UNIVERSITY EXAMINATIONS

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PSYCHOLOGY IN SOCIETY

Duration : 2 Hours **100 Marks**

EXAMINERS :

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- o One mark-reading sheet (on which you indicated your answers)
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4 The examination paper consists of fifty multiple choice questions The mark you obtain will be converted automatically to a percentage (in other words a mark out of 100)

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- o Your student number
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6 The PYC1502 teaching team wishes you good luck with this examination

Scenario

You own a consulting company, called Human Dynamics Your company offers a range of psychological services to various organisations Although most of your employees are registered psychologists you also employ student psychologists who come to your company for practical experience The universities where these students train require practical experience as part of their training programs

Scenario continues

When the new student psychologists arrive at Human Dynamics at the beginning of their practical they each receive a reading task You also give each of them a couple of questions they need to answer to make sure they understand the reading material

Student Psychologist A gets the task to read up on group psychology At the end of the week she gives you her answers to the following questions

Question 1

The is an indication of the strength of the relationships between elements of a group

a group membership
b group cohesion
c group Socio-metric structure
d group norm

The student psychologist selected c as the most correct answer This answer is.

1 Correct
2 Incorrect, because the correct answer should be a
3 Incorrect, because the correct answer should be b
4 Incorrect, because the correct answer should be d

Question 2

Which of the following characteristics of human groups refer to group process and not to group structure?

a Group norms
b Group cohesion
c Group polarisation
d Group communication patterns

The student psychologist selected b as the most correct answer This answer is

1 Correct
2 Incorrect, because the correct answer should be a
3 Incorrect, because the correct answer should be c
4 Incorrect, because the correct answer should be d

Question 3

Which one of the following statements refers to a group's socio-metric structure?

a Group members believe that the benefits of membership outweigh the disadvantages of membership
b. There are patterns of liking and disliking among group members
c A group's communication network determines the hierarchy of communication, the frequency of communication and the number of people involved in the communication
d The cohesion of a group is forced from the inside of a group as well as from the outside

The student psychologist selected b as the best answer. This answer is.

1 Correct
2 Incorrect She should have a selected b, c and d
3 Incorrect She should not have selected any of the statements because these statements refer to how groups are formed and not to how they are structured
4 Incorrect She should not have selected any of the statements because these statements refer to group dynamics and not to the socio-metric structures of a groups

Question 4

Individual opinions, views, ideas and positions may shift from a moderate position to an extreme or radical position after a group discussion where supporting information is received from other group members This is known as

a Group conflict
b Group interaction
c Group polarisation
d Group think

The student Psychologist selected a as the most correct answer This answer is

1. Correct
2 Incorrect, because c is correct
3. Incorrect, because d is correct
4 Incorrect, because b is correct

Scenario continues .

Student Psychologist B gets the task to read up on interpersonal psychology At the end of the week he gives you his answers to the following questions

Question 5

Give an example of an interpersonal relationship that can be described as a 'friendship'
The student psychologist writes "Ann and Peter work in the same department They regularly visit each other's office to talk about work Their relationship can be described as a friendship "

Your remark is

1 Yes, this is a good example of a 'friendship' relationship
2 No, this is not a good example of 'friendship' It sounds more like a 'casual relationship'
3 No, this is not a good example of 'friendship' It sounds more like a 'love relationship'
4 No, this is not a good example of 'friendship' Friendship is an interpersonal relationship Your example does not describe an interpersonal relationship

Question 6

Thando and Rachel attend the same class, and soon become friends. What factor(s) determine their affiliation?
The student psychologist writes "Proximity"

You say:

1. I agree – your answer is correct
2 I agree that proximity is a relevant factor, but I would also add communication is another relevant factor
3 No, I am afraid the answer is communication, not proximity
4 No, I am afraid the answer is not proximity It is prosocial behaviour

Question 7

There are two main approaches to understanding aggressive behaviour in humans, namely instinct pproaches and frustration-aggression approaches Do you agree or disagree with this statement?

The student psychologist agreed with the statement This answer is

1 Correct
2 Incorrect, because there are no instinct approaches to understanding aggressive behaviour
3 Incorrect, because the frustration-aggression approach is not an approach to understanding aggression – it is a theory about frustration
4 Incorrect, because there is in addition to the two indicated approaches a third approach to understanding aggression, namely the observational-learning approach

Question 8

What goes wrong in the communication process when two individuals from different cultures misunderstand each other despite the fact that they communicate in a language that both understand well?

a The message is communicated in a congruent way
b The message is communicated in two different contexts
c The message is encoded and decoded incorrectly due to cultural differences

The student psychologist selected (b) as the correct answer This answer is

1 Correct
2 Incorrect, because the correct answer is a
3 Incorrect, because the correct answer is a and b
4 Incorrect, because the correct answer is c

Scenario continues ..

Student Psychologist C gets the task to read up on motivation At the end of the week she gives you her answers to the following questions

Question 9

People who act without realising the reasons for their actions are motivated by

a cognitive factors
b unconscious factors
c extrinsic factors
d. all of the above

The student Psychologist selected (c) as the best answer This answer is.

