Unit 1 : Job Analysis

	Question	Options
sr.		
no.		
1	A method for describing jobs and/or the human attributes necessary to perform them.	 a) Job Evaluation b) Job Analysis c) Selection of
2	Brannick et al's	a) Selection-oriented job
	hierarchy that contains five levels of specificity comes under which of the following approaches of job analysis?	analysis b) Person-oriented job analysis c) Task-oriented Job analysis d) Job-oriented job analysis
3	The employee's knowledge, skills, abilities, and other characteristics necessary for a job are called?	a) KSAOs b) KASOs c) SKAOs d) AKSOs
4	Which of the following is not the purpose behind Job analysis?	a) Career developmentb) Trainingc) Job designd) Knowledge
5	(one of the ways of collecting information about job analysis) advantage is to provide the context in which the job is done and provides extensive detail about the job.	 a) Perform the job b) Observe employees on the job c) Interview SMEs d) Administer questionnaires to SMEs
6	Following five components of job features are represented in which method of job analysis? 1. Use of tools and equipment 2. Perceptual and physical requirements 3. Mathematics	 a) Job Components Inventory (JCI) b) Functional Job Analysis (FJA) c) Position Analysis Questionnaire (PAQ) d) Task Inventory

7	4. Communication 5. Decision making and responsibility This method of job analysis uses observation and interviews with SMEs to provide both a description of a job and scores on several dimensions concerning the job and potential workers.	a) Job Components Inventory b) Task Inventory c) Position Analysis Questionnaire (PAQ) d) Functional Job Analysis (FJA)
8	The questionnaire itself contains 189 items dealing with the task requirements or elements of jobs. A KSAO profile for a job can be developed from the elements describes which of the following methods?	a) Job Components Inventory (JCI) b) Task Inventory c) Position Analysis Questionnaire (PAQ) d) Functional Job Analysis (FJA)
9	A questionnaire that contains a list of specific tasks that might be done on a job that is being analysed. This inventory also contains one or more rating scales for each task. Ratings might be made on dimensions such as: -Amount of time spent doing the task -Criticality of the task for doing a good job -Difficulty of learning the task -Importance of the task Describes which of the following methods of job analysis?	a) Job Components Inventory b) Task Inventory c) Position Analysis Questionnaire (PAQ) d) Functional Job Analysis (FJA)

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10	A family of quantitative	a) Performance Appraisal
	techniques that are used	b) Job Evaluation
	to scientifically	c) Selection of Salary
	determine the salary	d) Job Analysis
	levels of jobs is called?	2, 1111 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
	· · · · · · · · · · · · · · · · · ·	
11	Which of the following	a) Position
	is a collection of duties	b) Duty
	that can be performed by	c) Task
	a single individual?	d) Activity
12	Which of the following	a) Position
	is accomplished by	b) Duty
	performing one or more	c) Task
	associated tasks.	d) Activity
	associated tasks.	d) Relivity
13	In which of the	a) Position
	following a number of	b) Duty
	very specific actions or	c) Task
	<i>elements</i> are involved?	d) Activity
		, ,
14	Which of the following	a) Knowledge
	characteristics does not	b) Skills
	focus mainly on job	c) Abilities
	performance itself?	d) Other characteristics
	•	,
15	A person's aptitude or	a) Knowledge
	capability to do job tasks	b) Skills
	or learn to do job tasks.	c) Abilities
		d) Other characteristics
16	A person needs to know	a) Knowledge
	to do a particular job.	b) Skills
		c) Abilities
		d) Other characteristics
17	A progression of	o) Joh Consider
17	A progression of	a) Job Security
	positions is established	a) Career Ladder
	for individuals who	b) Promotions
	acquire the necessary	c) Increment
	skills and maintain good	
	job performance is	
	called?	

