

Tutorial letter 101/3/2012

WORK GROUP DYNAMICS AND DIVERSITY

IOP3095

**Department of Industrial
and Organisational
Psychology
Semester 1 and 2**

This tutorial letter contains important information about your module.

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Please note / important notes:

This **tutorial letter** and the booklet entitled ***my Studies @ Unisa*** contain important information on your study programme. Please read both carefully before you start your studies and always keep both this tutorial letter and *my Studies @ Unisa* with you as you work through this module.

1 INTRODUCTION AND WELCOME

Dear Student

Welcome to IOP3095: 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 the 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 2012. Please study it carefully and retain it for reference during the year.

1.1 Tutorial matter

You will receive the following tutorial matter:

- (i) The **only study guide** for IOP3095
- (ii) Tutorial Letter IOP3095/101/3/2012 (**Introduction to course and assignments**)
- (iii) Tutorial Letter IOP3095/102/3/2012 (**Extract and summary of parts from Wheelan, 2005**)
- (iv) Tutorial Letter IOP3095/201/1/2012 (first semester) and IOP3095/201/2/2012 (second semester) **contain feedback for assignments 01, 02, 03 and 04.**
- (v) Tutorial Letter IOPALL-A/301/2012. Please read this carefully. It contains very important information which is not repeated here.

Please note that not all of your tutorial matter may be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible.

It is not possible to fax outstanding tutorial letters to students. Therefore do not wait until it is too late to acquire the tutorial material. Remember you can download the study material from the *myUnisa* course site.

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

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 interpersonal behaviour at individual level, workgroup dynamics and diversity in the organisational context for the

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

2.2 Outcomes

The learning outcomes describe the competencies you have to master to successfully complete the module. The assessment criteria form the basis for the assignment, study guide activities and examination questions. Students who work diligently through the study guide activities and assignments will be able to master the learning outcomes with greater ease.

Critical Crossfield Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organisation, community.
- Organize and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and / or language skills in the modes of oral and / or written presentations.
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.

Specific outcome 1

Learners can show their knowledge and understanding of the importance of interpersonal behaviour in the work context for the purpose of applying such knowledge towards dealing with pertinent issues in the area of workgroup dynamics and diversity.

Assessment criteria

Learners should provide evidence in the form of tasks about study material, assignments, activities and an examination, that they are able to do the following:

- Explain the basic dimensions and assumptions of the interpersonal approach.
- Explain and analyse their own and other people's interpersonal behaviour.
- Describe the 16 interpersonal styles in the 1982 interpersonal circle.
- Explain the differences between interpersonal behaviour and interpersonal style.
- Explain and analyse their own and other people's interpersonal behaviour using the 1982 interpersonal circle.
- Explain and analyse managerial behaviour according to the 1982 interpersonal circle.

Specific outcome 2

Learners can show their knowledge and understanding of group dynamics (from the psychodynamic perspective) as it manifests itself among members of a group within the work context, for the purpose of applying such knowledge towards dealing with pertinent issues in the area of workgroup dynamics and diversity.

Assessment criteria

Learners should provide evidence in the form of tasks about study material, assignments, activities and an examination, that they are able to do the following:

- Explain the difference between group structures and processes.
- Analyse and compare what aspects of structures and processes manifest themselves during the five stages of Wheelan's psychodynamic model of group development.
- Analyse and compare the task of the leader and group members in the five stages of Wheelan's psychodynamic model of group development.
- Describe how the leader or consultant could assist the group in understanding its own behaviour during any of the five stages of Wheelan's psychodynamic model of group development.
- Explain and apply methods of group and team analysis for the study and research about group development and other group processes.

Learning Outcome 3:

Learners can show their knowledge and understanding of diversity dynamics as it manifests itself at individual, group and organisation level for the purpose of applying such knowledge towards dealing with pertinent issues in the area of workgroup dynamics and diversity.

Assessment criteria

Learners should provide evidence in the form of tasks about study material, assignments, activities and an examination, that they are able to do the following:

- Develop self-awareness about diversity.
- Explain the complexity of diversity within individuals, workforce diversity and diversity management.
- Explain group diversity dynamics in order to acquire a sensitivity of organisational culture.
- Explain the psychodynamics of prejudiced attitudes and how these attitudes are formed.
- Analyse the underlying belief systems, that groups may have about each other, which may hinder or enhance the management of diversity.
- Identify and explain the most common forms of discrimination in organisations.

Specific outcome 4

Learners can demonstrate their knowledge and understanding of the theory and principles of diversity paradigms and surveys, as well as diversity development models. Learners can use this knowledge and understanding to develop a strategic diversity management plan for an organisation.

Assessment criteria

Learners should provide evidence in the form of tasks about study material, assignments, activities and an examination, that they are able to do the following:

- Evaluate the impact and benefits of diversity awareness training.
- Compile a plan to sensitise management to the need to introduce and maintain an organisational culture that will foster diversity in the workforce.
- Identify, explain and analyse the diversity paradigms that organisations can use to diagnose, study and intervene in organisational processes.
- Explain and apply the theory and principles underlying diversity surveys to the work context.

- Develop a presentation for management on the importance of the implementation of a diversity development programme, aimed at changing the organisation's culture.
- Explain and apply the theory and principles of individual models of diversity development to the work context
- Compare different diversity development models.
- Formulate a diversity development programme for an organisation by using one of the diversity development models.

3 LECTURER AND CONTACT DETAILS

3.1 Lecturer

Your lecturers for IOP3095 are:



Dr M.S. May (Course Leader)
 Telephone number: (012) 429-8209
 E-mail: mayms@unisa.ac.za
 AJH Van der Walt, Room 4-13



Ms E.C Coetzee
 Telephone number: 012 429 8561
 Email: coetzec1@unisa.ac.za
 AJH Van der Walt, Room 4-23

Lecturers are generally available during the day until 16:00, but if you wish to consult a lecturer personally, you should arrange an appointment to visit him or her in the AJH van der Walt Building, Unisa main campus.