1 correct
2 incorrect, because the answer should be a
3 incorrect, because the answer should be b
4 incorrect, because the answer should be d

Question 10

Which of the following theories states that motivated behaviour is mainly focused on reducing bodily tension?

a Psychoanalytic theory
b Homeostasis theory
c Optimum arousal theory
d. None of the above

The student Psychologist selected (d) as the best answer. This answer is·

1 correct
2 incorrect, because the answer should be a
3 incorrect, because the answer should be b
4 incorrect, because the answer should be c

Question 11

When asked to provide the description of motivated behaviour from a cognitive approach, the student psychologist provided the following answer· "Motivation is a matter of actively seeking stimulation to maintain levels of arousal that are particular to each of us "

This answer is

1 Correct
2 Incorrect, because this description refers to the homeostasis theory of motivation
3 Incorrect, because this description refers to the optimal arousal theory of motivation
4 Incorrect, because this description refers to the Psychoanalytical theory of motivation

Question 12

When a white male manager who is good in his job does not get promotion because of a policy of affirmative action earmarking black and female managers for promotion he is encountering an internal barrier, to which he may react aggressively by attending night-school to improve his qualifications

This statement is:
a true
b false

The student psychologist selected a. This answer is

1 Correct
2 Incorrect, because the manager encounters an internal barrier to which he reacts co-operatively
3 Incorrect, because the manager encounters an external barrier to which he reacts aggressively
4 Incorrect, because the manager encounters an external barrier to which he reacts co-operatively

Scenario continues

Student Psychologist D gets the task to read up on the self in psychology. At the end of the week he gives you his answers to the following questions

Question 13

"What is the difference between the concept of self and the self-concept?"
The student psychologist writes "These terms are just two different ways to refer to the same thing, namely the thing called self."

Your response is

1 Yes, you are correct
2 You are partially correct Both terms refer to the same concept, but it is not the concept of the thing called self, it is the concept of the dynamic of the thing call self
3 No, you are not correct These terms do not refer to the same thing The 'concept of self' refers to self as an object (a thing) that is studied in psychology, and 'self-concept' refers to what a person thinks of him/herself
4 No, you are not correct The terms refer to different aspects of self-awareness 'Concept of self' refers to the self-awareness in a group context, and 'self-concept' refers to self-awareness on a personal level

Question 14

The student psychologist notices the following statement in his study notes "In referring to itself, the self remains constant and changes " He writes in the margin "I wonder whether this statement is correct"

When he shows you this remark you say

1 I am afraid I cannot see anything wrong with the statement
2 I agree, the statement is not correct The author confuses a characteristic of the self (namely being constant in change) with the act of self-reference
3 I agree, the statement is not correct. It should read "In referring to itself, the self is both thinker and actor"
4 You offer both comments 2 and 3

Question 15

Reading about the foundations of the self the student psychologist comes across a reference to the term 'introspection' and he makes the following note in the margin about the role of introspection in the process of self-construction "The fact that the self comes about through introspection means the self is founded in language "

When you see this note you remark

1 Yes, I agree – introspection is the process whereby I refer to myself as me, and being able to do this is a matter of language
2 No, I do not agree – introspection is the process whereby I explore my inner state of mind, and this is a matter of consciousness, not language
3 No, I do not agree – introspection is the process whereby I recognise myself in a mirror, and this is a matter of a biological bodies, not language
4 No, I do not agree – the self is produced through a process of reflection, not introspection

Question 16

The student psychologist draws the Johari window as follows

	What I know about myself	What others know about me
What I do not know about myself	Open knowledge	Blinded knowledge
What others do not know about me	Hidden knowledge	Unavailable knowledge

Your response is

1 Yes, this is correct
2 No, this is not correct You should exchange 'Open knowledge' and 'Hidden knowledge' around
3 No, this is not correct You should exchange 'Hidden knowledge' and 'Unavailable knowledge' around
4 No, this is incorrect You should exchange 'What others know about me' and 'What I do not know about myself' around

Scenario continues

Student Psychologist E gets the task to read up on societal issues At the end of the week she gives you her answers to the following questions.

Question 17

Violence is a multifaceted concept and has a number of approaches to defining it, including:

a Instinct/socio-biological approaches that view it as a consequence of domestic violence
b. Frustration-aggression approaches that view it as an outcome of self-insight
c Observational learning approaches that view it as a learned behaviour through modelling
d Self alienation approaches expressed in unhealthy behaviours toward others

The student Psychologist selected a as the most correct answer This answer is

1 Correct
2 Incorrect, because c is correct
3 Incorrect, because b is correct
4 Incorrect, because d is correct

Question 18

Tshepo noticed that his classmates sit in the same chairs everyday One day, he switched chairs and was confronted by a classmate who asked Tshepo to move out of "his" chair This is an example of

a Psychological violence
b Discrimination
c Territoriality
d Preventative intervention

The student Psychologist selected c as the most correct answer This answer is:

1 Correct
2. Incorrect, because the correct answer should be b
3. Incorrect, because the correct answer should be d
4 Incorrect, because the correct answer should be a

Question 19

Which of the following is not a function of privacy?

a It establishes boundaries between you and others
b It enables us to control how much others know about us
c It allows for the opportunity to self-reflect
d It isolates you from the world

The student Psychologist selected c as the most correct answer This answer is·

1 Correct
2 Incorrect, because the correct answer should be b
3 Incorrect, because the correct answer should be a
4. Incorrect, because the correct answer should be d

Question 20

Which of the following are the three aspects of community membership?

a Boundaries
b Advantages of membership
c Behaviour related to territoriality
d Investment

The student Psychologist selected a, c and d as the most correct answers. These answers are

1 Correct
2 Incorrect, because the correct answers should be a, b and c
3 Incorrect, because the correct answers should be a, b and d
4 Incorrect, because the correct answers should be b, c and d

Scenario continues ..

