aid of professional techniques and advice. Some industrial psychologists fulfil this role as professional internal or external consultants.

Persons not registered with the Health Professions Council of South Africa (HPCSA) may not practise as industrial psychologists or make use of industrial psychological techniques and psychological tests. Students who obtain a MCom degree in industrial and organisational

psychology, followed by a twelve-month internship, may register as industrial psychologists. The internship is a professional requirement, but is not a requirement for obtaining a degree. Students with a bachelor's degree, honours degree or master's degree in industrial and organisational psychology can register with the SABPP as human resource practitioners, chartered human resource practitioners or master human resource practitioners.

The department also offers a post-graduate diploma in organisation development, a doctorate in industrial and organisational psychology and a doctorate in consulting psychology.

2.3 The Department of Industrial and Organisational Psychology

At Unisa the Department of Industrial and Organisational Psychology functions as a separate academic department within the College of Economic and Management Sciences (CEMS). Industrial Psychology is offered as a major subject for the BCom degree, which lead to the honours, master's and doctor's degrees in industrial and organisational psychology.

Tuition is provided by means of written study material and assignments based on it. As an ODL/ODeL institution, Unisa is migrating towards an e-learning and teaching mode to help students gain access to a variety of open educational resources and benefit from a range of multi-media teaching, learning and assessment methods in order to ensure a satisfactory and successful learning experience. We therefore urge our students to ensure that they actively engage with the *myUnisa* website and the module-specific websites.

The most important component of any academic department is its student body. More than 9000 students are currently enrolled for industrial and organisational psychology at undergraduate and postgraduate level. Some have no previous business experience, while others occupy advanced positions in human resource management or other management functions. A large number have moved from natural science and technical fields into administrative and managerial positions. For some students the subject serves as a preparation for a professional career, while others choose it because they are interested in human interaction, which constitutes a substantial part of their daily lives and work.

The department has set itself the objective of meeting the needs of this growing number of students, with the diversity of interests they represent.

2.4 Your graduateness as a student in this department

The Department of Industrial and Organisational Psychology plays a critical role in educating and training professionally qualified IO psychologists and human resource practitioners, especially in the Southern African context, who can competently and ethically contribute to strategic and operational HR practice and people dynamics in organisations with due consideration of the evolving needs of a generational and culturally diverse knowledge and information society. Higher Education Management Information System (HEMIS) data (2012) indicated that the Unisa IOP department's market share (Unisa enrolled funded credits for the educational category industrial and organisational psychology) is 44%, implying that the IOP department educates quite a large number of the country's industrial psychologists (HR practitioners). Overall, the College (CEMS) had a very high market share (12.5), indicating the viability of the Programme Qualification Mix (PQM) offered by the College and, by implication, those offered by the IOP department.

The discipline-specific knowledge that you will gain from your studies in the field of industrial and organisational psychology will enable you to specialise as and develop your proficiency as an

aspiring professionally qualified psychometrist, counsellor, or an industrial psychologist and human resource practitioner. However, you will realise in the course of your studies that the increasing internationalisation, the growing proportion of knowledge-intensive work, increasing use of rapidly evolving information technology, and a new organisation of work based on global networks, teams, and multi-cultural diversity have extended the range of capabilities needed in professional work. The general expectation is that a graduate of the University of South Africa will have developed as a person and acquired in addition to her or his discipline-specific knowledge, skills and competencies, broader attributes which equip Unisa graduates to be innovative and effective in the workplace, and active and informed citizens.

The University of South Africa generally expects its graduates to have distinctive graduate qualities which characterise their *graduateness*. These qualities are included in the following statement on the graduateness of a Unisa student:

Unisa graduates:

- (i) *Are independent, resilient, responsible and caring citizens who are able to fulfil and serve in multiple roles in their immediate and future local, national and global communities.*
- (ii) *Have a critical understanding of their location on the African continent with its histories, challenges and potential in relation to globally diverse contexts.*
- (iii) *Are able to critically analyse and evaluate the credibility and usefulness of information and data from multiple sources in a globalised world with its ever increasing information and data flows and competing worldviews.*
- (iv) *Know how to apply their discipline-specific knowledges competently, ethically and creatively to solve real-life problems.*
- (v) *Are critically aware of their own learning and developmental needs and future potential.*

Being a student of the Department of Industrial and Organisational Psychology, you have become part of the College of Economic and Management Sciences (CEMS). The CEMS aims to create graduates that are responsible, accountable, relevant and ethical (RARE) as citizens in every community where they operate. In support of the Unisa statement on its students' graduateness, the CEMS focuses on imparting to their students in addition to the discipline-specific knowledge of a course or module, a specific set of generic transferable meta-skills and personal attributes (generally referred to as graduateness skills and attributes) that transcend disciplinary-specific outcomes. These skills and attributes are regarded as enabling outcomes that will assist students to become competent and professional graduates who have the potential to make sustained positive contributions to society, to their professions, and in their workplaces.

The CEMS framework of graduateness skills and attributes addresses three holistic overarching attributes which are regarded as important enabling outcomes of university education: (1) *scholarship* (students' attitude or stance towards knowledge, *the way they think and work, and the tools they use to work effectively*), (2) *global and moral citizenship* (students' attitude or stance towards the world and *living in the world*), and (3) *lifelong learning* (students' attitude or stance towards themselves and *living in the world*).

- As *scholars*, graduates should be leaders in the production of new knowledge and understanding through inquiry, critique and synthesis. They should be able to apply their knowledge to solve consequential and complex problems, and communicate their knowledge confidently and effectively.

- As *global and moral citizens*, graduates must aspire to contribute to society in a full, meaningful, ethical and responsible way through their roles as members of local, national and global communities.
- As *lifelong learners*, graduates must be committed to and capable of continuous learning for the purpose of furthering their understanding of the world and their place in it.

The learning and assessment activities in the various modules that you enrolled for have been designed to enable you to develop the graduateness skills and attributes expected from a CEMS graduate. As the development of the graduateness skills and attributes is a gradual process, each module will provide you with various opportunities to evaluate your achievement of these skills and attributes. You will also note that developing and applying the graduateness skills and attributes by completing the various learning and assessment activities will help you to master the disciplinary-specific learning outcomes specified for each module.

2.5 The CEMS generic transferable meta-skills and personal attributes

The CEMS generic transferable meta-skills and personal attributes described below form an integral part of the generic critical cross-field outcomes listed by the South African government as learning outcomes that are relevant throughout life for all South African citizens. Forming an integral part of the CEMS framework of graduateness skills and attributes, these generic learning outcomes enable graduates to continue to be proactive, enterprising learners, flexible, and able to adapt to change throughout their careers and professional lives.

Scholarship

- *Problem-solving and decision making skills*: These skills relate to being creative and proactive in the process of producing a solution to a recognised often ill-defined problem or problematic complex situation.
- *Analytical thinking skills*: Analytical thinking implies being skillful in employing logical reasoning and analysis in explaining information and data, and drawing insightful conclusions from the data analysis.
- *Enterprising skills*: These skills involve being venturesome and applying critical thinking, initiative and proactivity when engaging in economic activities or undertakings either to create and operate an enterprise of one's own, or be a substantial contributor to an enterprise as an employee. Being enterprising also means that one is able to recognise and be adept at dealing with organisational or team politics.

These skills and attributes link with the following SAQA (South African Qualifications Authority) national critical cross-field outcomes:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation
- Developing entrepreneurial opportunities
- Collect, analyse, organise and critically evaluate information.

Global and moral citizenship

- *Ethical & responsible behaviour*: This involves accepting full responsibility for, and taking the lead in upholding the code of moral beliefs and values of one's profession, community, and/or workplace in all one does.
- *Presenting & applying information skills*: These skills refer to the ability to clearly and convincingly communicate knowledge, facts, ideas, and opinions (oral and written) with the view to offer solutions for one's personal benefit, or for the benefit of one's community or workplace.
- *Interactive skills*: These skills relate to: (1) the effective and efficient use of English language and technology when communicating with others and (2) the ability to function effectively and efficiently as a person in communicating and interacting with people from diverse cultures, backgrounds, and authority levels.

These skills and attributes link with the following SAQA national critical cross-field outcomes:

- Work effectively with others as a member of a team, group, organisation, community
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others
- Being culturally and aesthetically sensitive across a range of social contexts.
- Participating as responsible citizens in the life of local, national and global communities.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.

Lifelong/Life-wide learning

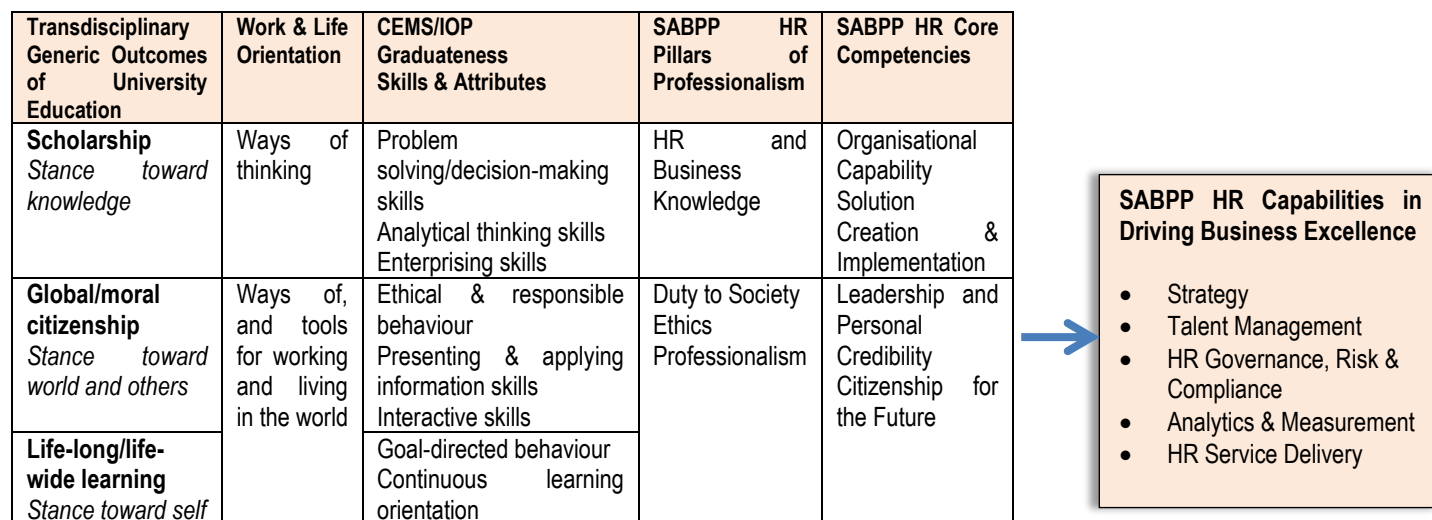
- *Goal-directed behaviour*: This refers to the ability to be proactive and apply initiative to achieve one's goals, accomplish tasks, or meet deadlines. Setting realistic goals, developing plans and taking action to achieve one's goals, accomplish tasks and meeting deadlines are core elements of goal-directed behaviour.
- *Continuous learning orientation*: This involves having a cognitive openness toward lifelong learning and the willingness to proactively engage in the process of acquiring new knowledge, skills and abilities throughout one's life and career in reaction to, and in anticipation of, changing technology and performance criteria.

