



Work Group

Dynamics and Diversity

Only study guide for
IOP2607

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University of Suoth Africa
Pretoria

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FOREWORD

Dear student

You are receiving this document to provide you with insight as to what information is being presented in myUnisa, the official learning management system of the University. If at all possible, we would like to encourage you to set up your myLife account at <https://my.unisa.ac.za/portal> and join the online learning environment.



FIGURE 1
myUnisa portal

Other information in this document includes:

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Getting started letter

Welcome to the module on **Workgroup dynamics and diversity** (IOP2607).

We hope that your experience of this module will be enjoyable and enriching.

This letter contains important information to get you started.

GOING ONLINE

USING THE NAVIGATION BAR AND myUnisa TOOLS

PLANNING AND MANAGING YOUR TIME

PARTICIPATING IN THE ONLINE LEARNING COMMUNITY

CLOSING REMARKS

GOING ONLINE

As a registered Unisa student you will have access to the myUnisa electronic portal.



Example 1: myUnisa electronic portal home page

From here you can access various online resources to assist you in your studies. Please ensure that you have activated your myLife e-mail and familiarised yourself with the *my Studies @ Unisa* brochure and other guidelines.

You might also find it helpful to access the following links relating to studying online:

- Study @ Unisa (1)
<http://www.youtube.com/watch?v=j6QZrRF2iVU&feature=related>
- Study @ Unisa (2): **What does it mean to be an ODL student at Unisa?**
http://www.youtube.com/watch?v=fgO_NcxduGg&feature=related
- **Get connected before you start to register on myUnisa**
<http://www.youtube.com/watch?v=MAGvmgdSkEk&feature=related>

Once you have registered and have your myUnisa login details, you will have access to the module sites of all the modules you have registered for.

USING THE NAVIGATION BAR AND myUnisa TOOLS

You can use various navigation options to navigate the module sites you have enrolled for. These options are displayed on the left-hand side of the screen of all the sites. Click on the specific navigation option and it will open the page containing the information you are looking for. The first page you will see when opening any site is the home page.



Example 2: Home page of module site

Remember, from the IOP2607 home page, your lecturers are just a click away! We will follow a weekly schedule indicating what needs to be done for a specific week and therefore the home page will be updated regularly.

The following is an alphabetical list and accompanying explanation of other myUnisa tools that we will use for this module:

myUnisa tools	Explanation
Additional resources	This tool allows you to access different types of resources relevant to your studies such as links to articles on work group dynamics, assessments and assessment rubrics and PowerPoint presentations. The Additional Resources tool contains a number of folders with files, links, graphs and other information. These additional resources will support your learning and new resources might be uploaded during the semester.
Announcements	From time to time an announcement will alert you to important information. You will sometimes also receive an e-mail notification in this regard. In addition, the most recent announcements will be displayed on the home page.
Assignments	This tool allows you to submit assignments and monitor your assessment results. We will provide clear guidelines on the submission of assignments.
Blogs	The Blogs tool is used mostly for reflective activities. In the case of this module, marks might be assigned and awarded for blog activities. Should you require assistance in setting up your blog, go to the navigation bar of your module site, select the FAQs tool and under the category "Technical issues" you will find directions to help you.
Discussions/ Discussion Forums	<p>This tool is used mainly for interactive discussions and activities relating to the various topics and themes associated with work group dynamics and diversity in the field of industrial psychology. The forums and learning activities are created to assist and support you in mastering the learning outcomes. Participating in the discussions will also help you to be better prepared for the assignments.</p> <p>The module site contains a variety of discussion forums. There are forums where you can meet and chat with your fellow students (Forum 1: Student Lounge) and ask questions to your lecturers (Forum 2: Queries to my lecturer). In some instances, your participation in the discussion forums will be assessed and the mark awarded will form part of your year mark. However, this will be clearly indicated to you.</p> <p>In Forum 1: Student Lounge, you will be able to create your own discussions should you wish to do so. To find out more about how to create your own discussions, consult the category "Technical issues" under the tool: FAQs (frequently asked questions).</p>
FAQs (frequently asked questions)	The FAQs tool provides questions and answers relating to the module. These are grouped in various categories ranging from assessment matters to technical issues. If you have any queries about the module, start by consulting the FAQs. Should you not find an answer to your question, you are most welcome to contact us.

Glossary	The Glossary tool allows you to access an alphabetical list of terms/terminology, usually specialised terms and their definitions, which are related to work group dynamics and diversity in the field of industrial psychology. In printed format, glossaries usually appear at the end of a book or sometimes at the end of chapters. By selecting the glossary tool, you can easily access such a list of specialised terms and the accompanying explanations if you do not understand the meaning of the word or concept used in this discipline.
Learning units	This tool is the one that you will use most often. Here you will find content supporting the learning outcomes. The Learning Units tool also provides information on learning activities, assessments and links to other valuable resources.
Official study material	This tool allows you to access and download the official study material such as the tutorial letters.
Prescribed books	This tool is used in all the modules to display the prescribed books for the module. However, for this module there is no prescribed book.
Schedule	This tool displays the dates of the compulsory assignments and examinations. The calendar on the home page will also display all the dates of the various learning activities captured in the schedule. To access the information on scheduled events, click on the date in the calendar (which will be highlighted and underlined if activities are scheduled for that day), or click on the Schedule tool in the navigation bar, which gives you the option to view the calendar by week, month or year. You can also use the Schedule tool to help you plan and manage your time so that you can keep up with the various learning activities for this module. Unfortunately you will not be able to add or change schedule entries.
Self-assessment	This tool allows you to access a variety of self-assessment activities related to the outcomes and various parts of the module. Some of the self-assessments will allow you to test your knowledge about a specific theme or topic presented in the study material and the Learning Units tool. On such self-assessments you will receive immediate feedback. The assessments that will be graded and that count towards your year mark will be clearly indicated.

PLANNING AND MANAGING YOUR TIME

*There are 24 hours,
1 440 minutes, and
86 400 seconds in each day.*

Yet there never seems to be enough time to get everything done!

Does this sound familiar? Attempting to balance study, work, family life and extracurricular activities is a challenge requiring you to manage ever-increasing and competing demands. You therefore need to plan an appropriate schedule that will suit your individual needs and circumstances. Apart from the suggested study timetable (which you can access by selecting the **Learning Units** tool–**Overview**) and the due dates for assignments (which you can access by clicking on the **Schedule** tool), we do not prescribe a study timetable. However, here are some recommendations. Given the time constraints, you may want to follow some of these recommendations.

Browse through the module site	Take time to browse through the module site and familiarise yourself with the requirements and demands of the module. This will enable you to see the “big picture” of the whole module. The FAQs tool (on the navigation bar of the module site) is a valuable resource and could be a useful starting point. Evaluate the demands, opportunities and challenges of your personal circumstances and determine how they relate to the assignment due dates and the other relevant learning activities you need to attend to. It may be a good idea to enter these dates in your personal diary immediately.
Compile a personal study timetable	Decide on strategies for planning ahead and compile your personal study timetable. We recommend being disciplined in keeping to your schedule. Perhaps you could start with some preliminary reading and exploring the recommended material. The amount of information presented on the module site and the number of assignments to be completed may seem overwhelming at first, but don’t be disheartened!
Approach your studies systematically	Work your way systematically through the various learning activities, reflective questions and assignments based on them. Make sure that you meet all the requirements for the learning activities. Use the learning outcomes and assessment criteria, the supporting material and learning activities (stipulated in the learning units tool) to give you a foundation for the knowledge and skills you need to develop. To help you approach your studies with confidence, you may find it helpful to start by browsing through the module site and to acquaint yourself with the learning outcomes and assessment criteria, the additional resources and learning units. The learning units are designed and developed in the form of manageable “chunks” to help you achieve the learning outcomes logically and systematically.
Contact your lecturers	Do not hesitate to contact us, your lecturers, if you experience any difficulties with any aspects of the module. You can contact us either via e-mail, telephone or the discussions tool. Our contact details are available on the home page of the module site. Remember, help is just a click away.

Contact your peers	Please make regular contact with your peers (via the student lounge and other forums accessible by means of the discussions tool). Engage with your fellow students to clarify and broaden your understanding of challenging concepts and themes. You will find that by participating in discussions and continuously reflecting on your learning you will expand your knowledge base and develop new skills that you can apply in the workplace. Most students find these discussions with their lecturers or fellow students extremely useful when preparing their assignments.
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PARTICIPATING IN THE ONLINE LEARNING COMMUNITY

If you have taken online courses before, you may well be familiar with how to participate in online environments. However, if this is the first time you are taking an online course, you may be interested in how to go about communicating in cyberspace. An important issue of online communities is how people relate to each other. As you may know, the internet – cyberspace – has its own culture and accompanying conventions for e-mails, social networks and more formal online environments such as myUnisa, our educational learning management system.

When communicating electronically, people often forget that the person on the receiving end is someone with feelings, facial expressions, gestures and a unique tone of voice. Without being able to observe these communication cues it is quite possible to misinterpret participants' meaning – in the case of online communication, meaning is usually conveyed by written words only. Because online communication tends to be less personal, it would be a good idea to familiarise yourself with guidelines on netiquette (social codes/etiquette for the internet–available at <http://www.albion.com/netiquette/corerules.html>). These guidelines will give you useful information about participating in online discussions, such as how to address one another and making sure that you *“know what you're talking about and make sense”* (see rule 5).

Please note that when participating in the online discussions, we strongly recommend that you direct your responses to your lecturers and fellow students by **addressing them** at the opening of your response. Also, when you end your contribution, **sign off by using your name** (or title and surname). This will serve as an indication of how you would like your lecturers and fellow students to address you.

We urge you to make an effort and commit to following these guidelines to ensure that your communication and actions online are respectful.

CLOSING REMARKS

Familiarise yourself with the online environment before the module commences in January 2018.

We look forward to witnessing your progress at a personal and professional level during the year.

It is truly a pleasure having you as a student and we would like to take this opportunity to wish you every success with your studies.

Your lecturers

Ms Busisiwe Mahlangu and Mr Mochabo Moerane

Welcome message on the home page

The IOP2607 module is offered by the Department of Industrial and Organisational Psychology and is intended for students pursuing a career in the field of industrial and organisational psychology, including practitioners in the field of human resources management. It is the only module in this field that you will be able to enrol for as part of your degree and is a six-month course that carries 12 credits towards your qualification.

The purpose of learning in this module is to enable students to develop a solid knowledge base and sound understanding of the theory and practical implications of workgroup dynamics and diversity in the organisational context for the purpose of improving workplace dynamics, employee productivity and organisational effectiveness.

We will use the study guide to direct you through the various sections. Apart from the hard copy, there is also an electronic version available under the **Additional Resources** tool in myUnisa. Please familiarise yourself with our module site and we recommend that you consult the **Getting started** letter first.

Please visit the module site regularly to keep up to date with all the learning activities.

You might also find it helpful to access the following links related to studying online:

- Study @ Unisa (1): <http://www.youtube.com/watch?v=j6QZrRF2iVU&feature=related>
- Study @ Unisa (2): What does it mean to be an ODL student at Unisa? http://www.youtube.com/watch?v=fgO_NcxduGg&feature=related
- Get connected before you start to register on myUnisa: <http://www.youtube.com/watch?v=MAGvmgdSkEk&feature=related>

Don't hesitate to contact us by means of Discussion Forum 2: Queries to my lecturer, via e-mail or by paying us a visit at our offices at the Muckleneuk campus in Pretoria. Should you wish to visit us on campus, please remember to arrange an appointment beforehand (office hours: 08:00–16:00).

The contact details are:

<p>Ms Busisiwe Mahlangu</p> <p>Office number: AJH van der Walt Building 3-106</p> <p>Telephone number: +27(0)12 429 8242</p> <p>E-mail address: mahlabs@unisa.ac.za</p>	<p>Mr Mochabo Moerane</p> <p>Office number: AJH van der Walt Building 3-104</p> <p>Telephone number: +27(0)12 429 2197</p> <p>E-mail address: moeraem@unisa.ac.za</p>
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The next step

Please select the **Discussion Forums** tool (in the menu bar on the left), go to Forum 1: Student Lounge and **introduce yourself** to your fellow students under *Discussion 1*.

It is truly a pleasure having you as a student and we would like to take this opportunity to wish you every success with your studies!

Ms Busisiwe Mahlangu and Mr Mochabo Moerane

Overview, outcomes and assessment criteria

This module consists of two parts:

- **PART 1:** Workgroup dynamics in the work context
- **PART 2:** Diversity in the organisation

Module outcomes	Assessment criteria
Discuss the concepts and principles of workgroup dynamics and diversity relevant in the 21st century world of work and multicultural South African context.	<ul style="list-style-type: none"> • The relevant concepts and principles of workgroup dynamics are appropriately defined. • Various examples of how workgroup dynamics manifest in the organisation and their effect on work performance are provided. • The relevant concepts and principles of diversity and diversity management are defined. • Various examples of how diversity manifests in the organisation and its effect on work performance are provided.
Explain the theories that form part of the systems psychodynamic perspective of workgroup dynamics.	<ul style="list-style-type: none"> • Freud's theory of conscious and unconscious behaviour is explained by referring to the iceberg model. • Various individual defence mechanisms manifesting in organisational behaviour are described. • The sophisticated workgroup and basic assumption groups as proposed by Bion are described and differentiated. • The basic assumptions in the work situation are described. • The manifestation of splitting in groups and the organisation is explained. • Social and systems domain defences are described as organisational phenomena. • Identification and containment where employees use colleagues as objects to project unconscious anxiety are described. • The constructs of the CIBART model are described.
Explain the theories that are important for diversity management at individual, group and organisational level.	<ul style="list-style-type: none"> • The diversity paradigms that organisations can use to diagnose, study and intervene in individual, group and organisational processes are identified, explained and analysed. • The most common forms of discrimination in organisations are identified and explained. • The theory and principles underlying diversity surveys are explained and applied to the work context. • The impact and benefits of diversity awareness training are explained.

	<ul style="list-style-type: none"> • A plan to sensitise management to the need to introduce and maintain an organisational culture that will foster diversity in the workforce is presented. • The theory and principles of individual models of diversity development in the work context are explained and compared. • The different diversity development models are explained and compared.
Integrate the different theories relevant to workgroup dynamics and diversity.	<ul style="list-style-type: none"> • The relevance of systems psychodynamic theory in studying diversity in the organisation is explained by referring to the iceberg model and the defence mechanisms. • Examples of how the iceberg model and the defence mechanisms manifest in organisations relating to diversity at individual level are provided. • The relevance of the basic assumptions in studying diversity dynamics is explained and justified. • Examples of how the basic assumptions manifest in the organisation are provided and related to diversity at group level. • Examples of how employees use colleagues as objects to project their own unconscious diversity anxiety are provided. • The role of containment during the projection of unconscious diversity anxiety is explained. • Examples of how social and system domain defences manifest in the organisation relating to diversity at organisational level are provided. • A discussion about the systems psychodynamic and diversity dynamic behaviour by referring to the CIBART model constructs is presented.

Frequently asked questions (FAQs)

CATEGORY	QUESTIONS AND ANSWERS
Tutorial letters	<p>Question 1: What information do the tutorial letters contain?</p> <p>Answer:</p> <p>The tutorial letters contain important information about the scheme of work, resources and assignments for this module. We urge you to read them carefully and to keep them at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers.</p>

	<p>More specifically, in Tutorial Letter IOP2607/101/2018, you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. This tutorial letter also provides all the information you need with regard to the study material, other resources and how to obtain it.</p> <p>Tutorial Letter IOP2607 201/2018 contains feedback on Assignment 01; while Tutorial Letter IOPALLA/301/2018 contains important information which applies to all students registered in the Department of Industrial and Organisational Psychology.</p> <p>Right from the start, we would like to point out that you must read all the tutorial letters you receive during the semester, as they always contain important and, sometimes, urgent information. Please make sure that you work through the tutorial letters before you embark on any work in the study material or assessment tasks.</p> <p>Question 2: Will I receive all my tutorial letter when I register?</p> <p>Answer:</p> <p>Please note that not all of your tutorial matter may be available when you register.</p> <p>Tutorial matter that is not available when you register, will be posted to you as soon as possible.</p> <p>Please note: It is not possible to fax outstanding tutorial letters to students. It is, however, possible to download them from the module site under the tools Official Study Material and Additional Resources.</p> <p>It is therefore to your benefit to register as an online student so that you can access and obtain your study material immediately.</p>
Student support services	<p>Question 1: Whom should I contact regarding administrative queries?</p> <p>Answer:</p> <p>All administrative enquiries in the Department of Industrial and Organisational Psychology should be directed to the departmental helpdesk:</p> <p>E-mail address: DeptIOP@unisa.ac.za</p> <p>Tel: +27 (0)12 429 8033 or +27 (0)12 429 8054</p> <p>Question 2: Whom should I contact regarding academic queries?</p> <p>Answer:</p> <p>All queries about the content of this module (IOP2607) should be directed to your lecturers.</p> <p>Telephone calls should be made during office hours (08:30–16:00). Lengthy problems should rather be dealt with by e-mail.</p>

You are welcome to visit your lecturers at their offices on the Muckleneuk Campus, but please make sure that you have made an appointment beforehand. Appointments should be made **at least three days in advance**. The lecturers cannot guarantee that they will be able to attend to you if you arrive at the Department of Industrial and Organisational Psychology without an appointment.

The contact details of your lecturers are:

Ms Busisiwe Mahlangu Office number: AJH van der Walt Building 3-106 Telephone number: +27(0)12 429 8242 E-mail address: mahlabs@unisa.ac.za	Mr Mochabo Moerane Office number: AJH van der Walt Building 3-104 Telephone number: +27(0)12 429 2197 E-mail address: moeraem@unisa.ac.za
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Question 3: What support can I expect from my lecturers?

Answer:

Your lecturers will use the home page to post regular messages to guide you through the semester. Furthermore, you will receive regular announcements to draw your attention to important learning events and assessment tasks. We have also prepared supporting learning resources and various discussion forums and topics which you will be able to access through myUnisa. You can therefore expect regular communication from us (your lecturers). Remember, help is just a click away.

Question 4: What resources will I be able to access via myUnisa?

Answer:

We realise that, as a distance education student, you cannot always visit the **library** when you are searching for information. Therefore we have included online resources on our module site which you can access at any time.

On this site, you will find the following material:

- electronic copies of the study material and tutorial letters (under **Official Study Material**)
- articles and/or newspaper articles related to customer services in work group dynamics and diversity (under **Additional Resources**)
- a direct link to the Unisa library (from the menu bar on the left of your module site)
- summaries of discussion forums (in the relevant forums)

Please note: There are no prescribed books or books reserved via the electronic e-reserves system.

	<p>Question 5: What other support services are available regarding general student matters?</p> <p>Answer:</p> <p>If you need to contact the University about matters not related to the content of this module, please consult the publication <i>my Studies @ Unisa</i> that you received with your study material. This booklet contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).</p> <p>Always provide your name, student number and module code when you contact the University.</p> <p>Question 6: Are there any study groups for this module?</p> <p>Answer:</p> <p>There are no official study groups for this module. However, we strongly recommend that you form your own study groups with fellow students living in your area.</p> <p>To form study groups, you can share your contact details with your fellow students in the Student Lounge forum in Topic 2: Fellow student contact detail. Contact students who live near you and invite them to form a study group.</p>
Online learning	<p>Question 1: Is it easier to learn online than through print-based material?</p> <p>Answer:</p> <p>No. The course content of an online class is usually identical to that of a print-based distance learning course on the same topic. Compared to regular face-to-face classes, some people think the workload is even more demanding, because you have to be a self-directed learner and stay motivated to keep on top of your work.</p> <p>The most successful online students tend to share the following characteristics. They:</p> <ul style="list-style-type: none"> • are self-motivated and are self-starters • have good organisational and time-management skills • are fairly familiar with computers and the internet • are resourceful and actively seek answers and solutions to questions and problems <p>Question 2: What are the benefits of learning online?</p> <p>Answer:</p> <p>In the online world you can study <i>anytime, anywhere</i> and at a <i>pace</i> that suits your individual learning style. Remember, though, that you will still have to meet the required deadlines for assignment submissions.</p>

Question 3: What internet skills would be useful for online learning?**Answer:****The most successful students tend to have the following skills:**

- Familiarity with their web browser
- Familiarity with an e-mail programme (including attaching documents and reading attachments)
- Some familiarity with web-based interactions – e-mail, social networks, learning management systems
- Familiarity with word processing (MS Word)
- Experience in successful internet searches, using a variety of browsers and search engines

Question 4: How important is attitude to achieve success in my studies and in an online learning environment?**Answer:**

Your attitude is very important to ensure success.

We know that you are interested in the field of industrial psychology and how to provide good services to diverse work groups; otherwise you would not have enrolled for this module. We want to encourage you to develop a **positive attitude** towards your studies and online learning environment. To achieve this, there are a number of things to bear in mind.

TIME is important for a distance education student. You must be in control of your time and manage it effectively. Draw up a study programme at the beginning of the semester. This requires discipline, but will ensure that you:

- have sufficient time to work through all the relevant study material
- are able to submit the relevant tasks and assignments on the due dates
- have sufficient time for revision and preparing for the assignments and examination

We would like to encourage you to follow the guidelines below:

- Do NOT fall behind in your planning.
- Work regularly and consistently.
- Make sure that you understand the work as you go along.
- Do NOT give up on difficult work; rather seek help as soon as possible.

We hope that this information will make your studies easier and that you will do well.

Question 5: How should I approach my online learning?**Answer:**

We all have different learning styles and preferences. However, consider the following pointers/guidelines:

	<ul style="list-style-type: none"> • Allocate time to work through each learning unit and do the activities. • Allow extra time for work that seems difficult or with which you know you have a problem. • When you compile a study plan, allow time for personal responsibilities (e.g. family responsibilities, work obligations, social obligations, leave). • Make use of your most productive time for study (e.g. late evening after the children have gone to bed or early morning before the rest of the family wake up). • Remember that it is more effective to study for one hour on a regular basis (e.g. every day) than for ten consecutive hours every two weeks. Decide now how many hours you are going to spend on your studies per week. We recommend that you put one to two hours aside each day. • Keep a record of your progress. It will be gratifying to see what you have accomplished and it will inspire you if you fall behind. Be prepared for disruptions to your study programme due to unforeseen circumstances. You should therefore monitor your progress so that you can catch up immediately if you fall behind. Remember that it is easier to catch up one week's lost hours than an entire month's.
Technical issues related to myUnisa	<p>Question 1: How do I create a new topic, using the Discussion Forums tool?</p> <p>Answer:</p> <p>To create a new topic in a forum, you need to do the following:</p> <ol style="list-style-type: none"> 1. Select and access the Student Lounge forum from the list of forums in the Discussion Forums tool. 2. Now, at the top of the page select the option Add a New Topic. 3. Give your topic a descriptive name in the Topic Title box. 4. In the Message box, write down the instructions for the discussion. 5. Click on the Submit button to create your topic for discussion. <p>Question 2: What is expected of me when I participate in discussion forums?</p> <p>Answer:</p> <p>Remember, online discussion forums are not the same as e-mail messages, or a letter to the lecturer, or a chat room. Therefore, the myUnisa discussion forums must not be used for personal messages to your lecturers or to one another. You are, however, welcome to use the forum marked Student Lounge to introduce yourself to your fellow students, to form study groups and to create your own topics.</p> <p>In this module, we will be using the online discussion forum for academic purposes. For this reason, the discussions will be based on topics related to module outcomes, the assessments and the supporting content.</p> <p>Online discussion forums are more like class discussions in a face-to-face classroom, where the lecturers raise discussion points and ask questions.</p>

All the students can then respond to the lecturer's questions as well as to one another's responses. The lecturer can then clarify uncertainties and perhaps provide a summary at the end of a discussion.

Participating in discussion forums provides you with opportunities to:

- discuss and clarify issues in the subject area
- share experiences and ideas with peers and lecturers
- solve problems collaboratively
- debate topical issues
- raise questions about the topic under discussion
- introduce the most recent developments in the subject area
- receive immediate feedback on assignments
- have access to additional resources related to relevant topics in this subject/discipline

Question 3: How do I set up my own blog?

Answer:

The **Blogs** tool is a useful way of sharing your views and thoughts on this module with your fellow students. What I would like you to do is to create your own blog in this site and to use it as a place where you reflect on your progress in this module. You can also read and write comments on your fellow students' blogs, as long as they are positive and uplifting!

To get your own blog started, follow these instructions:

1. Go to the **Blogs** tool.
2. Click on **Add blog entry** link at the top to start your blog.
3. Give your blog entry a title.
 - You could use something like *"Reflections on my learning experience in this module."* This is just an example for a title.
 - Your name will automatically show next to this blog entry.
4. Then type your message inside the text box provided.
5. After the text box, you are asked to "choose who can see this entry".
6. The default setting of the blog is ticked: **This entry is publicly viewable.**
 - You should NOT change this, because this is the only way that anyone can read your reflections and leave comments.
 - If you have not quite finished, you can click on the **Save Draft** button. No one else will be able to read your blog until you click on **Publish entry**. [Note: if you save a draft, you need to click on **This entry is publicly viewable** when you have finished and want to publish.]
7. If you want to add a comment to someone's blog, just click on the link **Leave a comment** at the bottom of the blog you are reading.

You can add links, bullets, lists and colour and so forth, by using the editing buttons. You can also go back, delete and edit your blogs. You can create new blogs on different topics under your name by just clicking on **Add blog entry** again.

The discussion forums and discussions

Tutorial support programme, E-tutors and study groups

The tutorial support programme (TSDL) is an additional programme or support provided by the TSDL department. **Please note** that these classes are not presented by lecturers.

How does the E-tutoring system work?

As soon as the registration period is finalised you will be allocated an E-tutor. This tutor will communicate with his or her allocated students **ONLY** via myUnisa. Once you have been allocated an E-tutor you will receive a message informing you that you have been allocated an E-tutor. To access your E-tutor's site you will find, on the menu of the modules you have registered for, a tab for your E-tutor, for example, *IOP2607-17-S1-10E*. If you go into the tab you will find a similar site to the main module site. Your E-tutor will post announcements, answer questions and provide general support to the students in the group.

Who are the tutors?

All the **tutors** have been appointed with the approval of the Department of Industrial and Organisational Psychology. They are all fully qualified and are knowledgeable in this field of study. It is important, however, not to confuse their role with that of lecturers. The role of the tutor is to facilitate learning. Tutors are not lecturers, so students should not expect tutors to provide a teacher/learner environment, but rather an environment in which tutors and students can share and discuss the study material. You might receive more information on tutors during the year.

Forums	Topics
Forum 1: Student Lounge <i>Use this forum to discuss general matters amongst yourselves.</i>	<i>Discussion 1: Introduce yourself</i> Dear Student Use this space to get to know your fellow students. Tell each other about your current work situation, professional background and anything else you would like to share (± 250 words). <i>Discussion 2: Fellow student contact details</i> Dear Students Use this space to share your contact details with your fellow students and to form study groups.

<p>Forum 2: General subject related discussions</p> <p><i>Use this forum to raise general queries regarding the content of the module.</i></p>	<p><i>Discussion 1: General discussion</i></p> <p>Dear Students</p> <p>Use this space for general discussions about the subject.</p>
<p>Forum 3: Online activity related to content</p> <p><i>Use this forum to engage students in online activities regarding the module content.</i></p>	<p><i>Discussion 1: Online activities</i></p> <p>Dear Students</p> <p>This space will be used for discussing online activities.</p>
<p>Forum 4: Exam Information</p> <p><i>Use this forum to discuss examination matters.</i></p>	<p><i>Discussion 1: Exam information</i></p> <p>Dear Students</p> <p>This space will be used for discussing the exam outline and important matters regarding the examination.</p>
<p>Forum 5: Questions to your lecturers</p> <p><i>Use this forum to direct questions to your lecturers.</i></p>	<p><i>Discussion 1: Questions to your lecturers</i></p> <p>Dear Students</p> <p>Use this space to share with your lecturers any questions or concerns that you may have about the topics covered in this forum or the relevant study material.</p>

Workgroup dynamics in the work context

Part 1 of this module introduces you to the field of work group dynamics. In this part of the module the aim is to explain group dynamics, which includes the unconscious behaviour of groups. In the work context, group behaviour is usually explained in terms of behaviourist and humanistic approaches, mainly at a conscious level. In this module, however, the section on group dynamics adopts a psychodynamic approach and is meant to help you to understand both conscious and unconscious group behaviour. It is necessary, for example, to be aware of unconscious needs, motives and anxieties in groups and to understand more than just overt group behaviour. Hence this part of the module is meant to help you understand and explore group behaviour at an unconscious level by presenting a psychodynamic model of group development. This knowledge will enable you to assist groups to explore their own dynamics and thus gain fresh insight into their own behaviour.

LEARNING UNIT

1

Conceptualising workgroup dynamics and diversity

1.1 INTRODUCTION AND AIM

In this learning unit, we will conceptualise work group dynamics and diversity. We will do this by presenting concepts relevant to work group dynamics and diversity that will be used and explored within the different units. Some of the concepts we will define briefly in preparation for a more in-depth exploration in later units. Reference will also be made to the application of the concepts relevant to work group dynamics and diversity to different contexts.

1.2 OUTCOMES OF LEARNING UNIT 1

After completing this learning unit, you should be able to discuss the concepts and principles of work group dynamics and diversity relevant in the 21st century world of work and multicultural South African context by:

- defining the concepts of systems psychodynamics, individual psychodynamics and work group dynamics
- critically discussing various principles of work group dynamics
- defining relevant concepts of diversity, workforce diversity and diversity management
- critically discussing various principles of diversity and diversity management
- exploring the concept of diversity psychodynamics
- providing examples of how workgroup dynamics manifests itself in the organisation and its effect on work performance

1.3 WORK GROUP PSYCHODYNAMICS

In this learning unit we will explain the concepts of systems psychodynamics, individual psychodynamics and group psychodynamics, which includes the unconscious behaviour of groups.

1.3.1 Concepts

Systems psychodynamics is based on Freud's work on psychoanalysis, Klein's object relations theory, Bion's work on groups, Jaques's and Menzies Lyth's work on organisations as social defences, the group relations theory as well

as the open systems theory (Fraher 2004). Systems psychodynamics allows for the study and interpretation of collective, interdependent unconscious and conscious individual, group and intergroup processes resulting from the interconnection between different individuals, groups and subgroups within a social system (Czander & Eisold 2003; Neumann 1999; Pretorius et al 2012).

Systems psychodynamics, primarily through psychoanalytic thinking, use observed human behaviour to explore underlying individual and group psychodynamics (unconscious behaviour) in order to understand conscious behaviour with specific reference to diversity and diversity management. Systems psychodynamics, through the open systems theory, allows us to explore certain structures, such as boundaries, authority, roles and tasks, in organisational context. Studying diversity from the systems psychodynamic perspective implies exploring the unconscious dynamics that influence the way similarities and differences amongst employees are viewed and acted upon (Pretorius et al 2012). Systems psychodynamics therefore affords us the opportunity to attend to unconscious phenomena within people, the organisational context (organisational structures) and the complex interaction between the two.

Individual psychodynamics is the study of unconscious processes (rather than just conscious ones, as in the case of the humanistic model) which operates within the individual. The individual, through his/her past experiences with his/her significant others, has developed an intrapsychic reality, which operates on an unconscious level. Through this intrapsychic reality the individual tries to make sense on an unconscious level of his/her external reality. The main assumption is that the individual is motivated by anxiety. When the anxiety becomes too great for the individual, defence mechanisms, such as splitting, introjections, projection, introjective identification and projective identification, will be used in order to feel more at ease (in equilibrium).