18	Which of the following	a) Competency
10	have become popular in	systems
	organizations to reward	b) Increment
	employees for acquiring	c) Promotions
	the knowledge and skills	d) Job evaluation
	needed to both improve	a) soo evaluation
	performance	
	and be promoted?	
19	An important legal	a) Comparable worth
1)	concept in U.S.	b) Essential function
	-	c) Critical incidents
	employment is that of which	,
	are actions that must be	d) Trained performers
20	done on a job.	a) Cammanahla wandh
20	instances of behavior	a) Comparable worthb) Essential function
		,
	that represent different	c) Critical incidents
	levels of job	d) Trained performers
	performance from	
	outstanding to poor, and	
	they become an	
	important part of the	
	assessment of	
	performance.	
21	Five components of job	a) Job Components
	features are represented	Inventory (JCI)
	in the JCI :	b) Task Inventory
	1. Use of tools and	c) Position Analysis
	equipment	Questionnaire (PAQ)
	2. Perceptual and	d) Functional Job
	physical requirements	Analysis (FJA)
	3. Mathematics	
	4. Communication	
	5. Decision making and	
	responsibility	
22	The concept of	a) Comparable worth
	means that	b) Essential function
	different but comparable	c) Critical incident
	jobs should	d) Trained performers
	be paid the same.	
23	Which of these are not	a) Job analysts
	the 4 sources of seeking	b) Supervisors
	job analysis	c) Job incumbents
	information?	d) Trained performers
24	provides a	a) Comparable worth
	means to gauge the	b) Essential function
	comparable worth of	c) Compensable factors
	jobs.	d) Job evaluation
	• •	,

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Unit 2: Performance Appraisal

Sr. No.	Questions	Options
1	refers to that part of the actual criterion that reflects something other than what it was designed to measure.	a) Dynamic criterionb) Criterion deficiencyc) Criterion relevanced) Criterion contamination
2	means that the actual criterion does not adequately cover the entire theoretical criterion.	a) Dynamic criterionb) Criterion deficiencyc) Criterion relevanced) Criterion contamination
3	is the extent to which the actual criterion assesses the theoretical criterion it is designed to measure, or its construct validity	a) Dynamic criterionb) Criterion deficiencyc) Criterion relevanced) Criterion contamination
4	Variability of performance over time is referred to as the, although it is the performance and not the standard that changes.	a) Dynamic criterionb) Criterion deficiencyc) Criterion relevanced) Criterion contamination
5	consists of extra voluntary things employees do to benefit their coworkers and organizations, such as volunteering to carry out extra tasks or helping coworkers	 a) Objective measures b) Contextual performance c) graphic rating form d) Subjective measures
6	are counts of various behaviors	 a) Objective measures b) Contextual performance c) graphic rating form d) Subjective measures
7	are ratings by people who should be knowledgeable about the person's job performance	 a) Objective measures b) Contextual performance c) graphic rating form d) Subjective measures
8	The most popular type of subjective measure is the, which is used to assess individuals on several dimensions of performance.	 a) Objective measures b) Contextual performance c) graphic rating form d) Subjective measures

0	The	a) Dehavior featured forms
9	The concentrate on behaviors that	a) Behavior focused formsb) Behavior Observation
		,
	the person has done or could	Scale (BOS)
	be expected	c) Behaviorally Anchored
	to do.	Rating Scale (BARS)
		d) Mixed Standard Scale
		(MSS)
10	The is a	a) Behavior focused forms
	rating scale in which the	b) Behavior Observation
	response choices are defined in	Scale (BOS)
	behavioral terms	c) Behaviorally Anchored
		Rating Scale (BARS)
		d) Mixed Standard Scale
		(MSS)
11	The provides	a) Behavior focused forms
	the rater with a list of	b) Behavior Observation
	behaviors that	Scale (BOS)
	vary in their effectiveness	c) Behaviorally Anchored
		Rating Scale (BARS)
		d) Mixed Standard Scale
		(MSS)
		()
12	The	a) Behavior focused forms
	contains items that are based	b) Behavior Observation
	on critical	Scale (BOS)
	incidents, making it somewhat	c) Behaviorally Anchored
	like an MSS	Rating Scale (BARS)
		d) Mixed Standard Scale
		(MSS)
13	a	a) Behavior Observation
	form focuses on specific	Scale (BOS)
	behaviors, it must be	b) Development of
	developed	Behavior-Focused
	for a specific job or family of	Forms
	jobs. The process involves four	c) Behaviorally Anchored
	steps and can take a long	Rating Scale (BARS)
	time to complete.	d) Mixed Standard Scale
		(MSS)
14	a belief	a) Halo error
14	about characteristics of the	<i>'</i>
	about characteristics of the	b) Stereotype
	members of a group.	c) Prototyped) Leniency errors

