



APPLIES TO ACADEMIC YEAR 2004/2005

## GRA 2203 Psychological Measurement and Individual Differences

### Program

Master of Business and Economics Program, Master of Science in Business, Master of Science in Leadership and Organizational Psychology, Master of Science in Management, Specialization Course, Master of Science in Business (Organization Psychology)

### Responsible for the course

Øyvind Lund Martinsen

### Department

Leadership and Organizational Management

### Term

According to study plan

### ECTS Credits

6

The study of the individual is the cornerstone of psychology. Despite an increasing research focus on the dynamics of groups, teams and organizations, the emphasis on the individual remains. In order to understand individual differences or the individual as part of a system, it is necessary to have extensive knowledge of individual characteristics as reflected in theories of personality, intelligence, creativity, styles and other attributes. Such theories may explain important work behavior, e.g., achievement, collaboration efforts, competition, and productivity; and generally represent the foundation for recruitment, personal development programs, and team composition. Characteristics of measurement and statistical analyses are also of central importance in this field.

### Objective

The major aim of this course is to provide the students with research based knowledge of individual differences. Moreover, the students will learn how to develop and analyze questionnaires that can be used to measure individual characteristics. The students will also be assessed on a range of psychological tests as part of the course. This will contribute both to the understanding of the various theories and aid the individual in his/her personal development.

### Prerequisites

Basic knowledge in statistics

### Compulsory literature

Cooper, Colin. 2002. *Individual differences*. 2nd ed. London: Arnold. (Chapters 1-7, 9-15, 17-19).

Selected scientific papers and book chapters:

Dalessio, A. T. 1998. "Using multisource feedback for employee development and personnel decisions." In James W. Smither, ed. *Performance appraisal: State of the art in practice*. San Francisco: Jossey Bass. (pp. 278 – 331, 53 pages).

Martinsen, Øyvind and Geir Kaufmann. 1999. "Cognitive style and creativity". In Mark A. Runco and Steven R. Pritzker, eds. *Encyclopedia of creativity*. San Diego, Calif: Academic Press. (p. 273-283, 10 pages).

Streufert, S., and Nogami, G. Y. 1989. "Cognitive style and complexity: Implications for I/O psychology." In C. L. Cooper & I. Robertson, eds. *International review of industrial and organizational psychology*. New York: Wiley. (pp. 93-143).

Hocevar, D. 1981. "Measurement of creativity: Review and critique." *Journal of Personality Assessment*, 45, 450-464. (14 pages).

### Recommended literature

Pervin, Lawrence A. and Oliver O. John. 2001. *Personality: Theory and research*. 8th ed. New York: John Wiley.

Sternberg, Robert J. 1990. *Metaphors of mind: Conceptions of the nature of intelligence*.

Cambridge: Cambridge University Press.

**Course outline**

Measurement and analyses of individual differences  
Questionnaire development  
Theories of personality  
Motivational dispositions  
Theories of mental abilities  
Creativity  
Leadership styles and 360 degree feedback

**Computer-based tools**

Demonstration of relevant software for statistical analyses. Blackboard/homepage

**Course structure**

The course is structured as a combination of lectures, discussions, in-class activities, and student presentations. It requires substantial amount of preparation by the students and active involvement during class.

**Evaluation**

Three hours written examination. Course participation is compulsory according to the 80% rule.

**Evaluation code(s)**

GRA 22031

**Aids at the examination**

Bilingual dictionary

**Makeup exam**

Next time the course is offered