Student Psychologist F gets the task to read up on the psychology of stress. At the end of the week he gives you his answers to the following questions

Question 21

The student psychologist summarises the key points of General Adaptation Syndrome (GAS) as the following

a The model is one that takes into account the context in which the stress occurs
b The phases are alarm phase, mobilisation phase and the resistance phase
c During the resistance phase coping levels are higher than normal
d If an individual fails to cope, they ultimately reach the phase where they become aware of the stressor

The student Psychologist believes that all of her points are correct and applicable to the GAS This answer is

1 Correct
2. Incorrect, because the only correct answer is c
3 Incorrect, because the only correct answer is b
4 Incorrect, because the only correct answer is d

Question 22

The horn of Africa is experiencing drought and famine This has led many people in the Somali community to flee the country and enter neighbouring countries. What kind of stressor is this?

a a micro stressor
b. a community stressor
c. a universal stressor
d a personal stressor

The student Psychologist selected d as the most correct answer This answer is

1 Correct
2 Incorrect, because the correct answer should be a
3. Incorrect, because the correct answer should be c
4 Incorrect, because the correct answer should be b

Question 23

The contextual model of stress is <u>not</u> based on which of the following assumptions?

a The model is based on a theory of perception, not on a model of emotions
b There is a pattern in the way people react to stressors regardless of the nature of the stressors
c The meaning of an event goes through a nonlinear process that classifies it as a stressor
d Events are immediately experienced as positive, negative, neutral or ambiguous

The student Psychologist selected c as the most correct answer This answer is

1 Correct
2 Incorrect, because the correct answer should be a
3 Incorrect, because the correct answer should be b
4. Incorrect, because the correct answer should be d

Question 24

Response specificity refers to

a the unique way individuals respond to stress that adversely affects their health
b. the tendency of some individuals to respond to stress repeatedly
c. the learned behaviours of individuals live in adverse conditions for a prolonged period
d the increased levels of arousal experienced in the presence of specific stimuli

The student Psychologist selected b as the most correct answer This answer is

1 Correct
2 Incorrect, because the correct answer should be a
3 Incorrect, because the correct answer should be c
4 Incorrect, because the correct answer should be d

Scenario continues ..

Student Psychologist G gets the task to read up on the psychology of work. At the end of the week she gives you her answers to the following questions

Question 25

Which of the following statements are true of the factors that influence the psychology of the work ethic?

a The awareness of personal responsibility which includes the desire to be autonomous
b. The fulfilment of human needs like self development , achievement and self actualisation
c The locus of control of the individual, where the external locus is associated with Protestant work ethic
d. These factors are linked and are influenced by socio-political and culture

The student Psychologist states that all of the above are true This answer is:

1 Correct
2 Incorrect, because only a, b and d are correct
3 Incorrect, because only b, c and d are correct
4 Incorrect, because only a, b and c are correct

Question 26

Which of the following statements about the theories of motivation in the workplace is correct?

a Need fulfilment theories that view motivation as a result of a hierarchy of needs
b. Cognitive choice theories that focus on individual agency and will
c Equity theories that evaluate motivation as a social comparison
d. Goal setting theory that views motivation as based on social rights and norms

The student Psychologist selected b as the most correct answer This answer is·

1 Correct
2 Incorrect, because the correct answer should be d
3 Incorrect, because the correct answer should be a
4 Incorrect, because the correct answer should be c

Question 27

The mechanistic ethic was successful from a production point of view; however it had a major flaw in that

a It only sought individuals with an internal locus of control
b It is based on the belief that one has to earn what one wants to use
c It negated individualism and the psychological needs of people
d It propagated that individuals should constantly improve their working skill

The student Psychologist selected a as the most correct answer This answer is.

1 Correct
2 Incorrect, because the correct answer should be c
3 Incorrect, because the correct answer should be b
4 Incorrect, because the correct answer should be d

Question 28

The notion that people should not waste and consume more than is needed to satisfy their basic needs is a part of the

a Sense of personal responsibility
b Post-industrial work ethic
c Protestant work ethic
d External locus control of an individual

The student Psychologist selected d as the most correct answer This answer is
1 Correct
2 Incorrect, because the correct answer should be a
3 Incorrect, because the correct answer should be c
4 Incorrect, because the correct answer should be b

Scenario continues

Student Psychologist H gets the task to read up on the nature of feelings. At the end of the week he gives you his answers to the following questions

Question 29

In the Two Factor theory of emotion the process of arousal can be schematically represented as follows

a Stimulation → Arousal + Label/Appraisal → Emotion + Behaviour
b Stimulation → Differentiation of emotion → Primary appraisal → Physiological arousal
c Stimulation → Arousal + Label/Appraisal → Differentiation of emotion
d Stimulation → Primary appraisal → Differentiation of emotion → Physiological arousal

The student Psychologist selected c as the most correct answer This answer is

1 Correct
2 Incorrect, because the correct answer should be a
3 Incorrect, because the correct answer should be d
4 Incorrect, because the correct answer should be b

Question 30

Mrs Dixon watches her daughter's facial expressions and body language to determine what emotion she is feeling Mrs Dixon is observing the component of emotions

a cognitive
b physiological
c behavioural
d perceptual

The student Psychologist selected b as the most correct answer This answer is

1 Correct
2 Incorrect, because the correct answer should be a
3 Incorrect, because the correct answer should be c
4 Incorrect, because the correct answer should be d

Scenario continues ..

