

Tutorial Letter 201/1/2013

Workgroup Dynamics and Diversity

IOP2607

Semester 1

**Department of Industrial and Organisational
Psychology**

IMPORTANT INFORMATION:

This tutorial letter contains feedback on assignments and examination guidelines.

BAR CODE

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1 INTRODUCTION

Dear Student

This tutorial letter contains feedback on Assignments 01, 02, 03 and 04 for semester 01. You will recall that this module in Workgroup Dynamics and Diversity consists of two parts, namely work group dynamics and diversity. The assignments cover each of the parts or themes. Assignment 01 and 02 for semester 1 were compulsory. We also provide guidelines to assist you with your preparation for the examination.

1.1 Your lecturers

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2 FEEDBACK ON ASSIGNMENTS - 1ST SEMESTER

The following guidelines are provided for answering Assignments 01, 02, 03 and 04.

2.1 Feedback on Assignment 01 for Semester 1

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.

When answering this question you need to provide theoretical definitions of the three concepts according to the discussion provided in study unit 1. The concept of diversity can be discussed by indicating that diversity refers to any set of items characterised by differences and similarities. You also need to include examples of differences and similarities by distinguishing between primary and secondary dimensions of diversity. According to Arredondo (1996), workforce diversity represents relationships between people and with the organisation in the context of ongoing culture. Diversity management is used to manage organisational change and stability processes that support diversity in organisations and eliminate oppression based on human differences. End your discussion by referring to the effect of group dynamics and diversity on work performance as well as on relationships.

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

The answer to this question can be deduced from the theory which is provided in section 2.6. Here are some guidelines. Freud used the analogy of the iceberg to describe the three levels of conscious awareness. The conscious contains all the information that we are aware of. The unconscious is filled with anxieties and other feelings we are unaware of. The preconscious is the bridge between the conscious and the unconscious mind. In your answer you need to discuss the three levels of conscious awareness in detail and link your discussion to the Iceberg Model.

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

Answers may differ considerably but what is required is a critical discussion of the different individual defence mechanisms according to the information provided in section 2.7. You may want to consider starting your discussion by providing definitions for the different defence mechanism. For example: splitting refers to a process of dividing feelings (good and bad) in order to deal with internal conflicts and anxieties. Introjection involves primarily attributing positive aspects within oneself, while refusing to deal with negative aspects within one's self thereby externalizing the negative aspects of one's self. Projection involves primarily attributing negative aspects to others in an attitude of prejudice, rejection and externalisation of negative aspects of one's self. Introjective identification refers to an unconscious interpersonal interaction in which the individual seems to identify with a feeling that was projected onto him or herself. Projective identification refers to an unconscious interpersonal interaction in which the individual splits off and projects part of his or her unacceptable feelings onto another person or group. Conclude your answer by providing relevant examples for the different defence mechanisms in your discussion.

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2.2 Feedback on Assignment 02 for Semester 1

Question 1 Alternative 1 is correct

Alternative 1 is correct because systems psychodynamics 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 (see 1.5.1). Please ensure that you know the definitions of the four concepts presented in the alternatives.

Question 2 Alternative 4 is correct

In this question the definition of diversity management is presented in the stem of the question – therefore alternative 4 is correct (see 1.5.1). Please ensure that you know the definitions of the four concepts presented in the alternatives.

Question 3 Alternative 1 is correct

Alternative 1 is the most correct answer, because it focuses on differences and similarities based on primary and secondary dimensions of diversity. You should remember that the definition of diversity psychodynamics can be enhanced by adding that this occurs on the conscious and the unconscious level (see section 1.7). Alternatives 2 to 4 present information that could be relevant to the definition, but is not the definition as proposed by Pretorius (2003).

Question 4 Alternative 4 is correct

This question uses Freud's theory of conscious and unconscious behavior, also called the iceberg model (see section 2.6). The unconscious contains life and death instincts - these anxieties motivate conscious human behavior. The concepts in alternative 1 to 3 also form part of the iceberg model – ensure that you understand the role of these structures in human behavior as described by the iceberg model.

Question 5 Alternative 2 is correct

Different types of defence mechanisms can be identified, immature, mature, neurotic, socially constructed defences and system domain defences. The defence mechanism, split (alternative 2), is an example of an immature defence mechanism is correct (see 2.7).

Question 6 Alternative 4 is correct

Introjective identification (alternative 4) refers to an unconscious interpersonal interaction in which the individual seems to identify with a feeling that was projected onto him/herself. The recipient of the projection then chooses to swallow or introject all or part of the projection and identifies with the introjected projection (see 2.7.4). You should be able describe all the defence mechanisms discussed on the study guide.

