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UNIVERSITY OF SWAZILAND

FACULTY OF COMMERCE

DEPARTMENT OF BUSINESS ADMINISTRATION

FINAL EXAMINATION PAPER

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TITLE PAPER : SEMINAR IN BUSINESS

COURSE TITLE : BA 515

TIME ALLOWED : TWO (2) HOURS

- INSTRUCTIONS :**
- (1) TOTAL NUMBER OF QUESTIONS IN THIS PAPER IS FIVE (5)**
 - (2) THE PAPER CONSISTS OF SECTION A AND SECTION B.**
 - (3) ANSWER SECTION A WHICH IS COMPULSORY AND ANY TWO (2) QUESTIONS IN SECTION B.**
 - (4) THE MARKS AWARDED FOR A QUESTION /PART OF A QUESTION ARE INDICATED AT THE END OF EACH QUESTION / PART OF QUESTION.**

NOTE: MAXIMUM MARKS WILL BE AWARDED FOR GOOD QUALITY LAYOUT, ACCURACY, AND PRESENTATION OF YOUR WORK.

THIS PAPER MUST NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

!!!GOOD LUCK!!!

SECTION A (COMPULSORY)

Q1. CASE STUDY

Introduction:

Supervision over goldsmith apprentices is essential because the incorrect use of precious metals and stones in the creation of jewellery leads to large financial losses. However, the supervision is often a stressful experience which stems partly from the apprentices' lack of knowledge of the supervision process (Cohen, 1980; Schauer, Seymour & Green, 1985). Goldsmith apprentices receive theoretical and applied training, but there are few training programmes which prepare apprentices in any way for the supervision experience. It therefore limits the effectiveness of the supervision interaction.

It is clear that if apprentices were better informed of what supervision entails, the period of adaptation could be shorter and less stressful, and the quality of the supervision relationship could therefore be improved.

Role induction (by showing a video) is one method of informing apprentices of the supervision process. The current investigation examined the effectiveness of a role induction procedure during the adaptation process of goldsmith apprentices. The role induction procedure is designed to provide the apprentices with a conceptual framework to understand the roles, expectations and objectives of the supervision process. For the specific role induction, the apprentices were shown a video of Bernard's (1979) supervision model. This model defines the supervisor role (for example, adviser) and the objectives of supervision (for example, to improve diamond setting skills). The idea is that the apprentices' needs determine the choice of the supervision objective and the supervisor role which must be fulfilled.

Two situations were investigated in the study. The first was that if no role induction is offered, the apprentices' evaluations of supervision will become increasingly negative with time. This is based on the belief that the apprentices' lack of understanding of the expectations and roles of supervision will lead to confusion, stress and increasing dissatisfaction with the supervision interaction. The second situation was that the implementation of the role induction procedure will lead to a more favourable evaluation of supervision.

Subjects:

The subjects were 20 goldsmith apprentices with no previous experience of supervision, and who were enrolled for a course in goldsmith work at a large jewellery firm. Of the 20 subjects:

- 10 were women and 10 were men;
- Six (6) were white, Seven (7) were black and seven (7) were coloured;
- Nine (9) were 19 years old, eight (8) were 20 years old and three (3) were 21 years old.

Role induction:

For the role induction procedure, the subjects studied a 10-minute video recording and describing Bernard's (1979) supervision model. The video briefly outlined the objectives of supervision, such as improving goldsmith skills in various areas. The skills dimensions were described in order to explain the concepts. After the presentation of the goldsmith skills areas, a brief overview was given of the supervisor's roles.

The subjects were told that the video had been compiled to promote communication in the supervision process. The video was shown in a small-group situation during an ordinary scheduled practical class.

Questionnaire:

The *semantic differential (SD)* was used as a measure of the subjects' attitudes towards supervision. The questionnaire *comprised six bipolar word pairs* where subjects had to indicate their associations for the key concepts: '*supervision*'. Osgood (1952) indicated *test-retest correlations of 0.85 for group average in the SD*.

Procedure:

All the subjects completed the questionnaire (SD) on three occasions. The questionnaire was given to all the apprentices at the beginning of the training period to obtain a base-line measure of attitudes towards supervision before the process begun. The second and third evaluations were done immediately before the role induction (showing of the video) and one week after role induction. It was assumed that differences in the subjects' responses which became evident between the first and second evaluations could be attributed to the effect of time on supervision. It was also assumed that differences in subjects' responses from the second to the third application reflected changes which stem from the role induction procedure.

All the apprentices received group and individual supervision and licensed by different supervisors during the entire training period. None of the individual and group supervisors was aware of the aim or nature of the role induction intervention.

Results:

All 20 subjects in the sample completed the questionnaire from which data on the early, middle and late role induction groups was obtained to make comparisons between the first and second applications (changes as a result of time in supervision) and between the second and third applications (changes as a result of role induction). Table B summarises the averages and standard deviations for the dependent measures over the three evaluation periods.

Table B: Averages and standard deviations over time for the semantic differential.

		Time 1	Time 2	Time 3
Evaluation	X	2.76	3.24	3.19
of supervision	δ	0.73	0.83	0.96

Note: Higher scores on the SD reflect more negative evaluations.

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References: (NOTE: The references wrongly cited to allow question to be raised).

Supervision training: A discrimination model. 2(19):60-68 of *Education and Supervision* written in 1989 by Prof. J. Bernard.

The new supervisee views supervision. Written by L. Cohen (*PhD*) and published by New York: Willey in 1990.

Psychological Bulletin with article in 1952 by Dr.C.E. Osgood that appeared in Volume 49: 197-237.

Journal of Development, 6(3): 26-47, with article titled Effects of observation and evaluation on anxiety in apprentices by A.H. Schauer, and W.R. Seymour, and R.G. Green in 1993.

Volume 12, pages 487 to 495 of article The relation of bank overdraft to financial risk factors for bankruptcy written by Prof. D. Brunner and Dr. S. Kreitler.

Read the case study carefully and answer the following questions:

- (a). What is *the unit of analysis* for this case? **Explain your answer.** (5marks).
- (b). What *type of sampling is used* in this research? Briefly explain your answer. (5marks).
- (c). What *type of measurement level* is involved in the *dependent and independent variables*? **Explain your answer.** (10marks).
- (d). Re-write the references to this case using *Harvard method of referencing.* (10marks).
- (e). Write an *abstract of no more than 120 words* for this case. (20marks).

Total = 50marks.

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SECTION B (ANSWER ANY TWO QUESTIONS)

Q2. Read this statement:

We cannot separate rating scales from the people (the raters) who are implementing them. The validity of rating scales is usually negatively affected by the presence of certain response styles on the part of the raters.

Discuss *six* of the *factors* and *how they* can be *prevented*. (25marks).

Q3 (a). Briefly explain the following terms:

- Nonverbal Behaviour
 - Spatial Behaviour
 - Extralinguistic Behaviour
 - Linguistic Behaviour.
- (16marks).

(b). Discuss the three sources of bias in experiments. (9marks).

Q4 (a). There are various methods of data collection. As such the researcher must judiciously select the method(s) for his/her own study, keeping in mind certain factors. What are these factors? (12marks).

(b). Describe the basic principles of interviewing. (13marks).

Q5. Discuss and illustrate with examples the followings:

- Scale questions.
 - Multiple-choice questions
 - Open-ended questions
 - Sentence completion, and
 - Counter-check questions.
- (25marks).