

Tutorial Letter 101/3/2018

Work Group Dynamics and Diversity

IOP2607

Semesters 1 and 2

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION

This tutorial letter contains important information
about your module.

BARCODE

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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 an 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 2018. Please study it carefully and retain it for reference during the year.

1.1 Study material

The study material for **IOP2607** consists of a **study guide** and **tutorial letters** only. Please note that there is **no prescribed book** for this module on work group dynamics and diversity. You will receive the following study material:

Study guide for IOP2607	Work Group Dynamics and Diversity (May, Cilliers & Coetzee, 2012).
Tutorial Letter IOPALL-301/3/2018	This is a general tutorial letter and contains important information about your study process at Unisa that is not contained elsewhere. Please read it carefully.
Tutorial Letter 101/3/2018	This tutorial letter contains information on all the assignments for the module IOP2607.
Tutorial Letter 201/2018	This tutorial letter contains feedback on Assignment 01 and Assignment 02 as well as information on the examination.

Note: Some of this study material may not be available when you register. Study material that is not available when you register will be posted to you as soon as possible, but is also available on myUnisa. You can download the material as soon as you have registered on myUnisa.

It is very important to register on myUnisa and use the internet regularly. Students must be registered on myUnisa to be able to submit assignments, have access to the library functions, download study material, “chat” to their lecturers and fellow students, participate in online Discussion **Forums** and get access to all sorts of learning resources.

2 PURPOSE AND OUTCOMES

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 for the purpose of improving workplace dynamics, employee productivity and organisational effectiveness.

2.2 Outcomes

The learning outcomes and assessment criteria are as follows:

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.
- Identification and containment where employees use colleagues as objects to project unconscious anxiety are described.
- The constructs of the CIBART model are described.

Specific outcome 3

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

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 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.

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

Your lecturers for IOP2607 are Ms Busisiwe Mahlangu and Mr Mochabo Moerane. Please do not hesitate to contact us if you feel uncertain about anything in the study material or if you experience any difficulties with your studies. We are here to help you and to give support where

we can, but it is your responsibility to contact us in good time. Our experience has shown that your eventual success in this course depends greatly on your willingness to contact us whenever you need direction or support.

The general contact details for the Department of Industrial Psychology's helpdesk are:

Name	Telephone	E-mail
Ms Welheminah Zumba	012 429 8054 012 429 8033	zumbawh@unisa.ac.za

Lecturer availability

The lecturer for this module will be available to take phone calls on academic matters and/or to attend to students who may prefer to visit personally for academic engagement. However, the days and times of lecturers' availability will be communicated in the module page on myUnisa. These days and times are subject to change from time to time in order to accommodate the lecturer's work schedule and other commitments. The changes on the days and times will be communicated by the lecturer in advance through the announcement option on myUnisa as and when this happens. Students are advised to check the module page on myUnisa before making phone calls or visiting the lecturer's office for academic enquiries/engagements.

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

If you wish to communicate with us by post, address your letters to:

The Module Leader (IOP2607)
Department of Industrial and Organisational Psychology
PO Box 392
Unisa
0003

Note: Do **not** send your assignments directly to the lecturers.

3.2 Department

The department is situated on the 3rd level of the AJH van der Walt Building on the Unisa's main campus. If you are uncertain about anything or have any queries, please contact the helpdesk.

3.3 University

To contact the university, follow the instructions in the brochure *Study @ Unisa*. Remember to have your student number available whenever you contact the university.

When you write to a lecturer, please include your student number to enable the lecturer to help you more effectively.

Physical address:	University of South Africa Preller Street Muckleneuk Pretoria
Online address:	http://www.unisa.ac.za

4 RESOURCES

4.1 Prescribed books

There is no prescribed textbook for this module. All the information you need to study is contained in the study guide for IOP2607:

May, M. S. Cilliers, F. & Coetzee, E. (2012). *Only Study Guide for IOP2607: Work group dynamics and diversity*. Pretoria: University of South Africa.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic reserves (e-reserves)

There are no prescribed e-reserves for this module.

PLEASE NOTE: You can find all your tutorial letters, the study guide and previous examination papers on myUnisa in the **Official Study Material** folder. We will also provide PowerPoint slides in **Additional Resources** on myUnisa to aid you in understanding the content.

4.4 Developing your gradueness as a Unisa student

The discipline-specific knowledge that you will gain from your studies in this course will enable you to develop a fundamental knowledge base of psychological processes in the work context that contributes to the improvement of interpersonal work relationships and organisational effectiveness. However, you will realise in the course of your studies that increasing internationalisation, the growing proportion of knowledge-intensive work, increasing use of rapidly evolving information technology and a new organisation of work based on global networks, teams and multi-cultural diversity have all extended the range of capabilities needed in professional work. The general expectation is that a graduate of the University of South Africa (Unisa) will have developed as a person and acquired, in addition to her or his discipline-specific knowledge, skills and competencies, broader attributes that equip him or her to be innovative and effective in the workplace, and that he or she is an active and informed citizen.

Unisa generally expects its graduates to have distinctive graduate qualities which characterise their *gradueness*. These qualities are included in the following statement on the gradueness of a Unisa student (*Unisa Curriculum Policy*, 2010, p. 13–14).

