Tutorial Letter 101/3/2013

Work Group Dynamics and Diversity

IOP2607

Semesters 1 & 2

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE

Learn without limits.

UNISA | university of south africa

CONTENTS

Page

1   INTRODUCTION

Dear Student

Welcome to IOP2607: Work group dynamics and Diversity.

Generally speaking, Industrial and Organisational Psychology is the scientific study of human behaviour as applied to economic activities. This module is concerned with interpersonal psychology in relationships, group dynamics and diversity at the organisational level. We hope that you will find your studies in this specific field interesting, meaningful and enriching.

This tutorial letter contains important information on your study programme for 2013. Please study it carefully and retain it for reference during the year.

1.1 Tutorial matter

You will receive the following tutorial matter:

(i)   The **only study guide** for IOP2607

(ii)   Tutorial Letter IOP2607/101/3/2013 **(Introduction to course and assignments)**

(iii)   Tutorial Letter IOP2607/201/1/2013 (first semester) and IOP2607/201/2/2013 (second semester) **contain feedback for assignments 01, 02, 03 and 04**.

(iv)   Tutorial Letter IOPALL-A/301/2013. Please read this carefully. It contains very important information which is not repeated here.

Please note that not all of your tutorial matter may be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible.

It is not possible to fax outstanding tutorial letters to students. Therefore do not wait until it is too late to acquire the tutorial material. Remember you can download the study material from the *my*Unisa course site.

2   PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1   Purpose

This module is intended for all people who are pursuing a career in the field of industrial and organisational psychology, including practitioners in the field of human resources. 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.

The qualifying student will be able to

- discuss the concepts and principles of workgroup dynamics and diversity relevant in the 21st century world of work and multicultural South African context
- explain the theories that form part of the systems psychodynamic perspective of workgroup dynamics
- explain the theories that are important for diversity management at individual, group and organisational level
- integrate the different theories relevant to workgroup dynamics and diversity

2.2   Outcomes

Specific outcome 1
Discuss the concepts and principles of workgroup dynamics and diversity relevant in the 21st century world of work and multicultural South African context.

Assessment criteria

- 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.

Specific outcome 2
Explain the theories that form part of the systems psychodynamic perspective of workgroup dynamics.

Assessment criteria

- 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 of dependence fight/flight, pairing, me-ness and we-ness 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.
- Holding and containment in a case where employees use colleagues as objects to project their own unconscious anxiety onto and into are described.
- The constructs of the CIBART model are described.

Learning Outcome 3:
Explain the theories that are important for diversity management at individual, group and organisational level.

4

Assessment criteria

- 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.
- 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.

Specific outcome 4
Integrate the different theories relevant to workgroup dynamics and diversity.

Assessment criteria

- 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 onto and into 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 seen in a recent work meeting by referring to the CIBART model constructs is presented.

3   LECTURER(S) AND CONTACT DETAILS

3.1   Lecturer(s)

Your lecturers for IOP2607 are:

Dr M.S. May (Course Leader)

Ms E.C Coetzee

Lecturers are generally available during the day until 16:00, but if you wish to consult a lecturer personally, you should arrange an appointment to visit him or her in the AJH van der Walt Building, Unisa main campus.

All queries that are not of a purely administrative nature **but** are **about the content of this module** should be directed to us. Please have your study material with you when you contact us. Letters should be sent to:

The Course Leader (IOP2607)
Department of Industrial and Organisational Psychology
PO Box 392
UNISA
0003

Do not address letters to us personally, as they may go unanswered if we are absent for any reason. Instead address the letter to **The Course Leader: IOP2607**, followed by the address. This will ensure that the acting course leader will answer your letter as soon as possible.

3.2   Department

Departmental helpdesk:

Name	Telephone	E-mail
Mrs Lizette Williams	012 429 8033	willild@unisa.ac.za
Mrs Welheminah Zumba	012 429 8054	zumbwh@unisa.ac.za

6

Departmental physical address
The department is situated on the 3th level of the AJH van der Walt Building, Unisa main campus.

Departmental email address:
You can use the email address DeptIOP@unisa.ac.za for general enquiries pertaining to the department.

3.3   University

> **It is important that you note the following in case you have questions or enquiries pertaining to your IOP2607 studies.**

Contact addresses of the various administrative departments are included in *my Studies @ Unisa,* which you received with your study package.

You may contact your lecturers by post, email, telephone or on *my*Unisa.

Physical address:	University of South Africa
Preller Street
Muckleneuk
Pretoria
City of Tshwane
Postal address:	University of South Africa
PO Box 392
Unisa
0003
Email:	study-info@unisa.ac.za
Online address:	http://my.unisa.ac.za

Always use your student number when you contact the university.

4   MODULE-RELATED RESOURCES

Your curriculum and study material for this course (Work group dynamics and Diversity) are set out in the only study guide. The assignments for this course are set out in this tutorial letter. There are no prescribed books, recommended books or electronic reserves for this course.

You will receive the study guide for IOP2607, namely:

May, M. S. Cilliers, F., & Coetzee, EC. (2011). *Only Study Guide for IOP2607: Work group dynamics and diversity.* **Pretoria: University of South Africa.**

4.1   Prescribed books

There are no prescribed books for this course.

4.2   Recommended books

There are no prescribed books for this course.

4.3   Electronic Reserves (e-Reserves)

There are no recommended books for this course.

PLEASE NOTE: All your tutorial material (e.g. Tutorial Letter 101 and the feedback tutorial letters) and study guide is available on *myUnisa* and you can download any of this material**.**

5   STUDENT SUPPORT SERVICES FOR THE MODULE

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication *my Studies @ Unisa* that you received with your study material.

