



Tutorial Letter 201/2/2018

Work Group Dynamics and Diversity

IOP2607

Semester 2

**Department of Industrial and Organisational
Psychology**

This tutorial letter contains feedback on assignments for the second semester and guidelines on the examination.

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Dear Student

This tutorial letter contains feedback on Assignments 01, 02 and 03 for Semester 2. You will recall that the module Workgroup Dynamics and Diversity consists of two parts, namely workgroup dynamics and diversity. The assignments cover each of the parts or themes. Assignments 01 and 02 for Semester 2 were compulsory.

We also provide guidelines to help you with your preparation for the examination.

Lastly, we would also like to take the opportunity to remind you of some student support systems available to you.

1. FEEDBACK ON ASSIGNMENTS – SECOND SEMESTER

1.1 Feedback on Assignment 01 for semester 2

QUESTION 1

Discuss the concepts of diversity, workforce diversity and diversity management. (10)

Diversity can be defined as any mixture of items characterised by differences and similarities between individuals and groups that contribute to distinct social identities. The primary dimensions refer to core individual attributes that do not change. Examples include age, gender, race, physical appearance and sexual orientation. The secondary dimensions are changeable for example communication style, education, marital or parental status, religious beliefs, work experience and income. These dimensions normally add complexity to the individual's self-image where the interaction between the primary and secondary dimensions shapes the individual's values, priorities and perceptions.

Workforce diversity is seen as an indisputable fact and a catalyst of organisational change, and as a composite of the multicultural. As such it becomes a human resource goal, a business objective and a learning opportunity. Workforce diversity represents relationships between people and with the organisation in the context of on-going culture.

Diversity management is defined as the behavioural science research, theory and methods used to manage organisational change and stability processes, that support diversity in organisations and eliminate oppression based on race, gender, sexual orientation and other human differences. When operationalised, diversity management becomes an organisational strategy towards workforce diversity development, organisational culture change and empowerment of the workforce. Diversity management aims to establish organisational cultural change through deliberate, strategic diversity initiatives. This is a long-term process designed to create a multicultural organisation with

an environment and practices that are more responsive to a diverse workforce and its contribution to business goals.

Reference: Study unit 1, p. 7-8.

QUESTION 2

Identify and briefly discuss the constructs of the CIBART model. (10)

The CIBART model was developed in order to offer opportunities for a work group to understand the causes of their anxiety better. You were required to critically discuss the six constructs of the CIBART model. You may start your discussion by providing a theoretical definition of each construct. Here are some guidelines.

Conflict is seen as the driving force of group behaviour and performance, creativity, innovation and coping with change and transformation. Conflict refers to the split between differences and can manifest intra-personally, interpersonally, intragroup and intergroup.

Identity can be seen as the fingerprint of the group and refers to characteristics that make the group, its members, their task, the climate and culture different and unique from other groups. Identity is influenced by the personality of the leader, the group's experience of leadership and how individual leadership is allowed to be taken up by group members.

Boundaries can be seen as a safety blanket of the group. Boundaries refer to the space around parts of the system. A fair amount of structure contains anxiety for and gives safety to the group, whereas unclear time, space and task boundaries create high anxiety. Time boundaries refer to, for example working hours and training sessions. Space boundaries refer to the physical work area and office layout while task boundaries refer to the agreed upon job content and performance criteria.

Authority refers to the formal and official power that the group experiences to perform its tasks, as given from above, from below and from within. Authority can be formal or informal and can be given on different hierarchical levels. Authority is a dynamic phenomenon implying that it needs to be negotiated regularly with the leader and the group.

Role refers to the boundary description of what needs to be done in order to perform. Different types of roles are distinguished namely, (1) the normative role which refers to the objective job description; (2) the existential role which refers to how the group believes it is performing; and (3) the phenomenal role which refers to what can be inferred by other's unconscious behaviour towards the group. Role is seen as acting at the intersection between the individual on the one side and the organisation on the other.