Group psychodynamics is the study of unconscious group processes (rather than just conscious ones, as in the case of the humanistic model). The main assumption is that the individual group members are motivated by anxiety. When the anxiety becomes too great for the individual group members, defence mechanisms, such as splitting, introjections, projection, introjective identification and projective identification, will be used to (unconsciously) get rid of the anxiety, in order to feel more at ease (in equilibrium).



Activity 1.1

	Theoretical definition	Personal definition: Your understanding of the concept
Systems psychodynamics		
Individual psychodynamics		
Group psychodynamics		

1.3.2 Principles

From the discussion about the concepts of work group dynamics, it is evident that systems psychodynamics allows us access into the unconscious dynamics in the individual, the group and organisations. We gain access into unconscious dynamics where we can recognise and explore observed behaviour in order to understand the psychodynamics in the individual, in a group, between groups and in organisations. By studying the unconscious meaning of observed human behaviour in organisations we shed light on the dynamics of the organisation and how these organisational dynamics give rise to particular organisational structures. By studying the organisational structure, we can establish some understanding of how the organisational dynamics, based on individual and group dynamics, is established, maintained and perpetuated. The established structure and the psychodynamics then give rise to further psychodynamics and their attendant anxieties. Freud postulated that every person has acquired one or more specific transference patterns, which are constantly repeated in the course of the person's life. Working on a transference aspect leads to destabilisation and abrupt change. Change following a destabilisation is to be equated with transference dissolution and subsequent transition to a new transference-countertransference pattern (Gumz et al 2014).

In order to recognise and explore individual and group psychodynamics, it is important to:

- observe human behaviour in a particular context (own behaviour, behaviour of a group, behaviour in an organisation)
- have the courage to recognise complex information about oneself in relation to the observed behaviour
- have the courage to recognise complex information about one's group in relation to the observed behaviour
- have the capacity to think about complex matters in oneself in relation to the observed behaviour

- have the capacity to think about complex matters in one's group in relation to the observed behaviour
- have the capacity to think about one's observation in relation to a specific task within a specific time (boundaries), within the role as learner and with a specific level of authority (from self and through the course)
- have the capacity to put ideas about one's observations in words that people can understand



Activity 1.2

Through this activity we want you to enhance your ability to observe human behaviour in a particular context and put your ideas about your observations in words that people can understand.

Case study

I wish I could make more decisions on my own, but Rita likes to be in on everything. After all, it's her company that she started from scratch. She's a real visionary. Rita knew that the demand for information services was going to increase dramatically and she jumped in ahead of the rest. That took guts and a lot of start-up money. Why shouldn't she know how people are spending that money? She's a stickler for detail. It drives me crazy sometimes, but how can you get mad at somebody who's doing it right?

This company has grown from five employees to 30 in just four years. I was one of the initial five. We're the management team. I never thought that I'd be keeping the books for a company this large. Sometimes it scares me a little, since procedures are getting more complicated as the company expands. But Rita seems to be on top of things, although it's getting harder to pop into her office with a question. As we've become bigger, there are more people with more questions.

The new people don't have the same feelings about the company or Rita. They like their jobs all right, but they seem eager to take on more responsibility for their own areas. They just don't understand that this company is Rita's baby. I told her not to hire people with delusions of grandeur. They expect to get promoted and to be in charge of things someday, but Rita's in charge and always will be. Rita said she hired them because she needed highly qualified people in order to keep expanding. But they rock the boat. Even she is getting tired of their enthusiasm and new ideas. Wheelan (2005) as cited by Raes et al (2015).

- (1) Based on the information you have about Rita's behaviour, list Rita's behaviours pertaining to the development of the organisation.

- (2) Based on Rita's behaviours that you have listed, what do you think are her underlying fears about the organisation?

- (3) Based on the case study, list the narrator's behaviours pertaining to the development of the organisation.

- (4) Based on the narrator's behaviours that you have listed, what do you think his/her underlying fears about the organisation could be?

1.4 DIVERSITY

In order to inform your understanding of diversity, the concepts “diversity”, “workforce diversity” and “diversity management” will be defined and explained in this section. A wider discussion of these concepts and related concepts will be provided at a later stage in learning unit 4.

1.4.1 Concepts

Diversity is not synonymous with differences but encompasses difference and similarities (Thomas 2001 as cited by Cilliers & May 2012). Broadly, diversity can be defined as any mixture of items characterised by differences and similarities (Thomas 1996) between individuals and groups that contribute to distinct social identities (Cilliers & May 2012). Examples of such items include age, race, gender, physical and mental capability, sexual orientation, ethnic or cultural background, language, religion, birth position in the family of origin, personality, socioeconomic class, education, geographical region of origin, marital status, family constellation, life experience, career choice, work background and experience, as well as current job function and characteristics.

Reece and Brandt (1993), as cited by Cilliers and May (2012), referred to primary and secondary dimensions of diversity.

Primary dimensions

The primary dimensions refer to core individual attributes that one cannot influence or change, like age, gender, race, ethnicity, physical appearance or traits and sexual orientation. These form the self-images of people and act as filters through which they see and experience the world (Cilliers & May 2012).

Secondary dimensions

The secondary dimensions are changeable and include physical or mental capability, communication style, education, social relationships, marital or parental status, religious beliefs, career, work experience and income. These dimensions add complexity to the self-images of people (Cilliers & May 2012). The interaction between the primary and secondary dimensions shapes the individual’s values, priorities and perceptions. The assumption is that effective human relations amongst diverse employees in the organisation are possible only when the differences are accepted and valued.

Diversity is often confused with related concepts such as multiculturalism, workforce diversity, diversity management, empowerment, affirmative action and employment equity (Arredondo 1996; Miller & Katz 2002; Cilliers & May 2012).

REFLECTIVE JOURNALS: REFLECTING ON YOUR LEARNING EXPERIENCES

Throughout the module you will be asked to complete several reflective journal activities. A reflective journal is a personal record of your learning experiences. It is a space where you can record and reflect upon your observations and responses to situations, which can then be used to explore and analyse ways of thinking and being in contexts.

A reflective journal is used to:

- record the development of your ideas and insights and/or those of a group in a given context which can include concepts, ideas and main points from experience and theory
- reflect upon the subject content and personal experiences as a means to increase your understanding
- analyse your own learning in and for self-development

Please complete your first journal activity by reflecting on your diversity characteristics.

Choose a close friend and an acquaintance (somebody you do not know that well). Reflect on your diversity characteristics (primary and secondary dimensions) by describing the differences and similarities between you and your friend, as well as the differences and similarities between you and the acquaintance.

Workforce diversity is seen as an indisputable fact and a catalyst of organisational change, as well as a composite of the multicultural. As such, it becomes a human resource goal, a business objective and a learning opportunity. Arredondo (1996) believes that workforce diversity represents relationships between people and with the organisation in the context of ongoing culture.

Diversity management is defined as the behavioural science research, theory and methods used to manage organisational change and stability processes, that support diversity in organisations and eliminate oppression based on race, gender, sexual orientation and other human differences (Cross 2000; Human 2005; Kandola & Kandola 1995; Thomas 1996; 2001; DiTomaso 2010). When

operationalised, diversity management becomes an organisational strategy towards workforce diversity development, organisational culture change and empowerment of the workforce. Diversity management aims to establish organisational cultural change through deliberate, strategic diversity initiatives. In the context of diversity management, this is a long-term process designed to create a multicultural organisation with an environment and practices that are more responsive to a diverse workforce and its contribution to business goals.

Multicultural organisations are entities genuinely committed, in words as well as in actions, to diverse representation throughout the organisation at all levels. Initiatives around multiculturalism are often employed as a solution to addressing social inequality in the workplace and yet by focusing on individual differences among employees, multiculturalism may serve as a barrier to making explicit the systems that create and maintain social inequalities (DiTomaso 2010). Through visionary leadership, these organisations strive to motivate and gain access to the potential of their workforce, thereby creating an atmosphere of trust, respect and personal responsibility. Because of their inclusive, empowering nature, multicultural organisations can move beyond hierarchy, creating new models for work. More concretely, the aim is to improve the health and effectiveness of the organisation, while affirming and valuing respect for human differences, social justice, participation, community, authenticity, compassion, pro-action and humility, effectiveness and health, as well as life-long learning. It entails a shift away from activities and assumptions defined by affirmative action, towards inclusive management practices that reflect the workforce diversity and potential. Ideally, it is a pragmatic approach in which participants anticipate and plan for change, do not fear human differences or perceive them as a threat and view the workplace as a forum for individuals' growth and change in skills and performance, with direct cost benefits to the organisation.



Journal activity

Interview two of your friends who are employed. Ask them the following questions:

- What is diversity?
- What is diversity management?
- What diversity initiatives are implemented within your organisation?

- (1) Based on their answers, write a paragraph about diversity, diversity management and diversity initiatives.

.....

.....

.....

.....

- (2) Based on the above paragraph, reflect on the extent to which you agree with their understanding of diversity and diversity management.



Activity 1.3

	Theoretical definition	Personal definition: Your understanding of the concept
Diversity		
Workforce diversity		
Diversity management		

1.4.2 Principles

In order to work with diversity, it is important to understand that individuals use primary and secondary dimensions to describe their differences and similarities in relationship to other individuals and groups. Individuals then use these differences and similarities, based on their interpretations of these assumptions, to treat others or behave towards others in a particular manner. Diversity is therefore a relational phenomenon that focuses on:

- the similarities and differences, based on primary and secondary dimensions between individuals and groups
- the manner in which individuals perceive, interpret and act upon these similarities and differences (Pretorius 2003: 24)

Applied to organisations, diversity refers to the primary and secondary dimensions that define each person, subgroup and group as a unique entity and the way that the perceived differences and similarities are interpreted and acted upon (Pretorius 2003: 24).

Through diversity management, we try to deal with the difficulties arising in a diverse workforce by assessing the nature of these difficulties and implementing diversity initiatives based on individual, group and organisational diversity development models. It is evident that diversity initiatives, based on diversity development models, address individual, group and organisational behavioural processes, in particular the perceptions, fears and attitudes employees may have in relation to others in the organisation. In this way, (working) relationships between employees are enhanced because their faulty perceptions, attitudes and fears about others are addressed. Diversity as a relational phenomenon, through diversity management, therefore addresses the relationships between different employees, subgroups and groups in a diverse workforce to the benefit of different stakeholders, including the organisation itself.

1.5 DIVERSITY PSYCHODYNAMICS

When working with diversity and diversity management, our focus is usually on the conscious factors (factors within our awareness) which drive our observed behaviour. However, several authors have indicated that by focusing on the influence of unconscious factors (factors outside of our awareness) on diversity, will assist us in forming a more holistic understanding of observed human behaviour in the context of diversity and diversity management (Cilliers & May 2002; May & Barnard 2001; Pretorius 2003; Cilliers & Harry 2012).

When working with diversity psychodynamics, we integrate knowledge about work group dynamics, diversity and diversity management. The two main assumptions informing our understanding of diversity psychodynamics are that:

- diversity is a relational phenomenon through which individuals across differences and similarities make certain assumptions about others and then behave in a particular way towards them
- observed human behaviour across differences and similarities towards others occurs on the conscious and unconscious level

Therefore, based on the work of Pretorius (2003) as cited by Cilliers and Harry (2012), diversity psychodynamics as a relational phenomenon focuses on

- the similarities and differences, based on primary and secondary dimensions between individuals and groups
- the manner in which individuals on a conscious and unconscious level perceive, interpret and act upon these similarities and differences

By exploring observed human behaviour in the context of diversity, we are able to understand the unconscious processes that drive our behaviour towards those who are different to us. This will inform the way in which we deal with diversity and implement diversity management in organisations. In part 1 of this module we will focus on work group dynamics to enhance our understanding of dynamic processes in individuals and groups.

In part 2 we will focus on diversity and diversity management. In part three we will explore the theoretical relationship between diversity and work group dynamics in order to develop our understanding of diversity psychodynamics.

1.5.1 Manifestation of work group dynamics and diversity in the organisation

The organisational perspective on diversity determines the impact of diversity within the organisation. Consequently, organisations should differ in their management of a diverse workforce depending on their dominant diversity perspective (Podsiadlowski et al 2013).

In terms of organisational behaviour, diversity refers to every human individual and group difference that affects and impacts a task, product and service as well as the personal, interpersonal and organisational activities in the organisation (Abdelsamad & Sauser 1992; Griggs & Louw 1995; Thomas 1996; Herring 2009; Herring & Henderson 2011).

1.5.1.1 *Effect on work performance (technical aspects)*

Individuals and groups bring their own diversity in competence to the task, for example their cognitive abilities, aptitudes, interests, motivation, emotional sensitivity, as well as skills and interpersonal style. Organisations often frame a task as a permanent and standardised structure, denying the possibility that it can be done in another way. It is generally accepted that long periods of sameness and routine lead to boredom, stagnation and consequently to lower productivity. Employees should be allowed and encouraged to use their diversity in thinking, problem solving, creativity and innovation, to add to the richness of performing the task and to negotiate new ways of doing business. Especially in leadership development, employees are encouraged to think differently and “out of the box” about how the same issues can be approached differently towards optimising business outcomes (Levinson 2006; Herring 2009; Herring & Henderson 2011).

1.5.1.2 *Effect on relationships (social aspects)*

Diversity enriches the workplace by broadening employee perspectives, strengthening their teams and offering greater resources for problem resolution (Cox 2001; Rawat & Basergekar 2016). The diversity (differences and similarities) amongst employees affect their work relationships on the individual, intra- and intergroup, as well as organisational levels (Arredondo 1996; Cox & Blake 1991; Griggs & Louw 1995; Holvino 2003; Rawat & Basergekar 2016).

This implies that all employees have to realise their individual diversity, for example “I am black”, “I am male” and “I am heterosexual”. This indicates similarity (as the others in that black or male category) as well as difference (to being, for example, white or female). The individual and the organisation can therefore start to realise that each person represents a rich mixture of aspects of self. The risk to be aware of when defining diversity so broadly is an inclination to take refuge in its broad scope, that is, to avoid really looking at our own “-isms”, our own discomfort with differences in age, race, gender and so on. When we use this broad scope to hide our biases and prejudices, we aren’t moved to do the important work that we need to do to uncover our own racism, sexism, classism, heterosexism or whatever discomfort with difference gets in the way of truly seeing and valuing another person’s competence and uniqueness. It is important to determine whether or not we are pretending to

honour all differences as a cover for not confronting the particular differences that cause us the greatest personal discomfort.

However, there is confusion about who is perceived as diverse. Quite often, attributions of (female) gender and (minority) race are incorporated into definitions of diversity. This, according to Arredondo (1996), is inaccurate as heterogeneity or diversity can also be present in a homogeneous group. For example, in one organisation where there are only male factory workers, they form a homogeneous group. But the men vary in age, skills level, marital status, decision-making competence and leadership ability and thus they also form a diverse work group. To capture the dynamism and variability of a diverse workforce, individual characteristics need to be described in language that recognises differences rather than creates arbitrary labels. The meaning of diversity will vary and is subject to definition within a particular organisational culture. Multiculturalism, according to Arredondo (1996), is often used interchangeably with diversity. Multicultural psychology specialists, however, state that multiculturalism refers primarily to culture, ethnicity and race (see Arredondo 1996).



1.6 FEEDBACK ON ACTIVITIES

Activity 1.1

Your theoretical definitions of the three concepts (system psychodynamics, individual psychodynamics and group psychodynamics) should be according to the discussion provided in this unit. The way in which you formulate your personal understanding of each concept, based on the theoretical definition, will differ from person to person.

Each student's assumptions about what Rita's underlying fears may be, will differ.

Activity 1.2

The following is an interpretation of Rita's behaviour:

She had guts to start the company – she is a visionary. She feels that she must be in control of all activities of the company. She usually focuses on every detail and likes to do everything right. The company has grown and she has had to hire new people to deal with the workload. Rita is also dealing with two distinct groups, namely the management team and the new employees.

Expand on this discussion.

The following is an interpretation of the narrator's behaviour:

The narrator wants to make more decisions on his own. Although he wants to be mad about Rita's behaviour, he cannot because she does things right. He was one of the first employees of the company and is now part of the management team. He told Rita not to hire employees with delusions of grandeur. He is getting tired of the new employees' enthusiasm and new ideas.

Expand on this discussion.

Each student's assumptions about what the storyteller's underlying fears may be, will differ.

Activity 1.3

Your theoretical definitions of the three concepts (diversity, workforce diversity and diversity management) should be according to the discussion provided in this unit. The way in which you formulate your personal understanding of each concept, based on the theoretical definition, will differ from student to student.



1.7 SELF-REFLECTION

As a means of reflecting on your learning experience in this learning unit, tick "yes" or "no" on the following checklist to determine the extent to which you have attained the learning outcomes of this learning unit. If you did not achieve all of them, we also provide you with a list of strategies that you can use to ensure that you acquire those learning outcomes you may have experienced difficulties with.

After completing this learning unit I am able to

		YES	NO
(1)	define the concept "system psychodynamics"		
(2)	define the concept "individual psychodynamics"		
(3)	define the concept "group psychodynamics"		
(4)	explain the principles underlying system psychodynamics		
(5)	define the concepts "diversity" and "workforce diversity"		
(6)	define the concept "diversity management" and other related concepts		
(7)	explain the principles underlying diversity, workforce diversity and diversity management		
(8)	discuss critically the concept "diversity psychodynamics"		
(9)	provide examples of how work group dynamics and diversity manifest themselves in the organisation and its effect on work performance		

List the learning outcomes that you feel you have not achieved.

Choose which of the following strategies you want to follow to achieve the listed learning outcome:

	Tick
(1) Revise study schedule to make time to acquire relevant knowledge.	
(2) Contact the lecturers via e-mail.	
(3) Participate in relevant myUnisa discussion forum.	
(4) Contact the Directorate for Counselling, Career and Academic Development (DCCAD) for assistance with study skills.	
(5) Contact the literacy facilitator at the learning centre to assist with academic writing.	
(6) Any other strategies you can follow: • • •	

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LEARNING UNIT 2

Individual psychodynamics

2.1 INTRODUCTION AND AIM

In this learning unit we will explore certain aspects of psychoanalytic thinking as proposed by Freud. We will focus on individual psychodynamics by exploring the iceberg model, the unconscious and defence mechanisms such as splitting, introjection, projection, introjective identification and projective identification. You will then apply your theoretical understanding of individual psychodynamics by describing how the various individual defence mechanisms manifest in group and organisational behaviour.

2.2 OUTCOMES OF LEARNING UNIT 2

After completing this learning unit, you should be able to describe individual psychodynamics by:

- explaining Freud's theory of conscious and unconscious behaviour by referring to the iceberg model
- discussing and recognising the defence mechanism splitting that manifests in individual behaviour
- discussing and recognising the defence mechanism projection that manifests in individual behaviour
- discussing and recognising the defence mechanism introjection that manifests in individual behaviour
- discussing and recognising the defence mechanism projective identification that manifests in individual behaviour
- discussing and recognising the defence mechanism introjective identification that manifests in individual behaviour
- analysing how various individual defence mechanisms manifest in group and organisational behaviour

2.3 INDIVIDUAL PSYCHODYNAMICS

Psychoanalysis has added to our understanding of how people behave by applying psychoanalytic concepts to the conscious and unconscious aspects of the relationship between employees and employees and managers (Obholzer & Roberts 1994; Ward et al 2014). Psychodynamic approach, generally implies highlighting some of the unconscious behaviour and patterns that may play out in organisational life. The psychodynamic approach affords individuals an opportunity to gain greater self-insight and develop (Ward et al 2014).

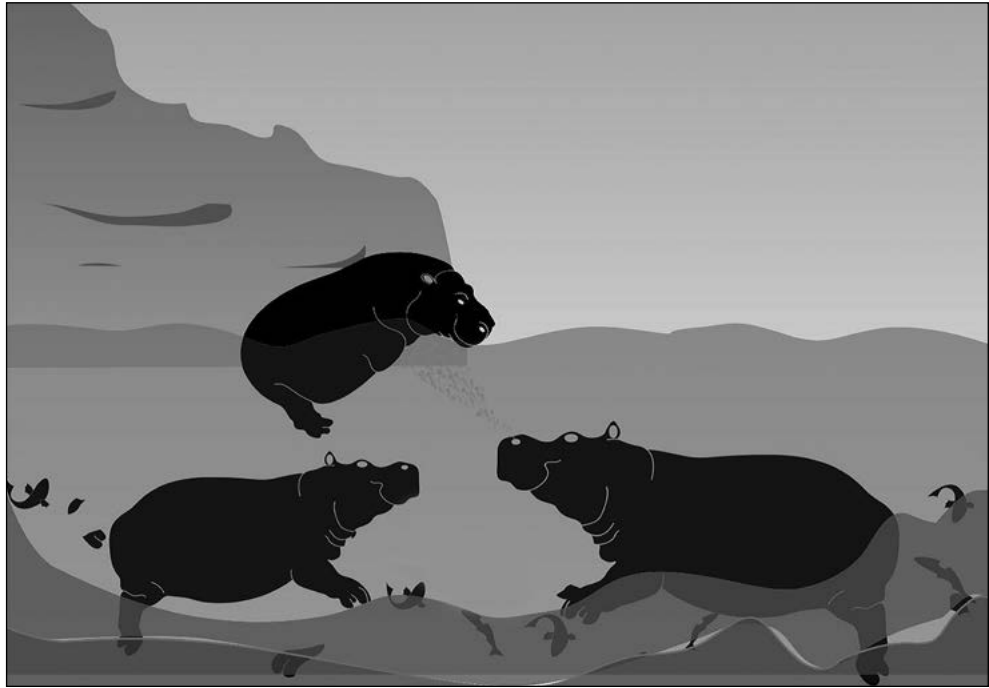
Thus, psychoanalysis assumes that many behavioural processes occur on both the conscious and the unconscious level. It further assumes conflict between rational behaviour as defined by the task(s) of the organisation and unconscious individual and group processes. These unconscious individual and group processes result from three categories of anxieties operating at different levels, namely primitive anxiety; anxiety arising from the nature of work and personal anxiety (Menzies Lyth 1993; Obholzer 1999; Ward et al 2014). Through individual defence mechanism we keep unresolved conflicts and anxieties in our unconscious outside of our conscious awareness.

2.4 CONSCIOUS AND UNCONSCIOUS BEHAVIOUR – THE ICEBERG MODEL

Freud used the analogy of the iceberg to describe the three levels of conscious awareness:

- The **conscious** is the portion above the surface of the water. The conscious contains all the information that we are aware of.
- The part underneath the surface of the water is the **unconscious**, filled with anxieties and other feelings we are not aware of.
- The **preconscious** is the bridge between the conscious and the unconscious mind. Here we find information that is accessible, but not always available, for example, when you cannot remember someone's name and suddenly remember it a few hours later. The saying that something is on the tip of the tongue comes to mind.

We often refer to working with unconscious human behaviour as working below the surface. An African analogy of the three levels of conscious awareness is a group of hippopotamus swimming in the water. Sometimes we can see the head of the hippo and at others only the ears while the body and the legs of the hippo are below the surface of the water.



Consciousness is structured into the id, the ego and the superego. The id operates mostly on the unconscious level in accordance with the pleasure principle. It can be compared to a naughty child that mostly says “I want, I want”. The superego operates on the unconscious, preconscious and conscious level in accordance with the moralistic principle. It can be compared to a parent that mostly says “I want you to behave yourself”. The ego operates mainly on the preconscious and conscious level in accordance with the reality of the principle. It can be compared to a referee who has to keep the peace between the id and the superego and, in so doing, ensures that one behaves appropriately in one’s different contexts (Albertyn & Koortzen 2006; Cilliers & May 2010). In other words, the ego ensures that the wishes of the id and super-ego, which are usually in opposition to each other, are resolved in such a way that one does not get into too much trouble.

According to Freud, human behaviour is motivated by instincts, namely **life instincts** (*eros*) and **death instincts** (*thanatos*). We are not consciously aware of these instincts, because they are located in the unconscious. The life and death instincts are major driving forces of our behaviour and exert a continuing influence on our actions and conscious experiences. Thus, the unconscious contains anxieties which are the major driving force behind people’s behaviour and is the basis for explaining conscious behaviour (Albertyn & Koortzen 2006; Cilliers & May 2010). These anxieties, which are mainly found in the unconscious and therefore the id, always threaten to come into consciousness. The ego, as referee, ensures that these anxieties stay in the unconscious and therefore in the id, by using defence mechanisms.

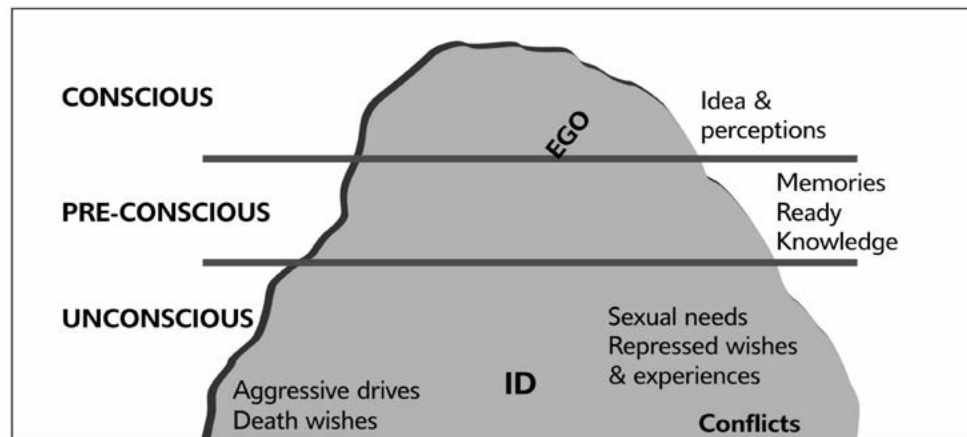


FIGURE 2.1

The levels and structures of consciousness

2.5 INDIVIDUAL DEFENCE MECHANISMS

Individual defence mechanisms assist the ego in keeping unresolved conflicts and anxieties which may be overwhelming and threatening in the unconscious and outside of our conscious awareness. Individual defence mechanisms therefore operate on an unconscious level and distort external reality to such an extent that it becomes less threatening to our (unconscious) internal reality (Albertyn & Koortzen 2006; Cilliers & May 2010). Our different daily contexts, such as the workplace, provide us with opportunities to act out our anxieties and unresolved conflicts through unconscious, defensive behaviour (Czander 1993). For example, you are angry with your manager and you want to shout at him or her. Your ego realises this will have consequences and uses a defence mechanism to push your anger into your unconscious where the id cannot shout at your boss. But the ego cannot keep everything in the unconscious and the anger escapes a little bit, when you kick your dog that has done nothing wrong. In this way, the ego has ensured that your aggressive impulses come to the fore in such a way that you do not disturb the status quo.

The following types of defence mechanisms can be identified:

- Immature: split, projection, introjection, projective identification, introjective identification
- Mature: altruism, humour, anticipation, denial
- Neurotic: idealisations, simplification, rationalisation
- Socially constructed defences
- System domain defences

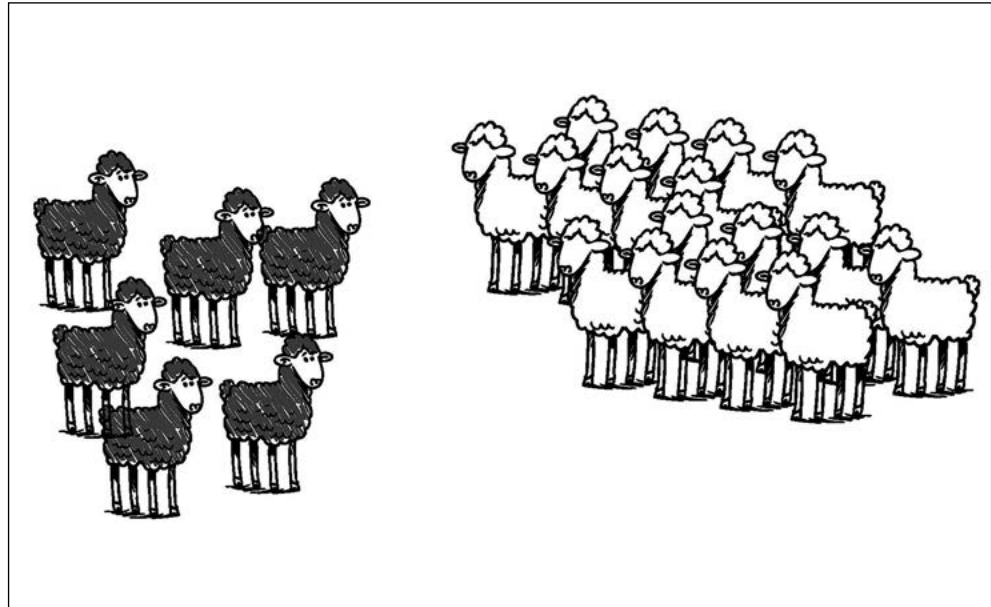
In this learning unit we will focus on immature defence mechanisms, because it explains how people at an unconscious level deal with their anxieties and unacceptable feelings. We will refer, to some extent, to socially constructed and system domain defence mechanisms in learning unit 3.

Before we discuss these five immature defence mechanisms, we would like to present an analogy that illustrates how we unconsciously use these five defence mechanisms to keep threatening aspects of our external reality from our (unconscious) internal reality. You often have to choose from a variety of dishes that you like and do not like (splitting food into your likes and dislikes). You then eat those dishes that you like (taking in what you like), your body digests this food and the nutrition becomes part of your body. The food that you do not like, on the other hand, is left on the table. You expect others to eat and digest that which you dislike (rejecting the food, not taking it into your body and seldom benefiting from that particular nutrition). In our unconscious we deal with feelings that are available to us in the same manner, using defence mechanisms unconsciously to digest certain feelings and reject others. This has an impact on our relationship with other people and other groups.

2.5.1 Splitting

Splitting is a process of dividing feelings in order to deal with internal conflicts and anxieties (Halton 1994). According to Gabbard (1989:445) *the fundamental source of splitting lies in the fact that the other is both nurturing [good] and frustrating [bad]*. Splitting is also part of normal development that allows the individual to organise his or her intrapsychic reality (Gabbard 1989; Halton 1994; Klein 1985; Cilliers & May 2010). Splitting is also a defence mechanism which develops because of normal psychic development (Gabbard 1989). This could be the reasoning which underlies Klein's (1985) opinion that, in spite of the fact that splitting diminishes during normal development, it occurs throughout the individual's entire life. Through splitting we can divide our intrapsychic reality (one's unconscious) and external reality (the daily context) into good and bad. By doing this, we separate feelings such as love and hate, acceptable and unacceptable, as well as competent and incompetent (Halton 1994).

Splitting, based on the primary and secondary dimensions of diversity, enables us to divide the world into good and bad, black and white, the oppressed and the oppressor. It is an inherent need in the person to split him- or herself from others because it provides the opportunity to dump the bad into another person or group in order to maintain the good within oneself (Cilliers & Koortzen 2000; May & Evans 2001; May & Barnard 2001; Skolnick & Greene 1993; Cilliers & May 2010). It allows an adult to keep the contradictory affects separated from one another, for example pleasure from displeasure, good from bad, white from black (Gabbard 1989). The following question now arises: once we split or separate our feelings into polarised opposites, what do we do with these feelings?