Unisa graduates:

- (i) *Are independent, resilient, responsible and caring citizens who are able to fulfil and serve in multiple roles in their immediate and future local, national and global communities.*
- (ii) *Have a critical understanding of their location on the African continent with its histories, challenges and potential in relation to globally diverse contexts.*
- (iii) *Are able to critically analyse and evaluate the credibility and usefulness of information and data from multiple sources in a globalised world with its ever-increasing information and data flows and competing worldviews.*
- (iv) *Know how to apply their discipline-specific knowledge competently, ethically and creatively to solve real-life problems.*
- (v) *Are critically aware of their own learning and developmental needs and future potential.*

As a student of the Department of Industrial and Organisational Psychology, you have become part of the College of Economic and Management Sciences (CEMS). The CEMS aims to create graduates that are responsible, accountable, relevant and ethical (RARE) citizens in every community where they live and work. In support of the Unisa statement on its students' gradueness, the CEMS focuses on imparting to its students, in addition to the discipline-specific knowledge of a course or module, a specific set of generic transferable meta-skills and personal attributes (generally referred to as gradueness skills and attributes) that transcend disciplinary-specific outcomes. These skills and attributes will help students to become competent and professional graduates who have the potential to make sustained positive contributions to society, to their professions and to their workplaces.

The CEMS framework of gradueness skills and attributes addresses three holistic overarching attributes that are regarded as important transdisciplinary enabling outcomes of university education: (1) *scholarship* (students' attitude or stance towards knowledge, *the way they think and work, and the tools they use to work effectively*), (2) *global citizenship* (students' attitude or stance towards the world and *living in the world*), and (3) *lifelong learning* (students' attitude or stance towards themselves and *living in the world*).

- As *scholars*, graduates should be leaders in the production of new knowledge and understanding through inquiry, critique and synthesis. They should be able to apply their knowledge to solve consequential and complex problems, and they should be able to communicate their knowledge confidently and effectively.
- As *global citizens*, graduates must aspire to contribute to society in a full, meaningful, ethical and responsible way through their roles as members of local, national and global communities.
- As *lifelong learners*, graduates must be committed to and capable of continuous learning for the purpose of furthering their understanding of the world and their place in it.

The CEMS generic transferable meta-skills and personal attributes form an integral part of the generic critical cross-field outcomes listed by the South African government as learning outcomes that are relevant throughout life for all South African citizens. Forming an integral part

of the CEMS framework of graduateness skills and attributes, these generic learning outcomes enable graduates to continue to be proactive, enterprising learners, learners who are flexible and able to adapt to change throughout their careers and professional lives.

Apart from helping you to develop the required applied competencies outlined in the course purpose statement, the learning and assessment activities for this course have been designed to enable you to develop the graduateness skills and attributes expected from a CEMS graduate. You will also note that developing and applying the graduateness skills and attributes by completing the various learning and assessment activities will help you to master the disciplinary-specific learning outcomes and applied competences specified for this course.

While studying, doing your assignments or implementing theory in the work situation, you should try to be constantly aware of your effectiveness in displaying and using the applied competencies listed above in the course purpose statement, and the graduateness skills and attributes summarised in the table below. This will give you a broader understanding of your own skills and acquired effectiveness as a Unisa graduate.

CEMS generic transferable meta-skills and personal attributes:

- **Interactive skills:** These skills relate to: (1) the effective and efficient use of the English language and technology when communicating with others; and (2) the ability to function effectively and efficiently as a person in communicating and interacting with people from diverse cultures, backgrounds and authority levels.
- **Problem-solving and decision-making skills:** These skills relate to being creative and proactive in the process of finding a solution to a recognised, but often ill-defined problem or problematic and complex situation.
- **Continuous learning orientation:** This involves having a cognitive openness toward lifelong learning and the willingness to engage proactively in the process of acquiring new knowledge, skills and abilities throughout one's life and career in reaction to, and in anticipation of, changing technology and performance criteria.
- **Enterprising skills:** These skills involve being adventurous and applying critical thinking, initiative and proactivity when engaging in economic activities or undertakings either to create and operate an enterprise of one's own, or to be a substantial contributor to an enterprise as an employee. Being enterprising also means that one is able to recognise and be adept at dealing with organisational or team politics.
- **Presenting and applying information skills:** These skills refer to the ability to clearly and convincingly communicate knowledge, facts, ideas and opinions (oral and written) in order to offer solutions to problems (either for one's personal benefit, or for the benefit of one's community or workplace).
- **Goal-directed behaviour:** This refers to the ability to be proactive and apply initiative to achieve one's goals, accomplish tasks or meet deadlines. Setting realistic goals, developing plans and taking action to achieve one's goals, accomplish tasks and meeting deadlines are core elements of goal-directed behaviour.
-
- conclusions from this data analysis.

The diagram below (Figure 1) gives an excellent idea of the type of graduate we would like you to be when graduating. In a global knowledge-based economy and society, employers' perceptions about the quality of graduates from higher education institutions such as Unisa,

their employability and general work readiness increasingly influence graduates' transition into employment. Your employability as a graduate is an important aspect of your overall gradueness. As an aspect of your gradueness, employability relates to your subjective career, which involves a sense of self-directedness or personal agency in retaining or securing a job or form of employment based on a set of personal career-related attributes and dispositions generally promoted by employers and researchers as an alternative to job security in an uncertain employment context. In this module, you will learn more about these employability attributes. As shown in the figure below, developing your gradueness skills and attributes will provide you with the tools necessary to be regarded as a valuable employee or candidate in the 21st century world of work. Research has shown that graduates' gradueness significantly predicts their employability.