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

The Course Leader (IOP3095)
 Department of Industrial and Organisational Psychology
 PO Box 392
 UNISA
 0003

Do not address letters to us personally, as they may go unanswered if we are absent for any reason. Instead address the letter to **The Course Leader: IOP3095**, followed by the address. This will ensure that the acting course leader will answer your letter as soon as possible.

3.2 Department

Departmental helpdesk:

The contact numbers for the helpdesk is 012-429 8033 and 012-429 8054.

Departmental physical address

The department is situated on the 4th level of the AJH van der Walt Building, Unisa main campus - AJH van der Walt Building, 4th Floor Room 2.

Departmental email address:

You can use the email address DeptIOP@unisa.ac.za for general enquiries pertaining to the department.

3.3 University

It is important that you note the following in case you have questions or enquiries pertaining to your IOP3095 studies.

Contact addresses of the various administrative departments are included in *my Studies @ Unisa*, which you received with your study package.

You may contact your lecturers by post, email, telephone or on *myUnisa*.

Physical address:	University of South Africa Preller Street Muckleneuk Pretoria City of Tshwane
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Postal address:	University of South Africa PO Box 392 Unisa 0003
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Email:	study-info@unisa.ac.za
Online address:	http://my.unisa.ac.za

Always use your student number when you contact the university.

4 MODULE RELATED RESOURCES

Your curriculum and study material for this course (Work group dynamics and Diversity) are set out in the only study guide and tutorial letter 102/3/2012 for IOP3095. The assignments for this course are set out in this tutorial letter. There are no prescribed books, recommended books or electronic reserves for this course.

You will receive the study guide for IOP3095, namely:

Cilliers, F., Koortzen, P. & May, M. S. (2005). *Only Study Guide for IOP3095: Work group dynamics and diversity*. Pretoria: University of South Africa.

You will also receive Tutorial letter IOP3095/102/3/2012 containing:

Extracts from Wheelan, S.A. (2005). *Group processes: a developmental perspective* (2nd edn.). Boston: Allyn & Bacon, (AOD), Chapters 4, 5, 6 and 7. (Copyright for duplication obtained)

Summary of Wheelan, S.A. (2005). *Group processes: a developmental perspective* (2nd edn.). Boston: Allyn & Bacon, (AOD), Chapter 11.

4.1 Prescribed books

There are no prescribed books for this course.

4.2 Recommended books

There are no recommended books for this course.

4.3 Electronic Reserves (e-Reserves)

There are no electronic reserves for this course.

PLEASE NOTE: All your tutorial material (e.g. Tutorial Letter 101, Tutorial Letter 102 and the feedback tutorial letters) and study guide is available on *myUnisa* and you can download any of this material.

5 STUDENT SUPPORT SERVICES FOR THE MODULE

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication *my Studies @ Unisa* that you received with your study material.

5.1 Contact with fellow students: Study Groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA, 0003

5.2 Online support for IOP3095: *myUnisa* and Discussion forums

5.2.1 *myUnisa*

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 to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.

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>.

Please consult the publication *my Studies @ Unisa* which you received with your study material for more information on *myUnisa*.

5.2.2 Discussion forums

From 2012, we will follow a blended learning approach in this course. This means that you will receive study guides, as well as other paper-based resources and an online component where you can participate in discussion forums and access some additional online resources. Your online participation in this course is voluntary, and students who do not or cannot participate will not be penalised.

- **Benefits of online participation**

Everyone receives an equal opportunity to state their views and share experiences. As students you will become part of a learning community and will also develop and improve the following skills:

- technological skills, such as using the Internet and the online campus, the ability to access resources electronically, use e-mails, and attach files electronically
- communication skills, such as expressing your thoughts in written form and writing in an academically acceptable manner
- critical thinking and problem-solving skills, such as substantiating your viewpoints and supporting them with research
- lifelong learning, that is, becoming an independent lifelong learner by managing your time in such a way that you regularly participate in discussion forums
- reflective thinking and self-evaluation skills, because many online discussion activities will require you to reflect on what you are studying and researching and to share this with others in the course

The topics of discussion in our discussion forums are directly related to critical issues linked to the learning outcomes and assessment activities. In this course we also use discussion forums to create opportunities for improved communication and collaborative learning.

- **What you can expect from your lecturers**

Remember, the online discussion forum is not the same as e-mail, or a letter to the lecturer, or a chat room. For this course, we will be using the online discussion forum for academic

purposes. There are other pages on the Unisa website where you can ask questions relating to administration - not in our online discussion forum!

The discussions will be based on topics related to your course, which you will receive either from the lecturers or from others in the course. You will be able to reply to their messages and the subject line will be connected. We will give you more instructions about this in the discussion forum.

Also note that the online discussion forum cannot be used for personal emails or letters to us, your lecturers. This means that we will not be answering each and every message with a personal reply. Online discussion forums are more like class discussions in a face-to-face classroom, where the lecturers may ask a question, but several students can answer. The lecturer then comments at the end, or if there is a problem, etc.

There are usually a large number of students for this course. This means that there may be a lot of lively discussion. We will be reading all your messages, but will only put comments online once a week or so. Do not be concerned if you do not hear from us on a daily basis; we are monitoring the situation.