Splitting



Activity 2.1

Take a picture of yourself with your family or one of you and your friends. Study the picture carefully and make a list of the following:

What distinguishes you from the other people in the picture? You can also include differences between yourself and the people in the picture that are not necessarily visible, but which you are aware of from your knowledge of them. Now list at least five differences (obvious and not so obvious) between you and the members of the group.

List five possible ways in which you may split or separate your feelings into opposites.

Briefly discuss how you use these differences to separate or SPLIT yourself from the other members in the group. In other words, which feelings do you keep for yourself and which feelings do you tend to give to the other members of the group?

2.5.2 Introjection

Projected feelings may be “taken in” by others, which is a process known as introjection. When feelings have been introjected, recipients may be unable to distinguish between them and their own feelings – those that have originated within them (Dale & James 2015). Introjection and projection are used simultaneously through the process of splitting. Introjection, within the context of diversity, involves primarily attributing positive aspects to oneself, while refusing to deal with negative aspects within oneself thereby externalising the negative aspects of oneself. Thus, introjection manifests when a person internalises positive and preferred characteristics to establish closeness to and a constant presence with the positive. In this way, a person can hold onto good aspects, such as feelings of competence, superiority, idealisation of oneself, to name but a few (Cilliers & May 2010). Obviously, in introjecting the positive feelings, a person and his or her group produce and maintain “illusory

goodness and self-idealisation". The other person or group then becomes the denigrated one, that is, the container for the unacceptable and rejected parts of the person that idealises him- or herself.

We can extend the analogy of someone only ingesting food that he or she likes, by considering how a person can split performance in the workplace into competence and incompetence. Such a person then regards his or her performance as being competent and the performance of a person or group different from him or her as incompetent. Through projecting incompetence onto the other person or group, the other person or group becomes the place where incompetence (unacceptable feelings) can be dumped and contained. By doing this, the person's attitudes, beliefs and values about him- or herself and a different person or group are entrenched. Therefore, enhancing one's biases about oneself and of another person or group subsequently entrenches the defence mechanisms splitting-introjection, which underlie the individual psychodynamics of diversity May & Barnard (2001), as cited by Cilliers and May (2010).



Journal activity

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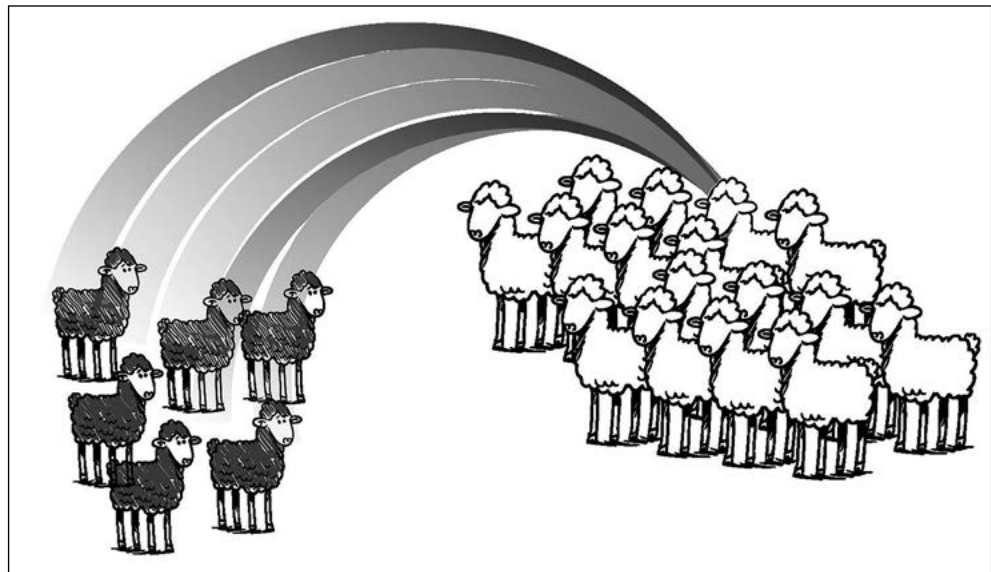
Illustrate the defence mechanism introjection by making a simple drawing that visually represents how introjection may operate within you.

2.5.3 Projection

According to Dale and James (2015), displayed feelings may be projected towards individuals or "launched" more generally among a group. Introjection and projection are used simultaneously through the process of splitting. Projection, within the context of diversity, involves primarily attributing negative aspects to others in an attitude of prejudice, rejection and externalisation of negative aspects of oneself. In this way, a person can get rid of bad aspects such as feelings of incompetence, discomfort, suffering, to name but a few (Cilliers & May 2010). Obviously, in projecting the negative feelings a person produces and maintains *illusory goodness and self-idealisation*. The other person or group then becomes the denigrated one, that is, the container for the unacceptable and rejected parts of the person that idealises him- or herself.

By using the analogy of a person leaving food that he or she dislikes for another person or group to eat or deal with, we can consider how a person can split performance in the workplace into competence and incompetence. The person then thinks of his performance as being competent and the performance of a person or group different from him or her as incompetent. Through projecting incompetence onto the other person or group, the other person or group becomes the place where incompetence (unacceptable feelings) can be dumped and contained. In such a way the person's attitudes, beliefs and values about a different person or group are entrenched. Therefore, enhancing his or her

stereotypes of another person or group subsequently entrenches the defence mechanisms splitting-projection, which underlie the individual psychodynamics of diversity (May & Barnard 2001).



Projection



Activity 2.2

Use the picture from activity 2.1 and bear the following in mind:

- the identified differences in this activity
- how you, by using these differences, split yourself from the other members in the group

Now consider how you use these differences to project certain feelings onto the other members in the group.

2.5.4 Introjective identification

Splitting and introjective identification are interrelated mechanisms through which a person organises his or her internal experiences of the external reality. Introjective identification refers to an unconscious interpersonal interaction

in which the individual seems to identify with a feeling that was projected onto him- or herself. The recipient of the projection then chooses to swallow or introject all or part of the projection. Thus, the adult's behaviour does not only come from him- or herself, but from the introjected aspect of the projection (Cilliers & Koortzen 1998; Diamond & Allcorn 2003; Cilliers & May 2010). It is proposed that the recipient reacts to an introjection in such a way that his or her own feelings are affected, that is, he or she is unconsciously identifies with the introjected feelings.



Journal activity

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Illustrate the defence mechanism introjective identification by making a simple drawing that visually represents it.

2.5.5 Projective identification

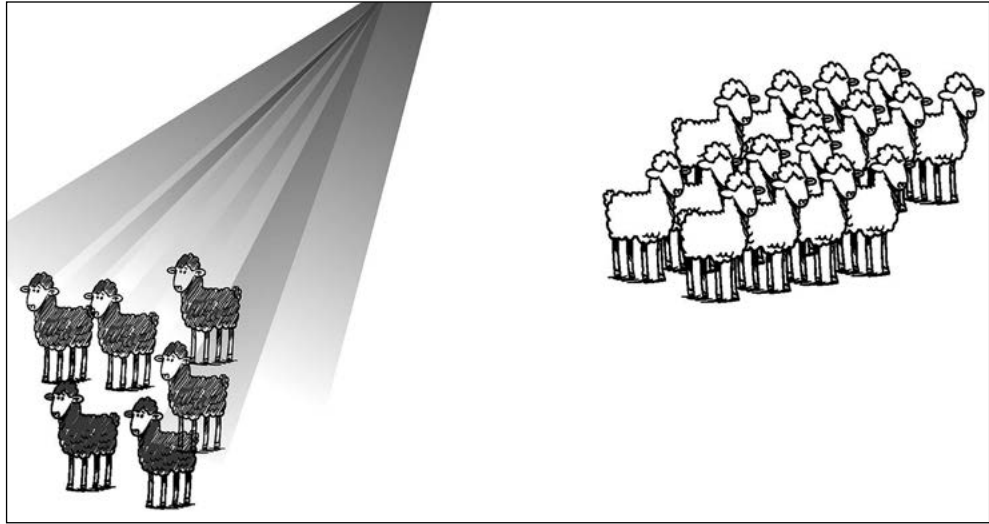
When an individual introjects the feelings of others, the projected feelings may be used by the individual as rationales for her/his own actions. This process is known as projective identification (Dale and James 2015).

In projective identification, the actions of individuals are controlled by the projections of others. Feelings may be projected to individuals and groups who may introject them and start acting on the basis of them Dale and James (2015). They proposed that splitting and projective identification are two inter-related mechanisms through which the individual organises his or her internal experiences of the external reality.

Projective identification refers to an unconscious interpersonal interaction in which the individual splits off and puts or projects part of his or her unacceptable feelings into another person or group a willing recipient. The recipient of a projection may react to it in such a way that his or her own feelings are affected, that is, he or she unconsciously identifies with the projected feelings (Bion 1961; Jaques 1990; Klein 1985; Menzies Lyth 1993; Cilliers & May 2010). Not only does the projector get rid of the anxiety-provoking feeling into the recipient (of the projection), but he or she also attempts to control the recipient in such a way that the recipient reacts and behaves in accordance with the projection (Jaques 1990). Czander (1993) also proposes that projective identification requires unconscious collusion between the projector and the recipient, that is, willingness on the part of the recipient to accept and behave in accordance with the projections.

Bearing in mind the example of a person who has split performance into competence and incompetence and projected incompetence onto the other person or group, the other person or group becomes the place where incompetence (unacceptable feelings) can be dumped and contained. The other person or group, as willing recipient, can swallow or introject these feelings of incompetence and unconsciously identify with the projected incompetence. Consequently, the person or group reacts and behaves in accordance with the projection,

that is, behaves **as if** they are incompetent. In this way, a person's attitudes, beliefs and values about a different person or group are entrenched. Therefore, enhancing his or her stereotypes of another person or group subsequently entrenches the defence mechanisms splitting-projection-introjection-projective identification which underlie the individual psychodynamics of diversity (May & Barnard 2001; Cilliers & May 2010).



Projective identification



Activity 2.3

Use the picture from activity 2.1 and bear the following in mind:

- the identified differences in this activity

Now discuss briefly what the other members in the group may be projecting onto you.

Briefly discuss the projections that you think you may be identifying with. Substantiate your answers by providing clear evidence from the group scenario.

2.6 APPLICATION IN THE WORKPLACE

In order to understand how the defence mechanisms underlying individual groups in the workplace, you need to complete the following activity:



Activity 2.4

In organisation XYZ, Brian Brown, an employee in the financial department, believes that his contribution to the company is far more superior than that of Zanele Buthelezi, who is a member of the development department. Brian, who is 55 years old, is trained as a chartered accountant, while Zanele, who is 25 years old, is in the process of completing her BCom degree in industrial and organisational psychology.

Critically discuss how the defence mechanisms splitting-projection-in-trjection-projective identification, that underlie the psychodynamics of diversity, are operating in the case of Zanele and could be impacting her behaviour.

Critically discuss how the defence mechanisms splitting-projection-intrjection-projective identification, that underlies the psychodynamics of diversity, are operating in the case of Brian and could be impacting his behaviour.

The discussion in this unit illustrates that, through projective and introjective identification, an individual's intrapsychic splitting, projection and introjection can manifest as interpersonal splitting in an individual's personal relationships, such as when he or she functions as a member of a group, as well as when he or she works with other groups in an organisation (Czander 1993; Gabbard 1989; Jaques 1990). Furthermore, Jaques (1990), Menzies Lyth (1993) and Cilliers & May (2010), also proposed that splitting, introjection, projection, as well as introjective and projective identification, are reactivated in our relations, that is between people, group members, between groups in a system or organisation and between organisations.

It is therefore evident that diversity psychodynamics, operating in all of us, is a relational phenomenon that uses similarities and differences amongst people to make assumptions about others and act upon these assumptions on an unconscious level. We are not necessarily aware of these diversity psychodynamics, but we can increase our awareness by appropriately analysing our behaviour towards others. In doing so, we can form a better understanding of what we idealise in ourselves and what we denigrate in others or what we denigrate in ourselves and idealise in others and how this impacts on our experience of our diversity. What we should work towards is to integrate the parts that we like and the parts that we do not like in an attempt to address our diversity psychodynamics.



Journal activity

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PRIMARY TASK

Complete the following journal activity by taking up the role as participant observer to organisational behaviour. This will stimulate your intuitive sensitivity to the human dimension in the organisation in terms of individual experiences and situations, as well as organisational culture and its anxieties and pressures. As a result, you will start to develop a system psychodynamic

attitude in which one retains, feels and thinks about the experiences of the others, the observed, without an immediate recourse to acting on the internal and external pressures.

PRACTICAL TASK

Observe in an attitude of open interest whatever is going on around you, in the here-and-now (e.g. in an open public space in the organisation, such as a foyer, busy passage, canteen or library). Be aware of the culture, the implicit way people relate to each other, how they perform the activities and the way they seem to go about achieving particular objectives. You will acquire a sense of the atmosphere of the organisation generally, as well as specifically on the day and the emotional quality of the interactions observed. You will gauge the unfolding experience you are having as observer, witnessing the activities, the pull to join in or retreat from them, feelings of approval and disapproval, of like and dislike and so on, that will fleetingly pass across your mind. There is no obligation to engage in any other way (such as verbally) with anyone while being silently polite (a friendly reserve). The degree of responsibility is very low.

ASSIGNMENT TASK

It is important to keep an eye and ear on the objective events taking place, the emotional atmosphere and your own inner experiences. You may take brief notes on the objective events. Then try to analyse your own projections onto objective events and what that may mean in terms of how you take up the role as employee in the organisation.

Immediately after the observation, complete your experience in the following format:

OBJECTIVE EVENT	EMOTIONAL ATMOSPHERE	OWN INNER EXPERIENCE	NATURE OF OWN PROJECTIVE IDENTIFICATION		
			Nature of own Splitting	Nature of projection received	Nature of projective identification

Immediately after the observation, complete your experience in the following format:

OBJECTIVE EVENT	EMOTIONAL ATMOSPHERE	OWN INNER EXPERIENCE	NATURE OF OWN INTROJECTIVE IDENTIFICATION		
			Nature of projection received	Feelings introjected	Nature of introjective identification

Source: Adapted from Hinshelwood & Skogstad (2005) as cited by Greyvenstein & Cilliers (2012).



2.7 FEEDBACK ON ACTIVITIES

Students' responses to the activities and journal activities will differ.



2.8 SELF-REFLECTION

As a means of reflecting on your learning experience in this learning unit, tick "yes" or "no" on the following checklist to determine the extent to which you have attained the learning outcomes of this learning unit. If you did not achieve all of them, we also provide you with a list of strategies that you can use to ensure that you acquire those learning outcomes you may have experienced difficulties with.

After completing this learning unit I am able to:

	YES	NO
(1) critically discuss individual psychodynamics		
(2) explain Freud's theory of conscious and unconscious behaviour by using the iceberg model		
(3) discuss and recognise the defence mechanism splitting, that manifests in individual behaviour		

(4) discuss and recognise the defence mechanism introjection, that manifests in individual behaviour		
(5) discuss and recognise the defence mechanism projection, that manifests in individual behaviour		
(6) discuss and recognise the defence mechanism introjective identification, that manifests in individual behaviour		
(7) discuss and recognise the defence mechanism projective identification, that manifests in individual behaviour		
(8) analyse how various individual defence mechanisms manifest in group and organisational behaviour		

List the learning outcomes that you feel you have not achieved.

Choose which of the following strategies you want to follow to achieve the listed learning outcome:

	Tick
(1) Revise study schedule to make time to acquire relevant knowledge.	
(2) Contact the lecturers via e-mail.	
(3) Participate in relevant myUnisa discussion forum.	
(4) Contact DCCAD for assistance with study skills.	
(5) Contact the literacy facilitator at the learning centre to assist with academic writing.	
(6) Any other strategies you can follow: <ul style="list-style-type: none"> • • • 	

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LEARNING UNIT 3

Group and organisational dynamics

3.1 INTRODUCTION AND AIM

Group and organisational dynamics are discussed in terms of the systems psychodynamic consultancy stance, the work of Bion in terms of the sophisticated and basic assumption work groups, splitting, social and system domain behaviours as defence mechanisms, identification and containment, the CIBART constructs and the application of this section in the work place.

3.2 OUTCOMES OF LEARNING UNIT 3

After completing this learning unit, you should be able to explain the theories that form part of the systems psychodynamic perspective of work group dynamics by

- critically discussing the sophisticated work group and basic assumption groups as proposed by Bion
- describing the basic assumptions of dependence fight/flight, pairing, me-ness and we-ness in the work situation
- explaining the manifestation of splitting in groups in the organisation
- describing social and systems domain defences as organisational phenomena
- describing holding and containment in a case where employees use colleagues as objects onto and into which they can project their own unconscious anxiety
- critically discussing the constructs of the CIBART model

3.3 THE SYSTEMS PSYCHODYNAMIC CONSULTANCY STANCE

The systems psychodynamic perspective on organisational behaviour originated at the Tavistock Institute in the UK. It incorporates Freudian systemic psychoanalysis, Klein's work on family psychology and object relations and Bertalanffy's work on systems thinking. This perspective has been extended and adapted in many group relations working conferences for over 60 years all over the world and has developed into a organisational theory as well as an organisational consultancy stance. Systems psychodynamics, also known as the psychodynamic group relations approach, tends to use groups and workshops in which members work through thoughts and feelings about a challenging situation. Such consulting might start with leaders' concerns about organisational culture and persisting difficulties in working well together (Rudden et al 2013).

The systems psychodynamic stance accepts that traditional talk and chalk training approaches do little more than share knowledge and enhance dependency. Thus, organisations only study the tip of the diversity iceberg if the covert and unconscious social political issues such as resistance, denial, splitting, projections and projective identifications are neglected (Cilliers & May 2002; Obholzer & Roberts 1994; Pretorius et al 2012).

The central orientation of interventions in systems psychodynamics is that of process consultation. The consultant may offer one-to-one coaching of leaders, small group, inter-group or large group interventions. The consultant views him-/herself as a participant-observer, but largely maintains a specialist role within the organisation requesting his/her services (Rudden et al 2013).

As a consultancy stance, systems psychodynamics offers a developmentally focused and psycho-educational process towards the understanding of unconscious (covert) behaviour in the organisation as a system, as well as the interaction between the manifesting of conscious and unconscious behaviours. The role of the consultant in systems psychodynamics is to help people work through difficult thoughts and feelings about aspects of a challenging situation. He or she observes, analyses and interprets, while the role of the stakeholders is to decide what to implement or use from the consultation (Rudden et al 2013).

The consultant using this perspective is referred to as a systems psychodynamically informed consultant (Czander 1993; Huffington, Armstrong, Halton, Hoyle & Pooley 2004; Neumann et al 1997; Pretorius et al 2012).

The consultant stays aware of the following behaviours: (1) the total system (referred to as the organisation/group-as-whole) (Wells 1980), consisting of the individual, the group and the organisation; (2) the conscious and unconscious behaviour (see the iceberg model above); and (3) the socio-technical aspects of work. The last behaviour mentioned implies that work is influenced by both (1) technicalities such as the physical work environment, working conditions and office space, equipment, proximity to co-workers, the official organisational design and structure, the strategy and its implementation; and (2) the people aspects, such as the nature of the relatedness between people, the manifesting work culture and climate, their interpersonal relationships, how roles and role configurations are taken up and the nature of the prevailing management and leadership styles (see Armstrong 2005; Lawrence 2000; Pretorius et al 2012).

Operationally, the consultant studies and analyses the way the client exercises leadership and authority, while managing the boundaries in taking up the assigned role and task and how these in turn may influence task performance (Czander 1993; Gould, Stapley & Stein 2001; Stapley 1996; 2006; Pretorius et al 2012). These behaviours refer to the system's thinking, feeling, motivation, interpersonal, intra/intergroup and intra/inter-organisational behaviours. These behaviours are discussed in more detail below. Next, the consultant uses the self as instrument (see McCormick & White 2000) and formulates his/her own experience of the client's behaviour in (1) a working hypothesis (a tentative reflection from a meta-position to serve as feedback to the system to stimulate further questions) and/or (2) an interpretation (a relay of what may be happening in the system based upon the above psychodynamic evidence) (Haslebo 2000; Schafer 2003).

3.4 THE SOPHISTICATED AND THE BASIC ASSUMPTION WORK GROUPS

Bion (1961; 2003) as cited by Pretorius et al (2012) identified two modes of mental functioning in any system, namely the sophisticated work level and the basic assumption work level. Although these behaviours are directed at group functioning (the mesosystem), the same principle applies to describe an individual's (the micro-system) and the organisation's (the macrosystem) functioning. These two modes of behaviour are omnipresent – always present at the same time in all human systems.

Sophisticated work functioning refers to the system's rational behaviour whilst working consciously on its primary task, structuring the system in terms of strategy, goals, structures and operations towards success.

The basic assumption work functioning refers to the system's irrational behaviour operating below the surface of consciousness (see Huffington, Armstrong, Halton, Hoyle, & Pooley 2004), which may lead to off-task and/or anti-task activities and its associated high levels of anxiety and conflict.

If a system only functioned in a sophisticated manner, all individuals, groups and organisations would have been successful in all its endeavours. The basic assumption behaviour represents the unknown in the system and describes how work performance is influenced by unknown and unconscious behaviours, giving rise to all kinds of work, performance and relationship conflicts and problems.

3.5 THE BASIC ASSUMPTIONS OF GROUP FUNCTIONING

The systems psychodynamic consultancy stance is theoretically based upon five unconscious basic assumptions as the cornerstones for studying relationships in systems (Hirschhorn 1993; 1997; Huffington et al 2004; Obholzer & Roberts 1994). These are dependency, fight/flight, pairing (Bion 1961; 2003), me-ness (Turquet 1985; Cilliers & Harry 2012) and one-ness (also called we-ness) (Lawrence, Bain, & Gould 1996). Although the text below refers to group behaviour, the same may be made applicable to other systems such as the individual or the organisation.

A psychodynamic group relations approach utilises knowledge of group regressions and fantasies articulated first by Bion. They identified experiences that seem to occur universally within a dysfunctional group: powerful fantasies can take over group function. These fantasies are those of fight or flight from a common enemy within or outside the group, fantasies of an idealised leader who will magically provide for the group, or fantasies of a special couple who will help the group to produce an idea or motivational force that will help it to succeed (Rudden et al 2013).

3.5.1 Dependence

Dependency refers to the system's anxiety about its need for security and structure that it projects onto a perceived strong or parental object (Cilliers & Harry 2012).

The assumption is that a group is dependent on its leader who is experienced as the source of all knowledge, health and power.

Employees (similar to children) unconsciously experience **dependence** on a parental figure or system in the mind. The need may be for protection, care, love, acceptance or learning in a similar way that employees remember their parents or other authority figures (such as grandparents, teachers and church ministers) to exhibit towards them long ago. This may manifest in employees acting like children when they say, for example, "What do you want me to do?" and "Please help me to understand what I am supposed to do."

In reality, management or leadership are not the employees' parents and cannot and will not take up the parent role (as it is remembered in the unconscious mind of the employees). Because their (childlike) needs are not met, the employees experience frustration, helplessness, disempowerment and powerlessness. This may manifest in employees moaning about managers not caring or being hostile towards them, using remarks such as, "My manager does not like me" and "Why does the boss not pay us more attention?" This is indicative of how the dependence moves to **counter-dependence** where the employees experience anger towards the "old" managers. Because it is too difficult to own their own anger, they prefer to project the anger and the bad onto the managers.

Because the need to be taken care of exists in the unconscious minds of the employees, the managers are not aware of the turmoil taking place. This creates the opportunity for the employees to move to **independence**, where they unconsciously think, "Well, if they are not taking care of me, I will do that myself." This is a response away from dependence and towards independence, but still not connected to management in the unconscious. Gradually, employees realise that they are not children anymore and need to act as adults. This is when they learn to act **interdependently** with management, leadership and colleagues. Consultants make groups and their leaders aware of dependency and provide opportunities to study, become aware of and move from dependent behaviour to more mature interdependent behaviour.



Basic assumption: Dependence

3.5.2 Fight and/or flight

Fight or flight refers to the system's performance anxiety in the here-and-now. It defends itself by fighting the imagined enemy. Flight responses manifest physically in, for example, avoiding others, being ill or resigning. Psychological flight responses include defence mechanisms manifest in aggression against the self, peers (through envy, jealousy, competition, elimination, boycotting, sibling rivalry, fighting for a position in the system or an assumed privilege) (Cilliers & Harry 2012).

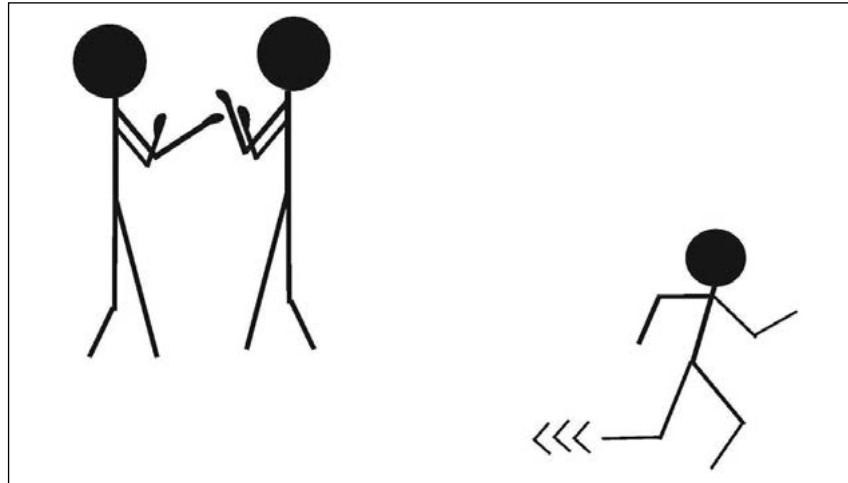
The assumption is that a group uses fight and/or flight responses towards an "enemy" (which can be an object or idea) and the leader's role is to mobilise the fight or flight responses so as to preserve the group.

Employees unconsciously experience organisational life as filled with anxiety (as a very natural experience – anxiety is defined as the fear of the future). As organisations are seen as highly competitive, employees find it difficult to consciously realise, own and express their fears. It is therefore safer to banish the fears into the unconscious and to use defensive structures such as fight and flight to feel at ease.

Fight responses manifest in aggression against the other group members, such as colleagues, group members and management or leadership. Examples are employees acting in a jealous or envious way towards others, ignoring them, being sarcastic, verbally attacking, bullying or harassing them, boycotting and eliminating them from committees or promotion, competing with them and thus acting out their own sibling rivalry and fighting for a position in the group and for privileged relationships with authority figures.

Flight responses manifest in employees physically and/or emotionally detaching or dissociating themselves from the other (a person, group or idea). Examples are employees becoming physically ill (because of psychological reasons), resigning from a committee or the organisation, or psychologically avoiding contact with the other by using defence mechanisms such as denial, rationalisation or intellectualisation. This may manifest in employees talking about "them" and "out there" issues and avoiding looking at what this behaviour is indicating about the self or the own group. Another example is when, in a meeting, someone says, "We need a committee to investigate" or "We need to structure this department more", as indications of the rising anxiety and the need to use flight into parking the issue into another meeting or a flight into the future and restructuring.

Consultants make groups and their leaders aware of fight and flight responses and provide opportunities to study, become aware of own defensive behaviours and move towards maturity.



Basic assumption: Fight and/or flight

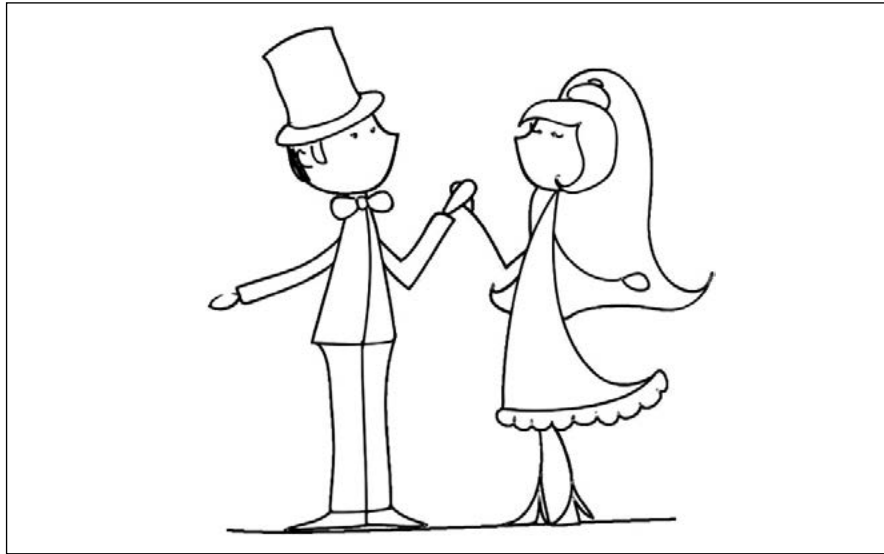
3.5.3 Pairing

Pairing manifests in order to cope with anxiety about alienation and loneliness (Cilliers & Harry 2012). The assumption is that a group uses pairing (a special connection) between two members (or equivalents, ideas) to generate the new “saving” idea.

Employees unconsciously experience a fear of loneliness, separation and alienation, which leads to a wish for connection, creativity and innovation and the fantasy that the solution lies in the pairing of differences or opposites (people or ideas). For example, in diversity workshops, facilitators often become obsessed with trying to force connections between black and white people; also during organisational “fun days” the organisers often force employees from all levels to mix and have a good time. Their assumption may be that when opposites merge, the world will be a better place, while the need to be paired actually acts as a defence against acting as an authorised individual.

Pairing of parts of the system implies the splitting off of other parts of the system. Thus, pairing of some parts may seem like ganging up against the perceived aggressor or authority figure which may even lead to intra-group and inter-group conflict.

Consultants make groups and their leaders aware of their need to pair some parts and split others and provide opportunities to study and become aware of the effect of the unconscious fantasies on work performance.



Basic assumption: Pairing

3.5.4 Me-ness

Me-ness refers to survival and solace in the own inner world, avoiding the outer world (Cilliers & Harry 2012). The assumption is that the group as entity does not exist and that working relationships are only defined in terms of singletons and individuality.

Employees in a (especially newly formed) group unconsciously feel overwhelmed and threatened by the (unknown) other in the system (people and ideas). The underlying fear is that “they and it” will deprive them of their individuality and (on a deeper level even) of their existence. Amongst the employees as a collective unconscious system, “groupishness” becomes associated with a taboo and bad influence of persecution, contamination and impurity. The group’s existence is denied and rejected and the employees’ fears are projected onto the bad object, which becomes the container of all their fears. These defences can be so strong and effective that the employees reframe the group as an undifferentiated mass or a non-group. Belonging to a group is replaced by individuality in a culture of selfishness, where personal boundaries and self-protection become the main task. The result is that group work becomes non-existent because employees only communicate mechanistically and withhold all emotional connections. For example, in the predominantly black collectivistic South African culture, white group members seem to feel threatened by the possibility of losing their individuality and present this kind of resistance.

Another interesting dynamic that could occur whilst the system is acting out me-ness as basic assumption is the following. Because individuality is valued above collective action, the individual becomes susceptible to projections from the group of individuals. It may happen that when one strong individual takes on a specific position (e.g. against the leader), he or she is targeted by the group’s projections around anger and hostility. From a group-as-whole assumption (see Wells 1980), it is believed that everything is connected to

everything, which means that one individual voicing a matter against the leader is actually representing the whole group's sentiment. In the denial of its togetherness, the group may project the denied anger onto the one who dares to speak out, who then becomes the container for the whole group's anger and hostility towards leadership.