These skills and attributes link with the following SAQA national critical cross-field outcomes:

- Reflecting on and exploring a variety of strategies to learn more effectively
- Organise and manage oneself and one's activities responsibly and effectively
- Exploring education and career opportunities

The IOP department views its focus on the graduateness of an IOP graduate as being coherent with the SABPP HR Competency Model. The *scholarship* facet of graduateness underpins the pillar of HR and business knowledge and the HR competencies of organisational capability, and solution creation and implementation. The IOP PQM curricula emphasise the role of the industrial psychologist (and HR practitioner) as strategic business partner and advisor in the contemporary world of work context. The *global/moral citizenship* and *life-long/life-wide learning* facets of graduateness can be related to the HR pillars of duty to society, ethics and professionalism, and the HR competencies of leadership and personal credibility, interpersonal and communication

skills and citizenship for the future. The figure below illustrates the link between the graduateness skills and attributes and HR pillars of professionalism, HR core competencies and HR capabilities of the SABPP HR Competency Model in driving business excellence. For more information regarding the SABPP HR Competency Model and national HR standards, visit www.sabpp.co.za



ELEMENTS OF THE SABPP HUMAN RESOURCE COMPETENCY MODEL

PILLARS OF HR PROFESSIONALISM	HR CORE COMPETENCIES	HR CAPABILITIES
<ul style="list-style-type: none"> • Duty to society: HR professionals have a duty to society in delivering high quality HR work that has an impact on society. • Ethics: HR professionalism should contribute to ethics in organisations and drive ethics in accordance with the SABPP HR Guide on Ethics. • Professionalism: HR professionals should manage themselves professionally in acting and behaving like true professionals in the standard of HR work they deliver. • HR and Business knowledge: HR professional must have good HR and sound business knowledge if they want to be successful as professionals and strategic partners. 	<ul style="list-style-type: none"> • Leadership and Personnel Credibility: All HR professionals should possess leadership skills to drive the HR profession. Likewise, HR professionals should have personal credibility in organisations, irrespective of level in the organisation, but this can only be achieved if they display a high level of competence in executing professional HR work. • Organisational capability: Understanding the organisational context and needs of the business is critical in the process of planning and delivering HR practices. • Solution Creation and Implementation: HR professionals create, plan and implement HR solutions, including interventions and practices according to the needs of the organisation. • Interpersonal and communication skill: All HR work depends on successful relationships, and excellent interpersonal and communication skills are of utmost importance. • Citizenship for the future: Over and above the HR strategic partner role, the new business environment requires HR professionals who can drive innovation, optimise technology and contribute to sustainability. Thus, HR professionals become citizens for the future in ensuring sustainability of organisations and the environment. 	<ul style="list-style-type: none"> • Strategy: HR professionals contribute to business strategy by drafting HR strategies aligned to the overall strategy of the organisation. However, this is more than just alignment, it requires the ability and influence to create people-driven business strategy in partnership with other executives. • Talent management: Once business and HR strategy are clear, HR professionals should work with line management in implementing a talent management plan for an organisation. • HR governance risk and compliance: Governing the HR function to make effective people decisions for the business, including managing HR risks and ensuring compliance to employment laws, rules, codes and HR standards elevate HR from business partners to HR governors. • Analytics and measurement: Another core capability is to be able to generate a systematic and integrated approach to HR analytics and measures in demonstrating HR impact on the business. • HR service delivery: Ultimately HR professionals should be able to deliver high quality HR products and services for the organisation and meeting or exceeding the needs of management, employees and other key stakeholders.

Source: www.sabpp.co.za

3 MODULES

Below is a list of the industrial and organisational psychology modules offered at undergraduate level. **Please note:** Consult Tutorial letter 101 or the *myUnisa* website for more information on each module and the lecturers responsible for each module. Undergraduate modules are mostly presented online (electronically). It is therefore important that you visit the relevant module's website for more information regarding the study material, assignments and examination.

3.1 First year modules

IOP1501: Psychological processes in work context

This module introduces students to the theoretical perspectives and methodology related to psychological processes in the work context. It focuses on various psychological processes such as: fields of study and practice areas in industrial and organisational psychology (IOP); the biological basis of behaviour; human development across the lifespan; learning perspectives applicable to psychology; perception perspectives applicable to psychology; cognitive processes in the work context; motivational and emotional behaviour in the work context; attitudes and values in the work context; pro-social and antisocial behaviour in the workplace; group and social functioning in organisations; and leadership and entrepreneurial behaviour in the work context.

IOP1601: Personality in work context

This module introduces students to the foundations of personality with regard to the following: psychodynamic, behaviouristic, dimensional, humanistic/phenomenological and cognitive perspectives; psychological wellness; psychopathology; work adjustment; individual differences; and assessment of personality.

IOP1502: Customer service in tourism

This module introduces students to customer behaviour and characteristics; interpersonal skills and communication; developing a customer care culture and strategy; customer recovery strategies; and customer satisfaction and loyalty.

IOP1503: Environmental psychology

The purpose of this module is to enable students to understand the need for and the importance of theories and research methods in environmental psychology, and includes aspects such as: environmental perception, cognition and attitudes; the effects of environmental stressors and the relevance of territoriality, privacy and personal space to environmental behaviour; and the application of this understanding to practical situations.

IOP1504 Workforce diversity

The purpose of this module is to introduce students to the diversity mosaic by defining concepts and examining diversity in the South African workforce. The following aspects are studied: the influence of national culture on organisations; the role of the individual in diversity; prerequisites for the effective functioning of a diverse workforce; a model for managing diversity; and gaining diversity through processes such as recruitment, selection, induction, appraisals, development and training models.

3.2 Second year modules

IOP2601 **Industrial psychological research**

The purpose of this module is to enable students to gain a background to scientific research with regard to the following: the displaying of data; descriptive statistics: central tendency, variability, correlation, regression; the normal distribution; and inferential statistics: sampling distributions and hypothesis testing, *t*-tests, *F*-test, chi-square and the practical application of this information.

IOP2602 **Organisational psychology**

This module introduces students to organisational psychology and important aspects such as: *the individual*: foundations of individual behaviour and the role of perceptions; values; attitudes and job satisfaction; and basic motivational concepts. *The group*: foundations of group behaviour; understanding work teams; communication; leadership; power and politics; and conflict, negotiation and intergroup behaviour. *The organisation*: foundations of organisational structure; work design; organisational culture; organisational change; and stress management.

IOP2603 **Ergonomics**

The purpose of this module is to enable students to gain insight into what ergonomics is and why it is necessary by studying models of and approaches to the human–technology interaction. Also studied is the application of ergonomics: designing to fit body posture; the office work environment; designing for special populations; and the practical application of the modules by means of the ergonomics checklist.

IOP2604: **Psychological adjustment in the work context**

The purpose of this module is to enable students to gain insight into the connection between work and psychological wellbeing by studying aspects such as: psychological adjustment; determinants and causes of work maladjustment; assessment of work adjustment; types of psychological disorders, work dysfunctions and other work-related and organisational adjustment problems; and organisational strategies and methods to manage and promote organisational and employee wellbeing.

IOP2605 **Human capacity development**

The purpose of this module is to enable students to gain insight into the following concepts: *learning in a new era*: young children and the potential to participate. *Basic education*: a critical participation opportunity; participation for livelihood; and enhancing participation across the lifespan. *Human capacity development in the world of work*: training and development; management development; and human capacity development. *The role of outcomes-based education*: the emphasis on competence; and developing managerial competence. *The competent manager*: competence models; making the most of competences; the competence controversy; and open learning for managers in the learning organisation.

IOP2606 **Individual differences and work performance**

The purpose of this module is to enable students to gain insight into individual differences by studying the following aspects: personality; cultural and demographic dimensions; perspectives on individual differences in the work context; individual differences in cognitive behaviours; personality traits, personal orientations (interests and values) and emotional (affective) states; individual differences in work motivation and satisfaction; individual differences and work relationships; individual differences and organisational culture/climate; individual differences and entrepreneurship; individual differences in occupational choice and organisational withdrawal; and implications for practice and assessment.

IOP2607: **Work group dynamics and diversity**

This module introduces students to individual, group and organisational dynamics by studying aspects such as interpersonal and intrapersonal behaviour and the evaluation and development of interpersonal styles; interpersonal styles in relationships; and developing the interpersonal effectiveness of employees. *Group relations*: unconscious behaviour and dynamics in groups; and underlying anxieties in relationships between leaders and followers and between subgroups. *Diversity*: the role of employees in diversity and relationship building; the management of diversity paradigms and initiatives; and models for managing diversity at individual, group and organisational level.

IOP2608: **Forensic industrial psychology**

This module introduces students to the basic principles, processes and fields in psychology and industrial psychology of importance for the legal profession with regard to: the history and development of law; and the different forms of law, with emphasis on civil procedural law, the hierarchy of courts, the jurisdiction of the courts and court rules, procedures that are of importance for concluding legal processes, and report writing in order to enable the industrial psychology student to practise in the forensic context.