Human Dynamics is approached by the company Elecworx who want to introduce a teambuilding programme for their engineers You make an appointment to see the director of human relations, Mr Marais One of the student psychologists, Thandi Buthelezi, accompanies you to the meeting to take notes and compile a summary of the meeting.

Mr Marais explains that a survey recently conducted by Elecworx clearly shows that they have interpersonal problems amongst their engineers He has identified a division in the organisation where he would like to implement a teambuilding programme as a pilot project Each division has two psychologists in their management office. These psychologists work with the engineers on a daily basis within the design and production divison and are well placed to implement the teambuilding programme If the programme is successful in the selected division it will be implemented throughout the organisation.

Mr Marais indicates that Human Dynamics is one of four companies tendering for the project, and that he and his management team of the Human Relations Department will select the company that can do the best job at the lowest cost Each company is expected to present a proposal, and they would like hear Human Dynamics's proposal within a week

Back at Human Dynamics's offices Thandi, the student psychologist, goes to her office to prepare her summary of the meeting That afternoon she brings you the summary for comment

Question 31

In her summary the student psychologist refers to the client as " the manager of the division in which the motivation programme will be piloted " You write the following comment in the margin:

1 No, the client is Mr Marais and his management team
2 No, the client is the psychologist who implements the programme
3 No, the client is the consultation company - in this case Human Dynamics
4 You do not write a comment in the margin because the student psychologist's statement is correct

Question 32

In her summary, the student psychologist refers to the interpersonal problems amongst the engineers as ".. contextual information that surrounds the consultation problem " You write the following comment in the margin

1 No, the fact of interpersonal problems is the client's expectation
2 No, the fact of interpersonal problems is the client's concern
3 No, the fact of interpersonal problems is the client's need
4 You do not write a comment in the margin because the student psychologist's statement is correct

Question 33

In her summary, the student psychologist refers to the development of a teambuilding programme as ". the client's need " You write the following comment in the margin·

1 No, the client's need is to decrease the number of interpersonal problems
2 No, the development of a teambuilding programme is not the client's need, it is the client's request
3 You write both comments 1 and 2
4 You do not write a comment in the margin because the student psychologist's statement is correct

Scenario continues ..

At Human Dynamics every workday begins with a general project discussion attended by all consultants and student psychologists. You brief everybody about the meeting at Elecworx. The consultants decide that the project will be a good exercise for the team of student psychologists The team has three days to plan the project and produce a presentation They decide that the best method is to compile a plan of action, and construct models of the structures and processes to enable everybody to understand the project in the same way

Later that day they ask you to comment on the following plan of action outline

Proposed plan of action outline

a The project will be conducted in three distinct phases research, programme construction and training

b Once the programme has been developed and is ready to be implemented it will involve three different contexts, namely the Human Relations Department, the psychologists who work with the engineers and the engineers in the design and production facilities

c Once the programme has been developed the Elecworx psychologists can be trained to implement the programme in the design and production facilities

d Programme development will start once this research has been completed

e The first phase is the research phase, where information will be collected about the behaviour of the engineers in the design and production facilities

f From the programme implementation point of view these contexts are organised in a hierarchical manner

Question 34

The ideas listed by the students clearly do not constitute a logical sequence. In the margin you indicate how the different statements should be ordered to constitute a logical paragraph.

1. a => b => f => c => d => e
2 b => f => e => d => c => a
3 a => e => d => c => b => f
4 e => d => c => a => b => f

Question 35

You also write the following note in the margin "Note that the six points you list here refer to procedural as well as structural information " When you later look at the comment again you

1 change it to "Note that the six points you list here refer to procedural information"
2 change it to. "Note that the six points you list here refer to structural information"
3 delete it because the six points are not concerned with procedural and structural information
4 leave it as is because the comment is correct

Question 36

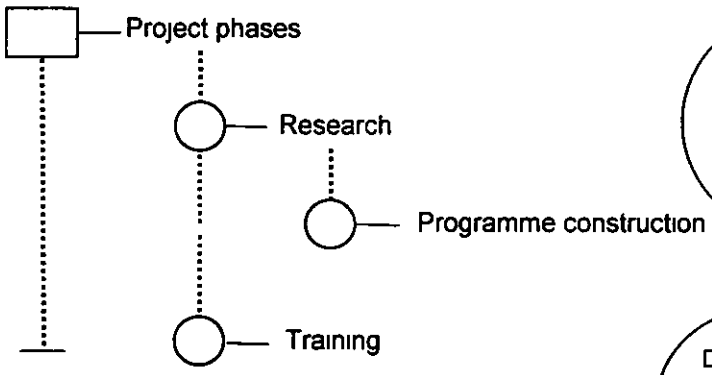
You write a further note in the margin "It looks like your description refers to two issues, namely procedural information and structural information Therefore you can split this description into two paragraphs, the first one consisting of statements e, d, and c and the second consisting of a, b and f" When you later look at the comment again you·