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	T	
15	, which is a	a) Halo error
	model of some characteristic or	b) Stereotype
	type of person	c) Prototype
		d) Leniency errors
16	occurs when a	a) Halo error
	rater gives an individual the	b) Stereotype
	same rating across all rating	c) Prototype
	dimensions, despite differences	d) Leniency errors
	in performance across	d) Lemency errors
	dimensions	
17	occur when the	a) Halo error
	rater rates everyone at the	b) Stereotype
	favorable end of the	c) Prototype
	performance	d) Leniency errors
	scale.	a) Zemeney errors
18	occur when the	a) Stereotype
	rater rates everyone at the	b) Severity errors
	unfavorable end of	c) Prototype
	the performance scale.	d) Leniency errors
	the performance scare.	a) Demoney errors
19	errors occur	a) Central tendency
	when a rater rates everyone in	b) Severity errors
	the middle of the performance	c) rater error training
	scale.	d) Leniency errors
		, ·
20	The objective of	a) Central tendency
	is	b) Severity errors
	to familiarize raters with rater	c) rater error training
	errors and to teach them to	d) Leniency errors
	avoid these rating patterns.	a) Lemency errors
21	The use of multiple	a) Performance criteria
	perspectives for manager	b) 360-degree feedback
	feedback has been called	c) Central tendency
	Todada nas com cunou	d) Rater training
		d) Rater training
22	t. a	.) Danfanna '' '
22	is another	a) Performance criteria
	approach that has been	b) 360-degree feedback
	attempted to reduce errors	c) Central tendency
		d) Rater training

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23	number of specific practices, such as basing the system on a job analysis and providing, reduce the chances that an organization will lose in court if challenged.	b) c)	Performance criteria 360-degree feedback Central tendency Rater training
24	The first step in evaluating job performance is to develop that define good and poor performance.	b) c)	Performance criteria 360-degree feedback Central tendency Rater training
25	Subjective measures are ratings by	· · · · · · · · · · · · · · · · · · ·	Performance criteria 360-degree feedback supervisors Rater training

Unit 3: Assessment Methods for Selection and Placement

Sr. No.	Questions	Option	ns
1	A consists of a	a)	psychological test
	standard	b)	work sample
	set of items or tasks that a	c)	Biographical
	person completes under		information forms
	controlled conditions.	d)	Interview
2	ask about		psychological test
	relevant		work sample
	prior experiences, such as level	c)	Biographical
	of education and work	.1\	information forms
	experience	(a)	Interview
3	The is a		psychological test
	meeting between the job		work sample
	applicant and someone	c)	Biographical
	at the employing organization	ال.	information forms
	who will have input into the hiring decision.	(a)	Interview
4	A is	a)	psychological test
	a test that asks a person to		work sample
	perform a simulated job.	c)	Biographical
			information forms
		d)	Interview
5	An is a series		assessment center
	of exercises, including		group test
	simulated		closed-ended test
	job tasks, that measure how	d)	open-ended test
	well a person can perform a job.		
6	A can be	a)	assessment center
-	administered to several people		group test
	at once.		closed-ended test
		/	open-ended test
7	a, the test		assessment center
	taker must choose one from		group test
	several possible responses,		closed-ended test
	as in a multiple-choice test.	d)	open-ended test
8	An is like an	a)	
	essay exam. The test taker		group test
	must		closed-ended test
		d)	open-ended test

