



APPLIES TO ACADEMIC YEAR 2005/2006

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, 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

Bachelor degree in Business, Marketing or eq. Basic knowledge in statistics

Compulsory literature

Books:

Cooper, Colin.. 2002. Individual differences. 2nd ed. London: Arnold. (Kap. 1-7, 9-15, 17-19)
Dalessio, A. T.. 1988. "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).

Hough, L. M. and A. Furham.. 2003. "Use of personality variables in work settings". In W. C. Borman, D.R. Ilgen, and R. J. Klimoski, Eds. and I. B. Weiner. Handbook of psychology. Industrial and organizational psychology. Volum 12. NJ: Wiley. (pp.131-169)

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)

Other:

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

Recommended literature

Books:

Sternberg, Robert J.. Metaphors of mind: Conceptions of the nature of intelligence.. 1990. Cambridge: Cambridge University Press.
Pervin, Lawrence A. and Oliver O. John. 2005. Personality: Theory and research.. 9th ed. New York: John Wiley

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

Re-takes are only possible at the next time a course will be held. When course evaluation consists of class participation or process elements, the whole course must be re-evaluated when a student wants to retake an exam. Retake examinations entail an extra examination fee.