The **task** is the basic component of work. The primary task acts as the driving force in the here and now, keeping the group in business or employed, and the secondary task supports the primary. Clarity about the primary task boundary facilitates performance, while confusion leads to off-task or even anti-task behaviour.

Reference: Study unit 3, p. 47-53.

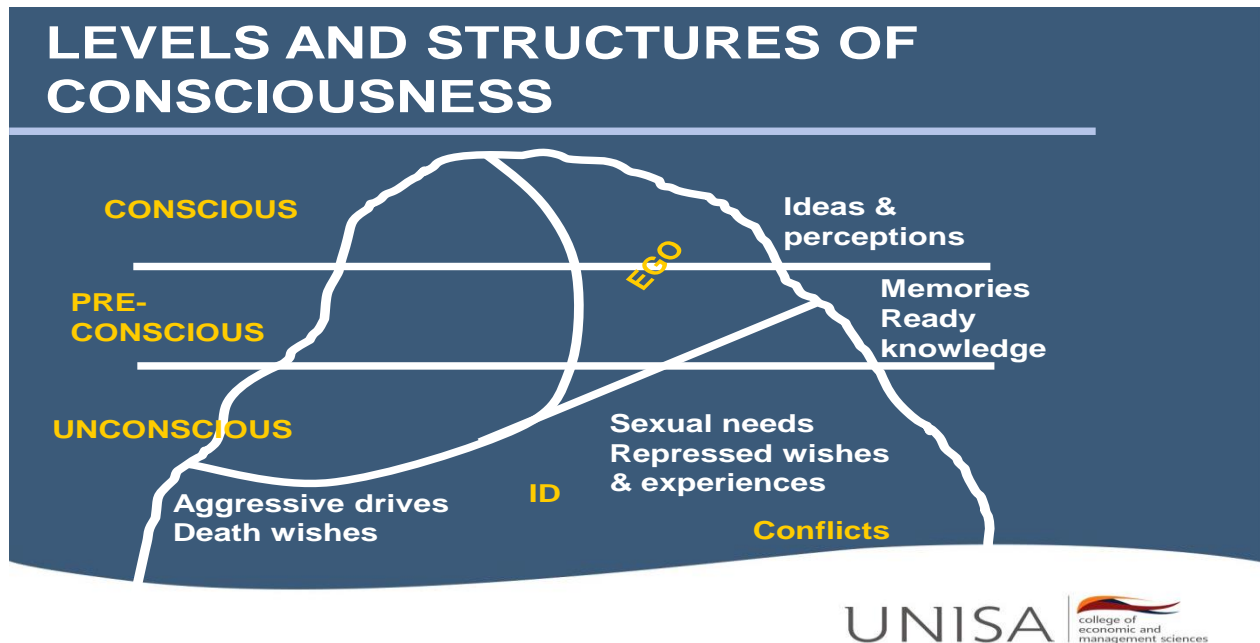
QUESTION 3

- (3) Explain Freud's theory of conscious and unconscious behaviour by referring to the iceberg model. (10)

FREUD'S ICEBERG MODEL:

- The **conscious** is the portion above the surface of the water. In the conscious is all the information that we are aware of.
- The part underneath the surface of the water is the **unconscious** filled with anxieties and other feelings we are not aware of.
- The **preconscious** is the bridge between the conscious and the unconscious mind. Here we find information that is accessible, but not always available.
- Consciousness is made up of certain structure, **the id, the ego and the superego**.
- The **id** operates mostly on the **unconscious level** in accordance with the pleasure principle (example: I want, I want, I want).
- The **superego** operates on the **unconscious, preconscious and conscious** level in accordance with the principle (example: I want you to behave yourself).
- The **ego** operates mainly on the **preconscious and conscious** level in accordance with the reality principle.
- According to Freud human behaviour is motivated by instincts, namely **life instincts** and **death instincts**.
- We are not consciously aware of these instincts because they are located in the unconscious. The life and death instincts are major driving forces of our behaviour and exert a continuing influence on our actions and conscious experiences.
- The unconscious contains **anxieties** which are the major driving power behind people's behaviour and is the basis for explaining conscious behaviour.
- These anxieties which are mainly found in the unconscious, and thus the id, always threaten to come into consciousness.
- The **ego**, as referee, ensures that these **anxieties stay in the unconscious** and thus in the id by using defense mechanisms to keep it in the unconscious.
- Award 1 mark if student provides an illustration of the model.