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	generate a response rather than choosing a correct response.		
9	a, the test is on a piece of paper or other		speed test paper-and-pencil
	printed (or electronic) medium, and the	,	test power test
	responses are made in written form, often with a pencil.	e)	cognitive ability test
10	A gives the test taker almost unlimited time to		speed test paper-and-pencil
	complete the test.		test
		,	power test cognitive ability
		e)	test
11	A has a strict time		speed test
	limit.	b)	paper-and-pencil test
		,	power test
		-	cognitive ability
		e)	test
12	An intelligence or IQ test of	a)	speed test
	general cognitive ability is the best-known	b)	paper-and-pencil test
		,	power test
			cognitive ability test
13	assess such	a)	Psychomotor
	things as ability to manipulate objects and use	b)	ability tests achievement test
	tools.	,	
		,	cognitive ability
			test
14	A knowledge and skill test, often called an	a)	Psychomotor
	, is designed to assess	<i>a)</i>	ability tests
	a person's	b)	•
	present level of proficiency.		power test
		d)	cognitive ability test
15	A is the		personality trait
	predisposition or tendency to	b)	emotional
	behave in a particular way across	c)	intelligence (EI). work sample
	different situations	d)	Interview

16	A characteristic that falls	a)	personality trait
	between a personality trait and		emotional
	a cognitive ability is		intelligence (EI).
		c)	work sample
		d)	Interview
17	An is	0)	personality
1 /		<i>a)</i>	-
	designed to predict whether or	1-)	integrity test
	not an employee will engage in		integrity test
	counterproductive	()	vocational interest
	or dishonest behavior on the	1	test
	job.	d)	overt integrity test
18	Thetest assesses	a)	personality
	a person's attitudes and prior		integrity test
	behavior.	b)	integrity test
			vocational interest
			test
		d)	overt integrity test
19	The assesses		personality
	personality characteristics that	,	integrity test
	have been	b)	integrity test
	found to predict	c)	· .
	counterproductive behavior		test
		d)	overt integrity test
20	A matches	a)	personality
	either the interests or the		integrity test
	personality of the test	b)	integrity test
	taker to those of people in a	c)	vocational interest
	variety of different occupations		test
	and occupational categories	d)	overt integrity test
21	asks about	a)	biographical
	specific experiences at school		inventory
	and	b)	structured
	work, or even in other areas of		interview
	life.	c)	empirical
			biographical
			inventory
		d)	unstructured
			interview
22	The is	a)	biographical
	developed by administering a		inventory
	large	b)	
	number of potential items to a		interview
	group of employees in a	c)	empirical
	particular job		biographical
			inventory
		unstru	ctured interview

interviewer asks whatever questions come to mind Description Description	23	tho	0)	hiographical
questions come to mind Description of the problem solving a report to solve together. Description of the assessee is given a problem and is asked to come up with a solution, perhaps by producing a report.	23	-, the	a)	0 1
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a			(3)	-
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d) leaderless group exercise 28 is a		up with a solution, perhaps by	c)	Computer adaptive
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where items given to a test taker are chosen based on prior correct or incorrect correct or incorrect correct			b)	problem-solving
taker are chosen based on prior correct or incorrect d) leaderless group		to item administration		simulation
correct or incorrect d) leaderless group		where items given to a test	c)	
correct or incorrect d) leaderless group		taker are chosen based on prior		testing (CAT)
responses		correct or incorrect	d)	_
responses.		responses.		exercise
		correct or incorrect	d)	leaderless group

Sr. No.	Questions	Options
1	The is concerned	a) organization
	with the objectives of the	level
	organization and how they are	b) job level
	addressed by the performance of	c) person level
	employees	d) transfer of
		training
2	is concerned with the	a) organization
	nature of tasks involved in each job	level
		b) job level c) person level
		transfer of training
3	The is concerned with	a) organization
3	how well job applicants or present	level
	employees	b) job level
	are able to do job tasks	c) person level
		transfer of training
4	organizational training is conducted	a) organization
	with the expectation that employees	level
	will apply	b) job level
	what they have learned on the job.	c) person level
	This is called	transfer of training
5	should be built into the	a) Feedback
	training as	b) General
	appropriate so that the trainee can	principles
	tell if he or she is learning the correct	c) Overlearning
	material.	d) Identical
		elements,
6	mean that training	a) Feedback
	should teach why something is done as well as	b) General
	how it should be done.	principles c) Overlearning
	now it should be done.	d) Identical
		elements,
7	which means that the	a) Feedback
	responses in the training situation are	b) General
	identical to those	principles
	in the job situation.	c) Overlearning
		d) Identical
		elements,
8	refers to giving the	a) Feedback
	trainee practice beyond that	b) General
	necessary to reach a	principles
	criterion for success in training.	c) Overlearning