3.3 Third year modules**IOP3701:** **Industrial psychological testing and assessment**

The purpose of this module is to introduce students to the origins and functions of psychological testing by studying aspects such as: *technical and methodological principles*: norms and the meaning of test scores; reliability; validity; and item analysis. *Ability testing*: individual tests; tests for special populations; and group testing. *Personality testing*: self-report personality inventories; measuring interests and attitudes; and projective techniques. *Applications of testing*: important contexts of current test use; ethical and social considerations in testing; and the practical application of tests.

IOP3702: **Personnel psychology: Organisational entry**

The purpose of this module is to introduce students to the foundations and historical background of research methods in personnel psychology. The following aspects are covered: *criteria*: standards for decision making; job analysis; and job evaluation. *Predictors*: psychological tests and inventories; interviews; assessment centre evaluations; biographical information; and new and controversial selection methods. *Human resource planning and personnel decisions*: a model of personnel employment decisions; recruitment; selection; placement and classification; career development and training and development. *Fairness in personnel decisions*: test bias; culture-fair tests; legal framework; models.

IOP3703: Career psychology

The purpose of this module is to enable students to gain insight into aspects such as: the meaning of work; career concepts and career management models; theories of career choice and career counselling; life and career stages; organisational choice; career development issues and career wellbeing in a changing work environment, and organisational career development support practices.

IOP3704: Employment relations

The purpose of this module is to enable students to gain insight into the industrial psychological approach to labour relations by studying aspects such as: the nature of labour relations; *perspectives on labour relations*: an open system framework. *Employment relations context*: environmental factors; international and South African developments; and parties to the relationship. *Conflict*: recognition, manifestation and identification; and dealing with conflict. *Negotiations*: the nature of negotiation; the role of power; characteristics of the negotiator; preparing for negotiations; and conducting negotiations. *Approaches to facilitate negotiation*: interpersonal skills; persuasion and attitude change; cross-cultural communication; and negotiation tactics. *Third-party intervention*: conciliation, mediation and arbitration; stages of group development; process interventions; content interventions; and implications for industrial psychology.

IOP3705: Organisation development and change

This module introduces students to the nature of organisational development and change by studying aspects such as: *helping the organisation to cope with change by identifying real causes of problems*: diagnostic methods, including action research and survey feedback methods. *The role of the industrial psychologist as consultant or facilitator*: establishing a positive relationship with the client; contracting with the client; intervention methods or solutions to real needs; individual, group and systems approaches to organisational development; the impact of organisational development on the organisation; and evaluating change efforts.

IOP3706 Personnel psychology: employee retention

The purpose of this module is to enable students to gain insight into the following concepts: psychology of employee retention in organisational context; performance appraisal, evaluation and development. Individual performance: results, behaviour and competencies; determinants; performance appraisal and development of performance; dealing with poor performance; rewarding performance; and implementing performance management; compensation; career development, training and development and employment relations.

IOP3707 Psychology of Leadership

The purpose of this module is to enable students to develop a well-rounded knowledge base of the principles and theories of leader behaviour in an organisational context for the purpose of evaluating and developing leader behaviour for improved organisational effectiveness. The following aspects are studied: the concept of leadership in an organisational context; the principles of leadership in an organisational context; the difference between the traditional and modern theories of leadership, and the integration of relevant leadership theories for their application in an organisational context

IOP3708**Investor psychology**

Financial investment decisions are made in situations of high complexity and high uncertainty that preclude reliance on fixed rules and compel the decision-maker to rely on intuition. This module enables students to gain insight into the application of psychology in the financial decisions and judgements that investors make. Students are required to study established key psychological decision-making and judgement principles, concepts, models and theories that affect investment decisions taken by individual investors, analysts, strategists, brokers, portfolio managers, options traders, currency traders, futures traders and commentators. Attention is also given to the emotional weaknesses of the efficient market hypothesis, prospect theory, heuristics and framing.

4 COMMUNICATION WITH UNISA AND THE DEPARTMENT

If you need to contact the University about matters not related to the content of the modules you enrolled for, please consult the brochure entitled **Study @ Unisa** that you received with your study material or visit the website **Study @ Unisa**. The brochure and website contain information on how to contact the University, for example:

- To find out whether Unisa has received your assignment, whether it has been marked, what mark you obtained for it and when it was returned to you.
- Should you difficulty in obtaining the prescribed book from official bookshops.
- Queries about study guides/online learning guides for modules presented online, tutorial letters and mark-reading sheets.
- Names and addresses of students with whom you might be able to form a study group.
- Information about the examination.

The following facilities may be used to contact Unisa:

1. **Study related matters (Unisa website):** <http://www.unisa.ac.za> & <http://mobi.unisa.ac.za>
2. Accessing your **personal student information (myUnisa website):** <https://my.unisa.ac.za/portal> & <https://my.unisa.ac.za/portal/pda>
3. Information on how to **contact Unisa via e-mail:** info@unisa.ac.za
4. Information on how to **contact Unisa via SMS:** 32695 (only for students in South Africa). The sender will receive an auto response SMS with the various SMS options. The cost per SMS is R1,00.
5. General enquiries: students may **fax their enquiries** to 012 429 4150, where after it will be distributed to and processed by the relevant department.
6. **Departmental website:** The direct link to our departmental website is:

<http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=198>

Here you will find information on our undergraduate and postgraduate degrees, modules and papers; information on professional registration as an industrial psychologist; more information on our Centre for Industrial and Organisational Psychology; as well as links to many relevant websites.

7. You may also contact the **helpdesk** of the Department of Industrial and Organisational Psychology for general assignment related matters:

- E-mail address: DeptIOP@ unisa.ac.za
- Helpdesk contact numbers: 012 429 8033 / 012 429 8054

IMPORTANT: Always have your student number and course code (e.g. IOP1501) at hand when you contact the University, department or a lecturer.

Do not try to contact one lecturer only once. We might just be out of the office for a few minutes, visiting the library or in a meeting. Keep in mind that professors and associate professors have more meeting commitments than other lecturers.

5 LEARNER SUPPORT: ODeL IN THE CONTEXT OF THE DEPARTMENT

5.1 The nature of ODeL (open distance and electronic learning)

You have chosen to register at Unisa, which is a higher education open distance learning institution. What are the implications of this for you?

First, you might have gained access to the university because of its “open” nature without necessarily having the skills to cope at a university, possibly because you have been out of the education system for a long time. However, these skills can be learnt. Now that you have registered, you will have access to resources that will help you to make a success of your studies: study guides; assignments; the library; lecturers; tutors; literacy centres; counsellors to assist with study skills; peer groups; *myUnisa*, the online learning management system, and so on. You need to use these resources wisely to help yourself.

Second, distance education usually provides an independent study package. Many people are not used to studying completely in isolation from the institution, their teachers and their fellow students. Many distance education students feel lonely and drop out. As just mentioned, however, there are resources available to you to bridge this distance and to offer you support: please use them.

5.2 What the department expects of you

In this department we expect students who register for this qualification to be able to execute the following tasks when applicable:

- (a) learn from predominantly written material
- (b) communicate what they have learnt comprehensibly in writing and verbally in the medium of instruction
- (c) perform basic calculations, such as multiplication
- (d) read and interpret basic graphs and statistics
- (e) use IT (information technology) such as computers
- (f) with guided support, take responsibility for their own progress
- (g) take decisions about and responsibility for their own actions
- (h) transfer successful learning strategies across courses
- (i) evaluate their own performance against given criteria

We also expect students to plan, monitor (and adapt) and evaluate their learning and their strategies.

Asking questions is one way of taking control of your own learning.

Planning: What do I already know that will help me to carry out this activity? What should I do first? How much time do I have and how much time do I need to learn this? What resources do I have?

Monitoring: Am I on the right track? How am I doing for time? Do I need to speed up? Do I need to slow down? Do I need to (re)prioritise? What must I do if I don't understand? How can I revise my plan if it isn't working?

Evaluating: What could I have done differently? How well did I do? What did I learn that I could use in other tasks? How long did this take me? Could I have done it in less time? How?

5.3 What you can expect of the university/school and department

You can expect:

- (a) An up-to-date study guide/ online learning guide (for modules presented online) that helps you to:
 - prioritise the important information presented in that module/course
 - understand the main ideas and debates in the area of study
 - learn the terms and concepts important to your chosen field
 - apply what you are learning to relevant contexts
 - integrate other media such as the textbook, myUnisa, CDs, etc
- (b) tutorial assistance at learning centres or online
- (c) library orientation and services
- (d) career and study skills counselling
- (e) assistance with literacy and numeracy problems
- (f) opportunities to submit assignments and receive constructive feedback before the examination
- (g) feedback on queries online within 24 hours where possible, but otherwise within three working days if additional research is required by the university
- (h) consistent, accurate information

5.4 Invitation to join the tutorial classes

The tutorial support programme is an additional programme or support service provided by the Department of Tutorial Services, Discussion Classes and Work Integrated Learning (TSDL). For more information regarding tutor support for the modules for which you are enrolled, contact the respective lectures of the module.

5.4.1 What is the tutorial support programme?

It is a programme that provides students with weekly, face-to-face tutorials led by suitably qualified tutors in your respective modules, presented at the various Learning Centres where you can discuss your course material with the tutor and other students.

5.4.2 How does it work?

- A minimum of 15 students is needed to start a tutorial.
- Tutorials take place once a week for an hour, or every second week for two hours at the various learning centres.
- 30 sessions per course or 15 hours per module are presented.
- Classes are usually scheduled after hours (after 17:00) on weekdays or on Saturdays from 08:00.
- Classes run from early February for the 1st semester and early July for the 2nd semester.

5.4.3 How do I enrol?

- Visit your nearest Learning Centre as soon as you have registered at Unisa. **Addresses of the Learning Centres are provided in the booklet *Study @ Unisa*. PLEASE NOTE:** You have to complete an enrolment form.
- Find out from the Learning Centre about the fees and when the tutorials for your modules will start.

More information regarding the tutorial support programme is included in the booklet ***Study @ Unisa*** – the booklet contain the contact details for the different learning centres providing face-to-face tutorials.

5.5 Using the services of the Directorate for Counselling, Career and Academic Development

The Directorate for Counselling, Career and Academic Development (DCCAD) provide career, academic and personal guidance and counselling to students in person, by telephone, email letter or fax and through various publications. You can visit the DCCAD web site at <http://www.unisa.ac.za/counselling>.