- **Purpose of online discussion forums in this module**

The discussion forum provides you with opportunities to:

- discuss and clarify critical issues in the subject area
- share experiences and ideas with peers and lecturers
- solve problems collaboratively
- debate topical issues
- raise critical questions about the topic under discussion
- introduce the most recent developments in the subject area
- receive immediate feedback on assignments
- have access to additional resources for this course
- have access to additional links related to other topics in this subject/discipline

- **Online resources**

We realise that, as a distance education student, you cannot always visit the library when you are searching for information. Therefore we have created a space for online resources on our course website which you can access any time you need to.

On this site you will find the following:

- electronic copies of study guides and tutorial letters
- articles related to your field of study
- a direct link to the library
- newspaper articles
- PowerPoint presentations
- summaries of contact sessions

- summaries of discussion forums
- links to other websites

- **How to get onto the web page**

The online learning system of Unisa is called *myUnisa*. The web address for *myUnisa* is <https://my.unisa.ac.za>. If this will be 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 Help Desk available to help you with any problems you might have about how to get to the online course pages.

- **If you really CANNOT go online**

We realise that some of you who have registered for this module may not have any access to a computer or the Internet on a regular basis. Therefore, if you really cannot access the Internet to try out the online discussion forums, we will make alternative arrangements. As a registered student for this module, it is advisable that you try to access *myUnisa* and the course site at least several times a month during the course.

6 MODULE SPECIFIC STUDY PLAN

This module requires more or less 120 learning hours. Your semester runs over approximately 15 weeks. This means you have to study about one and a quarter hour per day, seven days a week. Note that this means more or less eight hours a week of study per module. We propose the following timeline, which you can adapt to your personal circumstances.

Schedule	Critical activity	Study units
End of week 4	Assignment 01 (Compulsory)	Units 1, 2, 3 and 4
End of week 7	Assignment 02 (Compulsory)	All the units
End of week 11	Assignment 03 and 04	Units 5 to 15
End of week 15	Examination	Revision of all study material

You will get examination admission if you submit Assignment 01 and Assignment 02 on or before the closing date. 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.

Also use your *my Studies @ Unisa* brochure for general time management and planning skills.

7 MODULE PRACTICAL WORK AND WORK INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment plan

The assessment plan consists of **four assignments (Assignment 01 to 04) for semester one and two.**

Examination admission

Please note: To enable you to benefit fully from our tuition and assessment, the management of Unisa decided to introduce at least **two compulsory assignments** in all modules. The compulsory assignments will be different for semesters 1 and 2, and you must do the assignment set for the semester in which you are registered.

You must submit **two compulsory assignments**. If Assignment 01 is submitted on time, which is before or on the due date, you will gain examination admission. Your mark for this assignment will not influence your examination admission. Your marks for each of these **two compulsory assignments** will however contribute 50% towards a year mark out of 10%, which will be added to your examination mark. Please see the following box.

How will this work in practice?

FINAL MARK = YEAR MARK + EXAMINATION MARK

Your year mark, based on the average mark obtained for the two compulsory assignments (each contributes 50%), contributes 10% toward your final examination mark, while your examination mark contributes 90%.

The combined weighted average of your year mark and examination mark must be 50% or higher for you to pass the module/subject. 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% and 70% = $140/2 = 70\%$

10% of the assignment marks = 7%

Examination mark = 50%

90% of the examination mark = 45%

Final mark = (10% assignment marks) + (90% examination mark)

= 7 + 45%

= 52%

Remember that the better your assignment mark, the better your year mark. For example 80% = 8 year marks and 30% = 3 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 ensure that Assignment 01 reaches the Department of Student Assessment Administration (Assignments) at Unisa before or on 12 March 2012 for the first semester and 3 September 2012 for the second semester, and Assignment 02 before or on 10 April 2012 for the first semester and 1 October 2012 for the second semester. If your assignments are not submitted on time, you will not gain examination admission, and you will not obtain a year mark.

8.2 General assignment numbers

The assessment plan consists of **four assignments (Assignment 01 to 04) for semester one and two.**

8.2.1 Unique assignment numbers

ASSIGNMENT	Semester 1 Unique number	Semester 2 Unique number
ASSIGNMENT 01	302901	351273
ASSIGNMENT 02	355377	167420

8.2.2 Due dates of assignments

Assignment number	Closing date	Study material
1	Compulsory Assignment: Semester 1: 12 March 2012 Semester 2: 3 September 2012	Study Guide Units: 1, 2, 3 and 4
2	Compulsory Assignment: Semester 1: 10 April 2012 Semester 2: 1 October 2012	All Units of Study Guide
3	Self-assessment First and second semester	Tutorial letter 102/3/2012 Study Guide
4	Self-assessment First and second semester	Tutorial letter 102/3/2012 Study Guide

8.3 Submission of assignments

Assignment 01 and 02 is compulsory should be submitted. The marked assignment, together with a tutorial letter containing feedback and comments on possible mistakes, will be returned to you. It is your responsibility to compare your assignment with the feedback to determine where you made mistakes.

To submit an assignment via *myUnisa*:

For detailed information on assignments, please refer to the *my Studies @ Unisa* brochure, which you received with your study package.

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.

You do not need to submit assignments 03 and 04. We will not evaluate assignments 03 and 04, but you will receive feedback on it.

If you have any questions or you would like any specific questions about the assignment answered by a lecturer, you may submit these on the last page of your assignment under the heading "**Individual problems**".

Remember:

Make a copy of your assignment 01 and 02 before you send it in, because it could get lost in the post.

Specify the paper code and assignment number in all enquiries about assignments.

We recommend that you **COMPLETE ALL FOUR ASSIGNMENTS** so that you cover the entire course and have practice in answering different types of questions.