Consultants make groups and their leaders aware of how they use me-ness as a defence against connection with the other and how this affects the group's performance negatively. The group is allowed opportunities for exploration of related feelings, processes and dynamics in order to achieve more cohesion.



Basic assumption: Me-ness

3.5.5 One-ness (we-ness)

One-ness refers to the system's efforts to join a powerful union or omnipotent force. It surrenders the self for passive participation (Cilliers & Harry 2012).

The assumption is that the group is given ultimate power to reign over all and everything and that individuality does not count at all.

Employees experience a lack of authorisation (either from others or from themselves) and a fear of being prosecuted for acting as an individual or singleton. They defend by compensating, that is surrendering their individual identities to the group. The fantasy is that, by relinquishing their own power, they can become a passive participant in the group's powerful union and omnipotent force who will then take care of them on route to well-being and wholeness. It is as though the individual group member gets lost within oceanic feelings of unity. The above also reflects on the strength of the group to seduce gullible individuals into a salvationist inclusion and thereby ensuring cohesion and synergy. It is believed that problems will be solved by this strong united force. A South African example is the first democratic election in 1994, when the nation as a group became an overriding identity to which many individuals were strongly attracted.

Consultants make groups and their leaders aware of how they use we-ness as a defence mechanism to deny differences between individuals.



Basic assumption: One-ness (we-ness)

DISCUSSION

It is important to remember that the above assumptions describe the unconscious behaviour manifesting in all work systems. No matter how sophisticated we think we are as individuals or as consultants, we are all prone to unconscious survival and defence mechanisms. These behaviours are also not good or bad – they are merely the way that the system and its parts want to secure its own safety.

The role of the consultant is not to label or diagnose the client system. It is to allow the system opportunities to become aware of its own behaviour in an educational manner and respectfully to work towards a better understanding of the manifesting dynamics, as well as possibly to change these towards becoming a more effectively performing system (individual, group, organisation or country).

In integrating the awareness of the various basic assumptions, the consultant also works with the concept of parallel processes (Alderfer 1977). This refers to how the same dynamic behaviour may happen at the same time in two different parts of a system or in two separate systems, or how the behaviour may manifest in opposites. International examples are how Mother Teresa and Princess Diana (who both represented caring for others) died within one week of one another, how the Berlin Wall, the Russian Empire and apartheid were “falling” at almost the same time in history and thus changed the course of thinking about peace in the world. Thus, it is assumed that people and events are dynamically connected in many conscious and unconscious ways, that no

event happens in isolation and that there are no coincidences (Kets de Vries 1991; Cilliers & Harry 2012). Consultants, therefore, need to recognise the fact that manifested behaviour in a group might be the result of what is happening elsewhere in the system. Groups and their behaviour should therefore be studied in the context of the broader system.



Journal activity

PRIMARY TASK

Complete the following journal activity to gain more insight into the manifestation of group dynamics in terms of dependency, fight or flight responses, pairing, me-ness and one-ness.

PRACTICAL TASK

Observe a team at work and listen to the content as well as the process of what is said in the here-and-now (e.g. a meeting or planning session). The content (the words used verbatim) will inform you about the process. The process does not refer to the non-verbal behaviour, the story line and what that indicates in terms of dynamic and unconscious behaviour being expressed without the team knowing about its deeper meaning. Act with respect towards the team and record/document the verbatim behaviour for later analysis. There is no obligation to engage in any other way (such as verbally) with anyone while being silently polite (a friendly reserve). The degree of responsibility is very high with reference to the seriousness of listening and noting verbatim behaviour.

ASSIGNMENT TASK

After the observation, analyse the verbatim behaviour in terms of the basic assumptions in the following format:

ASSUMPTION	MANIFESTING BEHAVIOUR
Dependency	
Fight/flight	
Pairing	
Me-ness	
We-ness	

3.6 SPLITTING IN GROUPS AND THE ORGANISATION

Splitting refers to a defence that is used by employees to cope with doubt, conflicting feelings and anxiety (Sievers 2009). As a defence it enables the individual to separate the negative (bad) and positive (good) feelings toward something, thereby reducing the complex and contradictory feelings associated with the integration of good and bad. This is an intrapsychic manoeuvre commonly used to evade painful ambivalent feelings employees typically have towards important other people, especially those in authority positions, events or objects.

It is important to remember that splitting is driven by anxiety (Menzies Lyth 1993; Cilliers & Harry 2012). In order to cope with the inevitable anxieties in the workplace, employees unconsciously need something or someone to contain their anxiety, especially about the bad. Once the behaviour is split between good and bad, the bad is conveniently dumped onto an object which acts as container for the individual's bad parts. Thus, the employee used a defence mechanism – projection – to ensure that the workplace is safe and accepting. Projection can be defined as the process of putting parts of oneself onto the other person (projection); the identification is based on attributing some of one's own qualities to the other person (Colman & Geller 1985). Projection can be used to blame management for what goes wrong. An individual or group might expect the manager or management to contain their anxiety about losing their jobs or securing jobs in a difficult labour market, or to negotiate with the unions on their behalf. The system might also expect the existing structures such as laws, regulations, procedures, organisational structures, job descriptions and idiosyncratic ways of solving problems, to act as containers for anxiety. It is interesting to see that the moment the level of anxiety rises in the system, the need for structure is expressed almost immediately; for example, "Let's make a rule about ..." or "Why don't you put this in writing and then let's discuss the future ...?" Rationalisation and intellectualisation are used to stay emotionally uninvolved and to feel safe and in control. Assisting the group to study and explore its anxiety can uncover the conscious and unconscious motivation behind many of their self-defeating and ineffective behaviours. The consultant helps the group members to identify anxiety in the group, to analyse and study it and to take the necessary steps to contain or ventilate it.

3.7 SOCIAL DEFENCES IN THE ORGANISATION

According to Menzies Lyth (1993), as cited by Cilliers and Harry (2012), socially constructed defence mechanisms develop in the organisation where employees – as a collective unconscious system – agree on their views on an object (similar to how a belief or value system is formed). The group as a whole consciously and unconsciously experiences a particular anxiety, for example in how to deal with threats such as pain, death or germs (as in a hospital), or the leader's hostility towards group members. One powerful group member may articulate (known as externalisation) a way or process that seems attractive to everyone as a good way to reduce the group's anxiety. This may be some direct conscious *modus operandi* (for example a mechanical solution) or an indirect and unconscious way to relieve the anxiety but not necessarily the core of the problem. An example is where a hospital accepts a

new and more professional dress code as an indirect way of coping with the pain of working with sick and dying patients. This solution lies in its value as an unconscious decoy and not in stopping patients from dying. The group's acceptance of this (decoy) behaviour illustrates its acceptance of the solution and therefore its identification with the underlying wish to reduce their anxiety associated with this matter. Thus the behaviour becomes institutionalised in that system. A social defence can therefore be defined as an operationalisation of the psychic defence as a result of a conscious compromise that is based on unconscious ideation (Czander 1993). In other words, a social defence is constructed unconsciously by a collective of employees who shares the same work-related anxiety, externalising it by collectively accepting an operation and unconscious agreement to operationalise a specific defence mechanism. As such, social defences are necessary and serve to facilitate an easier and more tolerable working environment.

It is interesting to see what happens when a new colleague joins such a group. Group pressure will force the individual to act out the collective anxiety. If the individual resists, he or she may receive the group's negative projections about being bad and obstructive. Through projective identification this new colleague may become the group's bad object. If the individual "buys into" the unconscious defence, he or she may become the group's puppet through his or her introjective identification.

3.8 SYSTEM DOMAIN DEFENCES IN ORGANISATIONS

System domain defences are similar to the above social defences, but they manifest in larger cohesive systems such as a profession (e.g. human resources management, psychology, nursing, auditing), or an industry (e.g. finance, manufacturing) (Bain 1998). For example, consider the way auditors are well known for working 12–14-hour days and how most auditors accept this as the norm; how psychologists are feared as people who "can look through you"; how doctors are seen as clever and important. These can be seen as projections onto the profession which the members of the profession identify with and which then become part of their behavioural repertoire through the group's projective identification. The question is not who is to be blamed for the behaviour, but rather, how did the behaviour get locked into the system, where does it come from and how can the individual move beyond the domain defence which could be inhibiting?

3.9 OBJECT RELATIONS IN ORGANISATIONS

Klein (1985) explained the use of object relations in the organisation as part of the systems psychodynamic consultancy stance.

3.9.1 Identification

Identification refers to the psychodynamic process of gaining understanding by making sense of how the self is being used, manipulated and experienced in a role and what effect this has on the self. This is a multidimensional concept. According to Albert and Whetten (1985) as cited by (Gioia et al 2013),

organisational identity provides a guide for what an organisation's members should do and how other organisations should relate to it.

One example is in reference to all the mental processes by which an individual becomes like another in one or several aspects. Thus identification links with terms such as primary identification, introjection, incorporation and identification with the aggressor. All of these terms suggest a real sense of fusion and merging between the self and the other. Identification also refers to internalisation.

3.9.2 Containment

Containment refers to a complex unconscious emotional state involving two parts of a system (Klein 1985). It happens when one individual acts as the object who receives onto him- or herself the thoughts, feelings and/or experiences in the form of projections from another individual, which he or she can sense and use as communication, then take the projection in, transform the projected material and finally give or convey that back to the subject in a modified and transformed manner.

In a management, leadership or consulting situation, containment refers to the unconscious task by the manager, leader or consultant of facilitating a good enough holding environment for the emotions of employees, followers and clients, of facilitating learning, task performance and making sense of experiences in the organisation (Campbell & Huffington 2008; Gioia et al 2013). In such an environment the manager, leader and consultant act as a container and are receptive to the emotional experiences of the contained (the employee or worker), such as pain and panic. That implies taking in the feelings of the contained, modifying these through their own capacity for empathy and reflection and then transforming them into something that enables the employees' distress. Containment is therefore an extension of the concept of projective identification (where the employee can let the manager feel feelings and experiences that he or she cannot contain within the self and cannot express other than by getting the manager to feel them too (Brunner et al 2006; Gioia et al 2013).

3.10 THE CIBART CONSTRUCTS

The systems psychodynamic consultancy stance accepts that anxiety defined as a fear of the future manifests in all groups (and organisations). Addressing the irrational and unconscious forces that underlie work practices may enable organisations to gain more traction in mitigating social inequality and prove to be more sustainable (Block & Noumair 2015).

In trying to offer opportunities for a group to work towards understanding the causes of its anxiety better, the CIBART model (conflict, identity, boundaries, authority, roles, task) was developed (Cilliers & Koortzen 2005, based on the work of Campbell 2007; Campbell & Gronbaek 2006; Campbell & Huffington 2008; Colman & Bexton 1975; Colman & Geller 1985; Cytrynbaum & Noumair 2004; Czander 1993; De Board 1978; French & Vince 1999; Hirschhorn

1993; 1997; Huffington et al 2004; Kets de Vries 2007; Miller 1993; Obholzer & Roberts 1994; Stapley 1996; 2006; Cilliers & Harry 2012).

This model serves as a workable consultancy framework for the group and consultant in working through the six constructs one by one in an explorative manner, asking questions about how they manifest in behavioural terms, where and why the behaviour originated, what its purpose is, what the behaviour represents, whether the behaviour needs to be addressed, what type and kind of group development intervention should be used and how and by whom the intervention should be managed. The role of the consultant requires training in the systems psychodynamic organisational consultancy stance, offering the group sufficient emotional containment to explore the behaviour in a non-threatening manner and to develop openness towards their own unconscious behaviour. The model has face validity in the sense that groups understand the constructs and its behavioural evidence.

3.10.1 Conflict

Conflict refers to the split between differences, like between two or more parts of a system. Conflict can manifest intra-personally in the individual between ideas and feelings, interpersonally between two or more team members, intra-group between factions or sub-groups (Cilliers & Harry 2012).

Conflict is seen as a very natural and human condition, serving as the driving force or dynamo of group behaviour and performance, creativity, innovation and coping with change and transformation. For example, the conflict between old and new creates a lot of anxiety. Conflict refers to the split between differences, for example, two or more parts of a system. Conflict can manifest intra-personally (in the individual between ideas and feelings), interpersonally (the experience of differences between two or more group members), intra-group (between factions or subgroups) and intergroup (between one group or department and others in the larger organisational system).

The consultant helps the group to explore (1) the internal conflicts that group members experience ("My personal values clash with those of the group or the leader"; "I want to belong to this group, but I find it difficult to identify with what the group stands for or is doing"); (2) the conflict experienced between group members or the group and the leader ("What you are doing is unacceptable" or "The leader doesn't support us"); (3) the conflict between subgroups in the group ("The new people get all the privileges and we loyal older ones have to do all the work"; "Only the engineers must be allowed to use company cars, because they do important work"); (4) the conflict between the group and other subsystems of the organisation ("HR is not dependable and trustworthy"; "The people in finance don't know what they are doing"). These typical remarks give evidence of projections onto other parts of the system, which the group has to work through towards understanding of the conflict dynamics and building competence in listening to and "reading" their own unconscious conflict dynamics.

3.10.2 Identity

Identity refers to the aspects that make the system the same as and different from others (Cilliers & Harry 2012).

Identity, at all levels, taps into the apparently fundamental need for all social actors to see themselves as having a sense of “self”, to articulate core values and to act according to deeply rooted assumptions about “who we are and can be as individuals, organizations, societies” (Gioia et al 2013). Realistic self-concept is considered to be of central importance for good mental health. A disturbed self-concept may manifest itself as painful symptoms, reduced functioning, interpersonal problems and low quality of life (Loorentzen et al 2015).

Identity can be seen as the fingerprint of the group and refers to characteristics that make the group, its members, their task, the climate and culture different and unique from other groups. Identity is directly influenced by the personality and style of the leader, the group’s experience of leadership and how individual leadership is allowed to be taken up by group members. A lack of identification with the group’s nature and performance and unclear identity boundaries, create a high level of anxiety in and for the group.

Organisation Identity

Organisations are varied and complicated entities, so it is likely that the identity formation process varies across organisations. Organisational identity formation involves interplay between external influences and internal resources. Societal culture plays an important role in shaping organisational identity and that the media have their say in the attributes that the resulting identity will display (Gioia et al 2013).

Three features or pillars of organisational identity

The first pillar of organisational identity consists of features that are central and are manifested as key values, labels, products, services or practices, etc and are deemed to be essential aspects of organisational self-definition of “who we are” (Gioia et al 2013).

The second pillar of organisational identity consists of the features that distinguish the organisation from other organisations, which are important. Implicit in the concept of identity is difference or separation from someone or something else (Gioia et al 2013).

The third organisational identity pillar is the feature of identity as either “enduring” or having “continuity”. Organisational members tend to perceive identity as stable, even when it is changing, because they continue to use the same labels to describe their identity even as the meanings of those labels change without conscious awareness.

The consultant helps the group to explore how they identify (or not) with the leader (or manager) and his/her goals, values, the organisation’s vision, mission, goals and branding. Discrepancies between the identities of the individual, the group and leadership, often lead to feelings of not belonging, hopelessness and helplessness. The leader, as the most important variable in establishing a

clear group identity, is encouraged to process the following with the group: What has he or she done thus far to build a relationship with followers; how does he or she self-disclose and “show” his or her real self for followers to get to know him or her and build a meaningful, hopeful and trusting relationship with their leader; how well has he or she explained the group’s visionary stance to the group; how well has he or she facilitated the development of relationships within the group; how well have new employees been integrated into the group dynamics; how much time is spent on mourning the loss of people leaving the group; what does the loss represent for the group; and have new roles and tasks been renegotiated with all group members concerned?

3.10.3 Boundaries

Boundaries are social constructs that exist in the minds of people. These conceptualisations may be individual or shared. Boundaries help us to make sense of the world. They give us a way of classifying and categorising. Boundaries, seen in this way, provide people with a sense of safety and control. The psychological and social view of boundaries means that boundary management concerns learning and negotiating (Struwig & Cilliers 2012).

A boundary is drawn between a system and its environment. When considering the individual as a system, the system boundary can be equated with the boundary of the self. In turn, when defining the interaction between two individuals as a system, the structure of the interaction can be viewed as the result of the interplay between two subsystems (Gumz et al 2014).

Boundaries can be seen as a safety blanket of the group. Boundaries refer to the space around or between parts of the system (like the skin is the physical body’s boundary, keeping it together and protected). A fair amount of structure contains anxiety for and gives safety to the group, whereas unclear time, space and task boundaries create high anxiety. The time boundary refers to, for example, working hours, starting and ending times for meetings, training sessions, projects and specific tasks. Time is a variable that cannot be controlled by any human being and its management represents how much the group feels in control versus being controlled, manipulated or overwhelmed. The space boundary refers to the physical working area, office layout, proximity to others (as in open-plan offices), having privacy, a space that the group can call its own, as well as the emotional space of acknowledgement, tolerance and respect. The task boundary refers to the agreed upon job content and performance criteria. When the group is working outside of this boundary, it is referred to as anti-task behaviour.

The consultant helps the group to explore (1) how they utilise time and the frustrations associated with the time boundary (“Our meetings are a waste of time”, “No-one adheres to office hours”); (2) how they consciously and unconsciously design their working and office space as a container (a holding object) of their physical and emotional safety (“All the new black staff are sitting together and far away from the tea room or fax machine”, “The people sitting closest to the manager have more privileges than us”, “People don’t follow the rules, they gossip and stab you in the back – I don’t trust anyone” – feeling uncontained); (3) how tasks are grouped together in job descriptions and on

the organigram to facilitate meaning or confusion, what informal rules exist for performance, success, rewards or being blamed for underperformance. Working in a matrix system is especially difficult because of its tendency to create boundary confusion.

3.10.4 Authority and authorisation

Authority comes from above the organisation, manager or leader, the side colleagues, below subordinates and from within self-authorisation (Cilliers & Harry 2012).

The psychodynamic group relations model interprets the result of power differences by focusing on the constraints that power can impose on accurate communication and the projections that occur around the power differential. Essentially, the model holds that recognising the fantasies arising from power differences (for example, the power to evaluate and reward or hold back) is enough to help individuals take up their authority (Rudden et al 2013).

Authority refers to the formal and official power that the group experiences to perform its tasks, as it is given (1) from above (by the organisation, manager, leader, colleagues), (2) from below (by subordinates) and (3) from within (by the group to itself). Authority can be formal (in having the required competence, being recognised as an expert or achiever, acting as mentor or coach to others), or informal (being liked or loved or appreciated by colleagues). Authority can be given on different hierarchical levels, namely, (1) representative (permission to observe only on behalf of the group, for example in a meeting, not being trusted to make inputs towards the task), (2) negotiating (permission to interact freely in a meeting, but still within a specific task or outcome boundary) and (3) plenipotentiary (permission take up full authority with the accompanying responsibility to act on behalf of the rest of the group without consultation). Authority is a dynamic phenomenon implying that it needs to be negotiated regularly with the leader and the group.

The consultant helps the group to explore (1) their experience of being deauthorised to work on their individual and group tasks – it is realised that poor performance often has little to do with competence, but rather with not being and/or feeling authorised, regarded, appreciated and contained; (2) how, in complex work relations such as a matrix system, people experience difficulty with acceptance and authorisation (“In my one project I am seen as the hero, while in the other I can’t seem to do anything right”) and (3) the connection between authorisation, trust and respect (“My leader gives me no recognition, I don’t feel competent anymore; I don’t trust or respect him any more”).

Social stratification dynamics are of particular interest to the systems psychodynamic consultant, who views the ways in which people position themselves in relation to authority figures as highly influenced by childhood experiences with parents and caregivers. These consultants work on bringing conflicts over dependency and helplessness or competition into focus with the idea that this will better their impact on group functioning (Rudden et al 2013).

For managers to remain relevant amidst the contemporary challenges, they must put in place programmes for managing workforce diversity and employ-

ing strategies for management of workforce diversity in their organisations to get better employee performance (Munjuri 2012).

3.10.5 Role

Role is the centre of individual activity. A series of boundaries delineate and define the behaviour (actual, implied or potential), authority, structure, culture, duties and responsibilities under a formalised title that others recognise and more or less value (Cilliers & Harry 2012).

Role refers to the boundary description of what needs to be done (and what not) in order to perform. Taking up a specific role implies being authorised to do so and knowing the boundaries of what will be rewarded and what not. Different types of roles are distinguished, namely, (1) the normative (the objective job description and content), (2) the existential (how the group believes it is performing) and (3) the phenomenal (what can be inferred by other's mostly unconscious behaviour towards the group). Incongruence between these different roles creates anxiety and poor performance. One such important organisational role is leadership, defined as managing the boundaries between what is inside and what is outside. This means that leadership belongs to the total system – the group as well as a group member who most clearly self-authorises to discover and articulate the task in any particular situation.

Role is seen as acting at the intersection between the individual with his or her biography on the one side and the organisation with its tasks, structures, history, culture and norms on the other. Managing oneself effectively in an organisational role requires a deep understanding of this systemic interrelatedness.

The consultant helps the group to explore (1) their understanding and clarity of their individual and group roles versus being confused about what a role comprises (often a conflict exists between the understanding on the conscious level versus what is seen and believed on the unconscious and collective levels); (2) the incongruence between the three types of roles ("People think I'm doing nothing, yet I'm working so hard that I think I am burning out!"); (3) how willing the system is in authorising group members to develop and take up new roles ("I have tried to do this correctly for very long, but no one appreciates what I do").

Organisational role analysis (ORA) is guided by the assumption that organisational roles are influenced by a double reality: the personal history of the individual holder and the actual organisation of which the role is a part. The working hypothesis is that individuals "design" and enact their roles on the basis of experiences with relevant persons from previous relationships. At the same time, institutions and the specific roles they offer in their "drama at work" mobilise in role holders transferences that enact various "childhood dramas".

ORA is a systems psychodynamically-informed consultancy methodology that helps the individual explore and disentangle the intricacies of his or her earlier experiences and distinguish between what – in the actual organisation may – pass for reality, illusion and fantasy. The individual reconstructs the system's environment and thus gains the personal authority to develop new perspectives and options for strategies and actions.

Leadership as a role refers to managing what is inside the structural boundary in relation to what is outside the boundary (Obholzer & Roberts 1994; Cilliers & Harry 2012). An individual employee takes individual leadership when negotiating a salary increase for him- or herself, or taking an afternoon off. Leadership of followers applies when an individual – not necessarily the designated leader or manager – acts or negotiates on behalf of others in the organisation. Leadership also implies followership, another role with a clear boundary in the system (Kets de Vries 2001; Cilliers & Harry 2012). Studying the way group members are allowed or not to take up leadership roles in the group, needs special attention. It is also important to note how followers empower or disempower the leader. Leaders often fail because their followers do not support them. The trust relation between leaders and followers is of prime importance in this process.

The consultant helps the group to study and understand the relationship and relatedness between various roles (Shapiro & Carr 1991). Relationship implies any type of face-to-face, telephonic, video or virtual interaction in the organisation as it happens in the here-and-now. On another more abstract and unconscious level, the organisation is always in the mind of the individual, as well as the group (group or department) and so will influence behaviour. This is called the relatedness or *the organisation* in the mind (Shapiro & Carr 1991). This concept originates from transferring the basic childhood experience of the family one belongs to in an organisational context. It seems that the individual's or group's identification with and fantasies about the organisation and sections of it, can be seen as a driving force for a great deal of behaviour in the system. Groups need to study the relationships between group members and the group's relatedness to other groups or departments in the system. Existing relationships might be the result of perceptions groups have about themselves, other groups and the organisation, which, if ineffective, can influence the cooperation and performance of the group.

3.10.6 Task

Task is the basic component of work. The leader adheres to the primary task, indicating contained anxiety (Cilliers & Harry 2012). The primary task acts as the dynamo or driving force in the here-and-now, keeping the group in business or employed and the secondary task supports the primary. Clarity about the primary task boundary facilitates task performance, while confusion leads to off-task or even anti-task behaviour. An example is where a group is unconsciously so focused on their competition with other parts of the organisation, that they forget about their primary task of performance and work as though competition is their (new) primary task.

With conflict management, a cognitively diverse team that has disagreements about approaching the task can address the problems openly to work through them and reach cohesion. The presence of conflict management has positive effects on the diversity-cohesion relationship (Mello & Delise 2015).

The consultant helps the group to explore its primary task boundary and how this influences individual task and role boundaries. This is followed by ascertaining the group's readiness, wisdom and resilience to cope with

task complexity towards further training, development, mentoring, coaching and career development.

3.11 APPLICATION IN THE WORKPLACE

Group and organisational psychodynamics refer to the study of what happens below the surface in the workplace. The consultant helps the group and organisation to study the manifestations of its own conscious and unconscious behaviour towards an understanding of how anxiety drives the systems behaviour. Intra-organisational and inter-organisational challenges are approached by systems psychodynamics consultants by addressing members' thoughts and feelings about the relationship of the social system to its environment and also by exploring the thoughts and feelings of members about their experiences within their individual and collective roles and within different sub-units and levels of stratification. Developing a shared sense of what members are facing in relation to the world inside and outside the organisation is seen as crucial to helping it to take action (Rudden et al 2013).

This form of consultation is used internationally (see the many references above) as well as in South Africa in individual and group coaching (Cilliers 2005; Cilliers & Terblanche 2010; Motsoaledi 2010), individual and organisational wellness (Henning 2009), leadership development (Cilliers 2006; De Jager, Cilliers & Veldsman 2004; Van Eeden & Cilliers 2009; Van Eeden, Cilliers & Van Deventer 2008), group- or teambuilding, diversity awareness (Cilliers 2007; Coetzee 2007; Cilliers & May 2002; Motsoaledi 2010), employment equity practices (Cilliers & Stone 2005) as well as organisational development (Geldenhuys 2005; May 2010; Struwig 2010). Collectively, the findings indicate how individuals, groups and organisations benefit from the exploration of their own unconscious behavioural dynamics. The inputs manifest in clients taking up their leadership roles with significantly more authority, whilst also being instrumental in the authorisation of their followers.



Journal activity

PRIMARY TASK

Complete the following journal activity as a means to review your learning about the CIBART constructs manifesting in the group: anxiety, conflict, identity, boundaries, authorisation, roles and task. Analyse, interpret and integrate these behaviours into working hypotheses.

ASSIGNMENT TASK

Give your individual and then group evidence of how the above assumptions manifested today.

Conflict Intra-personal or group Interpersonal or group	
Identity	
Boundaries Time Space Task Self Other	
Authorisation	
From within the self From the group	
Role Taking up a role	
Task Primary Off-task Anti-task	



3.12 FEEDBACK ON ACTIVITIES

Students' responses to the different journal activities will differ.



3.13 SELF-REFLECTION

As a means of reflecting on your learning experience in this learning unit, tick "yes" or "no" on the following checklist to determine the extent to which you have attained the learning outcomes of this learning unit. If you did not achieve all of them, we also provide you with a list of strategies that you can use to ensure that you acquire those learning outcomes you may have experienced difficulties with.

After completing this learning unit I am able to:

	YES	NO
(1) define the concept of system psychodynamics		
(2) define the concept of individual psychodynamics		
(3) define the concept of group psychodynamics		
(4) explain the principles underlying system psychodynamics		
(5) define the concepts of diversity and workforce diversity		
(6) define the concept of diversity management and other related concepts		
(7) explain the principles underlying diversity, workforce diversity and diversity management		
(8) critically discuss the concept of diversity psychodynamics		
(9) provide examples of how work group dynamics and diversity manifests in the organisation and its effect on work performance		

List the learning outcomes that you feel you have not achieved.

Choose which of the following strategies you want to follow to achieve the listed learning outcome:

	Tick
(1) Revise study schedule to make time to acquire relevant knowledge.	
(2) Contact the lecturers via e-mail.	
(3) Participate in relevant myUnisa discussion forum.	

(4) Contact DCCAD for assistance with study skills.	
(5) Contact the literacy facilitator at the learning centre to assist with academic writing.	
(6) Any other strategies you could follow: • • •	

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Diversity in the Organisation

Part 2 of the module, which deals with diversity, is particularly relevant in a country like South Africa. It is meant to orient you, not only to this concept and its management, but also to the psychology and, more particularly, the fears, attitudes and perceptions of workers in relation to other members of the organisation. Knowledge of these concepts relating to social psychology is useful, since diversity programmes in organisations are meant to sensitise people and to change attitudes and perceptions. You are also introduced to a model for managing diversity and to programmes to enhance diversity in human management processes.

LEARNING UNIT 4

The concept of diversity and the dynamics of diversity in the organisation

4.1 INTRODUCTION AND AIM

This learning unit introduces you to the concepts of diversity and diversity management. The concepts are defined and the value of diversity in an organisation, the psychodynamics of diversity and different forms of discrimination in the workplace are discussed.

4.2 OUTCOMES OF LEARNING UNIT 4

After completing this learning unit, you should be able to:

- define the concepts of diversity, workforce diversity and diversity management
- identify and describe the primary and secondary dimensions of diversity
- explain the value of diversity and justify a diversity development initiative in your organisation
- explain the psychodynamics of prejudiced attitudes and how these attitudes are formed, as part of an introductory lecture in a diversity management programme
- analyse attitudes that one group of employees may have towards another group
- identify the most common forms of discrimination in organisations

4.3 CONCEPTUALISING DIVERSITY

The discussion starts with some definitions of the concept of diversity.

4.3.1 Defining diversity

“Diversity is defined primarily as the spectrum of human differences that makes each of us unique” (Kahn 2013). Griggs (1995) as cited by Kahn (2013) defines diversity in the broadest possible way. According to him diversity includes not only differences in age, race, gender, physical ability, sexual orientation, religion, socioeconomic class, education, region of origin, language and so forth, but also differences in life experience, position in the family, personality, job function, rank within a hierarchy and other characteristics that help to form an individual’s perspective.

Griggs and Louw (1995) believe that diversity within an organisation encompasses every individual difference that affects a task or relationship. This means that diversity has an impact on the products and services developed by the workforce, as well as on personal, interpersonal and organisational activities.

Arredondo (1996) as cited by Mazur (2010) differentiates diversity from multiculturalism, diversity management and empowerment in the following way. She states that diversity refers to individual human differences. In the context of organisational life diversity is about individual differences that can be drawn on and developed to promote the goals and practices of an organisation. Her definition, therefore, refers to individual and group differences that contribute to distinct social identities. She stresses, however, that there is still confusion about who is perceived as diverse. Quite often attributions of (female) gender and (minority) race are incorporated into definitions of diversity. This, according to her, is inaccurate.

The author emphasises that heterogeneity or diversity can also be present in a homogeneous group. For example, in one organisation there were only male factory workers; to that extent they formed a homogeneous group. However, the men varied in age, skills level, nationality and marital status and thus they also form a diverse work group. To capture the dynamism and variability of a diverse workforce, individual characteristics need to be described in language that recognises differences rather than creates arbitrary labels. The meaning of diversity will vary and is subject to definition within a particular organisational culture. Multiculturalism, according to Arredondo (1996), is often used interchangeably with diversity. Multi-cultural psychology specialists, however, state that **multiculturalism** refers primarily to culture, ethnicity and race (Sue 1995; Sue, Arredondo & McDavis 1992; Mazur 2010). Multicultural organisations are found to be better at problem solving, possess better ability to extract expanded meanings and are more likely to display multiple perspectives and interpretations in dealing with complex issues. Multicultural organisations tend to possess more organisational flexibility and are better able to adapt to changes (Mazur 2010).