Besides the services stated above, DCCAD also provide:

- **Reading and Writing Literacy** centres which can assist you with how to plan structure and improve your writing for assignments and examinations.
- **Quantitative Literacy Centres** can help you develop skills you need to manage quantitative subjects such as Statistics and Research Methodology.
- **Peer Collaborative Learning (PCL) Programme** aims to assist students to form small groups, facilitated by senior students, to discuss subject content, prepare for assignments and prepare for examination through group interaction.

More information regarding and contact details for the directorate for counselling, career and academic development (DCCAD) is included in the booklet ***Study @ Unisa***.

5.6 Free internet access - multiple purpose community centres (telecentres)

Students can access internet services at these centres are free of charge for 1 hour per week – however you have to pay for all printing that you do. More information regarding these centres is included in the booklet ***Study @ Unisa***.

5.7 Online support – login to myUnisa immediately!

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the university. The *myUnisa* learning management system is Unisa's online campus, which will help you to communicate with your lecturers, with other students and with the administrative departments at Unisa – all through a computer and the internet. It is therefore also an efficient way of establishing study groups with fellow students. You will also be able to download all the study material for the different modules from the *myUnisa* website.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the "**Login to myUnisa**" link on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication **Study @ Unisa**, which you received with your study material, for more information on *myUnisa*.

Please note that registration at a Unisa learning centre is not compulsory. If you are interested, you may contact the tutors through the centre coordinators, whose names and contact details are given in the **Study @ Unisa** brochure.

5.8 Library services and resources information

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

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

The library has compiled a number of library guides:

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

6 LEARNING STRATEGIES

This section provides you with some guidelines on estimating your time, planning/goal setting, using effective learning strategies and how to approach written and multiple-choice assignments.

6.1 Estimating your study time

Students often register for more modules than they can cope with, given their current life circumstances. To assist you in managing this aspect of your studies, use the following timesheet to help you estimate the demands of the module/course and the time you have available:

STUDENT TIMESHEET: ALL COMMITMENTS	
<p>This timesheet will help you to estimate the length of time you spend on regular work and life activities in a week so that you can work out the number of hours you have available for study. Each Unisa module needs 120 hours of study, spread across different activities. For a semester of 12 to 15 weeks, you must have about 8 to 10 hours a week available for each module.</p>	
<p>The more accurate your calculation, the more realistic you can be about how many modules you can take at a time. Potentially, in a week, you have 168 hours.</p>	
<p>Hours already committed each week before studies:</p>	
Sleep (eg 7 hours a night = 49)	_____
Meals	_____
Personal hygiene	_____
Household work (eg cleaning, preparing food, childcare, gardening)	_____
Employment	_____
Travelling	_____
Errands (eg shopping)	_____
Socialising, religious activities	_____
<p>TOTAL COMMITTED:</p>	
Hours available for study: 168 – total committed =	_____
<p>If you divide this number by 8 or 10, you can estimate the maximum number of modules that you should be doing in a semester.</p>	
<p>Keep up the number of hours required per week. One of the big dangers in distance education is that a crisis such as a sudden illness can throw you off track; it is then easy to fall behind and drop out. If such a crisis occurs, be flexible and recalculate your time so that you can catch up. This is easier to do if you were on track before the crisis. Consult your lecturer for advice immediately if you fall behind.</p>	

You can also use annexure A at the end of this tutorial letter as an example of a year programme which you can use as an indication of where you should be with your studies by certain times in any given semester. You are encouraged to set your own short- and long-term goals.

6.2 Reading for understanding

You need to “read” your study package so that you can navigate your way through it successfully. Check the titles of every document you receive in the package. This tutorial letter and Tutorial letter 101 tell you to “READ NOW”, which shows their importance. Your study guide/ online learning guide (for modules presented online) is also important; start by looking at the table of contents, which gives the most important headings and will orient you to the scope and content of the module.

Students have differing reading speeds and abilities. How good a reader are you? To manage your reading load for each module, you need to develop your reading skills until you can read about 250 words a minute. Find out your current reading speed by taking a textbook or study guide/online learning guide and getting someone to time you for a minute while you read. Then count how many words you have read in that minute.

One way to read more efficiently is to skim the text first, reading high-level headings and the first sentence of every paragraph, and looking at any diagrams to build up an overall sense of the meaning. You can build a summary based on this strategy. Once you have the big picture or main ideas, you can read and understand the detail more easily. Other effective reading strategies are to self-question, re-read, paraphrase to understand, link to prior knowledge, look for topic sentences, make outlines, draw diagrams, form study groups, and flag to ask a lecturer.

6.3 Making your own glossary

A glossary is like a dictionary: it gives you a word or phrase and its meaning. You could start to build up an alphabetical list of new terms that are explained in the study guide or textbook, and add examples to make the meaning even clearer. You might even want to write an explanation in your first language if you are using English as an additional language.

Gloss (explain or define) words that are important to your field of study, as well as academic words such as “data”, “phenomenon”, and “critical thinking”.

6.4 Re-using effective learning strategies

Some learning strategies work and make you successful; others do not work, leaving you feeling that you will never understand the information, and that you will therefore simply have to memorise and reproduce it. (Memorisation is itself a strategy, though!) If memorisation is your main strategy, and you keep failing, you need to realise that it isn't working. If writing your own glossary helps you to learn, use it in all your modules. If skimming helps you to learn more successfully, use it on all your texts. Keep a note of strategies that work for you so that you can re-use them directly or in an adapted format.

7 ASSIGNMENTS

7.1 The value of assignments

The importance of doing assignments cannot be over-emphasised. Assignments, like the activities in the study guide, form an extremely important part of the learning in the module. Assignments are vital in that they allow you to determine the standard the school sets for its students and the quality of work it expects. Comments on assignments are usually detailed. If you read these comments and relate them to what you wrote in your assignment, you will benefit when revising the work for examination purposes. Assignments also prepare you for the examinations by giving you a chance to practise for final assessment.

Assignments and examinations have different purposes: an assignment is meant to help you to learn, and often focuses on only one or two outcomes. Don't be afraid of making mistakes in assignments: that is often the way we learn.

Your assignments also contribute to:

- (a) examination admission
- (b) your year mark

Assignments (and the activities in the study guide, online discussion forums, and other online activities) fulfil the following purposes:

- (a) to engage you actively and help you learn through doing and through receiving feedback.
- (b) to motivate you to work through all the study material and achieve all the outcomes.
- (c) to learn the reading and writing skills expected of a future professional.
- (d) to give you practice in combining different ideas and arguments in a single answer.
- (e) to give you practice in gathering material and presenting ideas/arguments in a logical, ordered fashion.
- (f) to learn to use assessment criteria and feedback on assignments to increase your ability to self-assess. When you enter the world of work, you will have to evaluate your own arguments and submissions and you should, therefore, acquire this skill as soon as possible.

In the department we require you to present and structure your essay-type assignments according to a particular method. This tutorial letter is intended to help you to do this correctly. Please study this tutorial letter in conjunction with Tutorial letter 101 for each module for which you have registered for 2018.

Your assignment answers must satisfy certain requirements for scientific and academic writing. It is therefore important that you read this tutorial letter before attempting to write an assignment answer. As you progress with your studies, you will have to become increasingly careful in the application of the scientific method for writing assignments. Please note that you will be penalised if your assignment answers do not comply with these requirements. Read this tutorial letter again when you receive a marked assignment from us, so that you can understand the lecturer's comments better.

Please note that you have to complete two compulsory assignments for each module you have registered for.

7.2 General assignment numbers

This section deals with the interpretation of the assignment topic. The problem statement proceeds from the interpretation of the topic.

7.2.1 Read the assignment

Please read the assignment carefully to make sure that you understand and do what is required, and that you do not misinterpret the instructions. Look up any unfamiliar words in a dictionary. All important subject terms should be defined in your study guide and prescribed textbook, so it is very important to consult these as well.

Important information is conveyed through the wording of the assignment, as well as through the instructions, assessment criteria and guidelines accompanying the assignment.

7.2.2 Find the keywords

A keyword helps you to open up ideas. The next step, then, is to identify exactly what the subject is and what aspects of this subject are covered by the assignment topic. To do this, you must find the keywords (ie the most important words) in the assignment topic, thus enabling you to understand what the assignment is all about.

Keywords can provide you with more information on the topic. They guide you when you are reading about the topic and gathering information on the central theme. However, you also need to pay close attention to the wording of questions, as the wording will guide you in giving the correct answer and help you to decide on the focus of the assignment. See the list below for a number of words used in questions, and the meaning of each word:

Question word (instruction)	Meaning
Enumerate	Mention items or points one by one. No detail is required, and the result of an enumeration is a list of things or aspects.
Indicate	State briefly, in broad outline, without detail. An indication gives the reader the gist of the matter.
Analyse	Divide into sections or elements and discuss in full.
Define	State the precise meaning of a term as you use it in your assignment answer. The definition should ensure that the term has only one meaning and that it cannot be confused with other terms. This often means that you will have to read a number of definitions before arriving at a substantiated decision about the precise meaning you will attach to the term in the relevant assignment.
Distinguish	Provide definitions, but also indicate similarities and differences.
Describe	Give an account of the characteristics or properties of a matter in such a way that your reader is able to recognise it and will not confuse it with anything else. A description tells you what something is like. You can be asked for physical descriptions or descriptions of processes, for instance.
Prove	Facts must be supported by the logical advancement of acceptable reasons.
Demonstrate	Show how one would do something in practice. This involves supporting or elucidating certain information with reference to examples. You are required to show or demonstrate, for example, how certain principles, methods and theories can be used. A demonstration of this kind may be purely theoretical.
Apply	This involves using information in new situations. Application signifies the application of acquired knowledge and insight to real situations or case studies.
Classify	The information (object, concept, etc) to be classified should be located within an existing classification system.