Question 7 Alternative 2 is correct

Each of the basic assumption groups is based on a specific premise about how group members function on the unconscious level. The premise of the basic assumption group, pairing, is that group members will use a special connection between two members or ideas in the group to generate the new “saving” idea for the group. Ensure that you understand the central premise of the basic assumption groups referred to in alternatives 1, 3 and 4 (see 3.7).

Question 8 Alternative 4 is correct

Each of the basic assumption groups is based on a specific premise about how group members function on the unconscious level. The premise of the basic assumption group, fight/flight, is characterised by employees physically and/or emotionally detaching or dissociating themselves from the other (a person, group, idea)? Ensure that you understand the central premise of the basic assumption groups referred to in alternatives 1 to 3 (see 3.7).

Question 9 Alternative 3 is correct

Sophisticated work functioning refers to the system's rational behaviour whilst working consciously on its primary task. Alternatives 1, 2 and 4 refer to a group's functioning on the unconscious level.

Question 10 Alternative 3 is correct

The CIBART constructs are conflict, identity, boundaries, authority, roles and task (see 3.12).

Question 11 Alternative 2 is correct

According to Griggs (1995), redressing past wrongs (alternative 1), to assuage guilt (alternative 3) and to ensure equal opportunity is an important, but not a sufficient, reason for valuing diversity. However, as stated in section 4.5.3, Griggs (1995) considers enlightened self-interest (alternative 2) to be the only sound reason for valuing diversity at the personal, interpersonal and organisational levels.

Question 12 Alternative 4 is correct

The stem of this question provides the definition of cultural myopia as discussed in section 4.5.4.1. Please ensure that you are able to define and discuss stereotypes (alternative 1) as discussed in section 4.5.4.1. Please ensure that you are able to define and discuss ethnocentrism (alternative 2) as discussed in section 4.5.4.2. Discrimination (alternative 3) and subtle forms of discrimination are discussed in section 4.5.5.

Question 13 Alternative 4 is correct

The scenario in question 13 describes a manager who is behaving according to the diversity paradigm of denial.

Question 14 Alternative 1 is correct

The scenario in question 14 describes the behaviour of employees who are functioning according to the diversity paradigm of assimilation.

Question 15 Alternative 4 is correct

To focus on similarities and develop relationships between different groups (alternative 4) sensitivity training is used to help participants to get in touch with their prejudice and stereotypes.

Question 16 Alternative 2 is correct

Secondary dimensions of diversity include a person's communication style, education, relationship status, religious beliefs, work experience and income. Alternative 2 is therefore a secondary dimension of diversity. Alternative 1, 3 and 4 are incorrect because they refer to the primary dimensions of diversity.

Question 17 Alternative 1 is correct

According to Cross and White (1996), the implementation of diversity initiatives or interventions in order to change organisational culture comprises three phases (see section 5.5.1.2). In phase 1, education and awareness, is valuable to change employees' perceptions and attitudes about other employees in the organisation. In phase 3, culture change, is important to unlearn the "messages" that are the fundamental indicators of the culture and change the distribution of power among employees within the organisation. However, Cross and White (1996) state that phase 2, the capacity building phase, is most successful when internal "champions" (formal or informal leaders) provide leadership for examining and changing policies and practices (alternative 1).

Question 18 Alternative 1 is correct

According to Cross and White (1996) - the implementation of diversity initiatives or interventions in order to change organisational culture comprises three phases (see section 5.5.1.2). Cross and White (1996) state that phase 3, culture change, is most successful when corporate leaders create and support plans to identify and implement new values (alternative 1). Alternatives 2, 3 and 4 are

not assumptions proposed by Cross and White (1996).

Question 19 Alternative 1 is correct

A diversity survey could include several dimensions, as discussed in section 6.5.2. Alternative 2 refers to the dimension of group behaviours, alternative 3 refers to the dimension of organisational culture and alternative 4 refers to the dimension of managing diversity. Thus, alternative 1 is correct because it describes the dimension of organisation behaviour.

Question 20 Alternative 1 is correct

Alternatives 2 and 4 refer to stages 4 and 6 of the ethnorelative state, while alternatives 1 and 3 refer to stages 1 and 2 of the ethnocentric state of Bennett's model. The scenario in the question describes a person who is operating in stage 3 of the model, namely the minimisation of difference.

Question 21 Alternative 4 is correct

The scenario in the question describes a person who is operating in stage 5 of the model, namely adaptation to difference.