The student may use the diagram to illustrate the iceberg model but should also include a discussion/description of each component.



Reference: Study unit 2, p. 19-21.

QUESTION 4

Describe the basic assumptions of fight/flight and pairing in the work context. (10)

You were required to provide a critical discussion of fight/flight and pairing according to the information provided in study unit 3 (section 3.7.2 and 3.7.3). You may want to consider starting your discussion by providing definitions for the different basic assumption groups. Here are some guidelines.

Fight/flight is the assumption that a group uses fight and/or flight responses towards an “enemy” (which can be an object or idea) and the leader’s role is to mobilise the fight or flight responses so as to preserve the group. Fight responses may manifest in aggression against colleagues, group members and management where employees act towards the other by being jealous, ignoring them, verbally attacking, bullying or harassing them. Flight responses manifest where employees physically and/or emotionally detach or dissociate themselves from the other by becoming physically ill, resigning from a committee or the organisation, or psychologically avoiding contact with the other.

Pairing is the assumption that a group uses pairing (a special connection) between two members (or equivalents, ideas) to generate the new “saving” idea. Employees unconsciously experience a fear of loneliness, separation and alienation, which leads to a wish for connection, creativity and innovation and the fantasy that the solution lies in the pairing of differences or opposites (people or ideas). For example, in diversity workshops facilitators often get obsessed with trying to force connections between black and white people; during organisational “fun days” the organisers often force employees from all levels to mix and have a good time. Their assumption may be that when opposites

merge, the world will be a better place, while the need to be paired actually acts as a defence against acting as an authorised individual. Pairing of parts of the system implies the splitting off of other parts of the system. Thus, pairing of some parts may seem like ganging up against the perceived aggressor or authority figure which may even lead to intra-group and inter-group conflict.

Reference: Study unit 3, p. 39-40.

QUESTION 5

Based on the sustainable organisational effectiveness model, describe the operational strategy (activities and interventions) to achieve sustainable organisational effectiveness. (10)

Sustainable organisation effectiveness model

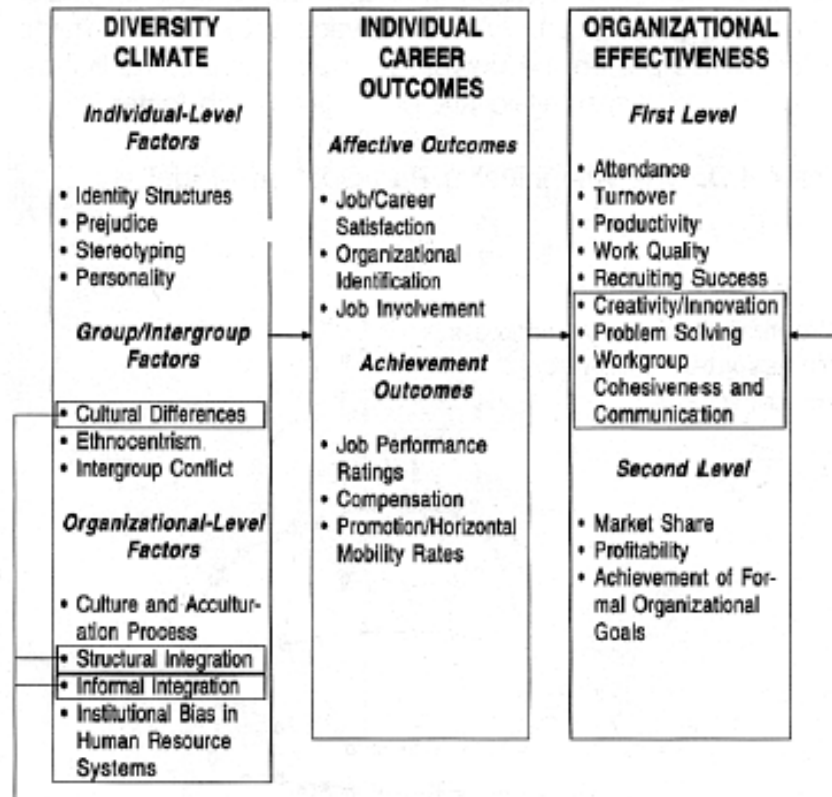
According to De Beer (1998) the sustainable organisation effectiveness model is based on the premise that a special diversity focus should be adopted if the organisation is to sustain its effectiveness (see study unit 8, figure 8.3).