Question word (instruction)	Meaning
Deduce/Drive/Draw conclusions/ Generalise	A logical consequence must be deduced from given information. The logical consequence that follows from the information should not contain any contradictions and should be supported by adequate reasons.
Contrast	A comparison of two or more aspects is made which indicates only differences, contrasts or discrepancies. The differences, contrasts or discrepancies should merely be pointed out without any further justification or explanation being given, unless this is specifically requested in the question.
Investigate	Data must be analysed or divided into parts. Causes, effects, relationships and so forth must be sought.
Arrange/Structure/Pair	Data are grouped on the basis of certain relationships. As the word indicates, pairing means grouping data in twos.
Design/Plan/Create/Compile/ Develop/Produce/Combine/ Compound/Diagnose	A new or original combination of data must be formed. The emphasis is on new or original ideas.
Advise/Recommend/Propose	Supply expert guidance on the solution of a unique problem. Given a particular set of data, the student is expected to produce an expert solution to a unique problem.
Relate to	Students are required to indicate clearly how various matters are related to one another, for example how they are linked or how they correspond to one another. You must be able to identify and formulate relationships.

The instructions given with each assignment should make it quite clear what is required. If you do not understand an assignment, contact your lecturer or tutor, who will gladly help you to solve any problems you may have. However, do not do this until you have read extensively on the assignment topic, as an assignment topic often becomes clearer once you have done some reading.

7.3 Compile a list of things to find out

After you have read the assignment, compile a list of things to find out. Ask yourself questions. This will help you to concentrate on the most relevant aspects of the topic and will also ensure that you do not leave out important points.

7.4 Researching the assignment topic(s)

7.4.1 Finding the information

a Study guide/online learning guide and prescribed textbook

Read the relevant sections in your study guide/ online learning guides (for modules presented online) and prescribed textbook, if you have one. This will give you a broad outline of the important aspects of the topic. Subject terms with which you are unfamiliar will usually be defined in the study guide/online learning guide, prescribed textbook and recommended sources.

b Other recommended sources

Once you have a general idea of the topic, you should consult some of the other recommended sources if any are listed in Tutorial letter 101 for the assignment topic. Use the tables of contents and indexes in books to find the relevant sections. A **table of contents** is to be found at the beginning of the book and gives the headings and subheadings of each chapter. This will guide you as to which chapters are likely to be relevant. The **index** is at the back of the book and is an alphabetical list of topics, giving the numbers of the pages on which the topics are discussed in the book.

In order to understand the content and meaning of the text, bear the following in mind:

Headings and subheadings indicate what the text is about. These will help you to anticipate what aspects are dealt with in a particular section, and to select the sections of a book or article that are relevant to your topic.

Try to find the key sentence of each paragraph in order to identify the main points. (**Do not underline or write in library books.**) The key sentence opens up the meaning of the rest of the paragraph. It is often (but not always) the first sentence of a paragraph. If you skim a text – that is, read only the first sentence of each paragraph – you should have a good idea of what the broad outline of that reading is.

7.4.2 Selecting relevant information

Once you have decided that a source will be useful for a particular assignment, you can set about collecting the relevant information. This means that you must select information that relates specifically to the assignment question(s). As you read, make notes on sheets of paper.

Bear in mind that the author of the book or article is not necessarily concentrating on your particular topic. She/he may include more detail than you need on matters that are not directly relevant to your requirements. When reading, select and write down only the information that is relevant to the assignment topic. This information will help you to substantiate (support) your point of view about the topic. Include only what contributes directly to the subject of your assignment.

Here are a few hints on how to make notes on the information obtained from literature sources:

- (i) **Step 1** Gather together all the information sources you have obtained for writing the assignment, including the study guide/online learning guide, articles, case law and the prescribed textbook. Read the relevant sections in the study guide/online learning guide, articles, case law and prescribed textbook first, and then the recommended works and any other sources that you may have obtained.
- (ii) **Step 2** Identify the aspects that are relevant to the assignment topic(s) and note them down. Use a separate sheet of paper for each aspect that you think should be considered. Write down a suitable heading for each particular issue at the top of each sheet.
- (iii) **Step 3** Draw **two** parallel margins on the left side of each sheet of paper to create two columns. Give these columns headings: the first column on the left should be headed “Source”, and the one next to it “Page number”.

- (iv) **Step 4** Start making notes as you read through your information sources. For instance, if you find a good definition of research on page 4 of the recommended book, take the sheet of paper bearing the heading “Definitions: research”. Write down “Recommended book” in the column on the left, and “4” in the column next to it. Then note down the essence of the definition that you have found in the book. If you have also found a good definition of research on page 18 of an article, return to the sheet bearing the heading “Definitions: research”. Write down the author(s) of the article in the left-hand column, and “18” in the one next to it. Write down the essence of the particular author's definition. Once you have completed your reading, the sheet “Definitions: research” may contain quite a number of definitions, as proposed by various authors.

Remember that if you copy down a sentence or passage word for word from any information source, you must put it in quotation marks even when merely taking notes. (A sentence or passage which is copied word for word from a source is called a verbatim quotation.) More information on the proper citation and reference methods to use in the assignments will be provided later in this tutorial letter.

- (v) **Step 5** Once you have completed your note taking, look at the information recorded on all the sheets. Let us again take the sheet bearing the heading “Definitions: research” as an example.

Study all the definitions you have gathered and see whether some differ from others. One author may, for instance, emphasise a particular point in her/his definition which is not mentioned by another, or may offer a completely different definition. These points should be noted on the sheet of paper. (If you can indicate such differences in your assignment answer and use this information as a basis for formulating your own definition, you will have shown evidence of critical thinking, which will earn you higher marks.)

You will compile your assignment answer from these notes. It is therefore vital that you write down the name of the source and the page numbers correctly.

7.4.3 *Assessing sources*

As you do your reading, do not automatically accept as true everything the author states. You must be alert to the difference between a fact and an opinion. A fact is a generally accepted truth, such as “Unisa was founded in 1873”. An opinion is a deduction made by an individual author, for example “Unisa is the best university”. Facts are objective; opinions are subjective.

In many cases, different authors view issues from different perspectives, and therefore have different opinions. Don't let this confuse you. Refer to a variety of sources and compare them. Decide which opinions you think are the best supported, or the most logically argued and hence the most valid. You are not, however, required to decide whether a viewpoint is right or wrong. It is more important that you notice these differences of opinion and point them out in your assignment answer. You might also need to choose a perspective most appropriate to a particular context.

If you agree with a particular author's viewpoint, you may say so in your assignment answer, as long as you indicate that you have considered other interpretations and explain why you have accepted a particular point of view. If you include your own opinions you must therefore substantiate (give reasons for) them. For example, it is not enough to say “Censorship is bad”. You must also state **why** you hold this viewpoint: so, for example, you might say “Censorship is bad because it violates one of the basic principles of information science, namely, that information should be freely available to all.”

7.5 Answering the assignment

You have now read the assignment carefully and decided what is required in your answer. You have also read various sources and made notes. Now you can begin to write your assignment answer.

There are, however, several stages involved in completing an essay-type assignment. These are:

7.5.1 Plan your assignment answer

Before you start writing your assignment answer, you need to plan how you are going to turn your notes into a scientific and academic discussion. The following suggestions may help:

7.5.2 Write your assignment answer

You will now use your plan and your notes to write your assignment answer. Write down the number and topic of the assignment as they appear in Tutorial letter 101 before starting with the introduction.

a Introduction

Start the introduction with an interpretation of the topic (a brief explanation **in your own words** of your understanding of the field of study of the assignment: that is, the task that must be executed). A mere repetition or paraphrase of the topic as it appears in Tutorial letter 101 would, therefore, give no indication of **your own understanding** of the topic.

You must interpret the topic to make sure that you understand exactly what you have to do, so that while you are gathering information and making notes, you will be certain that you are concentrating on matters which are relevant to the topic. A good interpretation

- (i) outlines the main field of study of the topic; and
- (ii) focuses directly on the assignment topic

The introduction could include a problem statement. The purpose of the problem statement is to

- (i) put the topic in proper context;
- (ii) state what the central point of dispute is;
- (iii) indicate the steps to be followed in the investigation or discussion of the topic.

b Main discussion

The main discussion forms the biggest part of your assignment answer. The problems that you have identified in the problem statement are discussed here. It is here that you will develop your main argument and give reasons for your answer. The main discussion of your assignment answer should be divided into sections according to the headings and subheadings that you have already identified in your rough plan. (Do not use “main discussion” as a heading in your essay.) For each main point you should have a heading and, if necessary, subheadings. Headings and subheadings must be numbered. Use Arabic numbers (1, 2, 3, etc) and decimal points for numbering subheadings (1.1, 1.2, etc).

Your discussion under each heading must be divided into paragraphs.

A good paragraph

- (i) deals with one main idea or topic, preferably stated in the first sentence;
- (ii) contains all the explanations, details and examples that support the main idea;
- (iii) shows how the information is linked to the assignment topic;
- (iv) does not contain irrelevant information and does not repeat information.

Do not copy word for word from your sources, although you may use short, fully referenced quotations within your essay ("short" being defined as ranging from a phrase of two or three words up to about three lines). If you do not use your own words, we cannot judge whether or not you have understood your sources. It is not possible to obtain a pass mark for an answer in which too much use has been made of passages copied from sources, even if the copied passages are correctly acknowledged by means of references. (How to acknowledge work consulted is explained later in this tutorial letter.) A verbatim (word-for-word) quotation is used only when you want to emphasise a point that you have made in your assignment answer. The quotation must then be enclosed between quotation marks. Keep direct quotations to the minimum, however, and always ensure that you acknowledge your source **even if you are not quoting from it directly**. If you quote the **title** of an information source in your text, you must underline the title in a written text and italicise it in a computer-generated document.

c Conclusion

The conclusion is the last paragraph of your essay. It should relate to the topic(s) of the assignment.

The main points of the assignment answer may be summarised here, but **no new information should be included in the conclusion**. Here you should also state the impressions you have gained and the conclusions you have arrived at on the strength of the preceding discussion.

A good conclusion

- (i) summarises the main argument and content of your essay;
- (ii) comments on the problem statement; and
- (iii) provides your own informed impressions or the outcomes of your research.

7.6 Technical details relating to the assignment

7.6.1 *Table of contents*

A table of contents is a list of all the headings and subheadings, and should follow immediately after the title of your assignment. You indicate a subheading by using the number allocated to the main heading, for example 3, and then adding a decimal point and the number of the subheading, for example 3.1. The numbers, headings and subheadings must be the same as those used in the text of your assignment answer.