Contact with fellow students: Study Groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA, 0003

Online support for IOP2607: *my*Unisa and Discussion forums

5.2.1   *my*Unisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.

To go to the *my*Unisa website, start at the main Unisa website, http://www.unisa.ac.za, and then click on the "Login to *myUnisa*" link on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in http://my.unisa.ac.za.

Please consult the publication *my Studies @ Unisa* which you received with your study material for more information on *myUnisa*.

5.2.2   Discussion forums

From 2013, we will follow a blended learning approach in this course. This means that you will receive study guides, as well as other paper-based resources and an online component where you can participate in discussion forums and access some additional online resources. Your online participation in this course is voluntary, and students who do not or cannot participate will not be penalised.

- **Benefits of online participation**

Everyone receives an equal opportunity to state their views and share experiences. As students you will become part of a learning community and will also develop and improve the following skills:

- technological skills, such as using the Internet and the online campus, the ability to access resources electronically, use e-mails, and attach files electronically
- communication skills, such as expressing your thoughts in written form and writing in an academically acceptable manner
- critical thinking and problem-solving skills, such as substantiating your viewpoints and supporting them with research
- lifelong learning, that is, becoming an independent lifelong learner by managing your time in such a way that you regularly participate in discussion forums
- reflective thinking and self-evaluation skills, because many online discussion activities will require you to reflect on what you are studying and researching and to share this with others in the course

The topics of discussion in our discussion forums are directly related to critical issues linked to the learning outcomes and assessment activities. In this course we also use discussion forums to create opportunities for improved communication and collaborative learning.

- **What you can expect from your lecturers**

Remember, the online discussion forum is not the same as e-mail, or a letter to the lecturer, or a chat room. For this course, we will be using the online discussion forum for academic purposes. There are other pages on the Unisa website where you can ask questions relating to administration - not in our online discussion forum!

The discussions will be based on topics related to your course, which you will receive either from the lecturers or from others in the course. You will be able to reply to their messages and the subject line will be connected. We will give you more instructions about this in the discussion forum.

Also note that the online discussion forum cannot be used for personal emails or letters to us, your lecturers. This means that we will not be answering each and every message with a personal reply. Online discussion forums are more like class discussions in a face-to-face classroom, where the lecturers may ask a question, but several students can answer. The lecturer then comments at the end, or if there is a problem, etc.

There are usually a large number of students for this course. This means that there may be a lot of lively discussion. We will be reading all your messages, but will only put comments online once a week or so. Do not be concerned if you do not hear from us on a daily basis; we are monitoring the situation.

- **Purpose of online discussion forums in this module**

The discussion forum provides you with opportunities to:

- discuss and clarify critical issues in the subject area
- share experiences and ideas with peers and lecturers
- solve problems collaboratively
- debate topical issues
- raise critical 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 for this course
- have access to additional links related to other topics in this subject/discipline

- **Online resources**

We realise that, as a distance education student, you cannot always visit the library when you are searching for information. Therefore we have created a space for online resources on our course website which you can access any time you need to.

On this site you will find the following:

- electronic copies of study guides and tutorial letters
- articles related to your field of study
- a direct link to the library
- newspaper articles
- PowerPoint presentations
- summaries of contact sessions
- summaries of discussion forums
- links to other websites

- **How to get onto the web page**

The online learning system of Unisa is called *my*Unisa. The web address for *my*Unisa is https://my.unisa.ac.za. If this will be the first time you access this website you will be required to complete a joining procedure and allocate yourself a password. Look for the **Join *my*Unisa** link on the web page.

10

Note that you cannot join *my*Unisa without a functional e-mail address. Make sure that you verify all your details carefully when you complete the joining procedure. Once you have joined successfully, you will be able to access information about all your courses once you have registered.

There will also be a Help Desk available to help you with any problems you might have about how to get to the online course pages.

- **If you really CANNOT go online**

We realise that some of you who have registered for this module may not have any access to a computer or the Internet on a regular basis. Therefore, if you really cannot access the Internet to try out the online discussion forums, we will make alternative arrangements. As a registered student for this module, it is advisable that you try to access *my*Unisa and the course site at least several times a month during the course.

6 MODULE-SPECIFIC STUDY PLAN

This module requires more or less 120 learning hours. Your semester runs over approximately 15 weeks. This means you have to study about one and a quarter hour per day, seven days a week. Note that this means more or less eight hours a week of study per module. We propose the following timeline, which you can adapt to your personal circumstances.

Schedule	Critical activity	Study units
End of week 4	Assignment 01 (Compulsory)	Units 1, 2, 3 and 4
End of week 7	Assignment 02 (Compulsory)	All the units
End of week 11	Assignment 03 and 04	All the units
End of week 15	Examination	Revision of **all** study material

You will get examination admission if you submit Assignment 01 and Assignment 02 on or before the closing date. If you do not follow our suggested schedule, draw up your own time schedule in which you spread your work out over approximately 15 weeks from registration to the examination, and work consistently according to the schedule.

Also use your *my Studies @ Unisa* brochure for general time management and planning skills.

7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment plan

The assessment plan consists of **four assignments (Assignment 01 to 04) for semester one and two**.

Examination admission

Please note: To enable you to benefit fully from our tuition and assessment, the management of Unisa decided to introduce at least **two compulsory assignments** in all modules. The compulsory assignments will be different for semesters 1 and 2, and you must do the assignment set for the semester in which you are registered.

You must submit **two compulsory assignments**. If Assignment 01 is submitted on time, which is before or on the due date, you will gain examination admission. Your mark for this assignment will not influence your examination admission. Your marks for each of these **two compulsory assignments** will however contribute 50% towards a year mark out of 10%, which will be added to your examination mark. Please see the following box.