1 change it to " the first one consisting of statements a, b, and f, and the second consisting of e, d and c."
2. change it to " the first one consisting of statements a, e, d, and c, and the second consisting of b and f"
3. delete it because the description forms a unit that should not be split into two paragraphs
4. leave it as is because the comment is correct

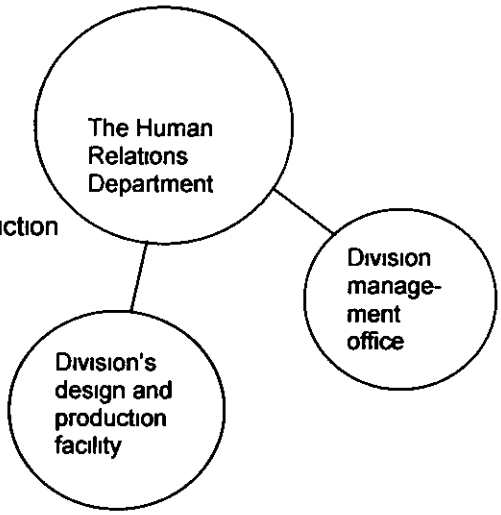
Scenario continues

At the project discussion the next morning the student psychologists present two models to describe the project

Model 1 The phases of the project



Model 2 Contexts of programme implementation



Question 37

One of the consultant psychologists remarks "About Model 1, I think the information (content) portrayed in the model is valid, but I would not have chosen an expandable tree structure to model the project phases"

1 You agree with the statement because you think a visiogram could have been used to model the phases of the project
2 You disagree with the statement because you do not think model 1 is valid
3 You disagree with the statement because expandable tree structures are the best way to convey processes like the phases of a project
4 You disagree with the statement because of both 2 and 3

Question 38

The student psychologist who is presenting the model responds· "You may be right about not using an expandable tree structure – a flow chart could be a better technique for modelling the phases of the project. But looking at the model again now, I wonder whether you are right about the model being valid 'Training'

should actually be extended from 'Programme construction', and not from 'Project phases' as we show in the model.

You respond

1 Yes, I agree that you have to extend 'Training' from 'Programme construction' to model the process (i e the phases of the project) correctly
2 No, I am afraid that your suggestion to extend 'Training' from 'Programme construction' is not going to give you a valid model
3 I disagree that you should use a flow chart to model how the process works (i e how the project succeeds through its phases) because the succession of phases forms a hierarchy that should be displayed using an expandable tree structure
4 1 and 3

Question 39

Another consultant psychologist remarks "I really think you should have a look at Model 2 again because the model is ill-formed, invalid and incomplete in the sense that it does not convey the hierarchical relationships in the implementation of the programme."

1 You disagree with this statement because you do not think the model is incomplete
2. You disagree with this statement because you do not think the model is invalid
3. You agree with this statement, but you add "Rather use a flow chart as your modelling technique"
4 You agree with this statement, but you add "Rather use an expandable tree structure as your modelling technique"

Scenario continues ..

After your presentation to the Human Relations Department you receive a call to inform you that Mr Marais and his management team have decided to accept Human Dynamics's proposal As the first phase of the project is a research phase the student psychologists are tasked to prepare a research proposal for the next morning's project discussion.

At the project discussion the next day the student psychologists hand out the following proposal

Proposal for an interpersonal relationships study

Human Dynamics has been contracted to develop a teambuilding programme to be implemented in one of the divisions of an electronics company The aim of a teambuilding programme is to improve the way in which people work together in their group

There are various aspects of group functioning that a teambuilding programme can focus on However a programme that focuses on a particular issue is more effective and economical Because Mr Marais' management team of the Human Relations Department was not sure about the exact nature of the interpersonal problems experienced by the engineers it has been decided to conduct a research study to determine the factors that the teambuilding programme should focus on

The interpersonal problems amongst the engineers may point to a problem with group norms. If a group norm is strong everybody understands what is expected of them But if the group norm is weak the group members may differ with regard to their understandings of the group norm Some may be task-oriented while others may focus on interpersonal relationships rather than the tasks at hand One of the main issues to be investigated is whether the team members agree about the group norms

Interpersonal problems originate in the socio-metric structure of a group – that is, the patterns of likes and dislikes amongst the group members. But the socio-metric structure is influenced by the degree of task

orientation in a group If a group is highly task oriented it does not have a clearly defined socio-metric structure because the group members focus on the tasks rather than on the interpersonal relationships, and has a group norm of being task-orientated Whereas a group in which members tend to focus on interpersonal relationships rather than tasks have a group norm of interpersonal focus

Research needs to determine whether there is a relationship between group norm and level of task orientation If there is a relationship, the teambuilding programme has to focus on interpersonal relationships and communication strategies If there is no correlation the teambuilding programme only needs to focus on communication strategies

One way to conduct the research study is to consider how engineers who are high on task orientation differ from those who are low on task orientation with regard to their understanding of the group norm Based on their level of task orientation the engineers will be divided into two groups, namely a high task-orientation group and a low task-orientation group Fifty engineers will be selected from the high task-orientation group and 50 from the low task-orientation group, and each engineer will be asked to complete a Goal Norm Insight questionnaire

If the study finds that high task orientation engineers have a better understanding of the group norm than the low task orientation engineers then a focus on interpersonal relationships will be included in the teambuilding programme as it may contribute to improved interpersonal relationships. If the degree of group norm insight of the high task orientation engineers does not differ from the degree of group norm insight of the low task orientation engineers the teambuilding programme does not need to include interpersonal relationships, and only needs to focus on communication strategies

Question 40

Before the students begin their presentation one of the psychologists asks them "Do you think it is necessary to do research to determine whether high task orientation engineers have a higher degree of goal norm insight? According to the psychologists at Elecworx this seems to be the case Why do we not take their word for it, and continue with the development of the teambuilding programme?"