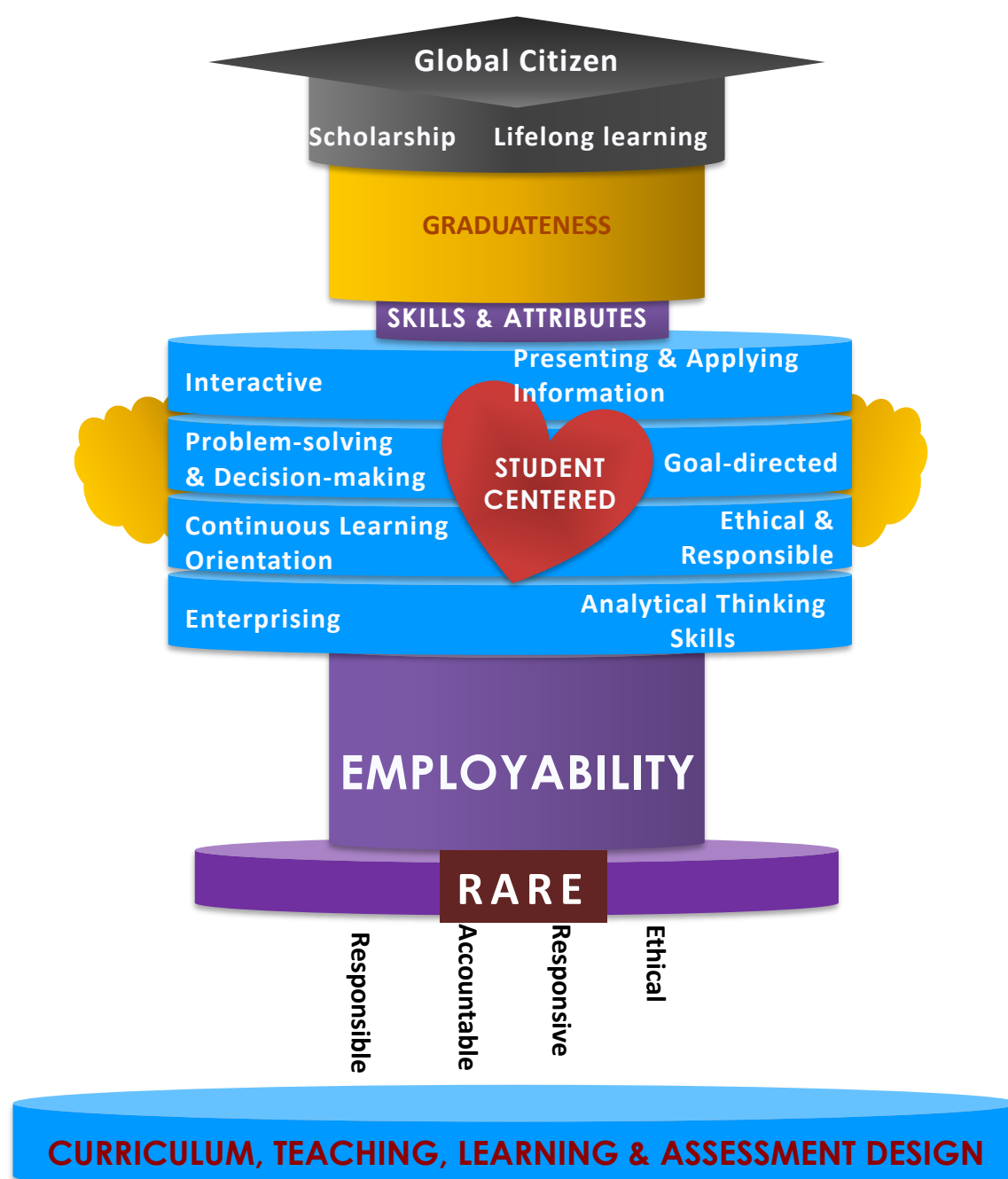


Figure 1. Student gradueness skills and attributes (Holtzhausen, 2011)

4.5 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies.

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

The librarian responsible for the information needs of the **Department of Industrial and Organisational Psychology** is:

Mélanie Malan
malanmm@unisa.ac.za
Tel: +27 12 4293595
Fax2email: +27 86 659 8536

Unisa Library login

You will be required to provide your login details, i.e. your student number and your myUnisa password, in order to access the library's online resources and services. This will enable you to:

- view or print your electronic course material
- request library material
- view and renew your library material
- use the library's e-resources

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (for example student counselling, tutorial classes and language support), please consult the brochure *Study @ Unisa*.

5.1 Discussion classes

There are no discussion classes for IOP2607. Please contact your lecturers in case you need any help with the learning content.

5.2 Tutorial support programme 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.

What is the tutorial support programme?

It is an optional and voluntary programme that provides students with weekly, face-to-face tutorials led by suitably qualified **tutors** in the modules that you are currently registered for. It is presented at the various learning centres where you can discuss your course material with the tutor and other students.

How does it work?

- A minimum of 15 students is needed to start a tutorial programme.
- Tutorials take place once a week for an hour or every second week for two hours at the various learning centres.
- 30 sessions per course or 15 hours per module are presented.
- Classes are usually scheduled after hours (after 17:00) on weekdays or on Saturdays from 08:00.
- Classes run from early February for the first semester and early July for the second semester.

How do I enrol?

Visit your nearest learning centre as soon as you have registered at Unisa.

- Find out from the learning centre if there are currently tutorials presented for the specific module that you are registered for (it depends on the interest of students – a minimum of 15 students is needed to start a tutorial).
- Find out from the learning centre about the fees and the date when the tutorials for your modules will start.

Please note that registration at a Unisa learning centre is not compulsory. If you are interested, you may contact the tutors through the centre's coordinators, whose names and contact details are available in your *Study @ Unisa* brochure.