How will this work in practice?

FINAL MARK = YEAR MARK + EXAMINATION MARK

Your year mark, based on the average mark obtained for the two compulsory assignments (each contributes 50%), contributes 10% toward your final examination mark, while your examination mark contributes 90%.

The combined weighted average of your year mark and examination mark must be 50% or higher for you to pass the module/subject. However, you must obtain a minimum of 40% in the examination, regardless of your year mark. If you obtain less than 40% in the examination, you will fail.

For example:
Assignment marks of = 70% and 70% = 140/2= 70%
10% of the assignment marks = 7%

Examination mark = 50%
90% of the examination mark = 45%

Final mark = (10% assignment marks) + (90% examination mark)
          = 7 + 45%
          = 52%

12

Remember that the better your assignment mark, the better your year mark. For example 80% = 8 year marks and 30% = 3 year marks. It is therefore imperative that you do well in both assignments to obtain the benefit of good marks to be added to your examination mark.

Please ensure that Assignment 01 reaches the Department of Student Assessment Administration (Assignments) at Unisa before or on 15 March 2013 for the first semester and 3 September 2013 for the second semester, and Assignment 02 before or on 19 April 2013 for the first semester and 1 October 2013 for the second semester. If your assignments are not submitted on time, you will not gain examination admission, and you will not obtain a year mark.

8.2   General assignment numbers

The assessment plan consists of **four assignments (Assignment 01 to 04) for semester one and two**.

8.2.1   Unique assignment numbers

ASSIGNMENT	Semester 1 Unique number	Semester 2 Unique number
ASSIGNMENT 01	308485 (15 March 2013)	385065 (3 September 2013)
ASSIGNMENT 02	349249 (19 April 2013)	386887 (1 October 2013)

8.2.2   Due dates for assignments

Assignment number	Closing date	Study material
1	**Compulsory Assignment:** Semester 1: 15 March 2013 Semester 2: 3 September 2013	Study Guide Units: 1, 2, 3 and 4
2	**Compulsory Assignment:** Semester 1: 19 April 2013 Semester 2: 1 October 2013	All Units of Study Guide
3	**Self-assessment** First and second semester	Study Guide
4	**Self-assessment** First and second semester	Study Guide

8.3   Submission of assignments

Assignment 01 and 02 is compulsory should be submitted. The marked assignment, together with a tutorial letter containing feedback and comments on possible mistakes, will be returned to you. It is your responsibility to compare your assignment with the feedback to determine where you made mistakes.

You do not need to submit assignments 03 and 04. We will not evaluate assignments 03 and 04, but you will receive feedback on it.

To submit an assignment via *my*Unisa:

For detailed information on assignments, please refer to the *my Studies @ Unisa* brochure, which you received with your study package.

To submit an assignment via *my*Unisa:

- Go to *my*Unisa.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the instructions.

If you have any questions or you would like any specific questions about the assignment answered by a lecturer, you may submit these on the last page of your assignment under the heading "**Individual problems**".

Remember:
- Make a copy of your assignment 01 and 02 before you send it in, because it could get lost in the post.
- Specify the paper code and assignment number in all enquiries about assignments.

We recommend that you **COMPLETE ALL FOUR ASSIGNMENTS** so that you cover the entire course and have practice in answering different types of questions.

14

8.4   Assignments

8.4.1   Assignments for semester one

COMPULSORY ASSIGNMENT 01 FOR SEMESTER ONE
PLEASE SUBMIT FOR EVALUATION

Closing date: 15 March 2013

Total: 50 marks

Study material: Study Guide, Units 1, 2, 3 and 4

Unique number: 308485

QUESTION 1

1.1   Critically discuss the concepts of diversity, workforce diversity and diversity management and provide examples of how work group dynamics and diversity manifests in the organisation.

1.2   Explain Freud's theory of conscious and unconscious behaviour by referring to the iceberg model.

1.3   Critically discuss the defence mechanisms, splitting, projection, introjections, projective identification and introjective identification manifesting in individual behaviour.   (40)

QUESTION 2

SELF EVALUATION

The following questions should be answered in no more than 50 words per question at the end of your assignment:

(1)   (a) What mark would you give yourself in this assignment and why?
        (b) Where in your assignment (sections, aspects) did you perform at your best?
        (c) And at your worst?

(2)   Did you find the prescribed resources useful?

(3)   Did you use additional sources? If your answer is "yes", describe or name these sources.

(4)   How much time did you spend on the assignment?

(5)   How relevant are the sources provided for this paper to the realities, for example, of work group dynamics and diversity in the South African work context?

(6)   Which competencies, areas of knowledge, skills and other qualities did you need to complete this assignment?

(7) Did completing this assignment and consulting the relevant sources improve your competence as a human resources practitioner? Name a few competencies that you think should be developed further.

(8) Did the assignment tasks add value to the application of your knowledge and skills in the workplace? Please explain the application value.

(9) What aspects of the course, study material and your learning experience would you like to improve? How?

(10) How would you describe the quality of the learning material (tutorial letter, study guide, prescribed book)? Please elaborate.

(11) Does the assignment tasks reflect the learning outcomes?

(12) Was the lecturer and administrative support of an expected standard? Please elaborate.

16

Please complete the following checklist and submit a photocopy with your assignment.