The main objective of a diversity management policy, according to this model, is to improve organisational effectiveness.

This can be achieved by improving the following outputs:

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

FIGURE 8.3: Sustainable organisation effectiveness model



Source: De Beer (1998)

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

At the organisational level De Beer, (1998) believes that a diversity climate can be promoted by introducing appropriate processes to foster acculturation, structural integration and informal integration. Hence the organisation should also pay special attention to individual employee career outcomes. This includes affective outcomes (i.e. career satisfaction, organisational identification and job involvement).

Achievement outcomes which should receive special attention are job performance ratings, compensation and promotion. All these outcomes contribute to the primary objective of improving organisational effectiveness through a culture of diversity.

De Beer (1998) suggests that on the first level organisational effectiveness can be monitored according to the following criteria:

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

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

- market share.
- profitability.
- achievement of formal organisational goals.

Cox (cited by De Beer, 1998) developed an operational framework or strategy for changing the organisational culture and valuing cultural diversity. The operational strategy centres on the following activities and interventions:

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

Reference: Study unit 8, p. 132-133.

TOTAL: [50]

1.2 Feedback on Assignment 02 for semester 1

For this assignment, we have provided you with the correct option as well as a reference to the place in the study guide; where you will find a discussion of the relevant issue. Please note that the correct option is the one that is highlighted in bold, followed by the reference.

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

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

Reference: Study unit 1, p. 2.

- (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.**

Reference: Study unit 1, p. 8.

- (3) According to Reece and Brandt (1993) primary dimensions of diversity include _____.

1. **age**
2. work experience
3. income
4. communication style

Reference: Study unit 1, p. 7.

- (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

Reference: Study unit 1, p. 10.

- (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**

Reference: Study unit 2, p. 19.

- (6) According to Freud, human behavior 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**

Reference: Study unit 2, p. 20.

- (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.

Reference: Study unit 3, p. 40.

- (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.**

Reference: Study unit 3, p. 39.

- (9) Attributing negative aspects to others in an attitude of prejudice, rejection and externalisation of negative aspects of oneself is referred to as _____.

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

Reference: Study unit 2, p. 25.

- (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

Reference: Study unit 2, p. 22.

- (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.

Reference: Study unit 3, p. 41.

- (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.

Reference: Study unit 3, p. 48.

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

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

Reference: Study unit 4, p. 68

- (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.

Reference: Study unit 4, p. 69.

- (15) Lerato said to her colleague: "John, you're a very good listener. 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.

Reference: Study unit 7, p. 114.

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

1. **Diversity in 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.

Reference: Study unit 7, p. 114.

- (17) Sipho 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 Sipho fall?

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

Reference: Study unit 7, p. 116.

- (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.**

Reference: Study unit 7, p. 115.

- (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.

Reference: Study unit 7, p. 117.

- (20) In a diversity survey, which of the following dimensions measures individuals' involvement and satisfaction with their work?

1. Organisation culture.
2. Group behaviours.
3. Management attitudes.
4. **Individual behaviours.**

Reference: Study unit 6, p. 104.

- (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.

Reference: Study unit 6, p. 97.

- (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 groups
4. **the perception of change required at different levels of management**

Reference: Study unit 6, p. 104.

- (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.

Reference: Study unit 8, p. 135.

- (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.**

Reference: Study unit 7, p. 113.

- (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.

Reference: Study unit 8, p. 131.

TOTAL: [25]

1.3 Feedback on Assignment 03 for semester 1

QUESTION 1

The **Milton Bennett 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. You were required to critically discuss each stage as well as the intervention strategies presented in study unit 7. Here are some guidelines. (20)

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

In the **denial of difference** stage there is no recognition of cultural or other differences. Individuals in this stage do not have sufficient categories to notice difference, primarily because of isolation or separation. There is also a tendency to show extreme prejudice and to dehumanise people seen as outsiders.

Interventions:

- Interventions should be designed primarily to help people at this level to recognise differences without making negative interpretations.
- Diversity in regard to food, travel, arts, music and entertainment is suggested.
- Explicit behavioural guidelines are also useful.

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

In the **defence against difference** stage people recognise differences but evaluate them negatively. People at this level behave as if threatened. Differences are denigrated and negative stereotyping occurs. Reversal, which is a tendency to see another culture as superior, also occurs at this stage.

Interventions:

- Focus on similarities.
- Emphasise commonalities.
- A personality questionnaire like the Myers-Briggs Type Indicator might be useful. This can help to explore differences.

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

In the **minimisation of difference** stage people recognise and accept superficial differences, yet hold that all human beings are essentially the same. The emphasis at this level is on the similarity of people and the commonality of basic values.

Interventions:

- Simulations can be fun and educational.
 - Hearing personal stories and building relationships with people who are different facilitates movement.
 - Role playing the part of someone different is also worthwhile.
- ❖ ***"I accept that some people are more introverted and others more extroverted. We all have roles to play in the organisation."***

In the **acceptance of difference** stage there is recognition and appreciation of differences in behaviour and values. Differences are accepted as viable alternative ways to organise human existence and function successfully in the world.

Interventions:

- Emphasise recognition and respect for differences.
- Practise using different communication styles.
- Learn a new language.

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

In the **adaptation to difference** stage individuals are developing communication skills that permit effective communication among people who are different. Adaptations include effective use of empathy and shifting one's frame of reference in order to understand and be understood.

Interventions:

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

In the **integration of difference** stage individuals maintain a definition of identity that is marginal to any particular group or culture. This level is characterised by the internalisation of bicultural or multicultural frames of reference.

Interventions:

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

Reference: Study unit 7, p. 113-116.

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 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 element. Here minority members will learn to fit in; a new overseas operation will be structured just like the home office or new products will be manufactured using the same processes as older products.

Suppression involves that entities with differences are encouraged to keep a lid on them, not to manifest them. In this paradigm the differences are recognised and acknowledged, but it is greatly discouraged to explore them. Individuals who exercise suppression believe that the organisation is greater than any one individual or component.

Toleration boils down to managers allowing the inclusion of entities with differences, although they do not value these entities or accept their differences. They simply acknowledge their right to exist. Tolerance is made easier by the extent to which direct interaction can be avoided however it does not limit but simply never connects emotionally.

NOTE: *In your discussion you also need to provide examples of the three diversity paradigms 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. (20)

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.

Reference: Study unit 6, p. 96-99.

QUESTION 3

Design a diversity awareness questionnaire consisting of 5 items (questions). Identify and briefly describe the dimension of diversity which each item measures, and ensure that each item measures a different dimension of diversity. (10)

You were required to develop a diversity questionnaire. You have to base your questions on one of the diversity dimensions described below and also motivate why you have included the specific dimension.

The diversity survey may include any of the following dimensions:

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

Example of a diversity awareness questionnaire

MANAGEMENT DIVERSITY QUESTIONNAIRE

	Very True	Somewhat True	Not True
In this organisation:			
1. I am at ease with people of diverse backgrounds.	—	—	—
2. There is diverse staff at all levels.	—	—	—
3. Managers have a track record of hiring and promoting diverse employees.	—	—	—
4. In general, I find change stimulating, exciting, and challenging.	—	—	—
5. Racial, ethnic, and gender jokes are tolerated in the informal environment.	—	—	—
6. Managers hold all people equally accountable.	—	—	—

Reference: Study unit 6, p. 104-105.

TOTAL: [50]

2. PREPARATION FOR THE EXAMINATION

2.1 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.
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.

Action word (instruction)	Meaning
Examine	Examine and critically discuss a topic in terms of definite criteria or guidelines.
Offer comments	Give a personal opinion on the matter.
Summarise	Give the key aspects of a topic.
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.

2.2 Format of the Oct/Nov 2018 examination paper

Please note that only students who have submitted Assignments 01 and 02 will be allowed to write the examination (see Tutorial Letter 101/3/2018). The examination paper will be structured as follows:

Total marks: 75 (will be converted to a percentage)

Duration: 2 hours

Pass mark: 50%

Composition:

Section A: [25 marks]

Section A will consist of 25 compulsory multiple-choice questions (MCQ).

Section B: [25 marks]

Section B contains paragraph/essay-type questions and will include a choice between questions.

Section C: [25 marks]

Section C will consist of one or more compulsory paragraph/essay-type questions.

2.3 Oct/Nov 2018 examination paper

	STUDY UNIT 1: Conceptualising work group dynamics and diversity	<ul style="list-style-type: none"> • Multiple-choice questions • Paragraph questions
PART 1: WORK GROUP DYNAMICS IN THE WORK CONTEXT	STUDY UNIT 2: Individual psychodynamics	<ul style="list-style-type: none"> • Multiple-choice questions • Paragraph questions
	STUDY UNIT 3: Group and organisational psychodynamics	<ul style="list-style-type: none"> • Multiple-choice questions • Paragraph questions
PART 2: DIVERSITY IN THE ORGANISATION	STUDY UNIT 4: The concept of diversity and the dynamics of diversity in the organisation	<ul style="list-style-type: none"> • Multiple-choice questions • No paragraph questions will be asked on SU 4
	STUDY UNIT 5: The role of individuals in diversity and diversity initiatives	<ul style="list-style-type: none"> • Multiple-choice questions • No paragraph questions will be asked on SU 5
	STUDY UNIT 6: Diversity paradigms and diversity surveys	<ul style="list-style-type: none"> • Multiple-choice questions • Paragraph questions
	STUDY UNIT 7: Models of diversity development in a work context	<ul style="list-style-type: none"> • Multiple-choice questions • Paragraph questions
	STUDY UNIT 8: Organisational development models	<ul style="list-style-type: none"> • Multiple-choice questions • Paragraph questions

NOTE: All eight study units in parts 1 and 2 in the study guide are important for the examination. Please consult the additional resources tool on *myUnisa* for PowerPoint slides on study units 1-8. You can use these slides as starting point for making your summaries.

3. STUDENT SUPPORT

3.1 myUnisa

Should you like to form discussion groups with fellow students to share your learning among each other, remember that you are welcome to access IOP2607 on myUnisa. You can also access your study material here and will thus be able to review feedback tutorial letters as soon as they are published, without having to wait for it in the post. As lecturers, we use myUnisa to send announcements to students with course-related information. We also visit the site to look at your discussions in order to see whether we can assist in any way.

3.2 Contact with lecturers

Please feel free to contact us directly with specific questions related to your studies.

Good luck with the examination.

NAME	TELEPHONE	ROOM	E-MAIL
Ms Busisiwe Mahlangu	012 429 8242	AJH 3-106	mahlabs@unisa.ac.za
Mr Mochabo Moerane	012 429 2197	AJH 3-104	moeraem@unisa.ac.za