Student psychologist A says "You may be right We should continue with the development of the teambuilding programme and not waste time and money The Human Relations Department wants a teambuilding programme, not a research study

Student psychologist B says "Yes, we can continue with the development of the teambuilding programme, as long as we base the programme on proper psychological concepts and theories

Student psychologist C says· "I am afraid, I do not agree Psychology is a scientific discipline We have to base our knowledge on researched facts, not on beliefs

Your response is I agree with

1 Student A
2 Student B
3. Student C
4 Student A and B

Question 41

Psychologist A reads through the proposal, and remarks "I really like the way you explain the epistemological component of your study"

Your response is

1 I agree
2 I think you mean the methodological component of the study?
3 I think you mean the ontological component of the study?
4 I think you mean the ideological component of the study?

Question 42

Psychologist B reads through the proposal and remarks "I am not sure what your research problem is?"

Student psychologist A says "To determine whether there is a difference between high task orientation engineers and low task orientation engineers with regard to their levels of group norm insight "

Student psychologist B says: "To determine whether the programme should include an interpersonal relationship focus in addition to its focus on communication strategies "

Your response is.

1 I agree with Student A
2 I agree with Student B
3 I agree with both of you
4 I disagree with both of you The research problem is about a more fundamental relationship, namely the relationship between interpersonal relationships and communication strategies

Scenario continues ...

In a further section of the research proposal the students indicate the following

Key concepts of the research study
- The teambuilding programme
- Group norms
- Socio-metric structure of groups
- Interpersonal relationships

Question 43

Psychologist C reads through the proposal and remarks: "I think you provided a correct and complete list of key concepts."

Your response is

1 I must agree Well done!
2 I am afraid I do not agree The listed items are correct but there are more key concepts you can add
3 I am afraid I do not agree You have all the key concepts listed, but there is at least one item that should not be on the list because it is not a concept
4. I am afraid I do not agree Not all items are concepts and you have not listed all the key concepts

Question 44

Psychologist D reads through the proposal and remarks: "My problem is that you do not indicate how you plan to operationalise the variables you use in your study "

Your response is

1 I disagree They do show how they plan to operationalise the variables
2 I agree It is not clear how you plan to operationalise group norm insight
3 I agree It is not clear how you plan to operationalise task orientation
4 I agree on accounts of both 2 and 3

Question 45

Psychologist E reads through the proposal and remarks: "How do you plan to analyse the data?"

Student psychologist A says "Calculate a t-score to determine whether there are more engineers with high task orientation than engineers with low task orientation "

Student psychologist B says "I think we need to calculate a t-score for the difference between the group norm insight scores of those engineers with high task orientation and those with low task orientation.

Student psychologist C says. "No, I would calculate a correlation coefficient to determine the relationship between the degree of interpersonal relationship focus and the level of task orientation "

Your response is

1 I agree with Student A
2 I agree with Student B
3 I agree with Student C
4 I am afraid I do not agree with any of you

Scenario continues

Based on the results of the research study it is decided to add a focus on interpersonal relationships to the teambuilding programme. The student psychologists write a manual for line managers about the team building programme They bring the manual for comment and you come across the following paragraph·

(a) A group can be considered in terms of its structure and in terms of its processes

(b) Characteristics such as socio-metric structure and group norms describe the structure of groups

(c) Group norms are shared expectations about the kinds of behaviour that are required of all group members

(d) The norms are rules that prescribe and forbid certain behaviours

(e) The socio-metric structure of a group refers to the patterns of liking and disliking among group members

(f) The socio-metric structure of a group is influenced by the group's degree of task orientation

(g) If a group is strongly task oriented, there is less opportunity for the group to concentrate on interpersonal relationships

(h) Task orientation functions as a group norm When groups have a clear norm of task orientation its members know what is expected of them

(i) Therefore there is an inverse relationship between the strength of a group's group norm and its focus on interpersonal relationships

Although there is merit in what the students wrote, you feel the paragraph needs to be rewritten.

Question 46

You indicate the following "The paragraph is not properly focussed It is better to have a single aim with a paragraph, but you seem to have two aims within this paragraph, namely (1) to describe certain concepts or ideas, and (2) to formulate an argument." You then ask "Where would you split the paragraph to make it into two paragraphs?"

Student psychologist A suggests "Between sentences b and c"
Student psychologist B suggests "Between sentences d and e"
Student psychologist C suggests "Between sentences e and f"
Student psychologist D suggests "Between sentences f and g"

You agree with

1 Student psychologists A
2 Student psychologists B
3 Student psychologists C
4. Student psychologists D

Question 47

You ask. "Which sentence looks like a conclusion to an argument?"

