

**IOP3095**

May/June 2011

**WORK GROUP DYNAMICS AND DIVERSITY (INDUSTRIAL AND  
ORGANISATIONAL PSYCHOLOGY 309)**

Duration 2 Hours

80 Marks

**EXAMINERS :**  
**FIRST**

DR MS MAY  
MS EC COETZEE  
PROF RM OOSTHUIZEN  
PROF KF MAUER

PROF F VN CILLIERS

**SECOND  
EXTERNAL**

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**This paper consists of 3 pages.**

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**[TURN OVER]**

**SECTION A**

**Answer ALL FOUR questions.**  
**All questions carry the same marks.**

- (1) Distinguish between the interpersonal approach and the psychodynamic approach and explain how one can study behaviour using the interpersonal approach (10)
- (2) Read the scenario below and then answer the questions that follow

This small, private primary school was perceived as a wonderful place for children. The teachers were caring and invested in the children's personal development. The teachers and parents formed a supportive team. Many of the teachers' own children were learners at the school, and parents, teachers and children regularly socialised outside of school hours. Potluck dinners, barbecues, camping trips, and educational excursions were always well attended. Many personal friendships existed among teachers, parents, the principal, and the children themselves.

Everyone loved the school environment, where cooperation and friendship were the norm. In fact, to a certain extent, people even dressed alike. The students, staff and parents all seemed to prefer the casual outdoor look typical of LLBean or Oshkosh fashions. Feelings always took precedence over work or lessons. All decisions were made consensually, which took quite a bit of time. As a result, some things were not addressed in a timely manner, and this was beginning to concern some people, especially the principal, who was the person particularly concerned about how all the work would get done. She was especially concerned about the quality of the school's curriculum and its academic standards. Some parents were worried as well (Wheelan, 2005).

**Question:**

In which phase of Wheelan's integrative model of group development are the members of this school? Justify your answer by illustrating the theoretical characteristics of a group in this phase, using examples from the scenario (10)

- (3) The Milton Bennet's six-stage model is widely used in developing intercultural sensitivity. The following statements are representative of three of the different stages. Read each statement carefully and discuss the appropriate stage it represents, as well as the interventions which can be used to develop intercultural sensitivity in that stage.
- "After the 1994 elections in South Africa we are all equal and the same "
  - "I accept that some people are more introverted and others more extroverted. We all have roles to play in the organisation "
  - "Now that I have listened to your side of the story, I think I have a better understanding of your situation "
- (10)
- (4) When a person undergoes an interpersonal process of development, he/she normally pass through five phases. Name and briefly describe these phases (10)

[TURN OVER]

**SECTION B****Answer ANY TWO questions.****All questions carry the same marks.**

- (1) The four managerial behavioural types (Q1 to Q4) differ fundamentally and represent different combinations of the control and affiliation dimensions. Describe the four different managerial behavioural types (20)
- (2) Compare ethnography and clinical description as methods used to study and research group development and other group processes. In your discussion you should include a definition, the purpose, a description, the advantages and disadvantages of each method, as well as a detailed comparison (20)
- (3) Read the scenario below and then answer the questions that follow

You are a human resources manager. A discontented employee, Mary, who was not promoted to a much sought-after specialist department, comes to see you to discuss the problem. Mary, who is clearly very upset, tells you the following

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

Mary tells you that the boss responds more positively to people who have personalities that are much the same as his own. Consequently, he employs only people who, like himself, are sociable and make friends easily. Mary also claims that there is evidence that, in this particular department, preference is given to sociable people. She says that two of her male colleagues who play golf with the manager, Mr Baloyi, have also been promoted. She does not mention any introverted people who were promoted

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

**Question:**

Critically discuss the eight diversity paradigms that the organisation can subscribe to in order to deal with diversity issues. In your discussion you must identify and describe the different paradigms that Mary and Mr Baloyi think the different departments in the organisation subscribe to. Illustrate your answer with examples from the scenario, and give your reasons, based on your knowledge of the course content (20)

- (4) As the human resources manager in your organisation, you have the responsibility of convincing managers about the important role that individual managers can play in facilitating diversity awareness in the organisation. Provide an outline of the basic arguments you would use during these consultations. In your arguments, refer to the importance of determining how valuing diversity at the individual, group and organisational level can impact on the whole organisation (20)

**TOTAL:[80]**