Question 22 Alternative 4 is correct

Bennett's model for developing intercultural sensitivity consists of two states, the ethnocentric and ethnorelative states. Alternative 1 refers to stage 2 (defense against difference) of the ethnocentric states, while alternatives 2 and 3 refer to stage 4 (acceptance of difference). Interventions recommended for stage 3 (minimisation of difference) include role playing the part of someone that is different from you.

Question 23 Alternative 2 is correct

The Mendez-Russell model attempts to develop diversity on all three levels. Firstly, people must gain new knowledge about the differences between individuals (cognitive level). Secondly, they must learn to accept people who are different from themselves (affective level). Lastly, this understanding should help you to change reactions towards those who are different (conative level).

Questions 24 and 25

These two questions are based on models that can be used for the development of diversity in organisations. The distinctive development models are the all-inclusive participation model, the sustainable organisation effectiveness model and the value and task synergy models, as discussed in study unit 8. As you may have realised, the model given in alternative 4 in both questions is not an organisational development model.

Question 24 Alternative 3 is correct

The scenario in question 24 describes the all-inclusive participation model.

Question 25 Alternative 3 is correct

The scenario in question 25 describes the value and task synergy model.

2.3 Feedback on Assignment 03 for Semester 1

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)

Start your discussion by including theoretical definitions of prejudiced attitudes as well as stereotypes. You also need to discuss the psychodynamics of prejudiced attitudes and how prejudiced attitudes are formed. Here are some guidelines. To be prejudiced means to pre-judge individuals according to their primary and secondary dimensions. You may also point out that prejudiced attitudes can be learnt from a very young age. For example, you may have learnt as a child that certain groups of workers are lazy, not serious about a career or unable to handle executive-level decisions. Your experience with one such worker may reinforce your stereotype, and you may discount or not remember many other experiences that prove the stereotype invalid. Include in your answer an in-depth discussion of the three major factors that contribute to the development of prejudice: contamination, ethnocentrism and economic conditions.

QUESTION 2

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

- **assimilation**
- **suppression**
- **toleration**

Diversity paradigms spell out the action options and define a method selecting the appropriate option for a given set of circumstances. Answers may differ considerably but what is required is a critical discussion of the three diversity paradigms: assimilation, suppression and toleration. You may start your discussion by providing a theoretical definition of each paradigm. Here are some guidelines. Assimilation focuses on minimising the mixture of diversity by insisting that “minority” components conform to the norms of the dominant factor. Suppression involves minimising the mixture of diversity by removing it from your consciousness, whereas toleration deals with diversity by fostering a room-for-all attitude, albeit with limited superficial interaction, among the mixture components. In your discussion you also need to provide examples to substantiate your answer.

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.

In your answer you need to show that none of the paradigms mentioned above would be appropriate in enhancing diversity management in the South African work context. You can substantiate your answer by indicating that only one of the eight paradigms, for instance fostering mutual adaptation, unequivocally endorses diversity. The other three diversity paradigms only seek to minimise or eliminate diversity and complexity. **(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)

In your discussion you need to indicate how the various individual defence mechanisms manifest in group and organisational behaviour. You can for example point out that through projective and introjective identification, an individual's intrapsychic splitting, projection and introjection can manifest as interpersonal splitting in an individual's personal relationships. These individual defence mechanisms are reactivated in our relations, that is between people, group members, between groups in a system or organisation and between organisations.

2.4 Feedback on Assignment 04 for Semester 1**QUESTION 1**

The Milton Bennet six-stage model is widely used for developing intercultural sensitivity. The statements presented in this question 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. (20)

The **Milton Bennet six-stage model** is widely used for developing intercultural sensitivity. The statements presented in this question are representative of each of the different stages. The stages are denial, defense, minimisation, acceptance, adaptation and integration. Discuss each stage as well as the intervention strategies as presented in study unit 7.

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)

The answer for this question is in section 4.5.3 of the study guide. In this section Griggs (1995) discusses in detail the issue of valuing diversity on individual, group and organisational level. It is stated that **enlightened self-interest** constitutes the only reason for valuing diversity on individual, group and organisational level. He suggests that on individual level we need to start with our **own self-interest** and presume that the first difference to be valued is our own in order to reach our full potential. Then he suggests that on group level (interpersonal relationships) enlightened **self-interest** requires mutual completeness, as well as respect for each others' uniqueness and competencies. Through this each person will achieve his/her full potential as a team member. Organisations are recognising that valuing diversity is in their own interest - that when working towards personal, professional or organisational goals, there is much to be gained from relationships formed with "different" others.

Organisations can remain competitive only if they recognise and obtain the best talent/competencies, value diverse perspectives that come with different talent/competencies born of different cultures, races and genders, nurture and train that talent/competencies, and create an atmosphere in which the diverse workforce is valued.