Number the pages of your assignment and include the relevant page numbers in the table of contents. A table of contents is incomplete if it does not indicate the page numbers on which the headings and subheadings appear in the text.

7.6.2 Acknowledgement of works consulted

As we said earlier, you must acknowledge the sources of your information in the **text** of your assignment answer. You must do this even if you are not quoting directly from the source. **Quotations** must be kept to a minimum. All quotations must be **accurate** and fully **acknowledged**. Please refer to the section of this tutorial letter that deals with referencing techniques.

7.6.3 List of works consulted

Unless you have been instructed otherwise, include an **alphabetically ordered bibliography (a list of all the sources you consulted, even if you did not actually refer to them) or a reference list**. This is usually placed directly after the conclusion. When an assignment answer includes appendices, the appendices are placed directly after the conclusion and the list of sources consulted would then be placed after the appendices.

7.7 Some editing tips

- Write the number and topic of the assignment on the first page and ensure that your assignment answer contains the following:
 - (a) table of contents
 - (b) introduction
 - (c) conclusion
 - (d) list of sources consulted or bibliography
- Ensure that your grammar is correct. If you use a computer to write your assignment, use the grammar and spell check options
 - (a) Try to write in short sentences as far as possible (about 20 words maximum)
 - (b) Make use of commas to separate ideas
 - (c) Write in complete sentences
 - (d) Start each sentence with a capital letter and end it with a full stop
- Check your spelling, especially of names
- Make use of headings and subheadings in your text
- Divide your essay into paragraphs
 - (a) Ensure that each paragraph has a main idea
 - (b) Ensure that each main idea is supported with examples, arguments, data, and so on
- Acknowledge your sources
- Ensure that your name, address, student number, module code and assignment number appear on the cover of the assignment and at the top of the first page of your answer. **This information must be correct.** Every successive page should reflect at least your student number and the module code.
- Number your pages
- Ensure that the pages of your answer are stapled together properly. Do not combine the answers to different assignments.

- Foreign language expressions must be either underlined or typed in italics.
- We restrict the length of assignment answers to teach you to construct concise and logical arguments. It is very easy to write a long, rambling answer, but that type of answer does not earn good marks. You must learn to summarise your research findings so that you can answer a question in a factually correct, concise and logical manner
- Please do **NOT** write on both sides of the page
- Please submit your answers to all the questions for a particular assignment together
- Students who use word processors should consult **Study @ Unisa** about the format and paper to be used for assignments. If at all possible, the assignment should be typed, and in at least 1,5 spacing. If you are not able to submit a typewritten answer, you may submit a **NEAT, LEGIBLE** handwritten answer.
- It is advisable to **make a copy of the assignment** before submitting it, in case it gets lost in the post.

NOTE

Students often find it rewarding to work in a group when working on an assignment. Unisa encourages you to work together, as this can improve learning. Please note, though, that when completing assignments, you must give your **own interpretation** of what you learnt in the group. **Identical assignments** by different members of a group are **not acceptable**. **Please note: Although students may work together when preparing assignments, each student must write and submit her/his own individual assignment. In other words, each student must submit her/his own work. It is unacceptable for students to submit identical assignments on the ground that they worked together. This amounts to plagiarism, and none of these assignments will be marked. Furthermore, the students involved may be penalised or subjected to university disciplinary proceedings.**

7.8 How to approach multiple-choice questions

See **Study @ Unisa** brochure for instructions on how to complete a mark-reading sheet for multiple-choice questions. Please read through the following information about answering multiple-choice questions and make sure that you understand it.

A multiple-choice question, a short question that gives students alternative answers from which they must choose. The following is a simple example of a multiple-choice question:

Legal capacity can be defined as the capacity to ...

- (1) perform valid juristic acts.
- (2) appear in a court of law.
- (3) have rights and duties.
- (4) be accountable for crimes.

The multiple-choice question consists of the following:

7.8.1 Problem statement or question

Legal capacity can be defined as the capacity to ...

7.8.2 Distracters/Alternatives

Correct answer →	(1) The capacity to perform valid juristic acts
	(2) The capacity to appear in a court of law
	(3) The capacity to have rights and duties
	(4) The capacity to be accountable for crimes

The problem statement or question provides the perspective from which or the context within which you have to work to find the most correct alternative. It gives an indication of how to approach the question. Therefore, always read and consider the problem statement carefully. It is thus the function of the problem statement to ensure that one alternative is more correct than the others.

What is the perspective from which or the context within which you have to work to find the most correct alternative or answer to the question in the above example?

The key words are *legal capacity* and *defined*. It is important to consider **all** the alternatives from the perspective provided by the problem statement or question. Sometimes students choose the first alternative without even looking at the rest. Bear in mind that the distracters in a multiple-choice question are not necessarily completely wrong. They are called “distracters” precisely because they often contain some appropriate information, so it is easy to make a wrong choice if you do not know the subject well or if you do not read all the alternatives carefully before you choose your answer. You must choose the **most correct** alternative.

8 PREPARING FOR THE EXAMINATIONS

8.1 Planning and revising

Planning is of the essence in preparing for the examination. Keeping good notes, doing all the assignments and keeping on track with your study programme all contribute to success in the examination. Work back from the examination date and plan your study time prior to the examination. If you are doing more than one module, plan whether you will try to study a little for each module each day, or whether you are going to plan your time differently. Prioritise your studies by asking yourself a series of questions:

What do I already clearly understand?
 What am I uncertain about?
 What don't I understand?
 How am I going to address my lack of understanding?

Follow this with some actions:
 Study the guide/textbook again and make more notes.
 Work through the assignments and feedback again.
 Ask the tutor/lecturer.

It goes without saying that to achieve success in any examination there is no substitute for a sound knowledge of the subject, which can be attained only by making a thorough study of the study guide and other prescribed material; interacting with other students in person or online; interacting with tutors; using the library and other resources; completing assignments and taking note of feedback.

8.2 In the examination venue

Our experience has been that some students who appear to have a good knowledge of the subject sometimes fail to obtain a pass mark. Every year we come across scripts which indicate that students devoted far too much time to the first few questions (for which they earned good marks), but were unable to answer the entire paper because time caught up with them.

It is a good idea to start by reading through the paper carefully, specifically to take note of the maximum number of marks allotted to each question, and then to decide on the maximum length of time that should be devoted to each question.

Do make sure that you supply only **relevant information** when answering each question. In our experience, students sometimes add information that is not really relevant to answering a particular question, in the hope that they will somehow earn marks. It doesn't work that way! Our questions are very specific, and no marks can be earned by "throwing in" additional material not required.

We try to ensure that examination papers are not too long. However, at the risk of repetition, we would like to emphasise that proper time planning is of great importance in writing an examination. In dealing with a problem question (ie a question setting out a hypothetical factual situation, to which you must provide the solution), it is inadvisable to go directly to the solution. It is better first to make sure of the principles that are relevant in seeking a solution, to describe these briefly, and then to state your ideas on the solution to the problem. Even if your eventual conclusion is not absolutely correct, your statement of principles (if done correctly) will earn you valuable marks. If the solution is also correct, you will obviously be rewarded for that as well.

When you are required to **define** certain concepts or **state** certain principles or criteria, you should be brief and to the point. It will not be necessary to discuss or comment in detail on these, unless you are specifically asked to do so.

Please divide your answers into short paragraphs. It is difficult for us to read through pages and pages of unbroken text. If you have begun your answer and are moving on to a new point or aspect, please make use of a new paragraph. Some of you actually number specific points and paragraphs, and that is very helpful. Subheadings and underlining can be equally helpful to those who are marking scripts. If you quote decided cases or the names of authors of books or articles, do underline their names.

Please use a pen that will produce a bold and legible script. Sometimes the script produced by an almost empty ballpoint pen is barely legible. Take a back-up pen to the examination hall just in case.

We try at all times to set a paper that will test your knowledge in a fair and proper manner and to maintain sound standards. Students who have obtained a degree from this university may take pride in their achievement.

8.3 Supplementary/Aegrotat examination

Please note that should the university grant you a **supplementary examination, your year mark will not count towards your final mark**. In other words, your examination will count 100% of your final mark and you will have to achieve a mark of at least 50% in the supplementary examination to pass the module.

However, this arrangement will not affect students who write the aegrotat examination (that is, an examination given to people who were ill and whose condition is supported with a medical certificate). Their year mark will count towards their final mark.

Students who need to pass only one or two modules to complete the BCom degree, may qualify for a F1 Concession. Please consult the *my Studies @ Unisa* brochure for more information regarding F1 Concessions.

9 OTHER ASSESSMENT METHODS

9.1 Plagiarism

The Department of Industrial and Organisational Psychology considers **integrity and ethical conduct** in the preparation of assignments as important. We believe that an understanding of the vital importance of responsibility and professionalism in this regard is part of what a university education should provide. It is very important to us that all our students know how secondary material should be used and what the scholarly method of presenting and acknowledging references is. If you copy something out of a book or an article or from a web site without acknowledging the source and pass it off as your own, that constitutes plagiarism.

Assignments in which plagiarism (the unacknowledged use of secondary material) can be demonstrated will undoubtedly fail and will in all likelihood be given 0%. In effect, you are stealing something that belongs to someone else. Plagiarism is the act of taking the words, ideas and thoughts of others and using them as if they were your own. It involves a number of dishonest academic activities such as copying the work of other students, copying from textbooks or study guides without giving the source, and copying someone else's answers in the examination. If you paraphrase this material (i.e. change the wording slightly) or use a line of argument without acknowledging it, that also constitutes plagiarism and the same severe penalty will apply. If you make yourself guilty of plagiarism it is regarded as serious form of misconduct. The procedure in the case of a complaint of misconduct is clearly stipulated in the *Student Disciplinary Code*. For detailed information regarding these procedures, see **my Studies @ Unisa brochure**.

The Disciplinary Code for Students is given to all students at registration. You are advised to study the code. Kindly read the university's policy on copyright infringement and plagiarism as well.

IMPORTANT: Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words, sometimes interspersing relevant short quotations that are properly referenced. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the University.

9.2 Referencing techniques and citing of sources

There are basically two ways of referencing: in footnotes or within the text (the Harvard method). Neither one is more correct than the other, although in certain types of academic writing the use of footnotes is the more common. Whichever of the two you use is largely a matter of taste and you are advised to consult your lecturer, who may have a particular preference. Once you have decided on a method, however, you must be consistent.