Self-assessment: Critical cross-field outcomes (CCFOs)

Study the critical outcomes below and then rate yourself (in your role as an aspiring Industrial Psychologist or Human Resource practitioner), in terms of your ability to demonstrate these behaviours. Use the scale provided below:

Score   Performance level
1.   Outstanding performance
2.   Standard performance
3.   Unacceptable performance

Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made (e.g. insight, problem-solving)	**1**	**2**	**3**
Work effectively with others as a member of a team, group, organisation (e.g. liaising with staff members to get info)	**1**	**2**	**3**
Organize and manage oneself and one's activities responsibly and effectively (e.g. punctuality, working independently, planning)	**1**	**2**	**3**
Collect, analyse and critically evaluate information (e.g. obtaining the relevant information needed, displaying the ability to analyse info and be critical to suggest improvement)	**1**	**2**	**3**
Communicate effectively using visual, mathematical and/or language skills in oral and written persuasion (e.g. writing skills, communicating verbally, doing presentations)	**1**	**2**	**3**
Use science and technology effectively and critically, showing responsibility toward the environment and health of others (e.g. adopting a professional and scientific approach to industrial psychological practices, safety awareness, use of technology such as computers or technical equipment)	**1**	**2**	**3**
Explore various learning and development strategies, apply the most appropriate one and evaluate the effectiveness of the learning and development strategy applied (e.g. continued professional development strategies)	**1**	**2**	**3**
Demonstrate acceptable employment seeking skills for entry in the field of Industrial Psychology/human resources, using all of the theoretical principles and reflecting on the effectiveness of such applications	**1**	**2**	**3**
Apply your occupational expertise/competence along with world class practices in the area of Workgroup dynamics and diversity within the organisation and local community, showing understanding and sensitivity for diversity	**1**	**2**	**3**

Please note: These questions will assess your achievement of the outcomes and your use and/or development of specific competencies.   (10)

TOTAL: [50]

COMPULSORY ASSIGNMENT 02 FOR SEMESTER ONE
PLEASE SUBMIT THIS ASSIGNMENT FOR EVALUATION

Closing date: **19 April 2013**

Total: **50 marks**

Study material: **All Units in Study Guide**

Unique number: **349249**

The assignment must be answered on a **MARK-READING SHEET.** Consult *Your service guide @ Unisa* on how to complete the mark-reading sheet.

<u>**PLEASE NOTE:**</u> Students who have access to *my*Unisa (http://my.unisa.ac.za) can submit their assignments via this medium. However **ALL** enquiries should be directed to the myUnisahelp@unisa.ac.za and **NOT** to the lecturers responsible for this module.

1. Which of the following concepts make use of observed human behaviour to explore underlying individual and groups' unconscious behaviour in order to understand conscious behaviour with specific reference to diversity and diversity management?

    1. Systems psychodynamics
    2. Psychoanalytic thinking
    3. Intrapsychic reality
    4. Group psychodynamics

2. Which of the following aims to establish organisational cultural change through deliberate, strategic diversity initiatives?

    1. Diversity psychodynamics
    2. Workforce diversity
    3. Multiculturalism
    4. Diversity management

3. Based on the work of Pretorius (2003) diversity psychodynamics as a relational phenomenon focuses on the ...

    1. differences and similarities, based on primary and secondary dimensions, between individuals and groups.
    2. differences and similarities towards others which occurs on the unconscious level.
    3. primary and secondary dimensions of diversity that define each person, subgroup and group as a unique entity.
    4. differences between individuals and groups that contribute to distinct social identities.

18

4. According to Albertyn and Koortzen (2006) the ... contains anxieties which are the major driving power behind people's behaviour and is the basis for explaining conscious behaviour.

   1. ego
   2. preconscious
   3. superego
   4. unconscious

5. Immature defence mechanisms are used unconsciously to keep threatening aspects of our external reality from our internal reality. An example of this type of defence mechanism includes ...

   1. denial
   2. split
   3. altruism
   4. simplification

6. Which type of defence mechanism refers to an unconscious interpersonal interaction in which the individual seems to identify with a feeling that was projected onto him/herself?

   1. Projective identification
   2. Introjection
   3. Projection
   4. Introjective identification

7. Which basic assumption of group functioning is based on the premise that groups use a special connection between two members or ideas to generate the new "saving" idea?

   1. One-ness
   2. Pairing
   3. Me-ness
   4. Counter-dependence

8. Which basic assumption of group functioning is characterised by employees physically and/or emotionally detaching or dissociating themselves from the other (a person, group, idea)?

   1. Dependence
   2. Me-ness
   3. One-ness
   4 Fight/Flight

9. Sophisticated work functioning refers to ...

   1. the system's irrational behaviour operating below the surface of consciousness.
   2. off-task and/or anti-task activities which are associated with low levels of anxiety and conflict.
   3. the system's rational behaviour whilst working consciously on its primary task.
   4. the unknown in the system and describes how work performance is influenced by unconscious behaviours.

10. The CIBART model applies the following six constructs for a group to work towards understanding the causes of its anxiety better:

    1. conflict, roles, task, containment, authority, identity
    2. identification, boundaries, roles, task, conflict, authority
    3. conflict, identity, boundaries, authority, roles, task
    4. identification, containment, authority, roles, task

11. Griggs (1995) believes that … constitutes the only sound reason for valuing diversity, whether at the personal, interpersonal or organisational level.

    1. redressing past wrongs
    2. enlightened self-interest
    3. to assuage guilt
    4. to ensure equal opportunity

12. According to Reece and Brandt (1993) …. is the belief that a particular culture is appropriate in all situations, and this can undermine attempts to establish a cohesive, productive work force.

    1. stereotyping
    2. ethnocentrism
    3. discrimination
    4. cultural myopia

13. A manager who looks at proposed options for change says: "Nothing new here; we're already doing those things in the organisation." This manager is blind to any differences between the status quo en the new proposals which, of course, makes it unnecessary to consider the proposed change in question.

