

GRADING IN EDUCATION: FROM ASSESSMENT TO SELECTION

Fabrizio Butera

University of Lausanne, Lausanne, Switzerland

Grading is a pervasive feature of assessment from primary to higher education, and its effects have been widely studied. In this talk I will report on a research program that has studied the effects of grading at different levels, on intra-individual (motivation and goals), intra-group (information sharing), inter-group (social classes) and structural (selection) processes. I will discuss a possible articulation of these levels.

ASSESSING THE UNCONSCIOUS: CONTRIBUTION OF IMPLICIT PERSONALITY MEASURES TO THE UNDERSTANDING OF (ORGANIZATIONAL) BEHAVIOUR

Zvonimir Galić

Department of Psychology, Faculty of Humanities and Social Sciences, Zagreb, Croatia

Work and organizational psychology research largely relies on self-report instruments where participants self-report about their attitudes, emotions and behaviors. In some aspects of the field, such as the relationship between personality and organizational behavior, overreliance on self-reports may lead to limited understanding of organizational behavior because respondents are either unwilling or unable to self-report about their psychological processes. Recently developed methods for implicit personality assessment might offer new insights into organizational behavior research. Within this presentation I will describe the conditional reasoning tests and implicit association tests, and describe the main findings of our research program where we used the approaches to assess aggressiveness and power motive, important determinants of workplace deviance and leadership behavior.