

IOP2607 (480948)
SECOND PAPER

May/June 2018

Workgroup Dynamics and Diversity

Duration 2 Hours

75 Marks

EXAMINERS

FIRST

SECOND

MISS BS MAHLANGU
PROF RM OOSTHUIZEN

MR EM MOERANE

Closed book examination

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[TURN OVER]

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This examination question paper consists of 7 pages plus instructions for the completion of a mark-reading sheet.

Please complete the attendance register on the back page, tear off and hand to the invigilator

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SECTION A

This section consists of multiple-choice questions. Please fill in the mark-reading sheet as indicated on the instruction form. The unique number is 480948.

- (1) 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
- (2) Differences that people change or modify throughout their lives are called _____
- 1 primary dimensions
 - 2 secondary dimensions
 - 3 individual differences
 - 4 group differences
- (3) Generalisations made about all members of a particular group refer to _____
- 1 ethnocentrism
 - 2 discrimination
 - 3 stereotypes
 - 4 cultural myopia
- (4) According to Reece and Brandt (1993) one of the most common forms of discrimination in organisations is _____
- 1 disability
 - 2 personal appearance
 - 3 marital status
 - 4 religious beliefs
- (5) Ethnocentrism is often perpetuated by _____
- 1 cultural conditioning
 - 2 negative attitudes
 - 3 cultural expectations
 - 4 life experiences

[TURN OVER]

- (6) Which of the following concepts affords us the opportunity to attend to unconscious phenomena within people, the organisational context and the complex interaction between the two?
- 1 Individual psychodynamics
 - 2 Group psychodynamics
 - 3 Systems psychodynamics
 - 4 Human psychodynamics
- (7) According to 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
- (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 is _____
- 1 denial
 - 2 splitting
 - 3 humour
 - 4 simplification
- (9) Which type of defence mechanism explains how people, at an unconscious level, deal with their anxieties and unacceptable feelings?
- 1 Neurotic defences
 - 2 Mature defences
 - 3 Immature defences
 - 4 System domain defences
- (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) According to Freud the _____ is filled with anxieties and other feelings we are not aware of
- 1 conscious
 - 2 superego
 - 3 unconscious
 - 4 ego

[TURN OVER]

- (12) Internalising positive and preferred characteristics to establish closeness to and a constant presence with the positive refers to _____
- 1 introjective identification
 - 2 projection
 - 3 splitting
 - 4 introjections
- (13) Sophisticated work functioning refers to _____
- 1 the system's irrational behaviour operating below the surface of consciousness
 - 2 off-task and/or anti-task activities which are associated with low levels of anxiety and conflict
 - 3 the system's rational behaviour whilst working consciously on its primary task
 - 4 the unknown in the system and describes how work performance is influenced by unconscious behaviours
- (14) 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
- (15) 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, conflict
- (16) In interpersonal relationships, self-interest requires _____, where each person not only allows but encourages the other to grow, to see who he or she is, and how his or her behaviours affect us
- 1 acting affirmatively
 - 2 redressing past wrongs
 - 3 ensuring equal opportunity
 - 4 to act with mutual fullness
- (17) According to Cross and White (1996), the implementation of diversity initiatives or interventions in order to change organisational culture comprises three phases. They say that phase 1, the education and awareness phase, is most successful when top management _____
- 1 understand and own the diversity interventions by investing time and resources
 - 2 enhance the barriers to diversity that are the fundamental indicators of the culture
 - 3 ensure the psychology and practice of "fixing the victim" in the organisation
 - 4 do not change their perceptions and attitudes about employees in the organisation

[TURN OVER]

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

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

- (19) Managers that operate according to the diversity paradigm, _____ include people or groups that are different from the dominant system without changing corporate culture or systems. The "different" person or group are simply moved to one side.

- 1 toleration
- 2 isolation
- 3 suppression
- 4 assimilation

- (20) In a diversity survey the dimension of managing diversity, 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

- (21) In a diversity survey the dimension of organisational culture 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

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

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

- (23) Lerato stated "In order to communicate successfully with my neighbour, I need to think from her point of view and incorporate the appropriate emotional messages."

At what stage of Bennett's model for developing intercultural sensitivity is Lerato?

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

[TURN OVER]

- (24) Frederik, a priest, stated "I'm at my best when I'm mediating and building bridges between church groups I sometimes feel like I don't belong in any particular group "

In which stage of Bennett's model for developing intercultural sensitivity is Frederik?