Student psychologist A suggests sentence (b)
Student psychologist B suggests sentence (d)
Student psychologist C suggests sentence (f)
Student psychologist D suggests sentence (i)

You agree with

1 Student psychologist A
2 Student psychologist B
3 Student psychologist C
4 Student psychologist D

Scenario continues

In the manual describing the implementation of the teambuilding programme the students wrote

Teambuilding Programme
- Target population Psychologists at Elecworx
- Target population need To learn how to implement the teambuilding programme
- Programme objective To improve interpersonal functioning

Programme resources
- Course materials
- Psychologists at Elecworx
- Funding provided by the Human Relations Department

Question 48

You write the following comment in the margin concerning the section titled "Teambuilding Programme":

1 The target population should be Engineers
2 The target population need should be Improved interpersonal functioning
3 You make both points 1 and 2 in your comment
4 You do not write a comment in the margin because the information provided is correct

Question 49

Which of the following statement refers to "programme resources"?

a The manner in which a programme manifest itself in reality in terms of presentation
b The process involved in running the programme, including time management
c The knowledge and skills that participants should gain through participation in the programme
d Any material, such as machines, venues, etc required to run the programme successfully*

The student Psychologist selected b as the most correct answer This answer is

1 Correct
2 Incorrect, the correct answer is a
3 Incorrect, the correct answer is c
4 Incorrect, the correct answer is d

Scenario continues .

After the implementation of the project the time arrives for the eight student psychologists to conclude their practical placement at Human Dynamics The group comes from different universities According to an independent company one of these universities is rated very poor, two are rated poor, two are average, two are considered good and one is considered to be very good The students' performance levels have been rated throughout their practical placement, and you are curious whether their performance relates to the quality of the university they come from as you want to know whether in future you should give preference to students from good universities

One of the psychologists calculates a correlation coefficient between student performance and university rating The calculated correlation is 0 68, and the significant correlation has a value of 0 71 The psychologist presents the result at the first staff meeting after the students have left, having completed their practical placements

Question 50

One of the psychologists remarks "So in future we will give preference to students from better universities"

You response is.

1 Yes, I agree One cannot argue against a correlation coefficient as high as 0 68 and a probability of 71% of being correct
2 No, I disagree The correlation seems to be high, but it is statistically not significant
3 I am afraid we cannot tell because the correlation coefficient was calculated for the wrong variables – it should be calculated for the relationship between high and low university ratings
4 I am afraid we cannot tell because the correlation coefficient is not the right statistic to calculate here – it indicates a relationship, but we need an indication of difference – we want to know whether the candidates from good universities are better than those from poor universities

End of examination paper

Remember the following before you go

Provide the following information on your mark reading sheet

- Your student number
- The course code
- The paper's unique number

Hand in

- The mark reading sheet on which you indicated your answers
- This question paper (All the pages must be handed in)

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EXAMINATION MARK READING SHEET **EKSAMEN-MERKLEESBLAD**

PART 1 (GENERAL/ALGEMEEN) DEEL 1

STUDY UNIT e g PSY100 X
STUDIE EENHEID bv PSY100 X — 1

PAPER NUMBER
VRAESTELNOMMER — 2

INITIALS AND SURNAME
VOORLETTERS EN VAN — 3

DATE OF EXAMINATION
DATUM VAN EKSAMEN — 4

EXAMINATION CENTRE (E G PRETORIA)
EKSAMENSENTRUM (BV PRETORIA) — 5

STUDENT NUMBER
STUDENTENOMMER — 6 — 7

UNIQUE PAPER NO
UNIEKE VRAESTEL NR — 8 — 9

For use by examination invigilator
Vir gebruik deur eksamenopsiener

IMPORTANT

1. USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
2. MARK LIKE THIS ●
3. CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
4. ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
5. CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
6. CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
7. CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
8. DO NOT FOLD

BELANGRIK

1. GEBRUIK SLEGS N HB-POTLOOD OM HIERDIE BLAD TE VOLTOOI
2. MERK AS VOLG ●
3. KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
4. VUL U STUDENTENOMMER VAN LINKS NA REGS IN
5. KONTROLEER DAT U DIE KORREKTE STUDENTENOMMER VERSTREK HET
6. KONTROLEER DAT DIE UNIEKE NOMMER REG INGEVUL IS
7. MAAK SEKER DAT NET EEN ALTERNATIEF PER VRAAG GEMERK IS
8. MOENIE VOU NIE