8.4 Assignments

8.4.1 Assignments for semester one

COMPULSORY ASSIGNMENT 01 FOR SEMESTER ONE PLEASE SUBMIT FOR EVALUATION

Closing date: 12 March 2012

Total: 50 marks

Study material: Study Guide, Units 1, 2, 3 and 4

Unique number: 302901

QUESTION 1

An evaluation of the interpersonal styles of a manager revealed that she has the following primary interpersonal styles in her repertoire: Aloof (F2), Unresponsive (G2), Unassured (H), Docile (I1) and Sociable (N1).

Analyse this profile with reference to the following:

- (a) the assumptions of the interpersonal approach
- (b) the model of interpersonal behaviour on which this evaluation was based and the specific quadrant from which this manager primarily operates
- (c) the typical managerial behaviour and strategies this person will follow with other managers when operating from this specific quadrant
- (d) the appropriateness of these specific five styles for the role of manager
- (e) the interpersonal-development plan for the individual, including alternative interpersonal styles which the manager should develop (40)

QUESTION 2

SELF EVALUATION

The following questions should be answered in no more than 50 words per question at the end of your assignment:

- (1)
 - (a) What mark would you give yourself in this assignment and why?
 - (b) Where in your assignment (sections, aspects) did you perform at your best?
 - (c) And at your worst?
- (2) Did you find the prescribed resources useful?
- (3) Did you use additional sources? If your answer is "yes", describe or name these sources.
- (4) How much time did you spend on the assignment?

- (5) How relevant are the sources provided for this paper to the realities, for example, of work group dynamics and diversity in the South African work context?
- (6) Which competencies, areas of knowledge, skills and other qualities did you need to complete this assignment?
- (7) Did completing this assignment and consulting the relevant sources improve your competence as a human resources practitioner? Name a few competencies that you think should be developed further.
- (8) Did the assignment tasks add value to the application of your knowledge and skills in the workplace? Please explain the application value.
- (9) What aspects of the course, study material and your learning experience would you like to improve? How?
- (10) How would you describe the quality of the learning material (tutorial letter, study guide, prescribed book)? Please elaborate.
- (11) Does the assignment tasks reflect the learning outcomes?
- (12) Was the lecturer and administrative support of an expected standard? Please elaborate.

Please complete the following checklist and submit a photocopy with your assignment.

Self-assessment: Critical cross-field outcomes (CCFOs)			
Study the critical outcomes below and then rate yourself (in your role as an aspiring Industrial Psychologist or Human Resource practitioner), in terms of your ability to demonstrate these behaviours. Use the scale provided below:			
Score	Performance level		
1.	Outstanding performance		
2.	Standard performance		
3.	Unacceptable performance		
Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made (e.g. insight, problem-solving)	1	2	3
Work effectively with others as a member of a team, group, organisation (e.g. liaising with staff members to get info)	1	2	3
Organize and manage oneself and one's activities responsibly and effectively (e.g. punctuality, working independently, planning)	1	2	3
Collect, analyse and critically evaluate information (e.g. obtaining the relevant information needed, displaying the ability to analyse info and be critical to suggest improvement)	1	2	3
Communicate effectively using visual, mathematical and/or language skills in oral and written persuasion (e.g. writing skills, communicating verbally, doing presentations)	1	2	3
Use science and technology effectively and critically, showing responsibility toward the environment and health of others (e.g. adopting a professional and scientific approach to industrial psychological practices, safety awareness, use of technology such as computers or technical equipment)	1	2	3

Explore various learning and development strategies, apply the most appropriate one and evaluate the effectiveness of the learning and development strategy applied (e.g. continued professional development strategies)	1	2	3
Demonstrate acceptable employment seeking skills for entry in the field of Industrial Psychology/human resources, using all of the theoretical principles and reflecting on the effectiveness of such applications	1	2	3
Apply your occupational expertise/competence along with world class practices in the area of Workgroup dynamics and diversity within the organisation and local community, showing understanding and sensitivity for diversity	1	2	3

Please note: These questions will assess your achievement of the outcomes and your use and/or development of specific competencies. (10)

TOTAL (50)

COMPULSORY ASSIGNMENT 02 FOR SEMESTER ONE
PLEASE SUBMIT THIS ASSIGNMENT FOR EVALUATION

Closing date: 10 April 2012

Total: 50 marks

Study material: All Units in Study Guide

Unique number: 355377

The assignment must be answered on a **MARK-READING SHEET**. Consult *Your service guide @ 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 and **NOT** to the lecturers responsible for this module.

1. From which theoretical approach has the interpersonal approach to behaviour originated?
 1. Humanistic approach
 2. Behaviouristic approach
 3. Trait approach
 4. Psychodynamic approach

2. According to the interpersonal approach behaviour can be studied by ...
 1. focusing on the transactions between people in different situations.
 2. observing how people try to reduce depression in their relationships with others.
 3. observing the individual's personality traits in different situations.
 4. only focusing on people's non-verbal communication in different situations.

3. In the interpersonal circle, Q4 represents the ... managerial behaviour type.
 1. Subservient-Hostile
 2. Dominant-Hostile
 3. Dominant-Friendly
 4. Subservient-Friendly

4. In the interpersonal circle, Q2 represents the ... managerial behaviour type.
 1. Subservient-Hostile
 2. Dominant-Hostile
 3. Dominant-Friendly
 4. Subservient-Friendly

5. In the interpersonal circle, Q3 represents the ... managerial behaviour type.
 1. Dominant-Hostile
 2. Subservient-Friendly
 3. Dominant-Friendly
 4. Subservient-Hostile

6. In the ... phase of the interpersonal process of development a stable, realistic and co-operative relationship and effective working alliance are established with a client. This phase also involves the evaluation of the client's interpersonal behaviour as played out in his or her relationship with the facilitator
 1. Maladaptation strategy
 2. Discrediting
 3. Initiation
 4. Termination

7. In the ... phase of the interpersonal process of development the client has stopped manifesting inappropriate interactional patterns and is beginning to make an effort to interact in more effective ways with others in the work context.
 1. Adaptation strategy
 2. Discrediting
 3. Initiation
 4. Termination

8. The diagnostic system which forms part of Leary's model of interpersonal behaviour provides for analyses at the five communication levels. In Leary's diagnostic system the communication which involve actual, overt interactions and can be evaluated by others according to the 16 dimensions refer to ...
 1. public communication.
 2. conscious communication.
 3. private communication.
 4. unexpressed communication.