9.2.1 *The American Psychological Association (APA) referencing system*

Use the author-date method of citation, that is, insert the surname of the author and the year of publication in the text at an appropriate point. It must be repeated in subsequent paragraphs and under new headings. The date may be omitted in second and subsequent citations in the same paragraph.

9.2.1.1 *One author*

Cite the name and date:

Christensen (2017) describes...
In a review of studies ... attitudes (Van Zyl, 2017).

If the name of the author occurs in textual discussion, only the date is cited in parentheses (first example above). Otherwise, both the name and date appear in parentheses (second example above) and form part of the sentence (full stop after the final parenthesis).

9.2.1.2 *Two authors*

If a work has two authors, always cite both names every time the reference occurs in the text:

Katz and Kahn (2015) view organisations as open systems.
According to Katz and Kahn (2015).

Link the names with the word "and" in textual discussion, but with an ampersand (&) when they appear in brackets, in a table, and in the reference list.

9.2.1.3 *Three, four or five authors*

If a work has three, four or five authors, cite all these authors the first time the reference occurs.

In subsequent citations of the same reference include only the surname of the first author, followed by "et al.":

Moreland, Eyde, Robertson, Primoff, and Most (2016) found
Moreland et al. (2016) concluded
taxonomy of tests (Moreland et al., 2016).

9.2.1.4 *Six or more authors*

If a work has six or more authors, cite only the surname of the first author followed by "et al." in both the first and subsequent citations.

NOTE: If two references with three, four, five and six or more authors with the same date reduce to identical forms, cite the surnames of the first author and as many of the subsequent authors as are necessary to clearly distinguish between the two references, followed by "et al.".

Because both references in the example below are abbreviated as Guilford et al., 1954, the complete reference should always be cited.

(Guilford, Christensen, Bond & Sutton, 1954)

(Guilford, Kettner & Christensen, 1954)

Suppose you have entries for the following references (APA, 2001, p. 209):

Kosslyn, Koenig, Barrett, Cave, Tang, and Gabrieli (1992)

Kosslyn, Koenig, Gabrieli, Tang, Marsolek, and Daly (1992)

In the text you would cite them, respectively, as

Kosslyn, Koenig, Barrett, et al. (1992)

and

Kosslyn, Koenig, Gabrieli, et al. (1992)

9.2.1.5 *Edited book*

a Chapter

Always refer to the author or authors of the specific chapter concerned in an edited book, not to the editor. For example, when the source is a chapter written by Guion in a book edited by Dunnette and Hough, the correct citation is:

Guion (1991) mentions that performance measurement ...

Complete bibliographic information – author, title of the chapter, name of the editor, and title of the book – is given in the reference list.

b Article/Reading

Always refer to the author or authors of the reprinted article concerned, not to the editor or editors of the book. For example, when the source is an article by Nadler and Lawler in a book compiled by Hackman, Lawler and Porter, the correct citation is:

... developed a diagnostic approach to study motivation (Nadler & Lawler, 1977).

Complete information is given in the reference list.

9.2.1.6 *Secondary sources*

When the source you are using cites information by other authors you wish to mention without consulting the original sources, indicate clearly that this information is cited by the author(s) of your source, for example:

the principles according to Baker, Crocker and Algina, and Hambleton and Swaminathan (as cited in Wolfaardt, 2017, p. x) are

In the reference list you would mention **only** Wolfaardt (2017), which is the article you read, and **not** the other three references, which you did not read. Also, omit the dates of sources you did not consult.

Avoid excessive use of this type of citation; rather consult the original source if possible, especially in the case of a thesis or dissertation.

Obviously, if a work is unobtainable, you would also use this kind of citation.

NOTE THE CORRECT USE OF PUNCTUATION, CAPITAL LETTERS AND LAYOUT

Periodicals

Schreuder, A.M.G. & Coetzee, M. (2010). An overview of industrial and organisational psychology research in South Africa: a preliminary study. *South African Journal of Industrial Psychology*, 36(1), Art. #903, 11 pages. DOI:10.4102/sajip.v36i1.903 (Note: **not pp**).

OR

Coetzee, M., Oosthuizen, R.M., & Stoltz, E. (2016). Psychosocial employability attributes as predictors of staff satisfaction with retention factors. *South African Journal of Psychology*, 46(2), 232-243. (Note: **not pp**).

Unisa study guides

University of South Africa. Department of (2017). *Study guide for IOP1501*. Pretoria.

Information obtained from the internet

Information obtained from the internet is acknowledged by reference to the particular website, followed by the date on which the website was visited. The date is important because the content of the web page may change, or the whole website may even disappear or be moved elsewhere. It follows that besides making a printout of the particular page at the time of visiting it, you should re-check the current status of all internet references when preparing the final version of your work for submission.

Example: <<http://www.aol.com>>, last visited on 21 January 2017.

On the whole, a list of references that contains only online sources is not acceptable because the information may not be entirely reliable. Printed journal articles are peer reviewed and edited; many sources of information on the World Wide Web are not. However, if you are using a Unisa database or online peer-reviewed journal, you can safely assume that the information is reliable.

NOTE THAT SOURCE REFERENCES AND A BIBLIOGRAPHY ARE NOT REQUIRED IN THE EXAMINATION.

9.3 Footnotes

As mentioned earlier, the use of footnotes is one method of referencing in academic writing. In this system there are no references in the text; these all appear in the footnotes.

If you are using this system, in both text and footnotes the titles of books and journals must be underlined in hand-written essays or italicised if a word processor is used.

10 SHORT LEARNING PROGRAMMES OFFERED BY THE CENTRE FOR INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY

10.1 Programmes (12 months)

- Advanced Programme in Organisational Development
- Programme in Client Service Excellence
- Programme in Human Resources Assessment
- Programme in Industrial and Organisational Psychology
- Programme in Skills Development Facilitation

10.2 Courses (6 months)

- Course in Business Psychology and Human Behaviour
- Course in Compensation for Occupational Injuries and Diseases in the Workplace
- Course in Employee Wellness • Course on the Occupational Health and Safety Act 1993
- Course in Workforce Diversity

10.3 Short course (3 months)

- Short course in the Appreciative Inquiry Approach

10.4 Workshops (2 days)

- Workshop on Group Process Consultation
- Workshop on Consultation Skills Training
- Workshop on Career and Executive Coaching
- Workshop on Self-Management and Work-related Skills.

For more information on all of the above short learning programmes, please contact 012 429 8548 or visit <http://www.unisa.ac.za>.

WARNING CONCERNING PRESENTATION OF UNISA MATERIAL BY OTHER INSTITUTIONS

It has come to the attention of lecturers in the department that a number of institutions are offering lectures on some of the modules/papers presented by the Department of Industrial and Organisational Psychology to students registered at Unisa. Please note that the department does not exercise any control over the academic content offered by or standard of tuition of these institutions.

Also, note that the principles and approaches taken by these institutions may not be in accordance with the academic principles of the department. You may be penalised for these approaches in the examination (please keep this in mind when completing your assignments).

Also, note that the principles and approaches taken by these institutions may not be in accordance with the academic principles of the department. You may be penalised for these approaches in the examination (please keep this in mind when completing your assignments).

11 FREQUENTLY ASKED QUESTIONS

The **Study @ Unisa** brochure contains an **A-Z guide** of the most relevant study information. However, we receive many calls from students asking the same questions over and over again. We have therefore decided to include these frequently asked questions in this tutorial letter. Please do not make an unnecessary telephone call asking one of the following questions:

11.1 Study material (tutorial letters, study guides, prescribed books and other items)

11.1.1 What is Tutorial letter 101 (Tut 101)?

You will receive a Tut101 for every module for which you are registered. It is entitled SCHEME OF WORK, STUDY RESOURCES AND ASSIGNMENTS, and contains essential information about administrative matters, assignment details such as submission dates, the actual assignment questions, as well as the prescribed sources for that specific module. **It is essential that you read through the Tut 101 for each module carefully.**

11.1.2 Study guide/s/Online learning guide(s)

How is the content of the study guide/online learning guide/module determined?

The content of a distance learning module is determined by means of a systematic process for the design and development of distance learning materials. This includes an assessment of the education needs at the various levels of the degree, an analysis of the learner group, employer/industry and higher education needs and the specialist field of study. The inputs of various stakeholders are also taken into account, for example, the legal requirements of government (ie the various laws that relate to the field of study), the needs of the workplace and industry, the requirements of the specialist field of study, and feedback from students through opinion surveys and focus group interviews. The curriculum and study guide/online learning guide are normally developed by a team which includes subject specialists, representatives from industry, instructional designers, language practitioners, authors of distance learning materials, graphic artists or designers and electronic originators.

11.2 Prescribed book

11.2.1 Do I have to buy the prescribed book, or can I simply use the study guide/online learning guide?

Yes, you do need to buy the book if it is prescribed for the module you registered for. You will not be able to complete this module successfully without the use of the prescribed book. We suggest that you buy the prescribed book as soon as you have registered.

Particulars of the prescribed book/s (edition, chapters/pages to study etc) will be given in the section entitled "Study material" in Tutorial letter 101. Also consult your study guide/online learning guide in this regard.

11.2.2 Where can I find a list of official booksellers?

The list of official booksellers appears in **Study @ Unisa**.

11.2.3 *May I use any alternative books?*

We strongly recommend the use of the prescribed book. You are welcome to consult additional reading material, but the examination paper is based on the prescribed book and the study guide.

11.2.4 *Could you highlight the most important aspects of each chapter?*

We suggest that you refer to the learning outcomes or guidelines at the beginning of each topic/study unit to see what aspects of the learning material need to be mastered.

11.3 Other questions about study material

11.3.1 *I have not yet received my study material/I have misplaced some or all of my study material. Could you please mail or fax me a copy?*

No, unfortunately **the study material is kept by a different department**. You can also find your study material on *myUnisa*. Refer to Tut 101 for instructions about how to access *myUnisa*. Or contact the Unisa Despatch Department. Consult the brochure **Study @ Unisa** for more information.

11.3.2 *I would like to do some additional exercises. Could you provide me with tutorial letters from previous years?*

Owing to limited storage space at Unisa, no tutorial letters from previous years are kept and/or made available to students.