    According to which diversity paradigm is the manager behaving?

    1. Isolation
    2. Toleration
    3. Assimilation
    4. Denial

20

14. 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 were really shocked that people from the nondominant 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?

According to which diversity paradigm are employees in the above company functioning?

1. Assimilation
2. Toleration
3. Isolation
4. Denial

15. According to which diversity paradigm is sensitivity training used to help participants get in touch with their prejudices and stereotyping?

1. mutual adaptation
2. assimilation
3. toleration
4. relationship building

16. According to Reece and Brandt (1993) secondary dimensions of diversity include …

1. sexual orientation.
2. work experience.
3. race.
4. physical appearance.

17. According to Cross and White (1996) the implementation of diversity initiatives or interventions in order to change organisational culture comprises three phases. They say that phase 2, the capacity building phase, is most successful when internal "champions" (formal or informal leaders) …

1. provide leadership for examining and changing policies and practices.
2. unlearn the "messages" that are the fundamental indicators of the culture.
3. change the distribution of power amongst employees within the organisation.
4. change their perceptions and attitudes about other employees in the organisation.

18. According to Cross and White (1996) the implementation of diversity initiatives or interventions in order to change organisational culture comprises three phases. They say that phase 3, culture change, is most successful when corporate leaders …

    1. create and support action plans to identify and implement new values.
    2. respond to racism and sexism as individual issues of awareness.
    3. create a culture that encourages only certain employees' contributions.
    4. focus on addressing the concerns of employees by "fixing the victim".

19. In a diversity survey the dimension, organisation behaviour, measures …

    1. the perceived impact of organisational policies and procedures on specific identity groups.
    2. the perception of how membership of a specific identity group influences treatment in the organisation.
    3. the climate and norms of the organisation regarding race and gender differences.
    4. the perceived importance of, and commitment to, managing diversity in the organisation.

20. Gugu said to her colleague: "John, you're a very good strategist. You think like a woman."

    In which stage of Bennett's model for developing intercultural sensitivity does Gugu fall?

    1. Minimisation of difference
    2. Acceptance of difference
    3. Denial of difference
    4. Integration of difference

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

    In which stage of Bennett's model for developing intercultural sensitivity does Gladys fall?

    1. Acceptance of difference
    2. Minimisation of similarity
    3. Ignoring of similarity
    4. Adaptation to difference

22. Which of the following interventions are recommended for minimizing differences according to Bennett's model for developing intercultural sensitivity?

    1. focusing on similarities
    2. emphasizing recognition and respect for differences.
    3. learning a new language
    4. role playing the part of someone who is different from you

23. Which individual development model attempts to develop diversity on cognitive (thinking), affective (feeling) and conative (doing or reacting) levels?

    1. Bennett Model
    2. Mendez-Russell Model
    3. Contact Hypothesis Model
    4. Racial Identity Development Model

24. According to the … model, all employees with developmental potential are put on the upward developmental spiral but the historically disadvantaged are promoted much more quickly.

    1. sustainable organisation effectiveness model
    2. value and synergy model
    3. all-inclusive participation model
    4. synergistic modernisation model

25. In Porsche Motors the task or output-related functions, 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. The general manager and the human resources manager form the management committee that manages a specific business unit. Decisions relating to the people function are made on a consensus basis, while decisions relating to the output or task function are discussed.

    Based on the above scenario, which model is Porsche Motors following to promote a positive diversity climate amongst the employees?

    1. All-inclusive Participation Model
    2. Sustainable Organisation Effectiveness Model
    3. Value-and-task-synergy Model
    4. Eurocentric Organisational Culture Model

TOTAL: (25 x 2 = 50)

ASSIGNMENT 03

Closing date: Self-assessment
Total: 50 marks
Study material: Study Guide, units 2, 3, 4, 5 and 6

<u>**PLEASE NOTE**</u>**: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. YOU SHOULD MARK THIS ASSIGNMENT YOURSELF. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/2013.**

QUESTION 1

Critically discuss the psychodynamics of prejudiced attitudes and how these attitudes are formed. In your discussion you should indicate whether you agree or disagree with the psychodynamic explanation of prejudiced attitudes. Give reasons for your position.   (10)

QUESTION 2

2.1   Describe how you think organisations would handle diversity according to the following three diversity paradigms:

●   assimilation
●   suppression
●   toleration

2.2   Conclude your discussion by exploring whether the above-mentioned paradigms would be most appropriate in enhancing diversity management in the South African work context. If the identified paradigms are not the most appropriate, you should indicate and discuss the most appropriate paradigm.   (20)

QUESTION 3

Analyse how the various individual defence mechanisms, splitting, projection, introjections, projective identification and introjective identification manifest in group and organisational behaviour.   (20)

TOTAL: [50]

24

ASSIGNMENT 04
Closing date: Self-assessment
Total: 50 marks
Study material: Study Guide, units 1, 2, 3, 4 and 7

PLEASE NOTE: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. YOU SHOULD MARK THIS ASSIGNMENT YOURSELF. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/2013.

QUESTION 1

The Milton Bennet six-stage model is widely used in developing intercultural sensitivity. The following statements are representative of each of the different stages. Read each statement carefully, and discuss the stage it represents. Also discuss the interventions which can be used to develop intercultural sensitivity in that particular stage.

"People are all the same - we make too much of diversity."

"Immigrants make good workers, but they are not assertive enough to be supervisors."

"Some women make good strategists, because they think like men."

"I accept that some people are more introverted and others more extroverted. We all have roles to play in the organisation."

"I never realised how lonely it must be to be the only woman in the team until you explained it to me just now."

"I'm at my best when mediating and building bridges between people or groups. I sometimes feel like I don't belong to any particular group." (20)

QUESTION 2

According to Griggs, valuing diversity occurs at the personal, interpersonal and organisational levels. Discuss the valuing of diversity at these three levels. (20)

QUESTION 3

Discuss the definition of the psychodynamics of diversity as proposed by Pretorius (2003). Based on your discussion and knowledge of this course, develop your own definition of psychodynamics of diversity. (10)

TOTAL: [50]

25

8.4.2   Assignments for semester two

COMPULSORY ASSIGNMENT 01 FOR SEMESTER TWO
PLEASE SUBMIT FOR EVALUATION

Closing date: 3 September 2013
Total: 50 marks
Study material: Study Guide, Units 3
Unique number: 385065

QUESTION 1

Explain the theories that form part of the systems psychodynamic perspective of workgroup dynamics by:

(1)   Differentiating between the sophisticated workgroup and basic assumption group as proposed by Bion.

(2)   Describing the basic assumption groups, i.e. dependence, fight/flight, pairing, me-ness and we-ness in the work situation. In your discussion provide examples of how each basic assumption group could manifest in the work context

(3)   Describing social and systems domain defences as organisational phenomena. Illustrate you discussion with relevant examples.   (40)

QUESTION 2

SELF EVALUATION
The following questions should be answered in no more than 50 words per question at the end of your assignment:

(1)   (a) What mark would you give yourself in this assignment and why?
       (b) Where in your assignment (sections, aspects) did you perform at your best?
       (c) And at your worst?

(2)   Did you find the prescribed resources useful?

(3)   Did you use additional sources? If your answer is "yes", describe or name these sources.

(4)   How much time did you spend on the assignment?

(5)   How relevant are the sources provided for this paper to the realities, for example, of work group dynamics and diversity in the South African work context?

(6)   Which competencies, areas of knowledge, skills and other qualities did you need to complete this assignment?

(7)   Did completing this assignment and consulting the relevant sources improve your competence as a human resources practitioner? Name a few competencies that you think should be developed further.

(8)   Did the assignment tasks add value to the application of your knowledge and skills in the workplace? Please explain the application value.

(9)   What aspects of the course, study material and your learning experience would you like to improve? How?

(10) How would you describe the quality of the learning material (tutorial letter, study guide, prescribed book)? Please elaborate.

(11) Does the assignment tasks reflect the learning outcomes?

(12) Was the lecturer and administrative support of an expected standard? Please elaborate.

Please complete the following checklist and submit a photocopy with your assignment.

Self-assessment: Critical cross-field outcomes (CCFOs)

Study the critical outcomes below and then rate yourself (in your role as an aspiring Industrial Psychologist or Human Resource practitioner), in terms of your ability to demonstrate these behaviours. Use the scale provided below:

Score   Performance level
1. Outstanding performance
2. Standard performance
3. Unacceptable performance

	1	2	3
Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made (e.g. insight, problem-solving)	1	2	3
Work effectively with others as a member of a team, group, organisation (e.g. liaising with staff members to get info)	1	2	3
Organize and manage oneself and one's activities responsibly and effectively (e.g. punctuality, working independently, planning)	1	2	3
Collect, analyse and critically evaluate information (e.g. obtaining the relevant information needed, displaying the ability to analyse info and be critical to suggest improvement)	1	2	3
Communicate effectively using visual, mathematical and/or language skills in oral and written persuasion (e.g. writing skills, communicating verbally, doing presentations)	1	2	3
Use science and technology effectively and critically, showing responsibility toward the environment and health of others (e.g. adopting a professional and scientific approach to industrial psychological practices, safety awareness, use of technology such as computers or technical equipment)	1	2	3
Explore various learning and development strategies, apply the most appropriate one and evaluate the effectiveness of the learning and development strategy applied (e.g. continued professional development strategies)	1	2	3
Demonstrate acceptable employment seeking skills for entry in the field of Industrial Psychology/human resources, using all of the theoretical principles and reflecting on the effectiveness of such applications	1	2	3
Apply your occupational expertise/competence along with world class practices in the area of Workgroup dynamics and diversity within the organisation and local community, showing understanding and sensitivity for diversity	1	2	3

Please note: These questions will assess your achievement of the outcomes and your use and/or development of specific competencies.   (10)
                                                                TOTAL: [50]

COMPULSORY ASSIGNMENT 02 FOR SEMESTER TWO
PLEASE SUBMIT THIS ASSIGNMENT FOR EVALUATION

Closing date: 1 October 2013
Total: 50 marks
Study material: All Units in Study Guide
Unique number: 386887

The assignment must be answered on a **MARK-READING SHEET.** Consult *my Studies @ Unisa* on how to complete the mark-reading sheet.

PLEASE NOTE: Students who have access to myUnisa (http://my.unisa.ac.za) can submit their assignments via this medium. However **ALL** enquiries should be directed to the myUnisahelp@unisa.ac.za and **NOT** to the lecturers responsible for this module.

1. Which of the following concepts make use of observed human behaviour to explore underlying individual and groups' unconscious behaviour in order to understand conscious behaviour with specific reference to diversity and diversity management?

    1. Systems psychodynamics
    2. Psychoanalytic thinking
    3. Intrapsysic reality
    4. Group psychodynamics

2. Which of the following aims to establish organisational cultural change through deliberate, strategic diversity initiatives?

    1. Diversity psychodynamics
    2. Workforce diversity
    3. Multiculturalism
    4. Diversity management

3. Diversity management entails a shift away from activities and assumptions defined by affirmative action towards ... management practices that reflect the work force diversity and potential.

    1. participative
    2. inclusive
    3. strategic
    4. integrative

4. Based on the work of Pretorius (2003) diversity psychodynamics as a relational phenomenon focuses on the ...

    1. differences and similarities, based on primary and secondary dimensions, between individuals and groups.
    2. differences and similarities towards others which occurs on the unconscious level.
    3. primary and secondary dimensions of diversity that define each person, subgroup and group as a unique entity.
    4. differences between individuals and groups that contribute to distinct social identities.

5. According to Albertyn and Koortzen (2006) the ... contains anxieties which are the major driving power behind people's behaviour and is the basis for explaining conscious behaviour.

   1. ego
   2. preconscious
   3. superego
   4. unconscious

6. Attributing negative aspects to others in an attitude of prejudice, rejection and externalisation of negative aspects of oneself is referred to as ...

   1. projection
   2. splitting
   3. introjective identification
   4. introjection

7. A defence mechanism that is used by employees to cope with doubt, conflicting feelings and anxiety is referred to as ...

   1. splitting
   2. fight/flight
   3. projection
   4. rationalisation

8. ... is based on the assumption that the group as entity does not exist and that working relationship are only defined in terms of singletons and individuality.

   1. Pairing
   2. Me-ness
   3. Dependence
   4. One-ness

9. Sophisticated work functioning refers to ...

   1. the system's irrational behaviour operating below the surface of consciousness.
   2. off-task and/or anti-task activities which are associated with low levels of anxiety and conflict.
   3. the system's rational behaviour whilst working consciously on its primary task.
   4. the unknown in the system and describes how work performance is influenced by unconscious behaviours.

10. The CIBART model applies the following six constructs for a group to work towards understanding the causes of its anxiety better:

    1. conflict, roles, task, containment, authority, identity
    2. identification, boundaries, roles, task, conflict, authority
    3. conflict, identity, boundaries, authority, roles, task
    4. identification, containment, authority, roles, task

30

11. In interpersonal relationships, self-interest requires …, where each person not only allows but encourages the other to grow, to see who he or she is, and how his or her behaviours affect us.

    1. acting affirmatively
    2. redressing past wrongs
    3. ensuring equal opportunity
    4. to act with mutual fullness

12. … is/are generalisations based on widely held beliefs about what various racial groups, socio-economic classes, men, women, people living in a particular geographic region, and so forth, are "really like".

    1. Stereotypes
    2. Attitudes
    3. Opinions
    4. Discrimination

13. A senior executive says in a tone reflecting anger and frustration, "I'm tired of all this whining and complaining. Why can't people today make sacrifice like we did? This executive sincerely believes that the organisation is greater than any one individual or component.

    According to which diversity paradigm is the senior executive behaving?

    1. Toleration
    2. Isolation
    3. Suppression
    4. Assimilation

14. According to Reece and Brandt (1993) primary dimensions of diversity include …

    1. education.
    2. age.
    3. religion.
    4. marital status.

15. According to Cross and White (1996) the implementation of diversity initiatives or interventions in order to change organisational culture comprises three phases. They say that phase 2, the capacity building phase, is most successful when internal "champions" (formal or informal leaders) …

    1. provide leadership for examining and changing policies and practices.
    2. unlearn the "messages" that are the fundamental indicators of the culture.
    3. change the distribution of power amongst employees within the organisation.
    4. change their perceptions and attitudes about other employees in the organisation.

16. Of the eight diversity paradigms, only one unequivocally endorses diversity. The other seven seek to minimize or eliminate diversity and complexity. Which one of the following diversity paradigms unequivocally endorses diversity?

    1. Inclusion
    2. Building relationships
    3. Suppression
    4. Mutual adaptation

17. In a diversity survey the dimension, organisation behaviour, measures …

    1. the perceived impact of organisational policies and procedures on specific identity groups.
    2. the perception of how membership of a specific identity group influences treatment in the organisation.
    3. the climate and norms of the organisation regarding race and gender differences.
    4. the perceived importance of, and commitment to, managing diversity in the organisation.

18. In a diversity survey the dimension, group behaviour, measures …

    1. the perceived impact of organisational policies and procedures on specific identity groups.
    2. the perception of how membership of a specific identity group influences treatment in the organisation.
    3. the climate and norms of the organisation regarding race and gender differences.
    4. the perceived importance of, and commitment to, managing diversity in the organisation.

19. Sharon said to her colleagues: "Immigrants make good workers but they don't communicate well enough to be managers".

    In which stage of Bennett's Model for developing intercultural sensitivity does Sharon fall?

    1. Minimisation of difference
    2. Defense against difference
    3. Denial of difference
    4. Ignoring of similarity

20. Thabo said to his colleague: "Jane, you're very good at strategy. You think like a man."

    In which stage of Bennett's model for developing intercultural sensitivity does Thabo fall?

    1. Acceptance of difference
    2. Integration of difference
    3. Minimisation of difference
    4. Adaptation to difference

21. Which of the following interventions are recommended for minimizing differences according to Bennett's model for developing intercultural sensitivity?

1. focusing on similarities
2. emphasizing recognition and respect for differences
3. learning a new language
4. role playing the part of someone who is different from you

22. The best-known model created for group development applicable to a broad range of diversity characteristics is …

1. Yehuda Amir's Contact Hypothesis Model.
2. Angela Airall's Racial Identity Development Model.
3. Cross' Identity Transformation Model.
4. Mendez Russell's Development Model.

23. The best known model for reducing prejudice among individuals within a group is called the …

1. Black Identity Transformation Model
2. Mendez-Russell Model
3. Contact Hypothesis Model
4. Racial Identity Development Model

24. According to De Beer (1998) the … implies that all employees in the organisation participate in and contribute to a new Euro/Afro-centric value system.