9. Which of the following alternatives state the three basic interpersonal needs proposed by Schutz (Bennis et al., 1979)?
 1. Dominance, submissiveness and affiliation
 2. Inclusion, control and affection
 3. Co-operation, dependence and rebelliousness
 4. Aggression, sadism and competition

10. The task of the group leader in stage 2 is to ...
 1. use conflict as a necessary group phenomenon rather than denying, curbing or eliminating it.
 2. understand and recognise "where the group is" --- that is, its insecurity, anxiety and coping mechanisms.
 3. reflect on poor planning, sometimes by way of structured inputs.
 4. emphasise independence and self-confidence so that individuals can internalise these.

11. The task of the group members in stage 4 is that ...
 1. each individual member should take more responsibility and accept new ways of thinking, feeling and acting.
 2. each individual member should internalise the group's activities by recognising what has been accomplished.
 3. each individual member should take responsibility for group identity formation, and use opportunities for growth and development.
 4. each individual member should attempt to rid him/herself and other group members of discomfort and anxiety within themselves.
12. Through ..., based on Jones' theory of group development, researchers can explore group functioning in order to improve the effectiveness of the group. The reliability, validity and norms of this instrument have not yet been determined.
 1. group attitude scales
 2. group development assessment
 3. reactions to group situations tests
 4. team development inventory scale
13. Through which process analysis system may data be analysed by classifying interpersonal behaviour into member-leader interactions as well as member-member interactions?
 1. The interactional process analysis system
 2. The process analysis scoring system
 3. The system of the multiple level of observation of groups
 4. The thematic process analysis system
14. Griggs (1995) believes that ... constitutes the only sound reason for valuing diversity, whether at the personal, interpersonal or organisational level.
 1. redressing past wrongs
 2. enlightened self-interest
 3. to assuage guilt
 4. to ensure equal opportunity
15. According to Reece and Brandt (1993) is the belief that a particular culture is appropriate in all situations, and this can undermine attempts to establish a cohesive, productive work force.
 1. stereotyping
 2. ethnocentrism
 3. discrimination
 4. cultural myopia
16. A manager who looks at proposed options for change says: "Nothing new here; we're already doing those things in the organisation." This manager is blind to any differences between the status quo and the new proposals which, of course, makes it unnecessary to consider the proposed change in question.

According to which diversity paradigm is the manager behaving?

1. Isolation
2. Toleration
3. Assimilation
4. Denial

17. According to which diversity paradigm is sensitivity training used to help participants get in touch with their prejudices and stereotyping?
 1. mutual adaptation
 2. assimilation
 3. toleration
 4. relationship building

18. According to Reece and Brandt (1993) secondary dimensions of diversity include ...
 1. sexual orientation.
 2. work experience.
 3. race.
 4. physical appearance.

19. 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".

20. 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.

21. Which of the following interventions are recommended for minimizing differences according to Bennett's model for developing intercultural sensitivity?
 1. focusing on similarities
 2. emphasizing recognition and respect for differences.
 3. learning a new language
 4. role playing the part of someone who is different from you

22. Gladys 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 Gladys fall?
 1. Acceptance of difference
 2. Minimisation of similarity
 3. Ignoring of similarity
 4. Adaptation to difference

23. 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

24. 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 model
 2. value and synergy model
 3. all-inclusive participation model
 4. synergistic modernisation model

25. In Porsche Motors the task or output-related functions, such as financial management, technical matters and standards of service, are performed by the general manager. The general manager is appointed by senior management from head office. The general manager and the human resources manager form the management committee that manages a specific business unit. Decisions relating to the people function are made on a consensus basis, while decisions relating to the output or task function are discussed.

Based on the above scenario, which model is Porsche Motors 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. Eurocentric Organisational Culture Model

TOTAL: (25 x 2 = 50)

ASSIGNMENT 03

Closing date: Self-assessment

Total: 50 marks

Study material: Tutorial letter 102/2012

Study Guide, units 5, 6, 7, 8 and 9

PLEASE NOTE: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. YOU SHOULD MARK THIS ASSIGNMENT YOURSELF. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/1/2012.

QUESTION 1

Compare the task of the group leader in phases 2 and 4 of Wheelan's integrative model of group development. (10)

Note:

- Ensure that you understand what is meant by “*compare*” before you attempt to answer this question. In other words, make sure you understand how we want you to answer the question.
- In order to complete this question you should have a good understanding of aspects of the relevant chapters in Tutorial letter 102/3/2012 and the relevant sections in the study guide.
- Bear in mind that we could ask you to compare the tasks of leaders and group members in any combination of the stages as discussed in Tutorial letter 102/3/2012. For example “*Discuss and compare the task of the group member in stages 1 and 3 of Wheelan’s integrative model of group development.*”

QUESTION 2

Read the scenario below:

Everyone enjoys working for Joe, who is the manager of a team of 12 engineers. Joe is terrific. When a team member has a problem with one of the computer programmes, Joe is right there. He just comes to your office and gets rid of the bugs in the programme himself. The guy is brilliant. Rumour has it that he sleeps with a computer by his bed in case he gets an idea about how to solve a problem during the night. He's tough but he's fair. No one wants to get on his bad side. In fact, people try to get on his good side. Whatever Joe wants, he gets. If he says, "Jump!" we say, "How high?" People would do anything for Joe.