		4)	Identical
		u)	
9	magning that a task	a)	elements, Massed
9	, meaning that a task	a)	
	(e.g., driving a car or riding	1.	training
	a bicycle) can be done smoothly		Automaticity
	without the person having to	c)	Whole
	mentally monitor or pay	•	training
	attention to how he or she is performing.	d)	Part training
10	refers to breaking a	a)	Massed
	task into components, which are	,	training
	learned	b)	Automaticity
	one at a time.		Whole
	one at a time.		training
		4)	Part training
11	occurs when the		Massed
11	entire task is taught at one time	(a)	training
	rather than breaking it	b)	Automaticity
	into individual components		Whole
	into marviduai components	()	
		ال.	training
10	1		Part training
12	means that the training	a)	Massed
	sessions are long in duration and	1.	training
	take place		Automaticity
	over a relatively short period of time	c)	Whole
		•	training
- 10			Part training
13	means that training	a)	1
	sessions are		training
	relatively short and are spread out	b)	
	over time.		instruction
		c)	pretest-
			posttest
			design
		d)	Massed
			training
14	involves the	a)	Spaced
	electronic presentation of materials		training
	using an audiotape,	b)	Audiovisual
	videotape, DVD, or computer		instruction
		c)	pretest-
			posttest
			design
		d)	Massed
			training
15	The is intended	a)	Spaced
	to provide information about how		training
	much the	b)	Audiovisual
	trainees gained from the training		instruction
L			

Semester 5 : Industrial Psychology ATKT and Regular paper – Question Bank

		c)	pretest-
			posttest
			design
		d)	•
		(a)	
1.0		\	training
16	A is a meeting of	/	Conference
	trainees and a trainer to discuss the		Lecture
	material in question	c)	On-the-job
		10	training
		d)	Modeling
17	A is a presentation	a)	Conference
	by a trainer to a group of trainees. Its	b)	Lecture
	major advantage is	c)	On-the-job
	its efficiency.		training
		d)	Modeling
			_
18	involves having		Conference
	trainees watch someone perform a	b)	Lecture
	task and then model what	c)	On-the-job
	they have seen.		training
		d)	Modeling
19	is not a particular	a)	Conference
	method but is any method used to	b)	Lecture
	show employees	c)	On-the-job
	how to do the job while they are		training
	doing it.	d)	Modeling
20	concern the	a)	Behavior
	trainee's behaviors on the job that		criteria
	might have been	b)	Electronic
	due to training		training
		c)	Reactions
			criteria
		d)	Mentoring
21	refer to how	a)	Behavior
	much each trainee liked the training		criteria
	and how much	b)	Electronic
	the trainee believed he or she got out		training
	of it.	c)	Reactions
			criteria
		(b	Mentoring
22	is the latest trend	9)	Behavior
<i>LL</i>		a)	criteria
	in both organizational training and	h)	
	university education.	b)	
<u> </u>			training

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		c)	Reactions
			criteria
		d)	Mentoring
23	is a	a)	Behavior
	special kind of work relationship		criteria
	between two employees where the	b)	Electronic
	more experienced		training
	offers advice/coaching, counseling,	c)	Reactions
	and friendship and serves as a role		criteria
	model	d)	Mentoring
24		a)	Training-
	are concerned with what people are		level criteria
	able to do at the end of training in	b)	Performance-
	the training		level criteria
	environment itself rather than on the	c)	Results
	job.		criteria
		d)	Reactions
			criteria
25	are concerned	a)	Training-
	with the person's performance on the		level criteria
	job rather than in the training setting.	b)	Performance-
			level criteria
		c)	Results
			criteria
		d)	Reactions
			criteria
26	deal with whether the	a)	Training-
	training had its		level criteria
	intended effect.	b)	Performance-
			level criteria
		c)	Results
			criteria
		d)	Reactions
			criteria