If you need to find out what the address is of the regional centre closest to you, please contact Ms Salome Mamadisa at 012 429 3538 or e-mail: mamads@unisa.ac.za or look up your regional centre in your *Study @ Unisa* brochure.

Study groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. You can utilise myUnisa for this purpose to form online study groups. The addresses of students in your area may also be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

If you need a list of the names of fellow students in your region, please contact the Unisa Student Support Centre at the numbers listed in your *Study @ Unisa* brochure. You can also find information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support) in this brochure.

5.3 Online support/myUnisa for IOP2607

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 communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet. Therefore, it is also an efficient way of establishing study groups with fellow students. You will also be able to download all the study material for IOP2607 from the myUnisa website.

To go to the myUnisa 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>.

If this is 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 MyUnisa** link on the web page. Note that you cannot join myUnisa 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 helpdesk available to help you with any problems you might have about how to get to the online course pages. You can contact the helpdesk at 012 429 8033 and 012 429 8054.

6 STUDY PLAN

6.1 Work schedule: IOP2607

This is a suggestion only, but we think that by using such a work schedule you can structure your learning activities for this module. Remember that you are responsible for your own learning and you have to be disciplined in your approach.

It is advisable to follow a schedule, as due dates can catch you off-guard if you are unprepared. Rather study a unit each week than try to cram in a lot of work two weeks before an assignment due date or the exam.

WORK SCHEDULE – Activities per week <i>[More or less from 1 February in the 1st semester or from 1 July in the 2nd semester]</i>		Check when completed ✓	Notes <i>[For example: contact lecturer/speak to peer/ tutor/go to library, etc.]</i>
Week 1	Read and understand Tutorial Letter 101.		
	Read and understand the booklet <i>Study @ Unisa</i> .		
	Complete registration for myUnisa.		
Week 2	Read study unit 1 Complete exercises in study unit 1 in your study guide: <ul style="list-style-type: none"> • Study all prescribed parts. • Complete all activities. • Work out self-assessment activities and questions. 		
	Login to myUnisa: <ul style="list-style-type: none"> • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources that may have been uploaded to help you to understand the material. 		
Week 3	Read study unit 2 Complete exercises in study unit 2 in your study guide: <ul style="list-style-type: none"> • Study all prescribed parts. • Complete all activities. • Work out self-assessment activities and questions. 		
	Login to myUnisa: <ul style="list-style-type: none"> • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources that may have been uploaded. 		
Week 4	Read study unit 3 Complete exercises in study unit 3 in your study guide: <ul style="list-style-type: none"> • Study all prescribed parts. • Complete all activities. • Work out self-assessment activities and questions. 		
	Login to myUnisa: <ul style="list-style-type: none"> • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources that may have been uploaded. 		

WORK SCHEDULE – Activities per week [More or less from 1 February in the 1st semester or from 1 July in the 2nd semester]		Check when completed ✓	Notes [For example: contact lecturer/speak to peer/ tutor/go to library, etc.]
Week 5	Read study unit 4 Complete exercises in study unit 4 in your study guide: <ul style="list-style-type: none"> • Study all prescribed parts. • Complete all activities. • Work out self-assessment activities and questions. 		
	Login to myUnisa: <ul style="list-style-type: none"> • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources that may have been uploaded. 		
Week 6	COMPLETE AND SUBMIT ASSIGNMENT 1 <ul style="list-style-type: none"> • Check due date for first assignment. • Make sure you complete all the questions according to the required standard. • Make sure you submit on time! 		
Week 7 – FIRST ASSIGNMENT DUE!!!			
Week 8	Read study unit 5 Complete exercises in study unit 5 in your study guide: <ul style="list-style-type: none"> • Study all prescribed parts. • Complete all activities. • Work out self-assessment activities and questions. 		
	Login to myUnisa: <ul style="list-style-type: none"> • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources that may have been uploaded. 		
Week 9	Read study unit 6 Complete exercises in study unit 6 in your study guide: <ul style="list-style-type: none"> • Study all prescribed parts. • Complete all activities. • Work out self-assessment activities and questions. 		
	Login to myUnisa: <ul style="list-style-type: none"> • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources that may have been uploaded. 		

WORK SCHEDULE – Activities per week [More or less from 1 February in the 1st semester or from 1 July in the 2nd semester]		Check when completed ✓	Notes [For example: contact lecturer/speak to peer/ tutor/go to library, etc.]
Week 10	Read study unit 7 Complete exercises in study unit 7 in your study guide: <ul style="list-style-type: none"> • Study all prescribed parts. • Complete all activities. • Work out self-assessment activities and questions. 		
	Login to myUnisa: <ul style="list-style-type: none"> • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources that may have been uploaded. 		
Week 11	Read study unit 8 Complete exercises in study unit 8 in your study guide: <ul style="list-style-type: none"> • Study all prescribed parts. • Complete all activities. • Work out self-assessment activities and questions. 		
	Login to myUnisa: <ul style="list-style-type: none"> • Check for important new messages. • Check for additional discussions with fellow students. • Check for additional resources that may have been uploaded. 		
Week 12	COMPLETE AND SUBMIT ASSIGNMENT 2 <ul style="list-style-type: none"> • Check due date for second assignment. • Make sure you complete all the questions according to the requested standards. • Make sure you submit on time! 		
Week 13 – SECOND ASSIGNMENT DUE!			
Week 14	REVISION <ul style="list-style-type: none"> • Study for examination. • Study answers to questions in previous exam papers that you have worked out previously. • Study answers in feedback Tutorial Letter 201. • Study any revision notes on study units. 		
REMEMBER TO CHECK AND CONFIRM THE DATE AND VENUE FOR THE IOP2607 EXAM!			