We don't have meetings, really. Oh, we do get together with Joe once a month and he tells us what he wants each of us to do. Everybody is pretty agreeable. We never fight about things. We don't need to, since Joe always makes everything clear. He's great that way. We'd be lost without him. One time, when he took a few days off, we had some problems. No one knew the specifics of the project we were working on. Fortunately, Joe's a workhorse. He says we need him around. In the last few years,

Joe has only taken a few days off at a time. He even helps some of the younger guys sort out their family problems. Some of them actually call him at home.

Questions:

- 2.1 In which phase of Wheelan's integrative model of group development is this group? Justify your answer by illustrating the theoretical characteristics of a group in this phase with examples from the scenario.
- 2.2 How can the leader, Joe, facilitate the group's development to the next phase?
- 2.3 How can the group members, facilitate the group's development to the next phase?

Note:

- Bear in mind that you can get 20 marks for this question. Think about how the 20 marks will be divided between the three subsections. This will be a guideline as to how much attention you should give to each subsection.
- Please indicate how many marks you allocated to each subsection.
- Remember that you must give theory about how a leader in this phase will facilitate the group's development. Then you should use examples from the scenario to illustrate how Joe should exercise his role as indicated by the theory. You should follow the same steps for the subsection on the group members.
- In order to complete this question successfully you should know the theory in Tutorial letter 102/3/2012 and relevant sections in the study guide very well. (20)

QUESTION 3

Compare the group development phases 2 and 3 of Wheelan's integrative model of group development in terms of group structure and group processes with specific reference to:

- communication
- group problem solving and decision making
- coalitions and subgroups
- conformity and deviation
- cohesion and conflict

Note: The answer to this question requires you to have a good understanding of chapters 5 and 6 in Tutorial letter 102/3/2012 and the relevant sections in the study guide. (20)

TOTAL (50)

ASSIGNMENT 04

Closing date: Self-assessment

Total: 50 marks

Study material: Tutorial letter 102/3/2012

Study Guide, units 7, 11 and 12

PLEASE NOTE: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. YOU SHOULD MARK THIS ASSIGNMENT YOURSELF. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/2012.

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 which 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

According to Griggs, valuing diversity occurs at the personal, interpersonal and organisational levels. Discuss the valuing of diversity at these three levels. (20)

QUESTION 3

How would you, in your capacity as a manager, know when your work team is functioning in phase 3 (trust and structure)? (10)

TOTAL (50)

8.4.2 Assignments for semester two

COMPULSORY ASSIGNMENT 01 FOR SEMESTER TWO PLEASE SUBMIT FOR EVALUATION

Closing date: 3 September 2012

Total: 50 marks

Study material: Study Guide, Unit 3

Unique number: 351273

QUESTION 1

Use the four managerial behaviour types, the behaviour strategies that managers follow with their subordinates and the behaviour strategies that managers follow with their colleagues to evaluate the managerial behaviour of your own manager. If you are not yet employed, evaluate the management behaviour of a teacher from your last school year. Your answer should be presented as follows:

- (1) Describe the position of the manager, the number of subordinates under his/her supervision and the number of years that the person has occupied the position.
 - (2) Describe the manager's managerial behaviour types.
 - (3) Analyse and describe the behaviour strategies that the manager follows with his/her colleagues (fellow managers).
 - (4) Analyse and describe the behaviour strategies that the manager follows with his/her subordinates.
- (40)

QUESTION 2

SELF EVALUATION

The following questions should be answered in no more than 50 words per question at the end of your assignment:

- (1)
 - (a) What mark would you give yourself in this assignment and why?
 - (b) Where in your assignment (sections, aspects) did you perform at your best?
 - (c) And at your worst?
- (2) Did you find the prescribed sources useful?
- (3) Did you use additional sources? If your answer is "yes", describe or name these sources.
- (4) How much time did you spend on the assignment?

- (5) How relevant are the sources provided for this paper to the realities, for example, of work group dynamics and diversity in the South African work context?
- (6) Which competencies, areas of knowledge, skills and other qualities did you need to complete this assignment?
- (7) Did completing this assignment and consulting the relevant sources improve your competence as a human resources practitioner? Name a few competencies that you think should be developed further.
- (8) Did the assignment tasks add value to the application of your knowledge and skills in the workplace? Please explain the application value.
- (9) What aspects of the course, study material and your learning experience would you like to improve? How?
- (10) How would you describe the quality of the learning material (tutorial letter, study guide, prescribed book)? Please elaborate.
- (11) Does the assignment tasks reflect the learning outcomes?
- (12) Was the lecturer and administrative support of an expected standard? Please elaborate.

Please complete the following checklist and submit a photocopy with your assignment.