Workforce diversity, on the other hand, is a concept surrounded by confusion. For the purpose of this discussion, workforce diversity is an indisputable fact, a catalyst of organisational change, a composite of multicultural human resources, a business objective and a learning opportunity. The author believes that workforce diversity represents relationships between people and with an organisation in the context of ongoing culture.

She goes further and defines **diversity management** as a strategic organisational approach to workforce diversity development, organisational culture change and empowerment of the workforce. This entails a shift away from activities and assumptions defined by affirmative action, to inclusive management practices that reflect the workforce diversity and its potential. Ideally, it is a pragmatic approach in which participants anticipate and plan for change, do not fear human differences or perceive them as a threat and view the workplace as a forum for individuals' growth and change in skills and performance, with direct cost benefits to the organisation.

Empowerment is an important outcome of this process and, according to Arredondo (1996), it refers to a sense of personal power, confidence and positive self-esteem. Empowerment involves a process of change that can be achieved in relation to specific goals. She uses the following example: If a person wants to be a better manager, there are particular tasks that such a person can master through, for example, education in management, communication skills, diversity management and organisational behaviour. The end result may be greater confidence in fulfilling one's functions (i.e. getting maximum productivity from employees). Empowerment does not have to be seen as an all-or-nothing concept. She says that we can assume that all persons have an innate wish for personal power and teaching individuals how to achieve goals that contribute to a sense of personal improvement benefits everyone in a diverse workforce.

With respect to diversity management, the author believes that empowerment becomes a cardinal, ongoing process. Individuals' involvement in the different tasks of a diversity programme – giving feedback in a cultural audit, participating in a committee or training and being the beneficiaries of changes in organisational policies – can contribute to their sense of empowerment.

The last two concepts that she defines are organisational cultural change and diversity programme. **Organisational cultural change** is a diversity management goal that is pursued through a deliberate, strategic diversity initiative. In the context of diversity management this is a long-term process designed to create a multicultural organisation with an environment and practices that are more responsive to a *diverse* workforce and its contribution to business goals. A **diversity programme** is a formal process to promote organisational culture change.

Multicultural organisations are entities genuinely committed, in words as well as in actions, to diverse representation throughout the organisation at all levels (Adler 1986; Sue 1995; Mazur 2010; Kahn (2013). Through visionary leadership, these organisations strive to motivate and gain access to the potential of their workforce, thereby creating an atmosphere of trust, respect and personal responsibility. Because of their inclusive, empowering nature, multicultural organisations can move beyond hierarchy, creating new models for work.

Multicultural organisations have an advantage in attracting and retaining the best talent. Multicultural organisations are better suited to serve a diverse external clientele in a more increasingly global market. Such organisations have a better understanding of the requirements of the legal, political, social, economic and cultural environments of foreign nations (Mazur 2010).

4.3.2 Dimensions of diversity

A distinction can be made between primary and secondary dimensions of diversity (Grobler, Warnich, Carrell, Elbert & Hatfield; 2002; Mazur 2010). These authors explain these dimensions as follows:

The media uses the term **diversity** to refer to gender and race differences among people. However, when it comes to an organisation's workforce the term encompasses other important differences as well. The authors distinguish between primary and secondary dimensions of diversity. Primary dimensions

of diversity – those exerting primary influences on our identities – are gender, ethnicity, race, sexual orientation, age and mental or physical abilities and characteristics. The primary dimensions shape our basic self-image as well as our fundamental world views. Additionally, they have the most impact on groups in the workplace and society (Mazur 2010). The primary dimensions are core attributes of each individual that do not change: age, gender, race, physical appearance or traits and sexual orientation. Together they form the individual's self-image and the filters through which the person sees the world. These genetic elements are interdependent. Each exerts an important influence throughout life.

Reece and Brandt (1993) as cited by Cilliers and May (2010) mention that the greater the number of primary differences between people, the more difficult it is to establish trust and mutual respect. **Culture clash**, conflicts that occur between groups with different core identities, can have a devastating effect on human relations in organisations.

There are few organisations that are immune to the problems that result from interaction between genders, races and generations. When we add the secondary dimensions of diversity to the mix, effective human relations become even more difficult.

Grobler et al (2002) describes the **secondary dimensions** of diversity as attributes that can be changed or at least modified. They include a person's communication style, education, relationship/marital status, parental status, religious beliefs, work experience and income. These factors all add an additional layer of complexity to the way we see ourselves and others and in some instances they can exert a powerful impact on our core identities. An accountant with ten years' work experience might adjust to a new position in sales far differently from an advertising account executive with much less experience. Even though situations like these intensify the impact of particular secondary dimensions, they do not diminish the primary impact of core dimensions. Instead they add depth to the individual. This interaction between primary and secondary dimensions shapes a person's values, priorities and perceptions throughout life. Secondary dimensions of diversity are less visible, exert a more variable influence on personal identity and add a more subtle richness to the primary dimensions of diversity. They include educational background, geographic location, religion, first language, family status, work style, work experience, military experience, organisational role and level, income and communication style. The secondary dimensions impact our self-esteem and self-definition (Mazur 2010).

The complex nature of these dimensions makes each of us different from everyone else. Everyone enters the workforce with a unique perspective shaped by these dimensions and past experiences. Building effective human relationships with diverse people is possible only when we learn to accept and value the differences in others. Without this acceptance, both the primary and secondary dimensions of diversity often block the way to further cooperation and understanding.

Tertiary dimensions of diversity

The tertiary dimensions are often the core of individual identity and lie deeper below the surface. It is the vast array of qualities that lie beneath the surface that provide the real essence of diversity to be tapped into and these have not until recently been acknowledged. They include beliefs, assumptions, perceptions, attitudes, feelings, values and group norms (Mazur 2010).

The dimensions interact with and influence one another and emerge or are displayed differently in different contexts, environments and circumstances, making analysis and management complex. The position and dominance of each dimension are not static, but dynamic, making the concept of diversity more complex. In addition to this, the secondary dimensions are more flexible and many of them will change over time (Mazur 2010).



Activity 4.1

(1) Give your own definition of diversity.

(2) Why is it important to explore our own diversity?

(3) Why do we have to make employees aware of workforce diversity?

4.3.3 Valuing diversity

Valuing diversity refers to celebrating our many human differences and similarities and managing diversity refers to a process of managing the collective mixtures in an organisational setting (Kahn 2013).

Value diversity is a deep-level type of diversity. When individuals are open to visible diversity, they show no discriminatory attitudes toward those who look different, or are of a different gender, race or age group. Openness to other individuals' different values means tolerance for differences in opinions, world view and cultural behaviours (Lauring & Selmer 2013). When individuals show openness to informational diversity, they are inclusive of different information and different sources of knowledge available within the group (Lauring & Selmer 2013).

According to Griggs (1995) there are a number of reasons for people to value diversity. The author explains it as follows:

Griggs (1995) as cited by Cilliers and May (2010) believes that most people don't "value" diversity until they perceive it to be in their own interest to do so. The author refers to long-term self-interest and/or enlightened self-interest in this regard, which, of course, is a value judgment. In fact, enlightened self-interest constitutes the only sound reason for valuing diversity, whether at personal, interpersonal or organisational level. For many, the main reasons for valuing diversity are to redress past wrongs, to assuage guilt, to act affirmatively or to ensure equal opportunity just because it's "fair". Griggs believes, however, that none of these reasons are sufficient to make us grasp the meaning of enlightened self-interest, for none of these reasons allows us to assign positive value to the fact that we are different from others. And if we do not experience the real benefits that come from changing our relationships with those who differ from ourselves, then our fears of defeat are realised.

As Griggs (1995) points out, valuing diversity occurs at the personal, inter-personal and organisational level and he believes that there has to be self-interest at all three levels in order to justify diversity initiatives in an organisation. He suggests that we start with our **personal self-interest** and presume that the first difference to be valued is our own. One should not have to make a case for valuing oneself; most people recognise that the qualities we appreciate in ourselves and those that others like, love or respect in us are likely to be those things about us that stand out in some way as being different or even unique. It is usually the qualities that differentiate us which others refer to when describing us and which they admire in us. Even though our similarities may be prerequisite to being liked or respected, those similarities do not usually inspire the greatest love, admiration, respect, trust or recognition.

Actually, all valuing of diversity should begin with a greater understanding of exactly who we are – culturally, demographically and ethnographically, as well as in terms of age, race, religion, gender, nationality, community of origin, language, sexual orientation, education, class and so on. Most agree that an important goal in life is to become our fullest selves, to be the most we can be. This, of course, means being as unique and as different as we can be – because the most I can be is very different from the most someone

else can be, given our differences in life experiences, perspectives, talents and personality attributes. To become the most we can be, then, depends on becoming conscious of our differences and giving them force and freedom of expression. Once we grasp that, it's an easy leap to recognise that other people's uniqueness also needs to be fully expressed – they are to be their fullest selves, and furthermore, that we play a part in allowing and encouraging that freedom. In recognising that it is in our own interest to allow others to be their fullest selves and in theirs to allow us to be our fullest selves, we come to recognise our interdependence and to feel safe in the relationship. The only limits are whatever boundaries are required to maintain each other's "safety". And these boundaries should be confined to essential ones.

In **interpersonal relationships, self-interest** therefore requires mutual fullness, where each person not only allows but encourages the other to grow, to see who he or she is, how his or her behaviours affect us, what he or she looks like from the outside and so forth. By creating a relationship in which each person focuses on the fullest possible expression of the self, we bring to the relationship the energy required to create synergy in the space between us.

In the context of the **workplace**, training efforts have been devoted to getting people who are very similar to each other to work together better. Of course, managing heterogeneity is more difficult at first than managing homogeneity. But today, in most organisations, communities and countries in this rapidly shrinking global village, we do not have the option of working in a homogeneous environment. Gradually, therefore, necessity being the mother of invention, we are becoming aware of the multiple opportunities presented by a heterogeneous work environment. More and more individuals and organisations are recognising that diversity is in their own interest – that when working towards personal, professional or organisational goals, there is much to be gained from relationships formed with "different" others. For organisations, there is an increasingly large, demographically varied talent pool from which to choose workers. More and more, organisations can remain competitive only if they recognise and obtain the best talent, value the diverse perspectives that come with talents born of different cultures, races and genders, nurture and train that talent and create an atmosphere in which the workforce is valued. One of the many rewards organisations begin to reap when they establish a diverse workforce is an increased market for their services or products.



Journal activity

South Africa is a nation of diversity with a wide variety of cultures, languages and religious beliefs. Customs form part of the secondary dimensions of diversity, as explained by Grobler et al (2002).

Use the space provided to reflect upon your personal experiences with regard to the different customs in your community which should be explained to other cultural groups to foster a better understanding of your uniqueness.

4.3.4 The psychodynamics of diversity

Before launching diversity initiatives that will help employees to value their uniqueness, to build better relationships with people that are different from themselves and to enjoy working together in groups and organisations, one needs to understand the dynamics and anxiety associated with relationships with people who are different. Reece and Brandt (1993) provide the following overview of prejudiced attitudes and discrimination. Remember that attitudes have a cognitive component (what I think or believe about others), an affective component (what or how I feel about others) and a conative component (how I react to them).

4.3.4.1 *Prejudiced attitudes*

To be prejudiced means to prejudice. Throughout life we prejudice people according to their primary and secondary dimensions. Attitudes in favour of or against people that are based solely on these traits are prejudices. Rather than treat others as unique individuals, prejudiced people tend to think in terms of stereotypes. Stereotypes are generalisations made about all members of a particular group. They are based on widely held beliefs about what various racial groups, socioeconomic classes, men, women, people living in a particular geographic region and so forth are “really like”.

When we bring stereotypes to the workplace, we are likely to misinterpret or devalue some primary and secondary differences even after we have been exposed to them. People holding stereotypes can form prejudiced attitudes for or against a person regardless of other factors that prove the stereotype

invalid. This cultural myopia, the belief that a particular culture is appropriate in all situations, can undermine attempts to establish a cohesive, productive workforce. It almost always has a detrimental effect on those involved (Reece & Brandt 1993; Cilliers & May 2010).

Stereotypes, however, are not always harmful. They provide some predictability in our lives, reduce the uncertainty of dealing with other people and shield us from shock because we see others acting as we expect them to. Stereotypes are often based on a kernel of truth or on one or several real experiences a person has had in dealing with others; yet they are resistant to change because people more readily believe information that confirms their stereotypes than evidence that challenges them (Reece & Brandt 1993; Cilliers & May 2010). For instance, you may have learnt as a child that certain groups of workers are lazy, not serious about a career or unable to handle executive-level decisions. Your experience with one such worker may reinforce your stereotype and you may discount or not remember many other experiences that prove the stereotype invalid. Perhaps women in your organisation are considered too emotional, unable to make quantitative analyses or less committed to their careers than men. Do you accept this stereotype, or do you examine how the stereotype actually conforms to reality? Unchallenged stereotypes can hinder employees' ability to collaborate effectively and equally to get a job done. Most of us object to being stereotyped, yet we forget how often we stereotype others. Healthy and productive organisations are possible only when human relations are free from persistent stereotypes.

4.3.4.2 *How prejudiced attitudes are formed*

Reece and Brandt (1993) as cited by Cilliers & May 2010 discuss three major factors that contribute to the development of prejudice: (1) contamination, (2) ethnocentrism and (3) economic conditions.

According to these authors **contamination** is the transactional analysis term used to describe what happens when the ego states of parent, adult and child are not kept separate but overlap or "contaminate" one another. Prejudice is the result of the Parent ego state overlapping the Adult. The process of contamination begins when a child learns from family, friends and others how different racial, ethnic, religious or other groups should be viewed and treated. The child accepts the attitudes and beliefs of those in positions of authority. The problem arises when the child becomes an adult and continues to accept these attitudes and beliefs without testing their validity against experience and acquired knowledge. This contaminated adult continues to believe what was learnt in childhood. Contamination also occurs when our experience with one person colours our attitude towards that individual's entire group. For example, a manager who finds one younger employee negligent or careless may generalise the attitude to include all younger workers.

According to Barger (2003) **ethnocentrism** can be defined as the tendency to regard our own culture or nation as better or more "correct" than others. (The word is derived from "ethnic", meaning a group united by similar customs, characteristics, race or other common factors and "centre".) When ethnocentrism is present, the standards and values of our own culture are used

as a yardstick to measure the worth of other cultures. Ethnocentrism is often perpetuated by cultural conditioning. As children, we are raised to fit into a particular culture. We are conditioned to respond to various situations as we see others in our culture responding. Some cultures value emotional control and avoid open conflict and discussion of such personal topics as money or values. Other cultures encourage bolder, more open expression of feelings and values and accept greater levels of verbal confrontation. Tension can result when people's cultural expectations clash in the workplace. It is natural to enjoy being with others who share similar values, goals and interests. Every organisation, however, brings together individuals from various cultures and each culture's prejudices are thus brought into the workplace.

Economic factors influence our prejudiced attitudes, especially when the economy goes through a recession or depression and housing, jobs and other necessities become scarce. If enough prejudice is built up against a particular group, members of that group will be debarred from competing for jobs. Some South African citizens seem to have a negative attitude towards workers from Mozambique who, in their opinion are stealing jobs from South African workers. Prejudice based on economic factors has its roots in people's basic survival needs. As a result it is very hard to eliminate. Until the economy can provide jobs for everyone, competition for work will continue to foster many types of prejudice (Reece & Brandt 1993; Eysenck 2004; Cilliers & May 2010).

4.3.5 Discrimination

Discrimination is behaviour based on prejudiced attitudes. If, as an employer, you believe that overweight people tend to be lazy, that is an attitude. If you refuse to hire someone simply because that person is overweight, you are displaying discriminatory behaviour. Individuals or groups that are discriminated against are denied equal treatment and opportunities afforded to the dominant group. They may be denied employment, promotion, training or other job-related privileges on the basis of race, life style, gender or other characteristics that have little or nothing to do with their qualifications for a job (Reece & Brandt 1993; Cilliers & May 2010).

Reece and Brandt (1993) as cited by Cilliers & May (2010) identify the following as the most common forms of discrimination in organisations:

- **Gender**

Given the changing demographics of the workplace, with women and people of colour growing in their representation in the workforce, it is essential for organisation change leaders to be able to fully engage everyone they work with, which requires becoming aware of diversity dynamics in systems and how they have an impact on individual and organisational performance (Block & Noumair 2015).

Gender diversity is characterised as being a surface-level type of diversity that is less related to the task of the employment sector (Lauring & Selmer 2013). Regarding gender, many researchers found that men are favoured whether they are in the majority or minority, while women are disfavoured (Munjuri 2012).

Women have been entering the workforce in record numbers over the last four decades. Career progression for women may not be as fast as their male counterparts due to career breaks that come about due to family responsibilities.

Discrimination based on gender has been and continues to be, the focus of much attention. The traditional roles women have held in society have undergone tremendous changes in the past few decades. More and more women are entering the workforce, not only to supplement family income but also to pursue careers in previously all-male professions. Men have also been examining the roles assigned to them by society and are discovering new options for themselves. Most companies have recognised that discrimination based on gender is a reality and have taken steps to deal with the problem.

- **Age**

The changing age composition of the workforce is forcing organisations to make a number of adjustments. Organisations are learning how to deal effectively with older workers. The key here is that organisations cannot discriminate on the basis of age. Organisations must also learn how to deal with younger employees, who have values markedly different from those of their older counterparts (Munjuri 2012).

Age diversity implies that there is a broad representation of different age groups in an organisation. Age diversity is generally portrayed as a surface-level and less task-related type of diversity (Lauring & Selmer 2013).

Discrimination based on age can apply to the older worker (40 to 70 years of age) and the younger worker (18 to 25 years of age). Even though organisations can no longer require mandatory retirement at a specific age, employees approaching this age are often victims of potent, more subtle forms of discrimination. They may be laid off, have their workload cut back, lose their eligibility for promotion or be given “make-work” projects that keep them out of the mainstream of the organisation.

- **Race**

Gender, age and race are considered to be social category diversity with little constructive use for organisational purposes (Lauring & Selmer 2013).

Racial discrimination is discrimination based on traits common to a person's origin or skin colour. Because people cannot change their skin colour to blend with that of the dominant group, this is often the most difficult kind of discrimination to overcome.

- **Disability**

Employees whose work assignments are limited by their mental or physical abilities are often referred to as “handicapped” or “disabled”. These terms focus on what a person cannot do rather than on what that person can do. Today the more acceptable term is “a person with disabilities”, because it acknowledges that physical and/or mental differences are secondary to the person as a whole. Basically this term encompasses people who have mental

retardation, deafness or hearing impairment, speech or language impairment, visual impairment, serious emotional disturbance, orthopaedic impairment or other health impairment.

- **Sexual orientation**

Discrimination based on a person's sexual orientation is sometimes referred to as heterosexism (bias in favour of heterosexuality) or homophobia (fear of homosexuals). Not long ago, gays and lesbians in organisations went to great lengths to keep their sexuality secret. But with the women's movement, the gay rights movement and, more recently, the Aids crisis, many gays and lesbians have "come out of the closet" to demand their rights as members of society. Indeed, many young people entering the workforce who are used to the relative tolerance on university campuses refuse to hide their orientation once they are in the workplace. Activists want to make people aware that discrimination based on sexual orientation is as serious a problem as discrimination based on race, age, gender or disability. An atmosphere in which gays and lesbians are comfortable about being themselves is more productive than an atmosphere in which they waste their time and energy maintaining alternative and false personalities.



Activity 4.2

Identify two groups of employees in your organisation that discriminate against each other. Describe their attitudes by analysing what they think of each other (all the thoughts they have about each other), how they feel about each other (name a number of feelings) and how they react to each other (behaviours).

Group 1

Group 2

Thoughts
Feelings
Reactions

4.3.5.1 Subtle forms of discrimination

Laws do not specifically protect workers from more subtle discrimination. For example, gay men and lesbians are not considered a "protected group", as people of colour or women are. Lesbians and gays cannot be discharged from their jobs because of their sexual orientation. However, their job performance may be adversely affected by an atmosphere that allows cruel comments and jokes about their life styles. This poor performance can result in dismissal. The same is true of people who experience discrimination based on any of the secondary dimensions of diversity (religious beliefs, personal appearance and marital status). Often such subtle discrimination is extremely hard to prove (Reece & Brandt 1993; Cilliers & May 2010).

One reason it is so difficult to prove is that employers themselves are often unaware of their prejudices. For instance, many employers subconsciously associate height with assertiveness, self-confidence and an “executive” image. To compensate, short people often feel they have to outperform their taller colleagues to create the same impression of confidence and personal ability. The list of possible violations of an organisation’s unwritten code of the desired image could be endless. A code or image that is too rigid can present a real obstacle to professional advancement. Employees may also have their own standards of who is and who is not acceptable. Those who come from another region of the country, speak with an accent, have too much education or too little or possess some other personal characteristic that marks them as “different” may find themselves victims of discrimination. A history of criminal convictions, drug abuse or alcohol addiction may haunt a person throughout his or her professional career when it comes to job advancement. The high cost of health insurance has forced organisations to favour hiring non-smokers. Many organisations plan their annual calendar around Christian holidays, which betrays blatant disrespect for workers with other religious affiliations. Team leaders who are assertive, express their views with emotion and enjoy working with people might refuse to include quiet, analytical people in projects. This type of communication-style bias is perhaps the most subtle yet common form of discrimination found in organisations today (Reece & Brandt 1993; Cilliers & May 2010).



Journal activity

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Think about the way diversity is managed within your organisation, or an organisation with which you are familiar. Do you think that the organisation has succeeded in promoting a truly diverse workforce? If not, why not?



4.4 FEEDBACK ON ACTIVITIES

Activity 4.1

- (1) Diversity refers to any set of items characterised by differences and similarities. Diversity is therefore not synonymous with differences, but encompasses differences and similarities. There are a number of ways in which individuals are the same but there are also many differences between them. When studying human relations and making people aware of diversity we have to study not just our similarities, because these factors bring people together in a group, but also our differences which may keep us apart. Examples of differences and similarities can be included in your definition.
- (2) This is the starting point of building new relationships and a better understanding of others. It helps individuals to value themselves and to develop more understanding and effective relationships.
- (3) Apart from the things mentioned above, it helps individuals to work together more effectively in organisations. If we do not implement diversity awareness initiatives in the organisation, it may be difficult to retain those employees that feel discriminated against; legal actions may increase; unhealthy tension and conflict may exist; a loss of productivity may occur; communication between people may be poor, etc. If, however, we attempt to manage diversity we may encourage managers to confront their behaviour and that of peers, colleagues and subordinates; alter long-standing power and authority relationships; introduce policies and practices to change ways in order to extend to all employees the advantages and opportunities that white males have traditionally enjoyed; and change fundamental assumptions embedded in the core values of the organisation's culture.
- (4) Students' answers will differ.

Activity 4.2

Thoughts about other groups could include:

I think they are lazy, unreliable, untrustworthy, superior, unintelligent, etc.

Feelings towards others groups could include:

They make me feel suspicious, angry, frustrated, annoyed, irritated, mistrustful, etc.

Reactions could include:

I react with fight, aggression, hostility, dominance, flight, etc.



4.5 SELF-REFLECTION

As a means of reflecting on your learning experience in this learning unit, tick “yes” or “no” on the following checklist to determine the extent to which you have attained the learning outcomes of this learning unit. If you did not achieve all of them, we also provide you with a list of strategies that you can use to ensure that you acquire those learning outcomes you may have experienced difficulties with.

After completing this learning unit I am able to:

	YES	NO
(1) define the concepts of diversity, workforce diversity and diversity management		
(2) identify and describe the primary and secondary dimensions of diversity		
(3) explain the value of diversity and justify a diversity development initiative in your organisation		
(4) explain the psychodynamics of prejudiced attitudes and how these attitudes are formed, as part of an introductory lecture in a diversity management programme		
(5) analyse attitudes that one group of employees may have towards another group		
(6) identify the most common forms of discrimination in organisations		

List the learning outcomes that you feel you have not achieved.

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Choose which of the following strategies you want to follow to achieve the listed learning outcome:

	Tick
(1) Revise study schedule to make time to acquire relevant knowledge.	
(2) Contact the lecturers via e-mail.	
(3) Participate in relevant myUnisa discussion forum.	
(4) Contact DCCAD for assistance with study skills.	
(5) Contact the literacy facilitator at the learning centre to assist with academic writing.	
(6) Any other strategies you can follow: • • •	

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The role of individuals in diversity and diversity initiatives

5.1 INTRODUCTION AND AIM

The outcomes of diversity awareness initiatives and programmes depend to a large extent on the role that individual employees play in the organisation. If the prejudiced attitudes of employees and discrimination against certain groups are to change, each individual in the organisation should evaluate his or her own behaviour and find ways in which he or she can grow, develop and relate differently. This learning unit also looks at the roles of individuals and a number of generic diversity initiatives in organisations.

The purpose of this learning unit is to enable you to explore the dynamics of diversity from a systems perspective that is how diversity manifests itself and should be managed from an individual, group and organisational perspective.

5.2 OUTCOMES OF LEARNING UNIT 5

After completing this learning unit, you should be able to:

- describe the steps that individuals can take to enhance diversity
- help and advise others in the organisation on how to be more sensitive to differences
- explain the impact, and therefore, benefits of diversity initiatives in various areas in the organisation
- explain the steps in developing and implementing a generic diversity plan in an organisation

5.3 ENHANCING DIVERSITY

Reece and Brandt (1993) describe the following ways in which individuals can enhance diversity:

After studying learning unit 5 you should be aware of the negative effects of prejudice and discrimination and the positive effects of valuing workforce diversity. But awareness is only half the battle. The other half is learning to value, appreciate and enhance that diversity by finding common ground on which to build relationships of trust and mutual respect.

These authors believe that people tend to hang on to their prejudices and stereotypes. If certain white people believe people of colour to be inferior, they are likely to notice any incident in which a person of colour makes a mistake. But when a person of colour exhibits competence and sound decision-making abilities, these same white people do not notice anything, or they attribute the positive results to other circumstances. You cannot totally eliminate prejudices that have been deeply ingrained and developed over a long time. However, according to Reece and Brandt (1993) as cited by Cilliers & May (2010), we can learn to do the following:

- We can monitor and analytically evaluate these prejudices on the basis of our increased personal involvement with others who are different from us. The importance of monitoring personal prejudices was underscored in a series of experiments involving hundreds of participants. Researchers found that while all participants were aware of negative racial stereotypes, those who were assessed as “low prejudice” subjects were able to hold their inappropriate behaviours in check and take corrective measures. Those participants deemed “highly prejudiced” were strongly influenced by their attitudes and participated in discriminatory behaviours. Therefore, if you feel you are highly prejudiced against a particular group, try to take that next step towards changing your stereotypical attitudes. This effort will lead to a more successful future at work.
- We can look critically and honestly at the particular myths and preconceived ideas that we were conditioned to believe about others. Psychologists and sociologists have found that contact among people of different races; cultures and life styles can break down prejudice when people join together in a common task. The more contact there is among culturally diverse individuals, the more likely that stereotypes based on myths and inaccurate generalisations will not survive.
- We can develop sensitivity to differences. We should actually not allow gender-based, racist, or anti-gay jokes or comments in our presence. If English is not a person’s native language, be aware that this person might interpret your messages differently from what you intended. When in doubt about the appropriate behaviour, ask questions: “I would like to open the door for you because you are in a wheelchair, but I’m not sure whether that would offend you. What would you like me to do?”
- We can use appropriate language. In this way you show diverse individuals your respect. For instance, the term “minority” is no longer acceptable when referring to people of colour because it conveys a sense of less power, as in “majority versus minority”.



Activity 5.1

Can you identify examples of appropriate language? Complete the following table by filling in the appropriate language for the people referred to. The first one is completed to serve as an example.

When referring to:	Instead of	Use
Women	Girls, ladies, gals, females, chicks	Women
Black people Asian people Coloured people		
Gay men and lesbians		
White people		
Older people Younger people		



Journal activity

Think about your own behaviour. How much effort have you made to educate yourself about people who differ from you? Spend some time at work with a person who is different from you and identify ways in which you are the same and ways in which you differ. Identify ways in which you can be more sensitive to this person in future.

5.3.1 Diversity initiatives in organisations

Whether the goals of a diversity intervention are to enhance individual performance or develop business systems and strategies, each intervention has similar elements, yet differs in some fundamental central way. Some workplace diversity processes focus on recruiting and retaining an increasingly diverse employee base. Other processes centre on gaining market share by creating targeted campaigns and strategies to foster deeper loyalty from a more diverse customer base (Kahn 2013).

Proper diversity management can increase an employee's self-esteem and feeling of belonging to the organisation, especially if the employee is from a disadvantaged group (Munjuri 2012).

South Africa is a diverse society with many racial-ethnic groups and it is largely known for its past apartheid policy of separate development. Overall, key research findings highlight the difficulties South African organisations are still having in fully embracing racial and gender equity-related transformation of the South African society, despite the country's progressive labour legislation promulgated following the country's first non-racial, democratic elections in 1994 (Motsei & Nkomo 2016).

According to (Motsei & Nkomo 2016) organisational diversity enhancement challenges includes, firstly, the organisation's structures and processes and the choices its leaders make about internal competition, reward systems, expected benefits and internal people processes. Secondly, are the organisation's design and related change processes. Thirdly, are the organisation's structures and processes that shape the climate, behaviour, levels of dissatisfaction and frustration and perceived power imbalance.

Political democratisation has changed the workplace from a mainly homogenous (white male) to an increasingly multicultural and diverse workforce. The quickly growing black middle class has changed customer demographics and expectations as well as the ways in which organisations do business (Cilliers & May 2012). Organisational diversity enhancement challenges include:

Before diversity initiatives can be implemented in an organisation, management should clearly understand why they are necessary and the impact of diversity on different levels in the organisation. Evaluation of the impact of diversity on the organisation is discussed in the next section. Then a number of diversity initiatives are presented.

5.3.1.1 The impact of diversity on organisations

It is important to acknowledge the core concepts of diversity dynamics (identity, reference systems, power, relations and relatedness) in order to understand how they perceive, interpret and act towards individual and collective diversity (Pretorius et al 2012).