6.2 Effective study

Please consult the *Study @ Unisa* brochure for information regarding the Directorate for Counselling, Career and Academic Development (DCCAD) who supports students before, during and after their Unisa studies and their booklet on effective study.

6.3 Peer help programme

Please consult the *Study @ Unisa* brochure for information regarding peer help programmes in your region.

6.4 Practical work and work-integrated learning

There are no practicals for this module. We try to achieve some form of practical work by utilising examples and applications in the study guide and in more applied questions in your assignments and during the examination.

7 PRACTICAL WORK AND WORK-INTERGRADED LEARNING

There is no practical work for this module.

8 ASSESSMENT

8.1 Assessment plan

Assignments are seen as part of the learning material for this module. As you do the assignments, study the relevant prescribed material, discuss the work with fellow students or tutors or do research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand what is required of you more clearly.

Two assignments are set for this module. **Both Assignment 01 and Assignment 02 are compulsory.** They must be submitted to the university for assessment and will both contribute to your **final mark** for this module. If Assignment 01 is submitted on time, that is on or before the due date, you will gain examination admission. Your mark for this assignment will not influence your examination admission. However, your marks for each of these **two compulsory assignments** will contribute 50% towards a year mark out of 20%, which will be added to your examination mark. Please see the following box.

FINAL MARK = YEAR MARK + EXAMINATION MARK

Your year mark, based on the average mark obtained for the two compulsory assignments, contributes 20% toward your final examination mark, while your examination mark contributes 80%.

The combined weighted average of your year mark and examination mark must be 50% or higher for you to pass the module. 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% + 70% = 140/2 = 70%
 20% of the assignment marks = 14%

Examination mark = 50%
 80% of the examination mark = 40%

Final mark = (20% assignment marks) + (80% examination mark)
 = 14% + 40%
 = 54%

Remember that the better your assignment mark, the better your year mark. For example, 80% = 16 year marks and 30% = 6 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 NOTE: Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the University.

Answering essay-type assignment questions

When you answer essay-type questions, it is important that you use the prescribed material. No marks will be given for facts that are correct but unrelated to the prescribed material or the question – thus it is important to read the questions carefully and answer what is asked.

It is always good if you structure your answers to essay questions as follows:

- Give a short introduction and conclusion.
- Use paragraphs.
- Use headings and subheadings.
- Number points/answers/headings/subheadings where possible –this makes it easier for examiners to give marks because they do not have to go and search for the facts.
- Answers should be concise and to the point. Marks are allocated for concepts and facts that are relevant to the question

Some students are uncertain about the length of an answer. The length of an answer depends on the type of question – a very general guideline is that you should give a fact for every mark allocated:

- If a question counts 10 marks (for example), give 10 facts. A fact is not just one word; answer in full sentences.
- Always give examples when asked for examples.
- In the case of “name-only” questions, only name and number the answers or statements.
- 5-mark questions can be answered on half a page to one page.
- 10-mark questions can be answered on one and a half to two pages.
- 15-mark questions should not be longer than three pages.

Important information on the technical presentation of your assignment;

- Number all the pages.
- Staple all the pages together in numerical order.
- Try not to leave big open spaces or open pages.
- Do not write in the columns reserved for the tutor's comments.
- Make sure the details on your assignment cover are correct.
- Include all your answers.

Note: If you will hand in a handwritten assignment, write legibly – otherwise it is difficult to give marks.

Answering multiple-choice assignment questions

Many students find multiple-choice questions difficult to answer. Your task is to identify the correct answer (that is, the best answer from the options given). Always read the answer options carefully instead of jumping to the conclusion that a particular one must be the best option. Do not rely on being able to answer multiple-choice questions correctly merely by recognising the correct answer. You can identify the correct answer by studying a multiple-choice question as though it is a short answer.

8.2 Assignment numbers

8.2.1 General assignment numbers

Assignments are numbered consecutively per module, starting from 01. There are two assignments for this module. Please make sure that you complete the correct assignment for your **semester**.

8.2.2 Unique assignment numbers

ASSIGNMENT NUMBER	FIRST SEMESTER	SECOND SEMESTER
	UNIQUE NUMBER	UNIQUE NUMER
Assignment 01	714896	877853
Assignment 02	689469	873237

8.3 Assignment due dates

The closing or due dates for the submission of the assignments are:

ASSIGNMENT NUMBER	FIRST SEMESTER	SECOND SEMESTER
	DUE DATE	DUE DATE
Assignment 01: Compulsory – provides examination admission and constitutes 10% of your year mark.	19 March 2018	31 August 2018
Assignment 02: Compulsory – provides examination admission and constitutes 10% of your year mark.	25 April 2018	01 October 2018

8.4 Submission of assignments

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via myUnisa. Do **not** submit your assignments by fax or email.

Assignments should be addressed to:

Department of Student Assessment Administration (Assignments)
PO Box 392
Unisa
0003

You have to complete the assignments and submit it either by **post or electronically** via myUnisa. For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*.

To submit an assignment via *myUnisa*:

- Go to myUnisa.
- 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.

Remember to indicate the **unique number** for the particular assignment.

PLEASE NOTE: No extension of time will be granted for submitting assignments. The due dates have been set in compliance with the academic planning dates for the university and allow adequate time for the preparation and technical completion of assignments.

8.5 The assignments

8.5.1 Compulsory Assignment 01 for Semester 1

Please ensure that this assignment reaches the university **before the due date because late submission** of the assignment will result in you **not being admitted to the examination and not receiving part of your year mark**.

COMPULSORY ASSIGNMENT 01 FOR SEMESTER 1

Closing date : 19 March 2018

Unique Number : 714896

Total : 50 marks

QUESTIONS

- (1) Discuss the concepts of systems psychodynamics, individual psychodynamics and work group dynamics. (10)
- (2) Describe the concept “diversity” as a multidimensional concept by focusing on its different dimensions. Conclude your discussion by indicating how diversity may affect work performance (technical aspects) in the organisation. (10)
- (3) Critically discuss the psychodynamics of prejudiced attitudes and how these attitudes are formed. (10)
- (4) Critically describe the basic assumptions of me-ness and one-ness (we-ness). (10)
- (5) Distinguish between social and system domain defences in organisations. (10)

TOTAL: [50]

8.5.2 Compulsory Assignment 02 Semester 1

COMPULSORY ASSIGNMENT 02 FOR SEMESTER 1

Closing date : 25 April 2018

Unique Number : 689469

Total : 25 marks

The assignment must be answered on a **MARK-READING SHEET**. Consult *Study @ 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.

REMEMBER: THIS COMPULSORY ASSIGNMENT IS ONLY APPLICABLE TO STUDENTS REGISTERED FOR THE FIRST SEMESTER. PLEASE SUBMIT THE COMPLETED MARK-READING SHEET FOR MARKING TO THE ASSIGNMENT SECTION.

- (1) Which of the following concepts make use of observed human behaviour to explore underlying individual and group 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 one of the following refers to core individual attributes that do not change?
 1. Primary dimensions.
 2. Secondary dimensions.
 3. Individual differences.
 4. Multicultural differences.

- (3) Which one of the following is an example of a secondary dimension of diversity?
 1. Marital status.
 2. Age.
 3. Sexual orientation.
 4. Physical appearance.

- (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 occur at 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) Which of the following is seen as an indisputable fact and a catalyst of organisational change?
1. Diversity psychodynamics.
 2. Multiculturalism.
 3. Diversity management.
 4. Workforce diversity.
- (6) According to Freud's iceberg model, the _____ contains all the information that we are aware of.
1. ego
 2. superego
 3. preconscious
 4. conscious
- (7) The superego operates on the unconscious, preconscious and conscious level in accordance with the _____ principle.
1. social
 2. moralistic
 3. pleasure
 4. reality
- (8) 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

- (9) 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.
- (10) 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.
- (11) Which of the following refers to a complex unconscious emotional state involving two parts of a system?
1. Identification.
 2. Containment.
 3. Conflict.
 4. Boundaries.
- (12) According to Reece and Brandt (1993), which of the following refers to the belief that a particular culture is appropriate in all situations?
1. Stereotyping.
 2. Ethnocentrism.
 3. Discrimination.
 4. Cultural myopia.
- (13) 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”

- (14) Which of the following diversity paradigms aim to minimise diversity by keeping diverse elements out or by expelling them once they have been included?
1. Deny.
 2. Include/Exclude.
 3. Tolerate.
 4. Isolate.
- (15) 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
- (16) In a diversity survey, which of the following measures the climate and norms of the organisation regarding race and gender difference?
1. Organisation culture.
 2. Group behaviours.
 3. Management attitudes.
 4. Managing diversity.
- (17) Which of the following refers to a tendency to see another culture as superior and to evaluate one's own culture negatively?
1. Prejudice.
 2. Ethnocentrism.
 3. Reversal.
 4. Cultural myopia.
- (18) Which of the following interventions are recommended for adaptation to differences according to Bennett's model for developing intercultural sensitivity?
1. Explicit behavioural guidelines.
 2. Guided explorations of individual life experiences with people who are different.
 3. Active engagement and participation.
 4. Cultivating of empathy.
- (19) Which of the following development models is based on the premise that a special diversity focus should be adopted if the organisation is to sustain its effectiveness?
1. All-inclusive participation model.
 2. Value and synergy model.
 3. Value and task model.
 4. Sustainable organisational effectiveness model.

- (20) In the _____ all employees in the organisation participate in and contribute to a new Euro/Afro-centric value system.
1. intercultural sensitivity model
 2. sustainable organisation effectiveness model
 3. all-inclusive participation model
 4. synergistic modernisation model
- (21) According to De Beer (1998), organisational effectiveness at the first level of the sustainable organisation effectiveness model can be monitored by which of the following criteria?
1. Work quality.
 2. Market share.
 3. Profitability.
 4. Achievement of formal goals.
- (22) Which of the following contributes mainly to people-oriented values that support the people-related functions in the organisation?
1. An Afrocentric culture.
 2. An Eurocentric culture.
 3. A high distance-power culture.
 4. A low distance-power culture.
- (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) Which of the following is an ideal contact condition for reducing prejudice?
1. Contact is more casual than intimate.
 2. Other minority group members are involved.
 3. Group members have equal status.
 4. The situation entails dependence.
- (25) The Black Identity Transformation Model consists of five stages. Which of the following is stage two?
1. Pre-encounter
 2. Internalisation
 3. Immersion
 4. Encounter

TOTAL: [25]

8.5.3 Assignment 03: Self-assessment for Semester 1**ASSIGNMENT 03:****Closing date : Self-assessment****Total : 50 marks**

PLEASE NOTE: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/1/2018.

Read the following scenario carefully and answer the questions that follow:

Lerato is a 53-year-old African (black) woman and is a partner in one of the big marketing firms in South Africa. The firm has recently established new branches in China and is trying to align their global marketing strategies to the new realities of their customer base. In order to compete successfully internationally, this new operation abroad requires a multicultural perspective and effective cultural adaptation of products, policies and personal attitudes. Lerato regularly travels overseas and is the first and only woman partner in the firm. Lerato is dedicated to her work, but feels less and less motivated as she is being discriminated against based on her primary dimensions of diversity. Lerato has also been experiencing high levels of interpersonal conflict and finds it difficult to work effectively with colleagues abroad due to different cultural and value orientations. In South Africa, Lerato supports a big family. She has just built a house for her family, which includes her parents, her parents-in-law, her divorced son and his two children, as well as her own three children. Lerato's husband has Alzheimer's disease which is at a very advanced stage. She has hired a full-time nurse to care for him at home. In her whole family, Lerato is the only one who has a regular income and extensive work experience. Both her daughters are studying and her son has just been retrenched.

QUESTION 1

Distinguish between primary and secondary dimensions of diversity. Substantiate your discussion by identifying, from the scenario, any three examples of primary dimensions and three examples of secondary dimensions. (10)

QUESTION 2

Discuss the most common forms of discrimination that Lerato may be facing and provide examples from the case study to substantiate your answer. (5)

QUESTION 3

As the human resource manager in this organisation, you have the responsibility of convincing managers about the important role of facilitating diversity awareness in the organisation. Provide an outline of the basic arguments you would use during these consultations by discussing the information from Reece and Brandt (1993) and Cross and White (1996). (20)

QUESTION 4

Based on the Bennett model for developing intercultural sensitivity, provide an outline of the interventions you would use that would allow for the acceptance of differences in this organisation. (5)

QUESTION 5

Design a diversity awareness questionnaire consisting of five items (questions). Identify and briefly describe the dimension of diversity that each item measures and ensure that each item measures a different dimension of diversity. (10)

TOTAL: [50]**8.5.4 Compulsory Assignment 01 for Semester 2****COMPULSORY ASSIGNMENT 01 FOR SEMESTER 2****Closing date : 31 August 2018****Unique Number : 877853****Total : 50 marks****QUESTIONS**

- (1) Discuss the concepts of diversity, workforce diversity and diversity management. (10)
- (2) Identify and briefly discuss the constructs of the CIBART model. (10)
- (3) Explain Freud's theory of conscious and unconscious behaviour by referring to the iceberg model. (10)
- (4) Describe the basic assumptions of fight/flight and pairing in the work context. (10)
- (5) Based on the sustainable organisational effectiveness model, describe the operational strategy (activities and interventions) to achieve sustainable organisational effectiveness. (10)

TOTAL: [50]

8.5.5 Compulsory Assignment 02 Semester 2

COMPULSORY ASSIGNMENT 02 FOR SEMESTER 2

Closing date : 1 October 2018

Unique Number : 873237

Total : 25 marks

The assignment must be answered on a **MARK-READING SHEET**. Consult *Study @ Unisa @ 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.

REMEMBER: THIS COMPULSORY ASSIGNMENT IS ONLY APPLICABLE TO STUDENTS REGISTERED FOR THE SECOND SEMESTER. PLEASE SUBMIT THE COMPLETED MARK-READING SHEET FOR MARKING TO THE ASSIGNMENT SECTION.

- (1) Which of the following concepts make use of observed human behaviour to explore underlying individual and group 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) According to Reece and Brandt (1993), primary dimensions of diversity include _____.
 1. age
 2. work experience
 3. income
 4. communication style

- (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) According to Freud, human behaviour is motivated by _____ which are located in the unconscious.
1. aggressive drives and death wishes
 2. memories and knowledge
 3. ideas and perceptions
 4. life and death instincts
- (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) Attributing negative aspects to others in an attitude of prejudice, rejection and externalisation of negative aspects of oneself are referred to as _____.
1. projection
 2. splitting
 3. introjective identification
 4. introjection
- (10) 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.
- (11) Which of the following is based on the assumption that the group as entity does not exist and that working relationships are only defined in terms of singletons and individuality?
1. Pairing.
 2. Me-ness.
 3. Dependence.
 4. One-ness..
- (12) 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
- (13) In interpersonal relationships, self-interest requires _____, where each person not only allows, but also 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
- (14) Which of the following refers to 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.

- (15) Lerato 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 Lerato fall?

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

- (16) Which of the following interventions are recommended for denial of differences according to Bennett's model for developing intercultural sensitivity?

1. Diversity with regard to food, travel, arts and music.
2. Emphasise recognition and respect for differences.
3. Learn a new language.
4. Role play the part of someone who is different from you.

- (17) Siphos 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 Siphos fall?

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

- (18) Which of the following interventions are recommended for minimising differences according to Bennett's model for developing intercultural sensitivity?

1. Focusing on similarities.
2. Explicit behavioural guidelines.
3. Active engagement and participation.
4. Role playing the part of someone who is different from you.

- (19) 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.

- (20) In a diversity survey, which of the following dimensions measure individuals' involvement and satisfaction with their work?
1. Organisation culture.
 2. Group behaviours.
 3. Management attitudes.
 4. Individual behaviours.
- (21) Which of the following diversity paradigms is based on the premise that all elements which are different and somehow in the minority will learn to become like the dominant element?
1. Isolate.
 2. Assimilate.
 3. Suppress.
 4. Tolerate.
- (22) In a diversity survey, the dimension of management attitudes measures _____.
1. individuals' beliefs, feelings and attitudes about the influence of race and gender
 2. how supervisors are perceived to deal with tough interpersonal issues
 3. the perceived impact of organisational policies and procedures on race/gender group
 4. the perception of change required at different levels of management
- (23) Which of the following contributes mainly to task-related values that support the execution of effective task-related functions in the organisation?
1. An Afrocentric culture.
 2. An Eurocentric culture.
 3. A high distance-power culture.
 4. A low distance-power culture.
- (24) The Racial Identity Development model consists of which of the following five stages:
1. pre-encounter, encounter, resistance, discovery and internalisation
 2. incapacity, blindness, pre-competence, basic competence and proficiency
 3. pre-encounter, encounter, immersion, internalisation and commitment
 4. naivety, acceptance, resistance, redefinition and internalisation

- (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]

8.5.6 Assignment 03: Self-Assessment for Semester 2**ASSIGNMENT 03:****Closing date : Self-assessment****Total : 50 marks**

PLEASE NOTE: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/2/2018.

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 that 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

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

Distinguish between social and system domain defences in organisations.

(10)

TOTAL: [50]

8.6 Other assessment methods

There are no other assessment methods for this module – in this module multiple-choice questions as well as paragraph questions are utilised in assignments and the examination.

8.7 The examination

8.7.1 Examination admission

You will gain admission to the examination by submitting Assignments 01 and 02. Assignments 01 and 02 each contribute 50% of the year mark out of 20.

8.7.2 Examination period

This module is offered in a semester period of **15 weeks**. This means that if you are registered for the first semester, you will write the examination in May/June 2018 and the supplementary examination will be written in October/November 2018. If you are registered for the second semester, you will write the examination in October/November 2018 and the supplementary examination will be written in May/June 2019.

During the semester in which you are registered for this module, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times. You can also consult your *Study @ Unisa* brochure. The examination questions will be answered on a mark-reading sheet.

The pass mark is 50%. If you do not pass and if you 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.

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 previous items or speculative questions.

8.7.3 Previous examination papers

Previous examination papers are available to students on myUnisa. Due to Unisa policy, we are not allowed to make the memorandums of the papers known to students, so please do not ask us for any examination memoranda. The papers are available so that you can understand how we formulate questions and what will be expected of you.

PLEASE NOTE: DO NOT focus your exam preparation on available examination papers alone. You have to study the sections in the prescribed MO0001 letter to obtain more complete knowledge and insight, which would enable you to answer any question.

Remember to study regularly before the examination. 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.

8.7.4 Tutorial letter with information on the examination

To help you in your preparation for the examination, you will receive a tutorial letter that will explain the format of the examination paper, give you examples of questions that you may expect and set out clearly what material you have to study for examination purposes.

8.7.5 Format of the examination paper

Details of the examination paper are as follows:

Total marks: 75 marks (will be converted to 100%)

Duration: 2 hours

Composition of the paper:

Section A: Multiple-choice questions [25 marks]

Section B: Essay type questions (choice between questions) [25 marks]

Section C: Compulsory essay type questions [25 marks]

9 FREQUENTLY ASKED QUESTIONS

- **Must I purchase a prescribed book?**

For this specific module, you do not need to purchase a textbook as there is not one prescribed.

- **Can I get an extension on my assignments?**

No extensions will be granted. It is your responsibility to submit on or before the due date. Remember that by not submitting compulsory assignments you forfeit your admission to the examination.

- **Can I send my assignment to my lecturer?**

No. See your Study @ Unisa brochure for information on how to submit assignments.

- **Did Unisa receive my assignment?**

You must retain proof of submitting your assignment. This is very important in case you later have a query regarding your assignment or in case it gets lost. When you submit on myUnisa, you will receive an electronic proof of submission that is generated by the system and which cannot be faked. When you submit via the postal service, you should obtain proof from the post office. When Unisa receives your assignment, you will be sent an SMS notifying you. Make sure Unisa has your correct contact details!

- **Did I get exam admission?**

If you submitted your compulsory assignments and have paid all your fees then you will be allowed to write exams.

- **Where am I writing my exam?**

You MUST write at your assigned venue. You will receive your examination centre information (where and when you write) on your examination timetable. Please see your Study @ Unisa brochure for information on how and when you can change your venues should you need to do so.

- **Can I get a special exam?**

Any physically handicapped student must apply annually to the Registrar (Academic) in writing. Please see your Study @ Unisa brochure for information.

- **Can I get a supplementary exam?**

Please note that undergraduate modules in general do not make provision for such exams, except in exceptional circumstances. Please see your Study @ Unisa brochure for detailed information.

- **How do I get my examination results?**

Formal examination results are made available on the official publication date. Do not contact the lecturer for your results before this official date.

- **I do not have access to the internet – what can I do?**

Registered Unisa students across South Africa have free internet for academic purposes to access myUnisa, e-mails, digital library and internet research free of charge at selected multipurpose community centres.

10 SOURCES CONSULTED

May, M. S. Cilliers, F. & Coetzee, E. (2012). *Only Study Guide for IOP2607: Work group dynamics and diversity*. Pretoria: University of South Africa.

11 CONCLUSION

Thank you for all your hard work and effort you included in learning for this module!

We hope you enjoyed reading your study contents and working through all the learning activities in the study guide and assignments.

Feel free to contact us if you have any subject-related queries. We wish you every success with your studies and examination in this module. We trust that it will make you aware of opportunities in your own environment and that you can combine the information given in this module with information you obtain from some of your other modules in your degree to your work and living contexts.

All the best with your studies!

Ms Busisiwe Mahlangu

Mr Mochabo Moerane