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)

You should start this question by stating and discussing the definition of the psychodynamics of diversity as proposed by Pretorius (2003) in 1.7. Using this definition, your discussion of this definition and the relevant knowledge of this course; you should develop your own definition of the psychodynamics of diversity. In your new definition you need to indicate various aspects from the course that you consider to be central to the definition of systems psychodynamics.

3 PREPARATION FOR THE EXAMINATION

3.1 Meaning of the action words in questions

In this table the meaning of action words in questions is explained. We trust that this explanation will help you understand how to answer specific questions.

Action word (instruction)	Meaning
Indicate	State briefly, in broad outline, without detail. An indication gives the reader the gist of the matter.
Analyse	Divide into sections or elements and discuss in full.
Define	State the precise meaning of a term as you use it in your assignment answer. The definition should ensure that the term has only one meaning and that it cannot be confused with other terms. This often implies that you will have to consider a number of definitions before arriving at a substantiated decision on the precise meaning you will attach to the term in the relevant assignment.
Distinguish	Provide definitions but also indicate similarities and differences.
Describe	Give an account of the characteristics or properties of the matter in such a way that your reader can recognise it and not confuse it with anything else. A description tells you "what it is like".
Explain	Write about the topic in such a way that the reader gains a better understanding of the important underlying facts. An explanation tells the reader why a thing is the way it is.
Compare	Set out how things differ and in what ways they are similar. A good comparison also says something is as it is.
Discuss	This implies that there are various explanations of, or opinions about, what you have to discuss. You must state what these are and show how and why they may correspond or differ. It often involves weighing up arguments for and against something.

Evaluate	Assess or determine the value of something. This implies that you should have criteria against which you can measure something; the end result should be the formulation of your own opinion of the matter. You may approve, disapprove or suggest a modification of whatever you have to evaluate. Evaluation usually implies comparison and should always be substantiated , that is, based on soundly formulated reasons.
Examine	Examine and critically discuss a topic in terms of definite criteria or guidelines.
Offer comments	Give a personal opinion on the matter.
Point out	Present a premise logically by means of thorough reasoning.
Summarise	Give the key aspects of a topic.
Illustrate	Give examples or draw a diagram to elucidate a particular topic or subject.
Interpret	Explain or give the meaning of something in terms of a more common concept. Your explanation should be as practical as possible.
Criticise	Point out the good and bad characteristics, and give your opinion after taking all the facts into account.

3.2 Format of the 2013 examination paper

The questions in the examination are similar to ones in the assignments and the study guide. Also look at the other assignments (second semester) in Tutorial Letter 101 and complete the activities in your study guide. However, we cannot **ask only assignment questions** and therefore **advise you to prepare for any possible questions**.

Format of the examination paper

Details of the examination paper are as follows:

Total marks: 75 marks

Duration: 2 hours

Composition:

Section A:

Section A consists of 25 compulsory multiple choice questions.

Section B:

Section B consists of paragraph/essay-type questions (a choice between questions).

Section C:

Section C consists of one or more compulsory essay-type questions.

THE EXAMINATION WILL COVER THE ENTIRE CURRICULUM AS PRESENTED IN THE ONLY STUDY GUIDE FOR IOP2607.

4 EXAMPLE OF A PREVIOUS EXAMINATION PAPER

ANSWER SECTIONS A, B AND C.

SECTION A

This section consists of 25 multiple-choice questions. Please refer to your assignments in Tutorial letter 101 for examples of multiple-choice questions.

Subtotal: [25]

SECTION B

PLEASE NOTE: Answer only questions 1 and 2 for 25 marks, or, alternatively, answer questions 3 and 4 for 25 marks.

- (1) 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)
- (2) 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 why you have included the specific dimensions. (15)

OR

- (3) Explain the theories that form part of the systems psychodynamic perspective of workgroup dynamics by:
 - differentiating between the sophisticated workgroup and basic assumption group as proposed by Bion. (10)
- (4) Critically discuss the “synergistic modernisation model” that is used as a diversity development model in organisations. (15)

Subtotal: [25]

SECTION C COMPULSORY

PLEASE NOTE: Answer both the questions in this section.

- (1) Describe how you think organisations would handle diversity according to the following three diversity paradigms:
 - Include/exclude
 - Isolate
 - Build relationships (15)
- (2) Explain Freud's theory of conscious and unconscious behaviour by referring to the iceberg model. (10)
- (3) Explain Freud's theory of conscious and unconscious behaviour by referring to the iceberg model. (10)

Subtotal: [25]

TOTAL: [75]

Best wishes for your examination preparation!!!

Your lecturers

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