PART 2 (ANSWERS/ANTWOORDE) DEEL 2

10

1	c1 c2 c3 c4 c5	36	c1 c2 c3 c4 c5	71	c1 c2 c3 c4 c5	106	c1 c2 c3 c4 c5
2	c1 c2 c3 c4 c5	37	c1 c2 c3 c4 c5	72	c1 c2 c3 c4 c5	107	c1 c2 c3 c4 c5
3	c1 c2 c3 c4 c5	38	c1 c2 c3 c4 c5	73	c1 c2 c3 c4 c5	108	c1 c2 c3 c4 c5
4	c1 c2 c3 c4 c5	39	c1 c2 c3 c4 c5	74	c1 c2 c3 c4 c5	109	c1 c2 c3 c4 c5
5	c1 c2 c3 c4 c5	40	c1 c2 c3 c4 c5	75	c1 c2 c3 c4 c5	110	c1 c2 c3 c4 c5
6	c1 c2 c3 c4 c5	41	c1 c2 c3 c4 c5	76	c1 c2 c3 c4 c5	111	c1 c2 c3 c4 c5
7	c1 c2 c3 c4 c5	42	c1 c2 c3 c4 c5	77	c1 c2 c3 c4 c5	112	c1 c2 c3 c4 c5
8	c1 c2 c3 c4 c5	43	c1 c2 c3 c4 c5	78	c1 c2 c3 c4 c5	113	c1 c2 c3 c4 c5
9	c1 c2 c3 c4 c5	44	c1 c2 c3 c4 c5	79	c1 c2 c3 c4 c5	114	c1 c2 c3 c4 c5
10	c1 c2 c3 c4 c5	45	c1 c2 c3 c4 c5	80	c1 c2 c3 c4 c5	115	c1 c2 c3 c4 c5
11	c1 c2 c3 c4 c5	46	c1 c2 c3 c4 c5	81	c1 c2 c3 c4 c5	116	c1 c2 c3 c4 c5
12	c1 c2 c3 c4 c5	47	c1 c2 c3 c4 c5	82	c1 c2 c3 c4 c5	117	c1 c2 c3 c4 c5
13	c1 c2 c3 c4 c5	48	c1 c2 c3 c4 c5	83	c1 c2 c3 c4 c5	118	c1 c2 c3 c4 c5
14	c1 c2 c3 c4 c5	49	c1 c2 c3 c4 c5	84	c1 c2 c3 c4 c5	119	c1 c2 c3 c4 c5
15	c1 c2 c3 c4 c5	50	c1 c2 c3 c4 c5	85	c1 c2 c3 c4 c5	120	c1 c2 c3 c4 c5
16	c1 c2 c3 c4 c5	51	c1 c2 c3 c4 c5	86	c1 c2 c3 c4 c5	121	c1 c2 c3 c4 c5
17	c1 c2 c3 c4 c5	52	c1 c2 c3 c4 c5	87	c1 c2 c3 c4 c5	122	c1 c2 c3 c4 c5
18	c1 c2 c3 c4 c5	53	c1 c2 c3 c4 c5	88	c1 c2 c3 c4 c5	123	c1 c2 c3 c4 c5
19	c1 c2 c3 c4 c5	54	c1 c2 c3 c4 c5	89	c1 c2 c3 c4 c5	124	c1 c2 c3 c4 c5
20	c1 c2 c3 c4 c5	55	c1 c2 c3 c4 c5	90	c1 c2 c3 c4 c5	125	c1 c2 c3 c4 c5
21	c1 c2 c3 c4 c5	56	c1 c2 c3 c4 c5	91	c1 c2 c3 c4 c5	126	c1 c2 c3 c4 c5
22	c1 c2 c3 c4 c5	57	c1 c2 c3 c4 c5	92	c1 c2 c3 c4 c5	127	c1 c2 c3 c4 c5
23	c1 c2 c3 c4 c5	58	c1 c2 c3 c4 c5	93	c1 c2 c3 c4 c5	128	c1 c2 c3 c4 c5
24	c1 c2 c3 c4 c5	59	c1 c2 c3 c4 c5	94	c1 c2 c3 c4 c5	129	c1 c2 c3 c4 c5
25	c1 c2 c3 c4 c5	60	c1 c2 c3 c4 c5	95	c1 c2 c3 c4 c5	130	c1 c2 c3 c4 c5
26	c1 c2 c3 c4 c5	61	c1 c2 c3 c4 c5	96	c1 c2 c3 c4 c5	131	c1 c2 c3 c4 c5
27	c1 c2 c3 c4 c5	62	c1 c2 c3 c4 c5	97	c1 c2 c3 c4 c5	132	c1 c2 c3 c4 c5
28	c1 c2 c3 c4 c5	63	c1 c2 c3 c4 c5	98	c1 c2 c3 c4 c5	133	c1 c2 c3 c4 c5
29	c1 c2 c3 c4 c5	64	c1 c2 c3 c4 c5	99	c1 c2 c3 c4 c5	134	c1 c2 c3 c4 c5
30	c1 c2 c3 c4 c5	65	c1 c2 c3 c4 c5	100	c1 c2 c3 c4 c5	135	c1 c2 c3 c4 c5
31	c1 c2 c3 c4 c5	66	c1 c2 c3 c4 c5	101	c1 c2 c3 c4 c5	136	c1 c2 c3 c4 c5
32	c1 c2 c3 c4 c5	67	c1 c2 c3 c4 c5	102	c1 c2 c3 c4 c5	137	c1 c2 c3 c4 c5
33	c1 c2 c3 c4 c5	68	c1 c2 c3 c4 c5	103	c1 c2 c3 c4 c5	138	c1 c2 c3 c4 c5
34	c1 c2 c3 c4 c5	69	c1 c2 c3 c4 c5	104	c1 c2 c3 c4 c5	139	c1 c2 c3 c4 c5
35	c1 c2 c3 c4 c5	70	c1 c2 c3 c4 c5	105	c1 c2 c3 c4 c5	140	c1 c2 c3 c4 c5

Specimen only