11.3.3 *What do I do if I experience problems with the content of the study material?*

Contact your tutor or one of the lecturers responsible for the module immediately. Please do not hesitate to contact us. You can **phone** any of the lecturers during the mornings, **make an appointment to come and see us in person**, write a **letter** or send an **e-mail**. Tutors are available in person at regional learning centres on most Saturday mornings. You need to register at the centre to attend tutorials.

11.4 Assignments

11.4.1 *Do I have to do the assignments?*

The assignments, like the self-assessment activities in the study guide, are important learning tools for mastering the learning outcomes and preparing you for the examinations. The assignments also provide an opportunity to obtain feedback from the lecturer and to get a feeling for the standard required for a particular module.

Please consult the section dealing with assignments in Tut 101 for the module you have registered for to see how many assignments you need to complete, what kind of assignments they are and what the submission dates are. **As explained in Tut 101, no extensions whatsoever will be granted for the submission of the assignments, and you are requested not to apply for extensions under any circumstances.**

After the closing date for the submission of the assignment you will receive a tutorial letter containing guidelines on answering the assignment.

11.4.2 *My assignment is late because May I submit it at a later date?*

It is your responsibility to ensure that your assignment reaches Unisa's main campus or is submitted online on or before the due date. Multiple-choice assignment questions are marked by a mark-reading device on a fixed date as specified in advance in the planning schedule for the assignment. As a result, multiple-choice assignments submitted after the closing date will not be marked.

11.5 Examinations

11.5.1 *Will the examination paper contain any theory questions and interpretations?*

Most of the questions involve theory, interpretation and, in some cases, application and calculations.

11.5.2 *Can you give me any tips for the examination?*

We do not give students any tips. The study guide and tutorial letters contain all the necessary information.

11.5.3 *When and where am I writing the examination?*

Should you have any enquiries about the examination date, time and venue for the module for which you are registered, please consult the brochure **Study @ Unisa** for more information. When you register, select an examination centre that is convenient for you. If you need to change venues, inform the Directorate: Student Assessment Administration in good time so that they can make provision for you at the other centre.

11.5.4 *When will the examination results be released?*

Please contact the brochure **Study @ Unisa** for more information.

11.5.5 *Where do I find my examination results?*

You will be able to obtain your results from the following places on the day on which the examination results are released:

- on **noticeboards** on the main campus in Pretoria, as well as the regional offices/learning centres.
- on the **internet** at <http://www.unisa.ac.za>.
- by calling the toll-free number of the MTN Voice Response System: **083 1234**.

An official copy of your results will also be **posted** to you.

Please note that examination results may not be made available by e-mail or telephone.

11.5.6 *What do I do if I am not happy with my results?*

Refer to the **back page** of your **official results** (which you will receive **by post**) for the **various options**. Also consult **Study @ Unisa**, included as part of your study package.

11.5.7 How do I apply for my examination script to be re-marked or re-checked?

You will find **all the information** with regard to the re-marking or re-checking of examination scripts at the **back** of the **official results** that you will receive by **post**. You will also find the information in **Study @ Unisa**.

11.5.8 When do the supplementary examination/aegrotat examinations take place?

Please consult the brochure **Study @ Unisa** for more information.

11.5.9 My examination-writing skills at tertiary level are poor. How can I improve them?

We suggest that you contact the Bureau for Student Counselling and Career Development in this regard. The contact telephone number is 012 429 3513.

11.5.10 What are the assessment criteria for the examinations?

You will be assessed on the learning outcomes for each study unit. These learning outcomes are supplied at the beginning of each topic and/or study unit in your study guide.

11.5.11 Would it be possible for me to obtain copies of past examination papers with memorandums?

Examples of past examination papers are included either in one of the tutorial letters or in study guides.

11.6 Multiple-choice questions (MCQs)

11.6.1 I often find MCQs difficult to understand. How should I approach them?

When designing MCQs, we try to include as much information in the question as students will need to identify the correct option. We also try to formulate the options as briefly as possible. Read the question carefully and try to identify the part of the work to which the question relates. Identify the clues in the question that will lead you to choose the correct answer from the options.

11.6.2 MCQs do not allow me to demonstrate all my knowledge. Could you possibly ask more application questions?

The number of application questions asked in assignments and examination papers will depend on the level of the module. At first-year level, you will receive mainly theory-based MCQs. At second- and third-year levels, you will receive more application and fewer theory-based MCQs.

11.6.3 Are the lecturers trying to catch me out?

No, lecturers only try to test students' knowledge, understanding and application skills. MCQs are always checked and double-checked by colleagues to prevent ambiguity.

11.6.4 Why do I earn marks only for choosing the correct option and not for other knowledge that I have?

When designing MCQs, lecturers try to cover all the learning outcomes identified in each study unit. In this way, your knowledge of the whole subject area is tested.

11.6.5 Some of the MCQs are tricky because of semantics and not because of content difficulty. What can be done about this?

When studying management sciences, such as industrial psychology, students need to familiarise themselves with certain terminology used in the business world. Lecturers use the same terminology in MCQs. Questions are also checked and double-checked by colleagues to prevent ambiguity.

11.7 General

11.7.1 I would like to work with other students. How can I do this?

You could ask Unisa to put you in touch with other students in your area so that you could form a study network. The Bureau for Counselling, Career and Academic Development also trains senior students to offer peer collaborative learning at the learning centres.

11.7.2 I would like to get in touch with students in my area who are also enrolled for the module/paper for which I've enrolled. Please provide me with their contact details.

Please consult the brochure **Study @ Unisa** for more information. Alternatively, use the *myUnisa* facility to get in touch with fellow students.

11.7.3 There is a lack of student support in respect of skills development, such as business-related skills, and reading and study skills.

We suggest you approach the Bureau for Student Counselling and Career Development at 012 429 3513 about the development of reading and study skills.

Every lecturer endeavours to promote skills development in the subject for which she/he is responsible. However, skills development can take place only when the learning material and the learning outcomes have been mastered and when the student has the ability to apply the various concepts and principles. The activities and assignments in the study guide are aimed at promoting learning, understanding and application, which are prerequisites for developing skills.

11.7.4 What purpose does a case study serve?

Students studying through the Department of Industrial and Organisational Psychology should be assessed on their knowledge **and** application of business principles. Knowledge can be tested fairly easily. The application of psychological principles, however, is more difficult to test. One way of doing this, is by making use of case studies. A case study attempts to put the student in a practical situation to test her/his ability to apply psychological principles in the work context.

11.7.5 What is myUnisa?

myUnisa is the university's **online learning management system**. You can find your study guides and tutorial letters for your module in PDF on the website. You can communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet. To use myUnisa, you need to be able to access the internet.

To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the orange **myUnisa** button on the right-hand side of the screen. You can also go there direct by typing in <http://my.unisa.ac.za>.

Please consult **Study @ Unisa**.

11.7.6 What is satellite delivery?

At Unisa, satellite transmission is used for the live presentation of lectures, tutorials or training programmes to learners using a television screen at Unisa regional centres. You will be informed by SMS about the satellite broadcasts for any modules for which you are registered.

11.7.7 What is RPL?

Recognition of prior learning (RPL) is the recognition by Unisa of any non-accredited learning at tertiary level related to a Unisa discipline that you acquired before you decided to register for an academic qualification.

The RPL programme at Unisa enables you to gain recognition and credit for what you already know and are able to do at a level equivalent to university study.

You receive credit for what you have learnt from experience, training courses, and so on. For example, if you have worked as a police official for ten years, you will have acquired a vast number of skills, for instance relating to how to effect an arrest, how to write a statement, and how to negotiate. If you have started up and run your own successful business, you will be experienced in budgeting, stocktaking and preparing proposals for clients, and if you have done research and written research reports, you could request credits in the field of research. RPL makes it possible for you to earn credits towards a Unisa qualification, thereby shortening your study time and decreasing your study fees.

11.7.8 I want to transfer credits from another university. How do I do this?

Please consult the brochure **Study @ Unisa** for more information.

11.7.9 What can a tutor do for me?

At the moment, we offer face-to-face tutorials at regional learning centres across South Africa. A tutor can assist you to understand your study material and to approach your assignments correctly, offer you more opportunities for practising skills, and so on. We would like to begin to offer this service online for students who choose this option. We would also like to begin offering a tutor connection to students who have no access to our learning centres or the internet, so that they at least have access to someone who can help them on request.

11.7.10 What can I do if I am not a confident reader or writer?

The Bureau for Counselling, Career and Academic Development offers literacy support at many of the regional learning centres. They can also assist you to improve your study skills.

11.7.11 What do I do if I have received a CD or DVD and I don't have the equipment to play it?

Many regional learning centres have computers that students may use. Regional offices can also give you details of multi-purpose community centres that may have equipment that you can use.

11.7.12 What happens if I need a placement for work-integrated learning (WIL)?

Phone the Contact Centre and they will put you through to the relevant department. In the case of most WIL courses, a questionnaire is included in Tutorial letter 101. Regional offices should also be able to assist you.

11.7.13 How much contact can I expect?

Distance education relies on independent self-study, so your study package on its own should enable you to complete the module successfully. However, the university also offers some forms of contact in addition to letters, phone calls, e-mail or visits to lecturers in their offices. In the case of some modules, lecturers visit various regions once a semester, and students will receive a tutorial letter notifying them of these visits. In the case of first-year subjects in particular, tutorial classes are offered once a week at regional learning centres. Video-conferencing or satellite classes broadcast to regional centres that have the necessary facilities may be used in the case of some modules. *myUnisa* offers discussion forums. The Bureau for Counselling, Career and Academic Development has counsellors, literacy centres, peer collaborative learning facilitators, and more.

11.7.14 Will there be official discussion classes for the modules?

Please note that all discussion classes have been discontinued.

11.7.15 Where can I obtain financial aid?

Please consult the brochure **Study @ Unisa** for more information.

12 CONCLUDING REMARKS

We trust that you will have a successful study period. Do not hesitate to contact your lecturers if you experience any problems with your studies. If you wish to come and see your lecturer in person, please make an appointment beforehand to ensure that she/he is available to see you.

We wish you every success in your studies.

DEPARTMENT OF INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY