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

- (25) According to the _____ model, all employees with developmental potential are put on the upward developmental spiral but the historically disadvantaged are promoted much more quickly

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

Sub-Total: [25]

[TURN OVER]

SECTION B

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

- (1) Critically discuss how the defence mechanisms, splitting, projection and projective identification, underlying the psychodynamics of diversity could impact the behaviour of groups in the organisation (10)
- (2) 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 (15)

OR

- (3) 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 (10)
- (4) Critically discuss "the value and task synergy model" that is used as a diversity development model in organisations (15)

Sub-Total. [25]

**SECTION C
COMPULSORY**

PLEASE NOTE: Answer both the questions in this section.

- (1) Critically discuss the concepts of diversity, workforce diversity and diversity management (10)
- (2) Critically discuss the basic assumption groups, i.e. dependence, fight/flight and pairing in the work situation. In your discussion provide examples of how each basic assumption group could manifest in the work context (15)

Sub-Total [25]

TOTAL. [75]

PART 1 (GENERAL/ALGEMEEN) DEEL 1

STUDY UNIT e.g. PSY100 X
STUDIE EENHEID by PSY100-X

1							
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STUDENTENOMMER

6							
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INITIALS AND SURNAME
VOORLETTERS EN VAN

DATE OF EXAMINATION
DATUM VAN EKSAMEN

EXAMINATION CENTRE (E.G. PRETORIA)
EKSAMENSENTRUM (BY PRETORIA)

UNIQUE PAPER NO
UNIEKE VRAESTEL NR

8							
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For use by examination invigilator
Vir gebruik deur eksamenopsiener

IMPORTANT

1. USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
2. MARK LIKE THIS
3. CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
4. ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
5. CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
6. CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
7. CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
8. DO NOT FOLD

BELANGRIK

1. GEBUIK SLEGS 'N HB POTLOOD OM HIERDIE BLAD TE VOLTOOI
2. MERK AS VOLG
3. KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
4. VUL U STUDENTENOMMER VAN LINKS NA REGS IN
5. KONTROLEER DAT U DIF KORREKTE STUDENTENOMMER VERSTREK HET
6. KONTROLEER DAT DIE UNIEKE NOMMER REG INGEVUL IS
7. MAAK SEKER DAT NET EEN ALTERNATIEF PER VRAAG GEMERK IS
8. MOENIE VOU NIE

PART 2 (ANSWERS/ANTWOORDE) DEEL 2

1	11	21	31	41	51	61	71	81	91	101	111	121	131	141	151
2	12	22	32	42	52	62	72	82	92	102	112	122	132	142	152
3	13	23	33	43	53	63	73	83	93	103	113	123	133	143	153
4	14	24	34	44	54	64	74	84	94	104	114	124	134	144	154
5	15	25	35	45	55	65	75	85	95	105	115	125	135	145	155
6	16	26	36	46	56	66	76	86	96	106	116	126	136	146	156
7	17	27	37	47	57	67	77	87	97	107	117	127	137	147	157
8	18	28	38	48	58	68	78	88	98	108	118	128	138	148	158
9	19	29	39	49	59	69	79	89	99	109	119	129	139	149	159
10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	

Specimen only

MARK READING SHEET INSTRUCTIONS

Your mark reading sheet is marked by computer and should therefore be filled in thoroughly and correctly

USE ONLY AN HB PENCIL TO COMPLETE YOUR MARK READING SHEET

PLEASE DO NOT FOLD OR DAMAGE YOUR MARK READING SHEET

Consult the illustration of a mark reading sheet on the reverse of this page and follow the instructions step by step when working on your sheet

Instruction numbers ❶ to ❿ refer to spaces on your mark reading sheet which you should fill in as follows

- ❶ Write your paper code in these eight squares, for instance

P	S	Y	1	0	0	-	X
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- ❷ The paper number pertains only to first-level courses consisting of two papers

WRITE

0	1
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 for the first paper and

0	2
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 for the second. If only one paper, then leave blank

- ❸ Fill in your initials and surname
- ❹ Fill in the date of the examination
- ❺ Fill in the name of the examination centre
- ❻ WRITE the digits of your student number HORIZONTALLY (from left to right). Begin by filling in the first digit of your student number in the first square on the left, then fill in the other digits, each one in a separate square
- ❼ In each vertical column mark the digit that corresponds to the digit in your student number as follows [-]
- ❽ WRITE your unique paper number HORIZONTALLY
- NB Your unique paper number appears at the top of your examination paper and consists only of digits (e.g. 403326)
- ❾ In each vertical column mark the digit that corresponds to the digit number in your unique paper number as follows [-]
- ❿ Question numbers 1 to 140 indicate corresponding question numbers in your examination paper. The five spaces with digits 1 to 5 next to each question number indicate an alternative answer to each question. The spaces of which the number correspond to the answer you have chosen for each question and should be marked as follows [-]
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