Organisations today are facing complex challenges (Griggs 1995; Cilliers & May 2012). Most of these are dynamic, interrelated and systemic in nature; that is, they are intertwined and capable of affecting the operations of the entire organisation. More than any other challenge, perhaps, diversity affects the organisation at all levels: personal, interpersonal and organisational, as well as local, national and international. The scope and direction of valuing and managing diversity programmes, ideally, must be determined within the context of broader challenges facing the organisation as a whole. Diversity responses, in other words, need to be well integrated into the organisation's overall strategic responses. Griggs (1995) as cited by Cilliers & May (2012) believes that systemic thinking is critical to diversity issues. Yet, it is situational priorities that determine how and when an organisation can respond to specific diversity challenges. Obviously not all organisations have the resources, time,

leadership or consciousness to do it all, much less do it all at once. Important as the diversity challenge is, “imperfect” management of the complex interventions required is a better way to develop a strategy that works for your organisation than planning for years a “perfect” strategy that is never put into practice. Griggs (1995) as cited by Cilliers & May (2012) highlights the following issues currently being dealt with in organisations and how valuing diversity and relationships are at the heart of these issues:

- **Conflict resolution.** Conflict is inevitable in any organisation. However, enhancing relationship patterns among managers and employees alike can keep disagreements from escalating into conflicts.
- **Employee relations.** Employee surveys and audits provide an assessment of the work climate and point out key areas for improving employee relations. Focusing on diversity and relationship issues can effect significant changes in the organisational climate and bring to the surface the key problem areas that employee surveys have highlighted.
- **Empowerment.** Successful organisations know that empowering employees means valuing their diversity, which brings out their creativity. The process of empowering people can begin on any of the three levels (organisational, personal and interpersonal), but true empowerment for all can happen only when responsibility is assumed at all three levels.
- **Leadership** (on all levels). Today’s leaders know that success in the 21st century will come to those who grasp the fundamental importance of relationships within their organisations. The days are gone when a leader of an organisation achieves objectives solely through charismatic leadership or personal power. Managers and supervisors must make the transformation from technical expert to management of people, especially by increasing their personal effectiveness at working with diverse groups. If organisational objectives and organisational success are to be realised, all of today’s leaders, at all levels, must focus on relationship dynamics and assume facilitating and enabling roles.
- **Learning.** For learning to take place in an organisation, personal, interpersonal and organisational flexibility is critical. Individuals need to be receptive to new information and the organisation as a whole needs to adapt constantly. At all levels, learning is an ongoing process that depends on strong internal relationships among employees and between managers and workers and external relationships between the organisation and the customers and clients it serves.
- **Productivity.** It is important to consciously identify barriers to productivity at the organisational, personal and interpersonal levels. Managers and supervisors, as always, must demonstrate authority, delegate tasks, solve problems, be effective and innovative and demonstrate leadership and empower employees, but without resorting to the energy-depleting relationship patterns of control, manipulation, blame, denial, mistrust, racism, prejudice and so on.
- **Synergistic teams.** Individuals are under intense pressure to conform to today’s team-oriented workplace. Both the team and the organisation can be effective only when all components that make the team effective work together in dynamic unity, that is, where the whole is greater than the sum of the parts. Individual members of the team need to be their fullest selves and take personal responsibility. Enhancing interpersonal relationships, es-

pecially in structured teams and obtaining total participation, commitment and shared responsibility are what ultimately improves the creativity of the team and, by extension, the productivity of the organisation. Teams typically operate within an organisational culture embedded in old personal and interpersonal relationship patterns. Depending on whether these organisational relationship patterns are energy-depleting or energy-enhancing, the team will or will not be effective.

- **Trust building.** Trust and trustworthiness are the foundation of effectiveness in today's organisations. We must increase our knowledge and acceptance of our differences, create awareness of relationship dynamics and demonstrate the effect of energy-enhancing and energy-depleting patterns, illustrate the power of relationship among diverse individuals in the organisation and enable employees to take the first crucial steps to build trust.



Activity 5.2

Explain the benefits to the organisation in each of the following areas if diversity initiatives are successfully implemented. What differences can be experienced in regard to:

conflicts

employee relations and climate

empowerment of employees, their contributions and creativity

attitudes and styles of leaders

learning from each other

the performance of the team as a whole

trust in the team and in the whole organisation

5.3.1.2 *Implementing diversity initiatives in the organisation*

According to Reece and Brandt (1993) as cited by Cilliers and May (2010) diversity must be an organisation-wide endeavour. One or two individual departments or managers will have limited impact if the overall management attitude leans toward preserving the status quo. Reece and Brandt (1993) mention that the following basic steps have been found to be effective:

- **Develop a strategic plan** to promote diversity and make sure that top management is committed to the task and vigorously promotes that commitment through the ranks. Employees will take their cue from the chief executive. If they see management promoting diversity at work, yet playing handball at a segregated club, they will question how seriously top management is committed to equality. Unless the policy is carried through at every level, it can be sabotaged somewhere along the line.
- **Review standards for recruiting, hiring and promoting as well as for other practices.** Does the organisation recruit in places where non-white students or workers are likely to be? Are recruiters trained to deal with people of various cultural and racial backgrounds? Remember that employment tests can be biased in favour of white, middle-class people. Do standards for hiring and promotion reflect a realistic assessment of a candidate's actual abilities?
- **Establish a means to monitor non-discrimination policies** and provide top management with regular reports. Reports should not be a series of statistics of, for example, how many blacks or women were hired. Rather, reports should provide in-depth analysis of the positions they filled and

their progress and rate of advancement or turnover. Management needs quality information about how its policies are being carried out and the effect they are having on the organisation as a whole.

Reece and Brandt (1993) cited by Cilliers and May (2010) mention the development of an affirmative action programme and a diversity training programme as more specific examples of diversity initiatives.

As was explained in the previous learning unit, enhancing diversity implies changing organisational culture on the macro-level. Cross and White (1996) describe the implementation of diversity initiatives or interventions in order to change organisational culture in three phases.

(1) Phase 1: Education and awareness

Integration and learning perspective are broader, suggesting that everyone can benefit from a diverse work environment – the organisation as a whole as well as its employees. Integration and learning perspective move beyond business-related demographic reasons and appreciation (Podsiadlowski et al 2013).

Awareness of interpersonal problems indirectly imply distorted self- and other perceptions. The objective is to raise the group members' awareness of the group's and the individual members' dynamics, including intra-psychic conflicts, in an attempt to correct irrational forms of behaviour and problematic interpersonal patterns. The use of these insights and new corrective experiences in and outside the group may contribute to a better and more realistic self-image (Loorentzen et al 2015).

Because of the nature of hierarchy and the use of power and authority, the intervention process must begin at the top of the organisation. Top management must understand and "own" the intervention and be the first to invest their time in education and awareness. If they do not commit themselves, the change will not be systemic; instead it may result in a psychology and practice of "fixing the victim". According to these authors workshop facilitators should also reflect diversity of race and gender. The authors believe that top management must become acutely aware of how differently individuals perceive the same event. Senior executives need to be aware of these and other differences in perception in order to become competent to make informed decisions about managing diversity as the intervention progresses.

Cross and White (1995); Greyvenstein and Cilliers (2012) mention that most people see racism and sexism, for example, as primarily centred in the individual. Individuals can change their perceptions and attitudes, as was described in the previous section, but to enhance systemic understanding, the workshop must demonstrate the impact of individual behaviour on the organisation. This leads to important insights into the "mental models" used to judge instances of sexism and racism and leads to the ability to perform subsequent strategic planning. Unless corporate authorities change their personal mental model of workplace fairness, they may be unable to identify inappropriate behaviours.

It is also important to examine the different ways in which racism and sexism operate in the organisation. To reduce uncertainty, team members com-

monly sort themselves and others into salient social groups based on observable demographic member characteristics. In so doing, team members form behavioural expectations based on social category diversity (Seong et al 2013). For example, white women often share complicity in racism with white men. This may not be intentional or even conscious, but the result is that benefits accrue to one group and not to another. Men of colour are often as sexist as white males, with the same results. Women of colour, while they do not benefit from either racism or sexism, can be personally biased or prejudiced at an individual level. In a nutshell, the workshops enable management from the top down to come to grips, personally, with the specific problem in their organisation. It is important to understand that racism, sexism and other kinds of discrimination cannot be treated simply as individual issues of awareness. They are organisational and systemic issues as well. The organisation must be committed to change, to create a culture that encourages all members' contributions. In the second phase of the intervention, awareness is translated into managerial competence.

(2) Phase 2: Capacity building

Cross and White (1995) cited by Cilliers and May (2010) believe that phase 2 helps managers and supervisors to develop a capacity for managing the new organisation by examining policies, practices and day-to-day systems. As education and awareness take hold, data for this examination emerge from workshop recommendations, from newly formed diversity committees, from formal data-gathering mechanisms and from follow-up meetings. Then performance review practices, organisational audits, recruiting and mentoring customs, ranking and rating systems, assignment distributions and the like are all scrutinised through the lens of diversity.

Phase 2 is most successful when internal "champions" (formal or informal leaders) provide leadership for examining and changing policies and practices. Such champions also confront the inevitable questions of "reverse discrimination" and "preferential treatment for minorities" that arise as the balance of power begins to shift. The implementation of this phase must be closely monitored by top management to make sure that the resources needed to support the change effort are provided. Close and continuous interaction with the consultant team is required throughout all the phases. A major component of phase 2 is an organisational culture review. Such a review may be required at various times throughout the intervention.

(3) Phase 3: Culture change

Phase 3 assumes that individual awareness and implementation of changed policies and procedures are necessary – but not sufficient – conditions for eradicating racism and sexism at the systems level of the organisation (Cross & White 1995; Cilliers & May (2010). An organisation change frame that includes a systemic examination of both overt and covert processes may be particularly useful in understanding why inclusion and resistance to change are essential (Block & Noumair 2015). Cultural diversity is defined as the existence of a number of different nationalities among the staff. Cultural diversity could be described as a form of deep-level heterogeneity (Jonsen et al 2011).

This requires unlearning the messages – behaviours and norms – that are the fundamental indicators of the culture. Once these are clear, members of the organisation can define which behaviours and norms are barriers to success and which are enablers. This definition will show that most of the behaviours are enablers to white men; white women and people of colour experience few enablers and many barriers. Next, corporate leaders must create and support action plans to identify and implement new values. These actions will be specific to each corporation and should help managers develop the skills to articulate and model the new culture. A communications strategy is required to inform the entire organisation about the requirements and expected behaviour for participating effectively and receiving rewards in this new culture. The end result of the long process of culture change is that an old frame of reference is gradually replaced by a new, more flexible and more productive way of viewing reality. The new frame allows members of the corporate community to relate to one another on a basis of integration rather than assimilation. This, in turn, affects the distribution of power within the organisation, the development of standards and ultimately the identity of the organisation.



Activity 5.3

Use the information given above to develop a generic diversity plan for an organisation. Give an outline of your plan in different steps. Think logically about the successive steps that you need to take to plan, organise and execute a diversity plan. This can be done by integrating the information from Reece and Brandt (1993); Cross and White (1996); cited by Cilliers and May (2010) in this section and adding you own ideas and experiences to it.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

Add more steps if necessary.



5.4 FEEDBACK ON ACTIVITIES

Activity 5.1

When referring to	Instead of	Use
women	girls, ladies, gals, females, chicks	women
black people	bantu, boy, maid, "young people"	black person: Zulu-speaking, Xhosa-speaking (or other language) person, black men or black women, Africans
asian people	Orientals, coolies	Indian man, woman or person
coloured people	coloureds	coloured man, woman or person
gay men and lesbians	homosexuals	gay men, lesbians
white people	whites	white man, woman or person
older people	oldies, old people, old timers, old folly, geriatrics	elderly, older adults
younger people	children, kids, yuppies	younger people, young adults

Activity 5.2

Answers will differ but will focus on ways of exploring one's own behaviour and alternative ways of relating to different people. Sensitivity to different cultures, values and habits would form part of this.

Activity 5.3

The answers to this activity can be deduced from the theory which is provided. The following are guidelines. There should be less conflict in the organisation as people become more sensitive to others. Employee relations in general as well as the climate should improve if the problem areas in the survey or diagnosis are dealt with. Previously disadvantaged people should feel more empowered, cooperate more and become freer to be creative. Leaders should develop their interpersonal styles and behaviours and become facilitators. Facilitation can be defined as "providing opportunities to learn and grow" and leaders will have to create these opportunities. Learning from each other will most probably result from more effective relationships at work and people, who relate better, work together better, which will affect productivity. When people feel more part of the team, they generally are more committed and take more responsibility which may create the synergy that the organisation is hoping for. When people trust each other even if they are very different, it implies that they can look beyond the external differences and link on a much deeper emotional level.

Activity 5.4

Answers may differ considerably but what is required is to indicate that there will be a strategic planning phase on the macro-level where a diversity programme will be developed for the organisation as a whole. Then there will be evaluation of old policies and development of new policies and procedures, as well as monitoring and evaluation techniques. The current diversity awareness and sensitivity and even culture will be diagnosed or evaluated on the meso-level and education programmes will be developed and evaluated on the micro-level. These interventions can focus on individuals or groups.



5.5 SELF-REFLECTION

As a means of reflecting on your learning experience in this learning unit, tick "yes" or "no" on the following checklist to determine the extent to which you have attained the learning outcomes of this learning unit. If you did not achieve all of them, we also provide you with a list of strategies that you can use to ensure that you acquire those learning outcomes you may have experienced difficulties with.

After completing this learning unit I am able to:

	YES	NO
(1) describe the steps that individuals can take to enhance diversity management		
(2) help and advise others in the organisation on how to be more sensitive to differences		
(3) explain the impact and, therefore, benefits of diversity initiatives in various areas in your organisation		
(4) explain the steps in developing and implementing a generic diversity plan in an organisation		

List the learning outcomes that you feel you have not achieved.

Choose which of the following strategies you want to follow to achieve the listed learning outcome:

	Tick
(1) Revise study schedule to make time to acquire relevant knowledge.	
(2) Contact the lecturers via e-mail.	
(3) Participate in relevant myUnisa discussion forum.	
(4) Contact DCCAD for assistance with study skills.	
(5) Contact the literacy facilitator at the learning centre to assist with academic writing.	

(6) Any other strategies you can follow: <ul style="list-style-type: none"> • • • 	
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Diversity paradigms and diversity surveys

6.1 INTRODUCTION AND AIM

This learning unit provides an overview of the diversity paradigms that organisations subscribe to. Paradigms are frameworks for diagnosing, studying and intervening in organisational processes. The choice of a specific diversity paradigm will determine the organisation's way of diagnosing as well as the actions, steps and interventions that they adopt. Apart from paradigms, there are also guidelines for evaluating or diagnosing employee relationships and diversity in the organisation.

6.2 LEARNING OUTCOMES OF LEARNING UNIT 6

After completing this learning unit, you should be able to:

- identify and explain the eight diversity paradigms that organisations subscribe to
- analyse and identify the diversity paradigm of your organisation by using the theoretical criteria presented in each programme
- explain the theory underlying diversity assessment
- name and describe the dimensions of diversity that are measured in diversity surveys
- make general interpretations of the results of a diversity survey

6.3 DIVERSITY PARADIGMS AND SURVEYS

6.3.1 Diversity paradigms

Bolman and Deal (1997), as cited by Kahn (2013), defined diversity management as a mechanism to help people feel included and satisfied at work so that the organisation can have the most talented employees.

At the core of the diversity management process is a diversity paradigm; it spells out the action options and defines a *method* selecting the appropriate option for a given set of circumstances (Thomas 1996). What is a paradigm? It can be defined as a set of rules and regulations (written or unwritten) that does two things:

- (1) It establishes or defines boundaries.

- (2) It tells you how to behave within the boundaries in order to be successful.

A paradigm, therefore, is a way of thinking that facilitates diagnosis, understanding and action planning. It also provides a way of organising data and of discovering and recognising patterns. According to Thomas (1996) as cited by Cilliers and May (2010) a paradigm for diversity should at the very least answer two fundamental questions:

- (1) Considering the diversity mixture at issue what are the available action choices?
- (2) What factors determine the choice of an action?

What options are available to managers when they deal with diversity issues? Thomas (1996) believes that there are essentially eight basic responses: include/exclude, deny, assimilate, suppress, isolate, tolerate, build relationships and foster mutual adaptation.



Activity 6.1

Before reading further, describe in your own words how you think organisations will handle diversity according to each of the eight different paradigms.

How will organisations handle diversity if they do the following?

- (1) Include/exclude

- (2) Deny

- (3) Assimilate

(4) Suppress

(5) Isolate

(6) Tolerate

(7) Build relationships

(8) Foster mutual adaptation

6.3.1.1 Option 1: Include/exclude

In the diversity literature, inclusion is a state where the workforce is valued, respected and supported and it is based on organisational culture, management practices and interpersonal relationships that support the full utilisation of a diverse workplace at all levels and in all functions of organisations (Shore et al 2011).

Include/exclude means that diversity groups are excluded – or targets are set to include certain groups, often by way of legislation (Sakr 2012).

One of the chief arguments for diversity is that if we include different people from different groups we will benefit from the diversity of ideas and backgrounds (Herring & Henderson 2011). Diversity in itself does not lead to a competitive advantage, instead it is more likely to result in frustration, misunderstanding, unhealthy conflict and an increase in staff turnover if it is not properly managed (Pretorius et al 2012). Diversity provides a competitive advantage through social complexity at the organisation level when it is positioned within the proper context (Herring & Henderson 2011).

According to Thomas (1996) as cited by Cilliers and May (2010) this is the option that most people are familiar with. It is the one that forms the basis of most affirmative action efforts, where the goal is primarily to increase the number of target-group members in the organisation at all hierarchical levels. Affirmative action consists of government-mandated or voluntary programmes and activities undertaken specifically to identify, recruit, promote and/or retain qualified members of disadvantaged groups in order to overcome the results of past discrimination and to deter discriminatory practices in the present (Herring & Henderson 2011). Indeed, this is what most people mean by diversity. The other side of include is exclude. Here, the goal is to minimise diversity by keeping diverse elements out or by expelling them once they have been included.

An example of this option provided by Thomas (1996) as cited by Sakr (2012) is the selection criteria used to screen candidates for employment. How these criteria are specified has a great deal to do with the resulting diversity mix. If your firm needs engineers and you require a degree in electrical engineering, you are automatically limiting the diversity of expertise. Another example can be found in the ways corporations deal with their stockholders. Consider those companies that have tried to minimise stockholder participation in decision making; that is exclusion. On the other hand, the current response of companies to investors' demand for greater participation in decisions is an example of inclusion.

6.3.1.2 Option 2: Deny

This option implies that everyone denies that differences exist (Thomas 1996; Sakr 2012). Historically, denial has played a major role in managerial thinking, particularly for managers who limit their understanding of diversity to work-force issues. They practise denial when they tell employees who are different that their differences will not in any way affect how the organisation treats them; that merit and performance alone will determine how far they can go. People of different races, for instance, are told with pride that the organisation is colour blind. Or consider the manager of a recently acquired company who is introducing someone from the parent corporation to his staff and says the visitor is "not like the rest of those corporate guys". This person has earned the privilege of having his corporate status denied; he is receiving "corporate-blind" treatment. Another example: the manager who looks at proposed options for change and says "nothing new here; we're already doing those things".

This manager is denying any difference between the status quo and the new proposals which, of course, makes it unnecessary to consider the change in question.

6.3.1.3 Option 3: Assimilate

Assimilate minimise difference by requiring the disadvantaged to conform to the majority norms (Sakr 2012). The basic premise of this option is that all elements which are different and somehow in the minority will learn to become like the dominant element. Remember that in South Africa black people are sometimes referred to as a minority, even though they are the majority in terms of numbers. They may be seen as a minority in terms of the disadvantaged position they occupied in the past. According to Thomas (1996) minority employees will learn to fit in; a new overseas operation will be structured just like and will run just like, the home office; new products will be manufactured using the same processes as older products. Assimilation has been the dominant approach to differences and diversity across all kinds of dimensions. It is especially prominent in organisations that have experienced substantial economic success. In this case, assimilation makes eminently good sense. The companies have worked out their formulas for effectiveness and efficiency and see no need to change. All can join as long as they adapt to proven ways of winning. The difficulty arises, of course, when the tried and true formulas no longer produce the same results. When your environment is becoming destabilised, it is foolish to blind yourself to new ideas and insist on continuing past practices through wholesale assimilation.

An example of assimilation that gets out of hand is seen in companies where one particular function dominates the organisation. In some companies, for example, the dominant function is marketing. It is part of the culture; you often hear people say, "We are a marketing company." The problem arises when members of the dominant function insist that everyone do business in that perspective. This immediately discounts the contribution of people from other functions, transforms them into second-class citizens and leads to dysfunctional situations like the following:

An executive in a long-established company decided to implement cross-functional teams as a means of gaining competitive advantage. As representatives from manufacturing, marketing, sales research and development and accounting were appointed, divisional managers found that minorities and women were not excited about participating. They were convinced that white males would make all the decisions and that the status quo would continue. While the divisional managers professed surprise about these sentiments, they really were shocked that people from the non-dominant functions felt the same way, but for different reasons. Their view was that manufacturing, the dominant function, would ultimately make decisions, so why go through this charade?

Thomas (1996) believes that there is another problem with assimilation as it relates to the workforce. Members of minority groups – be they groups delineated by race, gender, physical disabilities or whatever – are increasingly disinclined to embrace assimilation. "Thank you very much," they are saying,

“but I’m not all that interested in becoming like you. If you don’t mind [and – unspoken – even if you do], I’m going to keep my differences.”

6.3.1.4 Option 4: Suppress

Suppress ignore diversity (Sakr 2012). This option involves that entities with differences are encouraged to keep a lid on them, not to manifest them. Suppression (sometimes used in conjunction with assimilation) differs from denial in that the differences are recognised and acknowledged, but it is greatly discouraged to recognise and explore them. Many people who exercise suppression sincerely believe that the organisation is greater than any one individual or component and that, since the organisation has been operating well with the status quo, entities with differences should submerge them for the sake of the enterprise (Thomas 1996).

Thomas (1996, p 24) explains it thus:

Sometimes you hear senior executives (white male) say in tones reflecting anger and frustration, “I’m tired of all this whining and complaining. Why can’t people today sacrifice like we did? All you hear today is ‘I’ or ‘me.’ What about the greater good? Can’t we rise above this selfishness?” Then there is the “you’ve got to pay your dues” sentiment. Listen to a senior white, female executive: “On one hand, I hear with empathy the needs of minorities and women. But on the other hand, I become angry. I paid my dues. I did what I had to. This is life in corporations. Grow up! In this context, I’m not sympathetic at all.” This “pay your dues” assumption also shows up in the way people relate to new employees who openly question the status quo. Senior personnel may respond smugly with, “How long have you been here?” What they mean is, “Suppress your questions until you’ve been here long enough to understand.” They’re also saying, “If you just try it, you’ll like it.” In other words, “If you give our way a chance, you’ll discover how sensible and right we are.”

All these assumptions are weakened by today’s realities. In turbulent economic environments, the old ways are not always right and joining a corporation is not like joining a fraternity, where membership depends on sacrificing and paying your dues. Rather, the primary concern is doing what is necessary to assure the viability of the enterprise. Any dues-paying or sacrificing will be dictated not by internal traditions but by what is happening in the environment that affects the organisation’s viability.

6.3.1.5 Option 5: Isolate

Isolating separates all activities to do with the disadvantaged off to the side (Sakr 2012). Thomas (1996) suggests that isolation allows you to include people or other entities that are different from the dominant system without having to change corporate culture or systems; you simply put the “different” entity on one side. The author provides the following example:

Managers tend to isolate new ideas; they simply call them “pilot” projects. If the manager likes the idea, he pilots it to a corner where it can grow and thrive. If he isn’t excited about the idea, he isolates it in a corner where it will not be well received and eventually die.

Managers also group similar tasks into functions, creating isolated and relatively independent entities commonly called “silos”. Isolation here promotes an environment especially suited to the functional tasks concerned. The more extreme the isolation, the more pronounced the silo around the function and the thicker the walls.

6.3.1.6 Option 6: Tolerate

Tolerating addresses diversity by fostering room for all attitudes (Sakr 2012). This may sound like a live-and-let-live option. Thomas (1996), however, believes that it boils down to managers allowing the inclusion of entities with differences, although they do not value these entities or accept their differences. They simply acknowledge their right to exist. The author provides the following example: A major corporation bought a smaller, very successful, cutting-edge technology company and set it up as a subsidiary. The acquired company had a very non-traditional culture that contributed greatly to its success and was very different from that of the new parent. When asked about this new subsidiary, parent representatives would smile and shake their heads. “They’re weird, but they’re good at what they do. As long as they make money for us, we don’t bother them. I just try to talk to them as little as possible.” Managers from the parent company neither understood nor endorsed the subsidiary culture. They simply segregated and tolerated it, allowing different behaviour as long as it proved effective.

Tolerance is made easier by the extent to which direct interaction can be avoided (Thomas 1996). The tolerated option is grounded in the assumption that, for the sake of the broader good, diverse entities can coexist without understanding, endorsing or engaging with each other effectively. This is a critical distinction between isolation and toleration. Isolation artificially limits its target; toleration does not limit but simply never connects emotionally. Where toleration is used, you see managers of a new business line who have never felt accepted, or a racially different family in the neighbourhood which does not feel discriminated against but does not feel accepted and valued. This “coexisting without connecting” assumption is indeed well-founded in an institution with a stable environment. In bureaucratic institutions, entities can contribute to the broader picture without true engagement or with minimum interaction, since they play well-defined roles that require little cross-communication or cross-learning.

Often toleration and inclusion are used together. In the case of inclusion the question is whether the entity is present or taken into account, not whether it is connected with emotionally. Organisations concerned primarily with inclusion can more easily accept the limited involvement associated with tolerance. Thus you have people proudly making certain, in a mechanical way, that the target entity is included. Soon the toleration alternative is being compromised. Environments characterised by uncertainty are not compatible with toleration because they require people to collaborate more. Collaboration needs much more intensive engagement and interaction than normally happen with toleration. Collaboration is further hampered by the following reality: The act of toleration is essentially condescending. In effect the tolerator is saying, “By my grace, I am moved to allow your inclusion and coexistence.” This conde-

scession highlights the power imbalance between the parties. The “different” entity is repeatedly reminded of its subordinate position, even as the tolerator is becoming more tolerant. Limited engagement further exacerbates the feeling of not being valued. With a portion of units or employees feeling weak and undervalued, a corporation that practices toleration is greatly handicapped when it needs to adapt to dynamic environments.

The tension associated with toleration is one of the significant driving forces behind the interest in the workplace initiatives generally known as “valuing differences”. Thomas (1996) calls it “building relationships”. The pain of not being valued while being tolerated produces a preoccupation with valuing differences. Indeed, when managers talk of differences and diversity they frequently speak of the need to value.

6.3.1.7 *Option 7: Build relationships*

Building relationships addresses diversity by fostering quality relationships – characterised by acceptance and understanding (Sakr 2012). This option involves deliberate efforts to foster relationships between the various entities (Thomas 1996). The governing assumption is that a good relationship can overcome differences. While this approach has the potential to foster acceptance and understanding of differences, it is often used to minimise them. This happens when the governing assumption is interpreted as follows: “If we just can talk and learn more about each other, despite our differences, I think we’ll find many similarities that can be grounds for a mutually beneficial relationship.” In other words, by focusing on similarities, it is hoped to avoid challenges associated with differences.

A number of familiar activities flow from this type of reasoning. Efforts to improve race relations are one example. The challenge in these situations is to foster acceptance and understanding among the races. Another illustration would be the rotation of key executives among the various functions, fostering cross-functional understanding and relationships. Most team-building sessions are efforts at building relationships; they aim to enhance problem solving, collaboration and communication among the participants. Finally, sensitivity training aimed at helping participants get in touch with their prejudices and stereotyping capabilities falls into the category of relationship building.

6.3.1.8 *Option 8: Foster mutual adaptation*

Fostering mutual adaptation also addresses diversity (Sakr 2012). In this option, the parties accept and understand differences and diversity, recognising fully that doing so may call for adaptation by all concerned (Thomas 1996). That is, to fully accommodate the entire diversity mixture and all its components and to facilitate maximum contribution to organisational objectives, every entity – not just the ones that are different – will have to make some changes. This option is just beginning to evolve as a concept. Only a few corporations have moved forward to set the stage for implementation. Just developing the appropriate mind set represents a major challenge for most companies. Most of them reflect an attitude illustrated by the following scenario:

Suppose two men meet at a seminar and the one invites the other to visit him. Some weeks later, the person takes up the offer and his host greets him, saying, "While you're here, make yourself at home. My house is your house." After a couple of days, they debrief. The guest expresses appreciation for the hospitality and the reception offered. In fact, he would like to stay two weeks, but the guest is a gourmet cook and the kitchen is not equipped for gourmet cooking. Gently the guest explains that they will have to remodel the kitchen. The host's response is, "That's not what I had in mind when I said 'make yourself at home'. What I had in mind was that you would make yourself at home within the context of what exists. I did not envision major revisions."

The "foster mutual adaptation" alternative argues that remodelling the house may be necessary – not for the benefit of those who are different, but for the sake of the viability of the enterprise. This attitude is often difficult for managers in organisations with a history of success.

The last thing they wish to do is to disturb a successful status quo. But today's comfortable success is very likely to be threatened by tomorrow's unpredictable challenges and they may yet be forced to do just that. Mutual adaptation permits the greatest accommodation of diversity, which means that it enhances ability to deal with overwhelming complexity. When your status quo starts to develop tiny fracture lines running in all directions, a mutual adaptation mind set may be your best weapon against disaster.

Finally Thomas (1996) raises the following five important points regarding these action options:

- (1) Of the eight options, only one unequivocally endorses diversity. The other seven seek to minimise or eliminate diversity and complexity.
- (2) None of the action options is inherently good or bad in itself: it all depends on the context.
- (3) Action choices can be used in combination.
- (4) The selection of action choices is dynamic and determined by context.
- (5) Each option can be used with any collective mixture of differences and similarities. While we are most familiar with them in the context of race and gender, they can be found where there is diversity of any kind.



Activity 6.2

When studying the policies and practices in your own organisation, which of the paradigms do you think your organisation subscribes to? Explain your answer.

6.3.2 Diversity assessment

A business case suggests that actions, such as increasing diversity, would enable organisations to utilise the talents and abilities of all employees, which may be critical for success in an increasingly complex and dynamic business environment (O'Leary & Weathington 2006) as cited by Qin et al (2013). The argument for a business case of diversity is based on two theoretical underpinnings. Firstly, it is assumed that organisational capabilities are not embedded in any single person, but in the links across diverse individuals. Secondly, it is argued that human resources (i.e., the diverse employees) serve as a source of sustained competitive advantage, as they create value that is both difficult to imitate and rare (Qin et al 2013).

According to Cross and White (1996) many businesses have come to realise that they can no longer afford to let conflicts in the organisation contaminate the business environment. Consequently we must understand why it is not enough just to change the individual's sensitivity to differences. We must be able to demonstrate to senior management that diversity is an organisational problem as well as a problem area in each organisation and to point out what remedies are effective for particular problems in a particular company.

The diversity assessment survey which Cross and White (1996) have developed is one tool for the task. This survey and its theoretical underpinnings are described in the next section.

6.3.2.1 Theories of change

The theory underlying the diversity assessment process lies in the field of systems theory, which states that changes at any level of a complex system will influence and be influenced by other levels of the system (Cross & White 1996). They believe that the management of diversity involves at least three levels of the system: individual, group and organisation. It is suggested, furthermore, that several types or layers of perception – ideas, behaviours, attitudes, beliefs, feelings and values – are required to decide what actions are appropriate. To understand the dynamics of race and racism, gender and sexism, or other forms of oppression in organisations, all three levels of the system must be analysed and all layers of perception must be explored. The levels of analysis are called breadth of awareness and the layers of perception depth of insight. Understanding at one level or even two levels is insufficient. Action taken without understanding at all three levels is likely to be misguided or inappropriate.

6.3.2.2 The theory applied to measurement

Most instruments that have been developed to measure diversity have adopted a multicultural approach and have focused on the individual level of analysis (Cross & White 1996). Since this approach does not acknowledge that the social system within which the individuals operate is itself biased and oppressive to those who are different from the norm, it does not help the organisation to identify the systemic bases of difficulties. The multicultural approach also fails to acknowledge that there is a norm that is unstated. It was shown that the unstated norm is actually part of the problem.

A few surveys do look beyond the individual level, but the dimensions chosen for measurement tend to lack coherence and are not theoretically based, therefore, they are difficult for the client organisation to interpret and use. A further limitation is that while many cultural audits or climate surveys include some questions about diversity, few allow analysis by race and gender; thus the differences tend to get “wiped out” in the averaging process. Focus group data collection has been the best available method of obtaining comprehensive information about diversity in an organisation. Although the focus group is effective for this purpose, it requires skilled consultants who can conduct effective interviews that probe multiple system levels and many layers of perception. Further, the focus group method does not provide quantitative data; thus accurate measurement of progress and comparison with other organisations are not possible.

The diversity survey that Cross and his colleagues have developed, of which an outline is presented here, enables organisations to examine the multiple levels of both system and perception and provides a basis for quantitative analysis.

6.3.2.3 *Advantages of multilevel analysis*

Analysis based on multilevel assessments provides a concrete basis for the development of more appropriate change-oriented actions (Cross & White 1996). The analysis also provides the methodology for measurement of progress. Multilevel analysis helps top management understand that white men do not perceive the organisation in the same way as white women and people of colour do. The data collected in this way give concreteness and legitimacy to the perception of white women and people of colour that race and gender affect interactions and consequently affect how they do their work.

Diversity surveys can also show how the formal policies and procedures of the organisation may provide advantages for white men and disadvantages for people of colour and white women. The survey data begins the process of demonstrating how the culture – the informal ways of doing work – is influenced by race and gender identity. To set the strategic direction for the organisation, management must have information that is valid, reliable and comprehensive. Armed with solid evidence, management may charge a task force – which should be diverse in race and gender – to develop tactics and action plans for management’s review and authorisation. The task force can also use the data to guide analyses and develop mechanisms to measure progress.

Although the survey that Cross and White (1996) designed focuses on race and gender, its multilevel analysis can be used for other issues. If the client organisation is interested in sexual orientation, age, physical disabilities or other differences, these can be added to the diversity survey. As few or as many levels and layers can be analysed as the organisation desires or needs.

6.3.2.4 *Dimensions of diversity surveys*

Although many different questionnaires and surveys are available on the market for the evaluation of diversity in an organisation, the dimensions of Cross’s survey are discussed in some detail. The dimensions measured in this survey

are based on the theory outlined above. The individual, group and organisational levels are probed. Behaviours are distinguished from more deeply held attitudes, beliefs, feelings and values (Cross & White 1996).

The behaviour of supervisors and the attitudes of different levels of management are key elements in organisational dynamics. These positions have historically been filled by white men. This is, however, no longer always the case. The survey provides for analysis of the behaviour and attitudes of people in these positions, whatever their race or gender. To gain a comprehensive understanding of organisational dynamics the survey probes the organisation's culture and attitudes towards managing diversity.

The diversity survey measures the following dimensions:

- (1) **Individual behaviours:** measures of individuals' involvement and satisfaction with their work.
- (2) **Individual beliefs, attitudes, feelings:** measures of individuals' beliefs, feelings and attitudes about the influence of race and gender on themselves and others.
- (3) **Supervisory behaviours:** measures of how known supervisors are perceived to deal with tough interpersonal issues and their behaviour towards different race and gender groups.
- (4) **Management attitudes:** measures of the perception of change required at different levels of management to secure full utilisation of all employees.
- (5) **Group behaviours:** measures of the perception of how membership of a race/gender identity group influences treatment in the organisation.
- (6) **Group beliefs, attitudes, values:** measures of attitudes and beliefs about the influence of race and gender on acceptance within the work environment.
- (7) **Organisation behaviour:** measures of the perceived impact of organisational policies and procedures on race/gender identity groups.
- (8) **Managing diversity:** measures of the perceived importance of and commitment to, managing diversity in the organisation.
- (9) **Organisation culture:** measures of the climate and norms of the organisation regarding race and gender differences and the possibility to talk openly about them.



Activity 6.3

Evaluate the dimensions of this survey. Do you think that they cover all the diversity issues in your organisation? Would you consider using an instrument that measures these dimensions? Explain how you would change the dimensions of the survey to make it more applicable to your organisation.

6.3.2.5 Example of a diversity questionnaire

Although this diversity management questionnaire (Gardenswartz & Rowe 1993) does not cover all the dimensions of Cross's survey, it gives an indication of the kinds of items included in a diversity survey or questionnaire. Note that this questionnaire measures only three dimensions: (1) Individual attitudes and beliefs, (2) organisational values and norms and (3) management practices and policies.

MANAGEMENT DIVERSITY QUESTIONNAIRE

		Very true	Somewhat true	Not true
	In this organisation:	----	----	----
1.	I am at ease with people of diverse backgrounds.	----	----	----
2.	There is diverse staff at all levels.	----	----	----
3.	Managers have a track record of hiring and promoting diverse employees.	----	----	----
4.	In general I find change stimulating, exciting and challenging.	----	----	----
5.	Racial, ethnic and gender jokes are tolerated in the informal environment.	----	----	----
6.	Managers hold all people equally accountable.	----	----	----
7.	I know about the cultural norms of different groups.	----	----	----
8.	The formation of ethnic and gender support groups is encouraged.	----	----	----
9.	Managers are flexible in structuring benefits and rules that work for everyone.	----	----	----
10.	I am afraid to disagree with members of other groups for fear of being called prejudiced.	----	----	----
11.	There is a mentoring programme that identifies and prepares women and people of colour for promotion.	----	----	----
12.	Appreciation of differences can be seen in the rewards managers give.	----	----	----
13.	I feel there is more than one right way to do things.	----	----	----

14.	Members of the nondominant group feel they belong.	----	----	----
15.	One criterion of a manager's performance review is developing the diversity of his/her staff.	----	----	----
16.	I think that diverse viewpoints make for creativity.	----	----	----
17.	There is high turnover among women and people of colour.	----	----	----
18.	Managers give feedback and evaluate performance so employees don't lose face.	----	----	----
19.	I am aware of my own assumptions and stereotypes.	----	----	----
20.	Policies are flexible enough to accommodate everyone.	----	----	----
21.	Managers get active participation from all employees in meetings.	----	----	----
22.	I think there is enough common ground to hold staff together.	----	----	----
23.	The speaking of other languages is forbidden.	----	----	----
24.	Multicultural work teams function harmoniously.	----	----	----
25.	Staff members spend their lunch hour and breaks in mixed groups.	----	----	----
26.	Money and time are spent on diversity development activities.	----	----	----
27.	Managers effectively use problem-solving skills to deal with language differences or other culture clashes.	----	----	----
28.	I feel that working in a diverse staff enriches me.	----	----	----
29.	Top management backs up its value on diversity with action.	----	----	----
30.	Managers have effective strategies to use when one group refuses to work with another.	----	----	----

Scoring:

Items 5, 10, 17 and 23: Very true = 0 points, Somewhat true = 1 point, Not true = 2 points.

All other items: Very true = 2 points, Somewhat true = 1 point, Not true = 0 points.

___ Individual attitudes and beliefs: Items 1, 4, 7, 10, 13, 16, 19, 22, 25, 28

___ Organisational values and norms: Items 2, 5, 8, 11, 14, 17, 20, 23, 26, 29

___ Management practices and policies: Items 3, 6, 9, 12, 15, 18, 21, 24, 27, 30

___ Total score



Activity 6.4

Complete the questionnaire for your own organisation. What do the results tell you? Write short notes on your analysis of the results. What are the initiatives or interventions required to change this situation (see the previous learning unit)?

6.3.2.6 Implications and benefits of the use of a survey

A survey according to Cross and White (1996), helps break up the complex topic of diversity into manageable chunks. Each organisation can study the results to determine which areas need the most attention. When the priorities have been set, action can be taken and progress monitored. The information from the survey permits task forces and management to operate on the basis of objective data and thus reduce the impact of their own biases about the organisation. Given the tremendous emotional loading of this issue, it is very important for other employees to see that the action-taking groups are working on a basis of solid evidence. When management understands the data, it is possible to set concrete goals and identify measures of success. This permits management to be realistically accountable for bringing about change. The axiom of quality versus continuous improvement is, "You can't manage what you can't measure." This is also true of diversity. The survey allows such measurement. It allows management to get out of the trap of measuring success only in terms of financial data. It begins to demonstrate that discrimination carries a "cost" for those who discriminate as well as for those who are discriminated against.



Journal activity

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Reflect on the following case study and answer the questions that follow:

A large business has been making an attempt to diversify its staff. During a human resources meeting, the HR director mentions he's been thinking of sending the company managers and the HR staff to attend a diversity training programme. The assistant HR director reacts as follows, "Is this really necessary? I don't pay any attention to someone's race. As far as I'm concerned there's only one race and it's the human race. Aren't we all on the same page here?"

- How did you feel when you read the case study?
- In what ways do you agree and/or disagree with the assistant director's comment?
- What can be learnt from this for future actions?



6.4 FEEDBACK ON ACTIVITIES

Activity 6.1

- | | |
|------------------------------|---|
| (1) Include/exclude | Include by increasing the number and variability of mixture components. Exclude by minimising the number and variability of mixture components. |
| (2) Deny | Minimise mixture diversity by explaining it away. |
| (3) Assimilate | Minimise mixture diversity by insisting that "minority" components conform to the norms of the dominant factor. |
| (4) Suppress | Minimise mixture diversity by removing it from your consciousness (by relating it to the subconscious). |
| (5) Isolate | Deal with diversity by including and then setting "different" mixture components to one side. |
| (6) Tolerate | Deal with diversity by fostering a room-for-all attitude, albeit with limited, superficial interaction among the mixture components. |
| (7) Build relationships | Deal with diversity by fostering quality relationships – characterised by acceptance and understanding – among the mixture components. |
| (8) Foster mutual adaptation | Deal with diversity by fostering mutual adaptation, in which all components change somewhat for the sake of achieving common objectives. |

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Activity 6.2

To make an objective evaluation of the paradigm(s) that your organisation subscribes to, apply the behavioural descriptions of each paradigm given above as criteria to evaluate your own organisation.

Activity 6.3

Please note that although the survey seems to cover individual, group and organisational levels, it mostly focuses on perceptions of race and gender on each level. You may want to change the dimensions to include other types of diversity (e.g. age, managers vs non-managers, disability and sexual orientation).

Activity 6.4

Remember that your opinion is important but not sufficient to generalise to the whole organisation. This activity will help you to understand the kinds of results that consultants get from a survey. Remember that the results from your own questionnaire are only a sample and a very small sample at that. In an organisation one has to evaluate a representative sample of employees before the results can be generalised to the whole organisation.

**6.5 SELF-REFLECTION**

As a means of reflecting on your learning experience in this learning unit, tick “yes” or “no” on the following checklist to determine the extent to which you have attained the learning outcomes of this learning unit. If you did not achieve all of them, we also provide you with a list of strategies that you can use to ensure that you acquire those learning outcomes you may have experienced difficulties with.

After completing this learning unit I am able to:

	YES	NO
(1) identify and explain the eight diversity paradigms that organisations subscribe to		
(2) analyse and identify the diversity paradigms of my organisation by using the theoretical criteria presented in each paradigm		
(3) explain the theory underlying diversity assessment		
(4) name and describe the dimensions of diversity that are measured in diversity surveys		
(5) make general interpretations of the results of a diversity survey		

List the learning outcomes that you feel you have not achieved.

Choose which of the following strategies you want to follow to achieve the listed learning outcome:

	Tick
(1) Revise study schedule to make time to acquire relevant knowledge.	
(2) Contact the lecturers via e-mail.	
(3) Participate in relevant myUnisa discussion forum.	
(4) Contact DCCAD for assistance with study skills.	
(5) Contact the literacy facilitator at the learning centre to assist with academic writing.	
(6) Any other strategies you can follow: <ul style="list-style-type: none"> • • • 	

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LEARNING UNIT **7**

Models of diversity development in work context

7.1 INTRODUCTION AND AIM

This learning unit focuses on the models of diversity development. Models of individual and group development are presented here. Models for organisational development are presented in the next learning unit. First there are a number of individual models for facilitating diversity development of individuals and then some models for group development are described.

7.2 OUTCOMES OF LEARNING UNIT 7

After completing this learning unit, you should be able to:

- explain theoretically the individual models of diversity development
- use the Bennett model as a guideline to compile a diversity development plan for individuals
- plan interventions in each of the six stages of the Bennett model to facilitate development
- use the Mendez-Russel model to compile a diversity development plan which will facilitate cognitive (thinking), affective (emotional) and behavioural (reactions) changes
- work out your own diversity development plan
- plan and create ideal conditions for diversity development of groups in training and work environments

7.3 MODELS OF DIVERSITY DEVELOPMENT

Hayles and Russell (1997) believe that the current knowledge base for diversity work includes many models to guide efforts at the individual, group and organisational levels. A few of these models are well developed and provide more than nominal guidance. The models are powerful, partly because they present specific states or stages through which individuals, groups and organisations move as they grow and become more effective.

The concept of developmental stages is fundamental to the study of human growth and is inherent in these models. Three basic principles are embodied in this (Hayles & Russell 1997). Firstly, human beings all develop by moving

through predictable stages that can be reliably described. Secondly, if the work and developmental level required at a given stage is not completed, further development will be hindered and regression to an earlier stage is likely. Thirdly, the stage of behaviour visible to the outside world varies across issues, but the progression of development regarding each issue remains fairly predictable. It is this consistency and predictability that allows diversity professionals to design work and tasks that effectively stimulate advancement from one stage to the next.

The following information cites and highlights a few excellent individual and group development models that are available. Examples have been included to show how state-of-the-art diversity work can be guided by a particular model. After the descriptions of the models certain recommended actions are noted.

7.3.1 Individual development models

7.3.1.1 *Bennett model: developing intercultural sensitivity*

According to Bennett's framework as cited by Perez et al (2015), individuals who increase their capacity for intercultural maturity, are better able to understand the complexities of intercultural issues and dynamics and to act in ways that are culturally sensitive and contextually appropriate.

Hayles and Russell (1997) describe Milton J Bennett's widely recognised model for individual development, which can be used in a number of settings. Even though the label of this model refers to "intercultural" sensitivity, the basic concepts are applicable to many other ways in which people may differ. Its application to a wide range of differences is described below.

Denial	Defence	Minimisation	Acceptance	Adaptation	Integration
Ethno-centric stages			Ethno-relative stages		

Ethno-centric states

The first three stages – denial, defence and minimisation – are considered ethno-centric because the perceiver's own culture is central to how reality is constructed (Lee 2014).

Stage 1: Denial of difference

In the denial stage, individuals do not experience any cultural differences whatsoever. They are comfortable with their own cultures, which are experienced as the only real one (Boateng & Thompson 2013).

"London is just like Paris: lots of people and noise."

In the ethno-centric state, there is no recognition of cultural or other differences. Primarily because of isolation or intentional separation, the individual does not have sufficient categories to notice differences (Hayles & Russell 1997). He or she attributes intelligence or personality to deficiency or culturally deviant behaviour. There is a tendency to show extreme prejudice and to dehumanise people seen as outsiders.

Interventions

- Interventions should be designed primarily to help people at this level to recognise differences without making negative interpretations.
- Diversity in regard to food, travel, arts, music and entertainment is suggested.
- Explicit behavioural guidelines are also useful. Tips on how to behave towards people from different cultural backgrounds are important.

Stage 2: Defence against difference

Defence occurs if individuals feel distrust toward cultural behaviours or ideas that are different from their own. They may even feel threatened by cultural differences. In the defence stage, there are negative feelings and a reliance on stereotypes and these individuals may even feel threatened by cultural differences. Individuals may intentionally create physical or social barriers to other cultures (Boateng & Thompson 2013).

Immigrants make good workers; they don't communicate well enough to be managers."

According to Hayles and Russell (1997) people at this level recognise differences but evaluate them negatively. The greater the differences, the more negative the evaluation. People at this level often behave as if threatened. Differences are denigrated and negative stereotyping occurs.

Reversal also occurs at this level. This is a tendency to see another culture as superior and evaluate one's own negatively.

Interventions

- Focus on similarities.
- Show the good things shared by different cultures, groups and individuals.
- Emphasise commonalities without arguing about whether different means good, bad or just not the same.
- A personality questionnaire like the Myers-Briggs Type Indicator might be useful. This can help to explore differences.
- Explicit behavioural guidelines continue to be useful.

Stage 3: Minimisation of difference

In the minimisation stage individuals tend to feel that everyone, despite their own cultural backgrounds, is the same. These individuals do not put others down, instead, they perceive all as equal and differences are minimised (Boateng & Thompson 2013).

Hayles and Russell (1997:23) give the following example to illustrate this stage: “Jane, you’re very good at strategy. You think like a man.” People at this level recognise and accept superficial differences such as physical appearance or eating customs, yet hold that all human beings are essentially the same. The emphasis at this level is on the similarity of people and the commonality of basic values (i.e. “Everyone is essentially like us”). A person at this stage is unable to accept someone as being both different and “equal”, or at least as good as oneself. In the example, the speaker was genuinely trying to say something positive about Jane. He or she was just unable to see Jane as both different (i.e. female) and good at strategic thinking.

Interventions

- Moving beyond this stage requires a significant conceptual shift from rigid (either/or) principles to a less absolute perspective (relativism).
- Guided explorations of individual life experiences with people who are different and successful can provide significant insights.
- Simulations can be fun and educational.
- Hearing personal stories and building relationships with people who are different facilitates movement.
- Role playing the part of someone different is also worthwhile.

Ethno-relative states

The last three stages – acceptance, adaptation, integration – are considered ethno-relative, as the perceiver’s own culture is interpreted within the context of another culture (Lee 2014).

Stage 4: Acceptance of difference

In the acceptance stage, individuals become aware of their culture and see it as one of the many ways of experiencing the world. There is curiosity about other cultures and a realisation that these other experiences are just as rich as their own (Boateng & Thompson 2013).

A person may say, “I accept that people who prefer intuition are different from those who prefer analysis. We’ll just have to learn to work together.” (Hayles & Russell 1997:24.) This level is characterised by recognition and appreciation of differences in behaviour and values. Differences are accepted as viable alternative ways to organise human existence and function successfully in the world.

Interventions

- Emphasise recognition and respect for differences.
- Practise using different communication styles.
- Learn a new language.
- Focus on acceptance while beginning to build respect.
- Active engagement and participation are important for learning at this stage.

Stage 5: Adaptation to difference

In the adaptation stage, individuals add knowledge of another culture to their own culture. Individuals recognise the value of having more than one cultural perspective and are able to take another's perspective and use it to understand or evaluate situations in another culture (Boateng & Thompson 2013).

"In order to communicate successfully with my child, I need to think from her point of view and incorporate the appropriate emotional messages."

At this level individuals are developing communication skills that permit effective communication among people who are different (i.e. all of us). Adaptations include effective use of empathy and shifting one's frame of reference in order to understand and be understood.

Interventions

- Individuals at this level require increasingly challenging opportunities to practise and use their developing competencies in working with people who are different.
- Cultivating of empathy is encouraged.
- Spending time in "the other person's wheelchair" can be beneficial at this point without generating negative evaluations or stereotyping.

Stage 6: Integration of difference

Individuals who have integrated more than one cultural perspective are able to move easily among different cultures (Boateng & Thompson 2013).

"I'm at my best when I'm mediating, building bridges between people or groups and providing mutual interpretation. I sometimes feel like I don't belong in any particular group."

This level is characterised by the internalisation of bicultural or multicultural frames of reference. Individuals at this level maintain a definition of identity that is marginal to any particular culture or group (Hayles & Russell 1997; Boateng & Thompson 2013).

Interventions

- Individuals may need help in establishing a self "core" or "kernel".
- Assist the individual to locate and network with others who feel this way.
- Encourage the individual to spend time clarifying his or her own personal values.

While the Bennett model was designed for handling intercultural issues, it is generally applicable to the design of broader diversity initiatives. It is useful for helping individuals develop their human interaction abilities. Consequently we chose examples that go beyond cultural differences. Because everyone is "different" in some way, every human interaction involves diversity.



Activity 7.1

Explain your understanding of the concepts of ethno-centric and ethno-relative. Also explain how this model can be used to change people's viewpoints.

7.3.1.2 Mendez-Russell model

Another model for examining individual development was created by Armida Mendez-Russell. According to Hayles and Russell (1997) and Boateng and Thompson (2013) this model is applicable to a broad range of differences, cultural and otherwise. It is based on a philosophy of personal diversity work that requires attention to the head, hand and heart. It looks at knowledge, behaviour and feelings, using four categories of exploration. Within each of these categories there are two topics for deeper exploration. The structure of this model is shown in the following table.

TABLE 7.1
The Mendez-Russell model

Categories explored	Deeper exploration
Knowledge (head)	Stereotype Factual information
Understanding (heart)	Awareness Empathy
Acceptance (hand and heart)	Respect Tolerance
Behaviour (hand and heart)	Self-awareness Interpersonal skills

As a person grows and moves through each of the four categories, a higher level of development is attained.



Activity 7.2

Can you predict the change in behaviour that can be expected after a person has successfully learnt or mastered each level?

How will each of the following change the way a person thinks about others and his/her behaviour:

Knowledge:

Understanding:

Acceptance:

Behaviour:

7.3.1.3 Other models

Another kind of individual development model originates from work on identity. The Black Identity Transformation Model (Cross 1971, cited by Hayles & Russell 1997; Ritchey 2014) has five stages:

Pre-encounter (stage 1) depicts the identity to be changed; Encounter (stage 2) isolates the point at which the person feels compelled to change; Immersion-Emersion (stage 3) describes the vortex of identity change; and Internalisation and Internalisation-ommitment (stages 4 and 5) describe the habituation and internalisation of the new identity (Ritchey 2014).

(1) Pre-encounter

People do not acknowledge race as something that has affected their lives thus far. There are some black people for whom being black is very important and there are some black people who can hold an extreme attitude of anti-blackness. Typically this stage occurs when someone does not realise that they have been raised with white westernised ideologies, because it is so embedded in their culture (Ritchey 2014).

(2) Encounter

The encounter stage encompasses two steps, encounter and personalise. In the encounter step, an event happens that shapes how one views their race. Personalisation occurs when an individual takes action as a result of the personal impact the event evoked on that person's world view. What matters is that the encounter has a personally significant impact to be the catalyst to spur change in their thinking (Ritchey 2014).

(3) Immersion-Emersion

Black people will begin to shed their old worldview and construct a new frame of reference with the information they now have about race. The person has not yet changed, but commits to change. During the immersion stage, black people decompress all the negative stereotypes associated with being black and view being black through a different lens (Ritchey 2014).

(4) Internalisation

During this stage people move away from how others view them to how they view themselves. Black people begin to think critically about their newly found racial identity and how it has shaped their life. As a result they embrace what it means to be black and have black self-love that they exude into the universe (Ritchey 2014).

(5) Internalisation-Commitment

Internalisation-commitment focuses on the long-term interest of black affairs over an extended amount of time. Black identity development model helps. According to Benjamin et al (1998), as cited by Ritchey (2014), blacks begin to shed a poor self-worth and move toward embracing a positive black self-definition.

A model proposed by Angela Airall; Hayles and Russell (1997), as cited by Rivas-Drake et al (2014) is called Racial Identity Development for whites. She also identifies five stages of development:

- (1) naivety
- (2) acceptance
- (3) resistance
- (4) redefinition
- (5) internalisation

Steve Hanamura (Hanamura Consulting); Hayles and Russell (1997), as cited by Rivas-Drake et al (2014), distinguishes eight stages of individual development regarding diversity:

- (1) discovery
- (2) anger
- (3) withdrawal and self-doubt
- (4) seclusion
- (5) rebirth
- (6) the need to belong
- (7) the con artist
- (8) self-actualisation

Finally, Terry L Cross (1988) and Hayles and Russell (1997), as cited by Rivas-Drake et al (2014) describes development in six stages:

- (1) destructiveness
- (2) incapacity

- (3) blindness
- (4) pre-competence
- (5) basic competence
- (6) proficiency

Individual diagnosis is necessary to determine the stage of development prior to recommending action. Further instruments for diagnosing developmental stages are currently being developed or are being used experimentally. More research-based tools for diagnosis are likely to be available within a few years.

7.3.1.4 Suggestions for individual development

According to Hayles and Russell (1997) it is impossible for an organisation to make respect for and leverage of diversity happen, without the active participation of each of its members.

Individuals within the organisation must accept personal responsibility, be held accountable and embark on personal journeys of their own. They must also be in partnership with the organisation to achieve its goals and simultaneously engage in both personal and organisational diversity work. Hayles and Russell (1997) as cited by Rivas-Drake et al (2014) offer some suggestions drawn from their experience:

Start with yourself

The first step is to examine and assess where you are with respect to diversity. A thorough assessment would examine personal opinions towards diversity as well as ways in which attitudes about diversity influence your interactions within the organisation. In this first step, examine your current knowledge and understanding of those who are different from you. Ask yourself such questions as the following:

- What do I know about a particular individual or group?
- What assumptions do I have or make about this person or members of this group?
- How do I feel about this person or these individuals?

Next examine your ability to accept, respect and value others who are different from you. Ask yourself:

- How tolerant am I?
- Do I demonstrate respect for others or am I sometimes disrespectful to them and their points of view?
- Do I feel and show authentic positive regard for others?

Once you have considered these questions, develop greater awareness of your own behaviours. Learn to recognise your reactions to those who are different from you. When meeting others for the first time, ask yourself, "Do I behave or react in a manner that may be inappropriate or offensive?"

Now examine the ways in which you work with those who are different. Ask yourself, “Do I possess the skills needed to work effectively with others who have different values, beliefs, styles, behaviours or thought patterns?”

7.3.1.5 *Chart a course for self-development*

After a thorough self-assessment, the next step is to make a specific plan of action – and a commitment to follow the plan. Begin by listing and building on your personal strengths in working with and relating to others. Are you naturally a good listener? Do you possess a special ability to inspire trust or to understand and paraphrase the thoughts and feelings of others? As part of your plan, identify some specific things you will do to expand your knowledge and understanding of others. Start with activities that are challenging but not outside your personal comfort zone. While you might not feel comfortable with inviting members of a particular group to your home for dinner, you might be willing to attend a cultural event that is outside your everyday experience.

The second step in your plan might involve expanding your circle of colleagues and friends. To do this you will have to actively seek opportunities to meet and get to know new people. Keep each risk manageable. When engaging in new activities, you are likely to experience some discomfort or sense of uneasiness. If you feel a great deal of anxiety, you may have chosen an activity that exceeds your present level of readiness for new experiences.

7.3.1.6 *Assist your organisation's diversity process*

Call attention to factors that hinder progress or are inconsistent with stated goals and objectives. Speak out when you observe inappropriate behaviour. Challenge organisational systems, practices and procedures that exclude or marginalise individuals or members of specific groups.



Activity 7.3

Why do you think it is important to undertake diversity development on the individual level as well and not only on the group or organisational level?

7.3.2 Group development models

A work group becomes a team when shared goals are established and effective methods to accomplish those goals are in place (Söderhjelm et al 2016). To be regarded as productive, a team should produce more than the sum of what its members produce.

There are two basic strategies for group level work. One is simply to examine the distribution of individuals in the organisation and devise programmes that will capture most of those in the group with which you are working. Since diagnostic tools supporting this strategy are somewhat scarce, this approach draws heavily on experience and judgment. Another approach is to complete

a thorough needs analysis, identifying specific issues and determining goals for each group. Once the issues and needs are clear, you can deal with them while applying what is known about ideal learning environments.

If the goal is to reduce prejudice, there is a small but useful body of literature to guide the work. The best known model, often called the Contact Hypothesis, was clearly described by Yehuda Amir two decades ago. The strategy is to reduce prejudice by creating ideal contacts among individuals within the group. Most of these conditions can be created in education and training settings. Many can also be created in work and social environments. According to Amir, ideal contact conditions for reducing prejudice include the following:

- Group members have equal status.
- The group has a positive perception of another group, or is positively perceived by another group.
- Other majority group members are involved.
- The group is or will be engaging in an activity requiring intergroup cooperation.
- The situation entails interdependence or superordinate goals.
- Contact is more intimate than casual.
- Authority and/or the social climate promote intergroup contact.
- Contact is pleasant and rewarding.

While Amir's hypothesis was developed in the context of work on race and ethnicity, it is clearly applicable to other differences.

7.3.2.1 *Suggestions for group development*

Groups, teams and work units play a vital role in furthering an organisation's diversity initiative. Consequently, group cohesion is impacted negatively when members of the same group, department or business unit perceive each other as competition. The prevailing tough South African economic conditions were also cited as contributing to internal competition (Motsei & Nkomo 2016).

By presenting positive models, testing new ideas and formalising strategies that include rather than exclude, they move the organisation forward in a way that is often impossible for individuals working independently. Teams and work groups can support and enhance diversity by recognising and constructively dealing with issues of difference in their working environment. Diverse work groups should take special care to develop mechanisms for spotlighting divisive issues such as communication breakdowns, hidden agendas and unstated assumptions.

Ideally, diverse teams and work groups should cooperatively establish behavioural norms, operating procedures and ways to resolve conflict before tackling their stated task or business objective. Establishing operating norms and dealing with the team's diversity before tackling the task ensures that the group will be able to maintain its primary focus.

Groups that focus too quickly on goal accomplishment often fail to develop a team identity. When this identity is missing the group may lose its focus and fail to accomplish its primary task. Diverse groups also have a responsibility

to educate others by sharing their challenges and successes. This can be done by identifying factors that are likely to hinder any group's progress and by sharing strategies, processes and practices that have been proven to contribute to group success.

Informational diversity in the team implies a wider range of task-related knowledge. Greater informational diversity among team members should increase the perception that the team as a whole is capable of meeting its task demands, as reflected in higher perceived group-level complementary fit (Seong et al 2012).

Representatives from successful groups can share their knowledge by serving as guest facilitators or consultants to newly formed teams or groups that are experiencing diversity-related difficulties. Representatives from successful teams often find it easier to identify ineffective systems or inappropriate leadership practices. All groups within the organisation should strive to create models and systems that focus on inclusion, trust and mutual respect. Systems and practices that prove to be successful should be mapped, formalised and shared throughout the organisation.



7.4 FEEDBACK ON ACTIVITIES

Activity 7.1

Gouws et al (1979) defines ethnocentrism as the phenomenon where people regard their own racial, ethnic or national group as superior. Ethno-centric relates to this in that the person focuses exclusively on his or her own racial, ethnic or national group, while ethno-relative implies a broader focus on one's own racial, ethnic or national group in relation to others. This also implies awareness of and sensitivity to other racial, ethnic and national groups. When using this model to develop diversity awareness in the organisation, employees need to learn and understand that one culture is not necessarily more important than another and that there are not only differences that divide groups but also similarities that link them. Employees also need to explore differences in order to understand them better. This will facilitate acceptance and adaption, which will lead to a broader view on diversity.

Activity 7.2

People function on three levels, namely cognitive (thinking), affective (feeling) and conative (doing or reacting). Cognitive diversity has been conceptualised as differences in attitudes, values, beliefs, thinking styles and skills (Shin et al 2012).

Cognitive style diversity is likely to cause differences of opinion and perspectives. The ability to reconcile these disagreements through conflict management should have positive impacts on team social functioning and ultimately performance. Studying cognitive diversity and conflict management in conjunction could provide valuable insight into practical ways to mitigate the negative effects of cognitive diversity on teams. Cognitive style influences how people frame problems and how they behave during decision making (Mello & Delise 2015).

Cognitive styles can vary among team members. Teammates with dissimilar cognitive styles will have different preferences for amount and type of information needed to make decisions and for behaviours they engage in during the decision-making process (Mello & Delise 2015).

Differences in cognitive style in ongoing teams may cause teammates to dislike working together and reduce their unity in pursuit of the team's goals. In cognitive style diversity, members have a strong force of attraction to the team that leads to a greater desire to continue working together (Mello & Delise 2015).

An individual's self is affected by interactions with significant others, their emotional states and the degree of anxiety in the interpersonal interchange (Bowlby 1988; Sullivan 1953; Loorentzen et al 2015). Affiliation reflects affection for the self, as it positively weights self-love, self-affirmation and self-protection, which are all valuable aspects of good mental health. Improved affiliation may also reflect a reduction in self-blame, self-attack and self-neglect (Loorentzen et al 2015).

The Mendez-Russell model attempts to develop diversity on all three levels. Firstly, people must gain new knowledge on the differences between individuals. This knowledge facilitates new perceptions, ideas, thoughts and points of view. Secondly, they must learn to understand people who are different from themselves. This understanding is not just cognitive but perhaps even more on the feelings level. They need to become aware of and try to understand others' experiences, which include their feelings. Empathy implies an attempt to feel what others feel and communicate this in a friendly supportive way. Lastly, this understanding should help you to change reactions towards them. One becomes more aware of one's own behaviour towards others and more sensitive to them as one develops new interpersonal skills.

Activity 7.3

Even though an organisation may implement a diversity programme with policies and procedures at a corporate level, this may not affect the behaviour of the individual. Individual development should receive attention in the form of training or development workshops to provide individuals with opportunities to grow and develop.



7.5 SELF-REFLECTION

As a means of reflecting on your learning experience in this learning unit, tick "yes" or "no" on the following checklist to determine the extent to which you have attained the learning outcomes of this learning unit. If you did not achieve all of them, we also provide you with a list of strategies that you can use to ensure that you acquire those learning outcomes you may have experienced difficulties with.

After completing this learning unit I am able to:

	YES	NO
(1) explain theoretically the individual models of diversity development		
(2) use the Bennett model as a guideline to compile a diversity development plan for individuals		
(3) plan interventions in each of the six stages of the Bennett model to facilitate development		
(4) use the Mendez-Russell model to compile a diversity development plan which will facilitate cognitive (thinking), affective (emotional) and behavioural (reactions) changes		
(5) work out my own diversity development plan		
(6) plan and create ideal conditions for diversity development of groups in training and work environments		

List the learning outcomes that you feel you have not achieved.

Choose which of the following strategies you want to follow to achieve the listed learning outcome:

	Tick
(1) Revise study schedule to make time to acquire relevant knowledge.	
(2) Contact the lecturers via e-mail.	
(3) Participate in relevant myUnisa discussion forum.	
(4) Contact DCCAD for assistance with study skills.	
(5) Contact the literacy facilitator at the learning centre to assist with academic writing.	

(6) Any other strategies you can follow: <ul style="list-style-type: none"> • • • 	
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Organisational development models

8.1 INTRODUCTION AND AIM

This learning unit focuses on the most recent approach to the development of diversity in organisations. The organisational culture development approach provides a holistic approach to development, in which the organisation's role in the development of the community at large, the importance of valuing differences, the development of shared values and modernisation are emphasised. A number of distinctive development models are also discussed.

8.2 LEARNING OUTCOMES OF LEARNING UNIT 8

After completing this learning unit, you should be able to:

- develop a presentation to management on the importance of implementing a diversity development programme, aimed at changing the organisational culture in the organisation
- convince management of the benefits of developing a synergistic organisational culture and shared values as well as modernisation
- explain and compare the three different development models, namely the all-inclusive participation model, the sustainable organisational effectiveness model and the value and task synergy model
- formulate a diversity development programme for the organisation, using the sustainable organisational effectiveness model, by describing possible strategies and actions needed to improve the four basic outputs
- give a critical evaluation of the value and task synergy model with reference to possible implementation in your own organisation

8.3 ORGANISATIONAL DEVELOPMENT MODELS

8.3.1 The development approach

It is generally accepted in the diversity management paradigm that the disadvantaged cannot develop and advance in the job hierarchy if the organisational culture is not changed first (De Beer 1998; Pretorius et al 2012 & Motsei & Nkomo 2016). According to the authors it is only when the organisational culture has been changed to support and uphold the development of all employees that individual development can succeed.

South African diversity dynamics is not a rational phenomenon and cannot be treated as one. It is socially constructed and relational in nature. The way that similarities and differences are perceived, interpreted and acted upon is influenced by a host of conscious and unconscious, rational and irrational, as well as overt and covert forces (Pretorius et al 2012).

Teamwork is not the only key to an organisation's success, but it is a major key as organisations that excel at teamwork will typically out-perform and do everything faster, better and smarter than their competitors (Warrick 2016). Building a high performance team is hard work, does not happen overnight and comes primarily from action team building. Action-oriented team building involves participants in the specific actions needed to build a high performance team (Warrick 2016).

According to the use of an influential theory by Wheelan (1994), as cited by Söderhjelm et al (2016), the members of a group must first establish, build and challenge roles and relations, before being fully able to focus on the tasks at hand. They concluded that the development of groups into teams over time comprises discernible stages and the order in which these stages occur can be modified in reaction to changes (Söderhjelm et al 2016).

The diversity sensitivity approach recognises the potential difficulties introduced by bringing together individuals from diverse backgrounds and cultures in the workplace. It attempts to overcome these difficulties through diversity training that is aimed at sensitising employees to stereotyping and discrimination while also promoting communication collaboration (Rawat & Basergekar 2016).

Managers will support development programmes if they perceive them as capable of improving the outputs or profits of the organisation. De Beer (1998) maintains that it is widely believed that increased workforce diversity improves the problem-solving ability of employee teams. The workforce is more innovative and work group cohesion and communication improve.

This implies that we need to follow a holistic approach (De Beer 1998) in which the development of the employees, the organisation and the social environment (community) is seen as an integrated whole. This is the first approach, that seems to include a management perspective and the development programmes are expected to benefit not only certain disadvantaged employees but the organisation as a whole. Hence the accent is on vocational education and the education system is re-planned and reorganised to meet the specific requirements of the organisation.

Both schools and organisations should apply deterministic and expectancy theories to teach basic cognitive skills such as numeracy, science and languages. Lastly, it is believed that marginalised employees can only be developed if this is supported by upliftment programmes in the communities. This means that the organisation needs to become a partner of the government in job creation, education, housing, health and other schemes.

The process should start with the valuing of differences in the organisation (De Beer 1998; Herring & Henderson 2011). This means that management should actively promote a culture of value tolerance between different cultural groups

and assimilation of the dominant culture's values is no longer expected. Thus assimilation is replaced by intergroup accommodation of values. The value-in-diversity perspective makes the business case for diversity, arguing that a diverse workforce, relative to a homogeneous one, produces better business results. Diversity is thus good for business because it offers a direct return on investment, promising greater corporate profits and earnings (Herring & Henderson 2011).

In practical terms this means holding group discussions involving all races on all job levels, from the lowest to the highest, to identify shared values and goals. The shared goals usually include the economic survival of the organisation, a sustainable income for everyone, decent housing, high-quality education, high-quality medical services, work security, etc (De Beer 1998).

De Beer (1998) cites the prevailing view that assimilation of the dominant group's values by the subordinate group inhibits lateral thinking and creativity. Employees assimilating the dominant culture's values try to "fit in" with the dominant group, live according to its norms and in this way "play safe". This implies that they may avoid participation and will not offer suggestions that make them stand out. As a result their personal strengths and innovative ideas are forfeited. The consequence of assimilation is lacklustre work performance (Thomas 1996, cited by De Beer 1998).

The cultural audit approach aims at identifying the obstacles that limit the progress of employees from diverse backgrounds and that block collaboration among groups in the organisation. The audit is usually performed by outside consultants who obtain data from surveys and focus groups and then identify areas in which employees who are different from the dominant group feel that they are blocked from performing to the best of their ability (Rawat & Basergekar 2016).

In a more recent diversity management paradigm value differences are accepted as assets to organisations. It is believed that different perceptions and viewpoints from participating cultural groups contribute to quality solutions, according to Price (cited by De Beer 1998). A new synergistic organisational culture has to be developed, to which the value systems of all the different groups contribute. This new synergistic organisational culture will be neither Euro-centric nor Afro-centric (see figure 8.1).

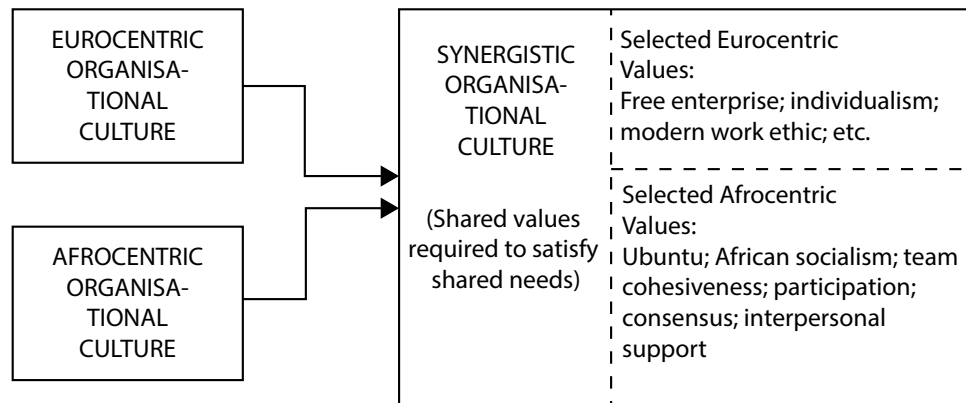


FIGURE 8.1

Synergistic organisational culture (De Beer 1998)

The shared values of the new uniquely developed organisational culture enhance productivity in the following ways (De Beer 1998):

- There is greater identification with the goals of the organisation. This heightens the commitment of all employees.
- A stronger sense of belonging and unity is established among employees.
- Employees feel psychologically more secure; their views are taken into account.
- The culture of tolerance that is achieved allows consideration of many different solutions. This enhances problem solving in the organisation.

De Beer (1998) explains the modernisation focus, which refers to important changes that are taking place regarding both the direction of modernisation and the people involved in the changes. According to him this paradigm requires both black and white employees to accommodate each other's values. Whereas black employees have always had to accommodate certain Euro-centric values, it is now imperative that the white employees also accommodate certain Afro-centric values. It is argued that certain traditional African values may enhance the economic competitiveness of many South African organisations.

The humaneness (*ubuntu*) values, for example, are in this category and management encourage their employees to internalise these values. A strong component of humaneness values may improve participation, teamwork and morale among employees. It is therefore not only desirable that white employees internalise these values, it is a prerequisite for maintaining a competitive level of productivity.

From this it is evident that the traditional definition of modernisation has drastically changed. According to De Beer (1998) modernisation can now be defined as a voluntary integration of mutually agreed on Euro-centric and Afro-centric values in a new organisational value system. This implies that all employees in the organisation participate in and contribute to a new Euro/Afro-centric value system (see the following figure).

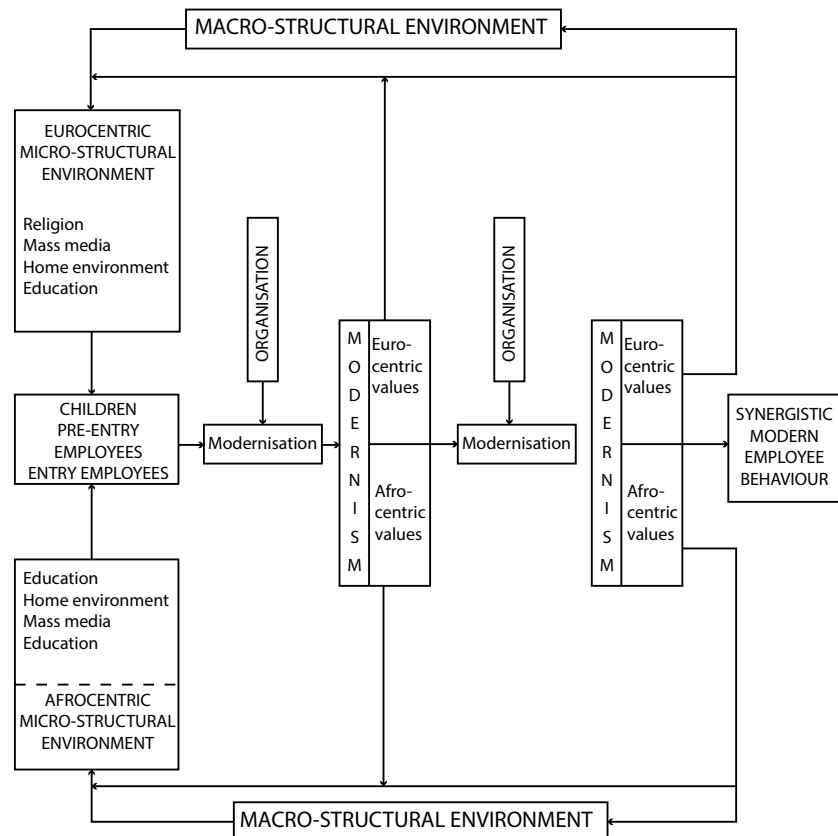


FIGURE 8.2

Synergistic modernisation model (De Beer 1998)



Activity 8.1

From the theory that is being presented it is suggested that in their development of a synergistic organisational culture, organisations can contribute to nation building. Consider how this happens and discuss it with a fellow worker.

8.3.2 Distinctive development models

There are a number of development models that exist which can be used in diversity management.

8.3.2.1 All-inclusive participation model

Fairness perspective ensures equal and fair treatment through addressing the need for specific support for disadvantaged groups, reducing social inequalities. Equal and fair treatment of everyone is stressed without specific support for disadvantaged groups — not because potential inequalities are ignored but because the organisation has moved beyond distinguishing between different

groups of people to acknowledging the unique and specific expertise of each individual employee and his or her valuable contribution (Podsiadlowski et al 2013).

According to De Beer (1998), as cited by Rawat & Basergekar (2016), although preference is still given to the historically disadvantaged when appointments are made, everybody is included in the development programmes – even white males. This approach focuses on increasing the representation of individuals of different ethnic and cultural backgrounds in the organisation. The goal is to change the organisational culture by changing the demographic composition of the workforce (Rawat & Basergekar 2016). According to this model, all employees with developmental potential are put on the upward development spiral but the historically disadvantaged are promoted much faster. Thus opportunities are not taken away from anyone.

8.3.2.2 *Sustainable organisational effectiveness model*

According to De Beer (1998) and Rawat and Basergekar (2016) the sustainable organisational effectiveness model is based on the premise that a special diversity focus should be adopted if the organisation is to sustain its effectiveness (see figure 8.3). The main objective of a diversity management policy, according to this model, is to improve organisational effectiveness. This can be achieved by improving the following outputs:

- creativity or innovation
- problem solving
- work group cohesiveness
- communication

This approach is characterised by a culture that fosters and values cultural differences — truly and equally incorporates all members of the organisation via pluralism as an acculturation process, rather than as an end resulting in assimilation (Rawat & Basergekar 2016).

Linguistic diversity represents the communicative dimension of dissimilarity which is often ignored in diversity studies (Jonsen et al 2011). Linguistic diversity is conceptualised as the presence of a multitude of speakers of different national languages in the same work group.

In an attempt to establish a tolerant and accommodating diversity climate, special attention is given to removing impediments on the individual, group/ intergroup and organisational levels (see figure 8.3). In the development of individuals' variables such as personal identity structures, prejudice, stereotyping and personality type can hamper the establishment of a supportive and tolerant culture. Cultural differences, ethnocentrism and intergroup conflict may have a negative effect on the development of a tolerant diversity climate on the intergroup level (De Beer 1998).

At the organisational level De Beer (1998) and Mello and Delise (2015) believe that a diversity climate can be promoted by introducing appropriate processes to foster acculturation, structural integration and informal integration. Hence the organisation should also pay special attention to individual employee

career outcomes. This includes affective outcomes (e.g. career satisfaction, organisational identification and job involvement). Achievement outcomes which should receive special attention are job performance ratings, compensation and promotion. All these outcomes contribute to the primary objective of improving organisational effectiveness through a culture of diversity.

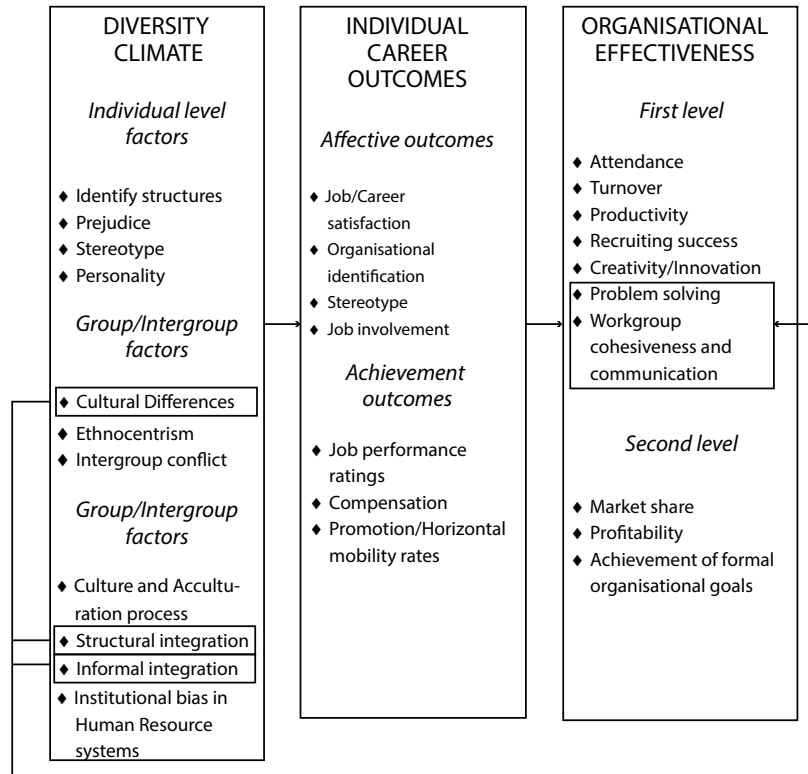


FIGURE 8.3

Sustainable organisation effectiveness model (De Beer 1998)

De Beer (1998) and Mello and Delise (2015) suggest that on the first level organisational effectiveness can be monitored according to the following criteria:

- attendance
- turnover
- productivity
- work quality
- recruiting success
- creativity
- problem solving
- work group cohesiveness

Cohesion has been consistently linked to performance across many team types, tasks and environments. Cohesion aids teams in performing because cohesive teams have high motivation levels, are committed to the team's task and may be better able to coordinate their task activities. Highly cohesive teams may enjoy high confidence in their abilities which may also assist their productivity (Mello & Delise 2015).

On the second level the author suggests the following criteria for monitoring effectiveness of the organisation:

- market share
- profitability
- achievement of formal organisational goals

Cox (1991), cited by De Beer (1998), developed an operational framework or strategy for changing the organisational culture and valuing cultural diversity (see figure 8.4).

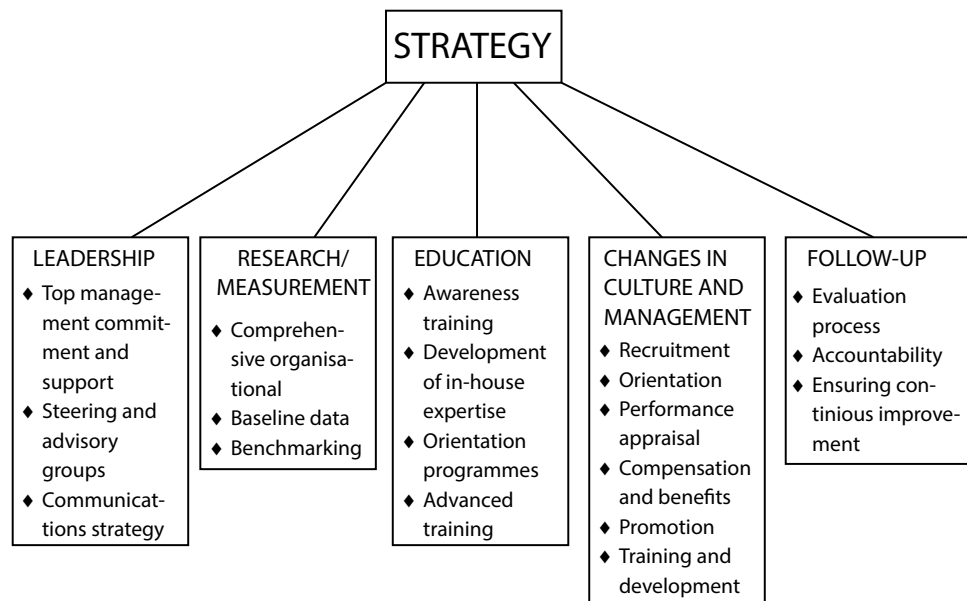


FIGURE 8.4

Operational strategy to achieve sustainable organisational effectiveness (De Beer 1998)

From the above figure it is clear that the operational strategy centres on the following activities and interventions:

- leadership
- research and measurement
- education
- changes in cultural and management systems
- follow-up

8.3.2.3 Value and task synergy models

The common denominator in these models is that in establishing a diversity climate employees from different cultural groups need to share values and tasks immediately. This process is illustrated in figure 8.5.

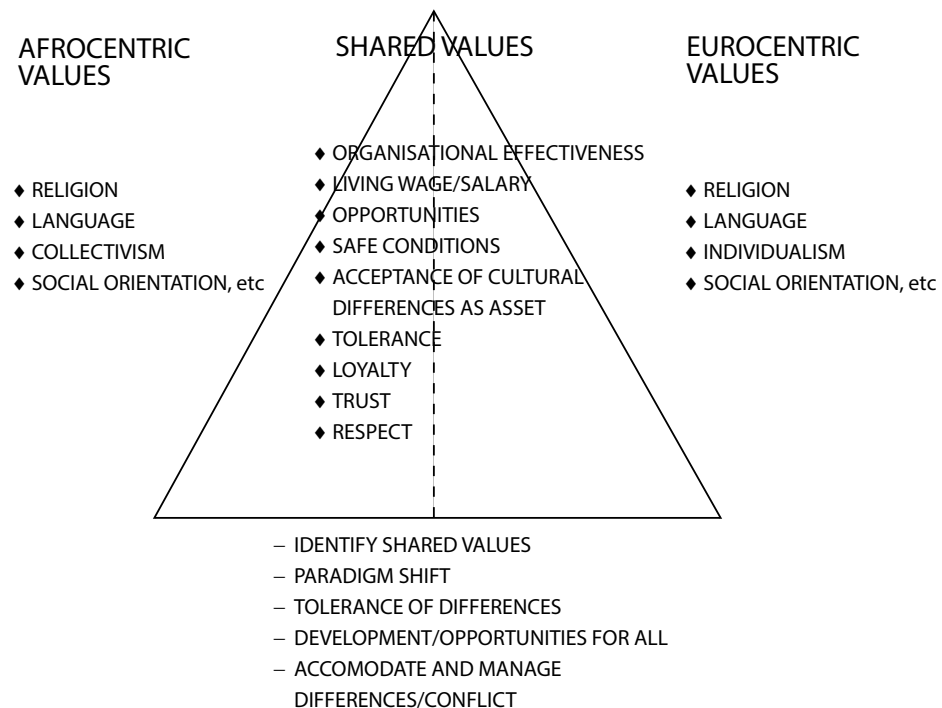


FIGURE 8.5

Value and synergy model (De Beer 1998)

Researchers Koopman (1991), De Beer (1998) and Motsei and Nkomo (2016), succeeded in establishing a climate for the management of diversity through the implementation of value and task synergy programmes. By using discussion groups at grassroots level all employees can participate in identifying shared values (see the above figure). De Beer (1998) gives the example that all employees, irrespective of their cultural background, usually identify a living wage/salary as a vital shared value. This is because salary is important to all employees. It enables them to provide good housing, education and medical services for their families. Other shared values are:

- organisational effectiveness
- opportunities
- safe conditions
- acceptance of cultural differences as an asset
- tolerance for other people, loyalty, trust and respect

The common objective of earning a good salary can, however, only be achieved if the organisation is successful and profitable. The discussion groups therefore also have to identify the strengths of the Euro-centric and Afro-centric cultures that contribute to the effectiveness of the organisation. Discussion groups that dealt with this matter concluded that the Euro-centric culture contributes mainly to the task-related values that support the execution of effective task-related functions in the organisation. The Afro-centric culture, on the other hand, contributes mainly to people-oriented values (*ubuntu*) that support the people-related functions in the organisation. (See the figure below.)

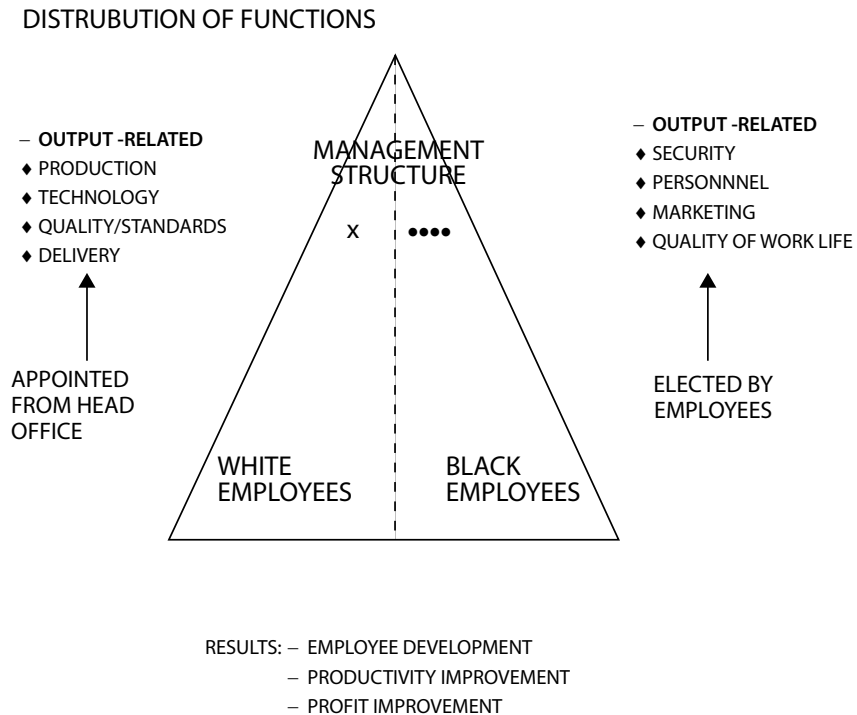


FIGURE 8.6

Task synergy model (De Beer 1998)

Because of their natural inclination towards the people-related functions, these functions are then allocated to black managers. Typical functions in this category are security, personnel and quality of work life. The black managers are also elected by the personnel to their positions and not appointed by the organisation. In this way they are authorised by the rest of the workforce. Their satisfactory performance will get them re-elected for another term of office (De Beer 1998).

The task or output-related functions, on the other hand, such as financial management, technical matters and standards of service are performed by the general manager. The general manager is appointed by senior management from head office. Together these two managers form the management committee to manage the business unit. Decisions relating to the people function are made on a consensus basis. Decisions relating to the output or task function are discussed. If the members of the committee are unable to reach agreement, the decision of the general manager prevails (line authority and responsibility are maintained). De Beer (1998) believes that synergy is obtained between Afro-centric and Euro-centric decision-making values through this process.

The author also suggests that employees in the business unit share in 20 percent of the profit that the unit declares. The smaller amount of profit is paid out to the shareholders or owners. In this way synergy is accomplished between the Euro-centric free market and capitalistic value system and the Afro-centric socialistic value system. De Beer (1998) summarises the synergy model as follows:

- All the employees participate in identifying common or shared values and objectives through discussion groups.
- Immediate empowerment of black employees is achieved by their election to managerial positions.
- The strengths of the Euro-centric value system are included in the new organisational culture. These include profit to the owners and maintenance of high standards.
- The strengths of the Afro-centric value system are also retained in the organisational culture. These include general participation of all employees and direct representation of all employees by the elected managers as well as the fact that high priority is given to the needs of employees in management discussions and decisions.
- There is effective communication between employees and management.
- There is a high level of tolerance between all employees.
- There are development opportunities for black employees in management.
- There is productivity and profit improvement in the organisation. The shared objectives and close involvement of all employees contribute to organisational effectiveness.
- The breaking down of the in-group out-group division between management and labour improves employee identification with the company.

In conclusion, De Beer (1998) suggests that although a differentiation is made (for discussion purposes) between the inclusive participation model, the sustainable organisation effectiveness model and the value and task-synergy models, these models are all applied simultaneously in the management of the diversity paradigm. The effective management of a diverse workforce is therefore a complex process which yields satisfactory results when the integration of these models or strategies is managed effectively.



Activity 8.2

If you propose the implementation of the value and task synergy models in your organisation today, what would the reactions of management and employees be? What kind of resistance would there be? How would you handle the resistance?



8.4 FEEDBACK ON ACTIVITIES

Activity 8.1

Points of view may differ considerably but organisations provide an important forum for employees to come into contact with people who are different. If opportunities are provided for them to explore diversity, develop an awareness of differences and similarities, work in their own stereotype and become more sensitive, this sensitivity may be carried over to the home environment, where employees may influence their family members. The development of a synergistic culture of European and African values at work may form the basis of the development of synergistic culture at national level.

Activity 8.2

People are resistant to change because it pushes them out of the safety of their comfort zones. It is important to gain their commitment and the consultant therefore has to work with resistance. Resistance can be viewed as an attitude and has cognitive, affective and conative components. These need to be addressed. On the thinking level it is important to understand what people think about the change in their perceptions and fantasies. The correct information should also be provided. On the feeling level, their fears and anxieties should be listened to. Feelings are sometimes irrational but this does not make them less real. The consultant should listen with empathy, acceptance and not make light of people's feelings. The resulting behaviour can be pointed out. Fight or flight is two basic reactions and people tend to react by using one of these when they experience anxiety. It may help employees to understand these processes and consultants can point these out in a nonthreatening way. This understanding of their own behaviour may help employees feel less out of control. Listen to them!

**8.5 SELF-REFLECTION**

As a means of reflecting on your learning experience in this learning unit, tick “yes” or “no” on the following checklist to determine the extent to which you have attained the learning outcomes of this learning unit. If you did not achieve all of them, we also provide you with a list of strategies that you can use to ensure that you acquire those learning outcomes you may have experienced difficulties with.

After completing this learning unit I am able to:

	YES	NO
(1) develop a presentation to management on the importance of implementing a diversity development programme, aimed at changing the organisational culture in the organisation		
(2) convince management of the benefits of developing a synergistic organisational culture and shared values as well as modernisation		
(3) explain and compare the three different development models, namely the all-inclusive participation model, the sustainable organisational effectiveness model and the value and task synergy model		
(4) formulate a diversity development programme for the organisation, using the sustainable organisation effectiveness model, by describing possible strategies and actions needed to improve the four basic outputs		

(5) give a critical evaluation of the value and task synergy model with reference to possible implementation in your own organisation		
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List the learning outcomes that you feel you have not achieved.

Choose which of the following strategies you want to follow to achieve the listed learning outcome:

	Tick
(1) Revise study schedule to make time to acquire relevant knowledge.	
(2) Contact the lecturers via e-mail.	
(3) Participate in relevant myUnisa discussion forum.	
(4) Contact DCCAD for assistance with study skills.	
(5) Contact the literacy facilitator at the learning centre to assist with academic writing.	

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