Self-assessment: Critical cross-field outcomes (CCFOs)			
Study the critical outcomes below and then rate yourself (in your role as an aspiring Industrial Psychologist or Human Resource practitioner), in terms of your ability to demonstrate these behaviours. Use the scale provided below:			
Score Performance level			
1. Outstanding performance			
2. Standard performance			
3. Unacceptable performance			
Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made (e.g. insight, problem-solving)	1	2	3
Work effectively with others as a member of a team, group, organisation (e.g. liaising with staff members to get info)	1	2	3
Organize and manage oneself and one's activities responsibly and effectively (e.g. punctuality, working independently, planning)	1	2	3
Collect, analyse and critically evaluate information (e.g. obtaining the relevant information needed, displaying the ability to analyse info and be critical to suggest improvement)	1	2	3
Communicate effectively using visual, mathematical and/or language skills in oral and written persuasion (e.g. writing skills, communicating verbally, doing presentations)	1	2	3
Use science and technology effectively and critically, showing responsibility toward the environment and health of others (e.g. adopting a professional and scientific approach to industrial psychological practices, safety awareness, use of technology such as computers or technical equipment)	1	2	3
Explore various learning and development strategies, apply the most appropriate one and evaluate the effectiveness of the learning and development strategy applied (e.g. continued professional development strategies)	1	2	3
Demonstrate acceptable employment seeking skills for entry in the field of Industrial Psychology/human resources, using all of the theoretical principles and reflecting on the effectiveness of such applications	1	2	3

Apply your occupational expertise/competence along with world class practices in the area of Workgroup dynamics and diversity within the organisation and local community, showing understanding and sensitivity for diversity	1	2	3
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Please note: These questions will assess your achievement of the outcomes and your use and/or development of specific competencies. (10)

TOTAL (50)

COMPULSORY ASSIGNMENT 02 FOR SEMESTER TWO
PLEASE SUBMIT THIS ASSIGNMENT FOR EVALUATION

Closing date: 1 October 2012

Total: 50 marks

Study material: All Units in Study Guide

Unique number: 167420

The assignment must be answered on a **MARK-READING SHEET**. Consult *my Studies @ 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 and **NOT** to the lecturers responsible for this module.

1. Kiesler (1996) makes an important distinction between the study of interpersonal behaviour in an individual sense and in a transactional sense. Interpersonal behaviour in a transactional sense refers to ...
 1. a person's actions in the presence of other people in the work context.
 2. the combined behaviour of two people who are interacting reciprocally.
 3. a person's actions directed at one or more people in the work context.
 4. the combined behaviour between two people who are trying to avoid each other.
2. According to the interpersonal approach behaviour can be studied by ...
 1. observing how people try to reduce depression in their relationships with others.
 2. observing the impact one person has on another in different situations.
 3. analysing the individual's personality traits in different situations.
 4. only analysing people's verbal communication in different situations.
3. Which two needs do people try to satisfy in their interaction with others according to most of the interpersonal models?
 1. control and affiliation
 2. affiliation and hostility
 3. control and dominance
 4. affiliation and friendliness
4. In the interpersonal circle, Q4 represents the ... managerial behaviour type.
 1. Subservient-Hostile
 2. Dominant-Hostile
 3. Dominant-Friendly
 4. Subservient-Friendly

5. In the interpersonal circle, Q1 represents the ... managerial behaviour type
 1. Dominant-Hostile
 2. Subservient-Friendly
 3. Dominant-Friendly
 4. Subservient-Hostile

6. In the ... phase of the interpersonal process of development the role of the facilitator is to identify the client's style profile by noting all overt and covert reactions this person may elicit from the facilitator. Based on this, the facilitator will be able to formulate any objectives he or she would like to achieve in the process of development.
 1. Maladaptation strategy
 2. Discrediting
 3. Initiation
 4. Termination

7. The ... phase of the process of development should be regarded as the beginning of a significant interpersonal growth process, and now clients must use these acquired styles in their interaction with the outside world.
 1. Adaptation strategy
 2. Discrediting
 3. Initiation
 4. Termination

8. The diagnostic system which forms part of Leary's model of interpersonal behaviour provides for analyses at the five communication levels. In Leary's diagnostic system, the communication which involves a person's observation of his or her own behaviour and of others' interpersonal behaviour, as assessed in terms of their behaviour during interviews and questionnaires refer to ...
 1. public communication.
 2. conscious communication.
 3. private communication.
 4. unexpressed communication.

9. According to the interpersonal approach behaviour can be studied by ...
 1. observing how people try to reduce depression in their relationships with others
 2. observing the individual's personality traits in different situations.
 3. focusing on the transactions between people in different situations.
 4. only focusing on people's non-verbal communication in different situations.

10. The task of the group leader in stage 3 is to ...
 1. use conflict as a necessary group phenomenon rather than denying, curbing or eliminating it.
 2. understand and recognise "where the group is" --- that is, its insecurity, anxiety and coping mechanisms.
 3. reflect on poor planning, sometimes by way of structured inputs.
 4. emphasise independence and self-confidence so that individuals can internalise these.

11. The task of the group members in stage 1 is that ...
 1. each individual member should take more responsibility and accept new ways of thinking, feeling en acting.
 2. each individual member should internalise the group's activities by recognising what has been accomplished.
 3. each individual member should take responsibility for group identity formation, and use opportunities for growth en development.
 4. each individual member should attempt to rid him/herself and other group members of discomfort en anxiety within themselves.

12. ... entails observing a social system, collecting information utilising a variety of means, and making interventions aimed at facilitating positive change in the system.
 1. Clinical description
 2. Ethnography
 3. Thematic analysis
 4. Systematic observation

13. Through which process analysis system may data be analysed by classifying interpersonal behaviour into member-leader interactions as well as member-member interactions?
 1. The interactional process analysis system
 2. The system of the multiple level of observation of groups
 3. The process analysis scoring system
 4. The thematic process analysis system

14. 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

15. ... is/are 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

16. A senior executive says in a tone reflecting anger and frustration, "I'm tired of all this whining and complaining. Why can't people today make sacrifice like we did? This executive sincerely believes that the organisation is greater than any one individual or component.

According to which diversity paradigm is the senior executive behaving?

1. Toleration
2. Isolation
3. Suppression
4. Assimilation

17. According to Reece and Brandt (1993) primary dimensions of diversity include ...

1. education.
2. age.
3. religion.
4. marital status.