1. Value and Task Synergy Model
2. Sustainable Organization Effectiveness Model
3. All-inclusive Participation Model
4. Synergistic Modernisation Model

25. Fortis Bank tries to develop a positive diversity climate by ensuring that all employees with developmental potential are put on the upward development spiral in their careers. However, preference is still given to historically disadvantaged individuals when appointments are made, and these individuals are also promoted much faster. Thus, the management of Fortis Bank tries not to deny any employee any development opportunities.

Based on the above scenario, which model is Fortis Bank following to promote a positive diversity climate amongst the employees?

1. All-inclusive Participation Model
2. Sustainable Organisation Effectiveness Model
3. Value-and-task-synergy Model
4. Synergistic Organisational Culture Model

TOTAL: (25 x 2 = 50)

ASSIGNMENT 03

Closing date: Self-assessment
Total: 50 marks
Study material: Study Guide, units 2, 3, 4 and 7

PLEASE NOTE: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. YOU SHOULD MARK THIS ASSIGNMENT YOURSELF. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/2013.

QUESTION 1

Identify and discuss the most common and subtle forms of discrimination in organisations. In your discussion provide typical examples from the workplace to substantiate your answer.   (10)

QUESTION 2

Discuss and compare the two different individual diversity development models, namely the Bennett model and Mendez-Russell model. Conclude the discussion and comparison by explaining which model would be most useful for developing employees' diversity awareness in your organisation.   (20)

QUESTION 3

Critically discuss how the individual defence mechanisms, splitting, projection, introjections, projective identification and introjective identification manifest in group and organisational behaviour.   (20)

TOTAL: [50]

34

ASSIGNMENT 04

Closing date: Self-assessment
Total: 50 marks
Study material: Study Guide, units 6 and 8

PLEASE NOTE: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. YOU SHOULD MARK THIS ASSIGNMENT YOURSELF. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/2013.

QUESTION 1

Read the case study below:

You are a human resource manager. A discontented employee, Thandi Molefe, who has not been promoted to a much sought-after specialist department, comes to see you to discuss the problem. Thandi, who is clearly very upset, tells you the following:

She believes that the other person got the job simply because he is always in the office and has a good relationship with the manager, Mr Marais, whereas her own work keeps her out in the field so that her visibility in the office is limited.

Thandi tells you that the boss responds more positively to people who have personalities much the same as his own. Consequently he only employs people who, like himself, are sociable and make friends easily. Thandi also mentions that there is evidence that sociable people get preference in this department. She says that two of her male colleagues who play golf with the manager, Mr Marais, have also been promoted. She makes no mention of introverted people who were also promoted.

Towards the end of the discussion she says that she is actually more suited for a post that will become available in another department in the near future and that this post would offer more opportunity for promotion and better pay. Thandi also indicates that the other department is more diverse in terms of age, race and gender, and seems to value the work contributions made by all its staff members.

Questions:
1.1 As the human resource manager you are asked to do a diversity survey. List and briefly describe the dimensions you would include in a diversity survey for your organisation. Give reasons, from the scenario, why you have included the specific dimensions. (10)

1.2 Based on the outcome of the diversity survey, develop a presentation for management on the importance of implementing of a diversity development programme aimed at changing the organisation's culture. (20)

Note: You should start question (2) by giving us some idea about the outcome of the survey. You could use the "results" of that survey you did in (1) in your presentation.

QUESTION 2

Explain and compare the three different diversity development models, namely the all-inclusive participation model, the sustainable organisation effectiveness model and the value and task synergy model.

Note: Ensure that you understand what is meant by "*explain and compare*" before you attempt to answer this question. In other words, make sure you understand how we want you to answer this question. (20)

TOTAL: [50]

36

9   OTHER ASSESSMENT METHODS

There are no other assessment methods for this module.

10   EXAMINATION

For general information and requirements as far as examinations are concerned, see the brochure *my Studies @ Unisa* which you received with your study material.

10.1   Examination period

This module is offered in a semester period of fifteen weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2013 and the supplementary examination will be written in October/November 2013. If you are registered for the second semester you will write the examination in October/November 2013 and the supplementary examination will be written in May/June 2014.

During the module of the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

The pass mark is 50%. If you do not pass and are admitted to the supplementary examination, you will be able to rewrite the examination during the next semester.

If you fail, you will have to register for this module again. This tutorial letter applies to the next semester as well.

The questions in the assignments are indications of the types of questions that can be asked in the examination. Although some assignment questions **may** be included, the majority of examination questions will be new. We want to encourage you to study thoroughly and with insight, and not merely to memorise answers to speculative questions.

10.2   Previous examination papers

Previous examination papers are available to students on *my*Unisa. We advise you, however, not to focus on old examination papers only as the content of modules and, therefore, examination papers change from year to year. You may, however, accept that the type of questions that will be asked in the examination will be similar to the questions asked in the activities in your study guide and in the assignments.

10.3   Format of the May/June and October/November 2013 examination paper

Tutorial letter with information on the examination To help you in your preparation for the examination, you will receive information in tutorial letter 201/2013 that will explain the format of the examination paper and set out clearly what material you have to study for the examination.

11   FREQUENTLY ASKED QUESTIONS

The *my Studies @ Unisa* brochure contains an a-z guide of the most relevant study information

12   CONCLUSION

We wish you all the best for your studies, and hope that you will find this section of Industrial and Organisational Psychology a meaningful, challenging and fruitful learning experience.

Please contact us without delay if you have any difficulty with your studies.

Your lecturers

Dr Michelle May
Ms Elzabé Coetzee

©
UNISA 2013