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. Of the eight diversity paradigms, only one unequivocally endorses diversity. The other seven seek to minimise or eliminate diversity and complexity. Which one of the following diversity paradigms unequivocally endorses diversity?

1. Inclusion
2. Building relationships
3. Suppression
4. Mutual adaptation

20. Sharon said to her colleagues: "Immigrants make good workers but they don't communicate well enough to be managers".

In which stage of Bennett's Model for developing intercultural sensitivity does Sharon fall?

1. Minimisation of difference
2. Defense against difference
3. Denial of difference
4. Ignoring of similarity

21. Thabo said to his colleague: "Jane, you're very good at strategy. You think like a man."

In which stage of Bennett's model for developing intercultural sensitivity does Thabo fall?

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

22. The best-known model created for group development applicable to a broad range of diversity characteristics is ...

1. Yehuda Amir's Contact Hypothesis Model.
2. Angela Airall's Racial Identity Development Model.
3. Cross' Identity Transformation Model.
4. Mendez Russell's Development Model.

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. According to De Beer (1998) the ... implies that all employees in the organisation participate in and contribute to a new Euro/Afro-centric value system.

1. Value and Task Synergy Model
2. Sustainable Organization Effectiveness Model
3. All-inclusive Participation Model
4. Synergistic Modernisation Model

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 x 2 = 50)

ASSIGNMENT 03**Closing date: Self-assessment****Total: 50 marks****Study material: Tutorial letter 102/2012****Study Guide, units 5, 6, 7, 8, 9 and 10**

PLEASE NOTE: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. YOU SHOULD MARK THIS ASSIGNMENT YOURSELF. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/1/2012.

QUESTION 1

Compare group-development phases 2 and 4 of Wheelan's integrative model of group development in terms of group structure and group processes with specific reference to the following:

- group problem solving and decision-making
- goals and tasks
- roles and status
- leadership
- coalitions and subgroups

(20)**QUESTION 2**

Give a brief discussion of the five instruments that were developed for the direct or indirect measurement of group development.

(10)**QUESTION 3**

Give a critical discussion of the following statement:

"The nature of leadership during the different 5 phases of group development influences the nature of the interaction between group members. (Tutorial letter 102/3/2012)

(20)**TOTAL (50)**

ASSIGNMENT 04

Closing date: Self-assessment

Total: 50 marks

Study material: Tutorial letter 102/3/2012
Study Guide, units 13, 15

PLEASE NOTE: DO NOT SUBMIT THIS ASSIGNMENT FOR MARKING. YOU SHOULD MARK THIS ASSIGNMENT YOURSELF. THE MEMORANDUM WILL BE PROVIDED IN TUTORIAL LETTER 201/2012.

QUESTION 1

Read the case study below:

You are a human resource manager. A discontented employee, Thandi Molefe, who has not been promoted to a much sought-after specialist department, comes to see you to discuss the problem. Thandi, who is clearly very upset, tells you the following:

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

Thandi tells you that the boss responds more positively to people who have personalities much the same as his own. Consequently he only employs people who, like himself, are sociable and make friends easily. Thandi also mentions that there is evidence that sociable people get preference in this department. She says that two of her male colleagues who play golf with the manager, Mr Marais, have also been promoted. She makes no mention of introverted people who were also 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. Thandi 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.

Questions:

- 1.1 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, from the scenario, why you have included the specific dimensions. (10)
- 1.2 Based on the outcome of the diversity survey, develop a presentation for management on the importance of implementing of a diversity development programme aimed at changing the organisation's culture. (20)

Note: You should start question (2) by giving us some idea about the outcome of the survey. You could use the “results” of that survey you did in (1) in your presentation.

QUESTION 2

Explain and compare the three different diversity development models, namely the all-inclusive participation model, the sustainable organisation effectiveness model and the value and task synergy model.

Note: Ensure that you understand what is meant by “*explain and compare*” before you attempt to answer this question. In other words, make sure you understand how we want you to answer this question. (20)

TOTAL (50)

9 EXAMINATIONS

For general information and requirements as far as examinations are concerned, see the brochure *my Studies @ Unisa* which you received with your study material.

9.1 Examination period

This module is offered in a semester period of fifteen weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2012 and the supplementary examination will be written in October/November 2012. If you are registered for the second semester you will write the examination in October/November 2012 and the supplementary examination will be written in May/June 2012.

During the module of the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

The pass mark is 50%. If you do not pass and 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. This tutorial letter applies to the next semester as well.

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 speculative questions.

9.2 Previous examination papers

Previous examination papers are available to students on myUnisa. We advise you, however, not to focus on old examination papers only as the content of modules and, therefore, examination papers change from year to year. You may, however, accept that the type of questions that will be asked in the examination will be similar to the questions asked in the activities in your study guide and in the assignments.

9.3 Format of the May/June and October/November 2012 examination paper

Details of the examination paper are as follows:

Total marks:	80
Duration:	2 hours
Composition:	Section A consists of four paragraph-type questions for 10 marks each, of which you have to do four. Section B consists of four essay-type questions for 20 marks each, of which you have to do two.

Scope: The examination will cover the entire curriculum that is the study guide and the relevant chapters in the prescribed text.

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 and set out clearly what material you have to study for the examination.

10 OTHER ASSESSMENT METHODS

There are no other assessment methods for this module.

11 FREQUENTLY ASKED QUESTIONS

The *my Studies @ Unisa* brochure contains an a-z guide of the most relevant study information

12 IN CLOSING

We wish you all the best for your studies, and hope that you will find this section of Industrial and Organisational Psychology a meaningful, challenging and fruitful learning experience.

Please contact us without delay if you have any difficulty with your studies.

Your lecturers

Dr Michelle May
Ms Elzabé Coetzee

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