Tutorial Letter 201/1/2018

Workforce Diversity

IOP1504

Semester 1

Department of Industrial and Organisational Psychology

IMPORTANT INFORMATION:

This tutorial letter contains feedback on all the assignments for semester 1 and information on the format of the examination.

BAR CODE

Define tomorrow.

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CONTENTS

Dear Student

We hope that you are enjoying this module and that it is not only adding to your knowledge of workforce diversity, but is also proving to be rewarding in terms of personal development.

The purpose of this tutorial letter is to:

- provide feedback on Assignment 01
- provide feedback on Assignment 02
- provide some guidance 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 COMPULSORY ASSIGNMENT 01 FOR SEMESTER 1

As indicated in Tutorial Letter 101/3/2018, Assignments 01 and 02 were compulsory. You had to complete and submit Assignments 01 and 02 to be allowed to write the examination. The following answers to the questions in Assignment 01 are provided as feedback 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 most correct option is the one that is highlighted in bold.

(1)   The aim of the Employment Equity Act of South Africa is to achieve equity in the workplace through the _____.

     1.   advancing economic development in the workplace
     2.   elimination of unfair discrimination
     3.   increasing the representation of black employees in different skills categories
     4.   encouraging employers to employ persons who find it difficult to be employed
     5.   improving the low employment rate of people with disabilities

REF: SU 1, page 15

(2)   Which of the following is an example of a primary dimension of diversity?

     1.   Sexual orientation.
     2.   Educational background
     3.   Geographic location
     4.   Income
     5.   Marital status

REF: SU 1, page 8

(3)   _____ is considered as discrimination in employment practices based on a person's affiliation to a variety of groupings.

     1.   Employment equity
     2.   Affirmative action
     3.   Unfair discrimination
     4.   Fair discrimination
     5.   Workplace diversity

     REF: SU 1, page 15

(4)   Bottom-up affirmative action focuses on _____.

1.   reactive interaction
2.   slightly favouring output policies over input policies
3.   enforcement by legislation
4.   considering productivity and work standards in the empowerment of the disadvantaged
5.   power primarily obtained through positional advancement

REF: SU 2, page 36

(5)   Which of the following is not an intervention step aimed at valuing differences?

1.   Enhancing personal empowerment.
2.   Exploring and identifying individual differences.
3.   Stripping away stereotypes.
4.   Building authentic and significant relationships.
5.   Learning to listen and probe for differences in people's assumptions.

REF: SU 1, page 16

(6)   The purpose of the Labour Relations Act is to _____.

1.   support economic growth for employment creation and poverty eradication
2.   accelerate broad-based economic empowerment
3.   retain and develop people from designated groups
4.   advance economic development, social justice and labour peace
5.   promote the employment of people with disabilities

REF: SU 3, page 52

(7)   _____ is an economic factor that necessitates diversity in organisations.

1.   Employment legislation.
2.   Pressure to democratise.
3.   Changing work demographics.
4.   Political transformation.
5.   Globalisation.

REF: SU 3, page 44

(8)   It was in the _____ paradigm that black employees were not allowed to advance to skilled and managerial positions in organisations operating in 'white' group areas.

1.   equal opportunity
2.   black advancement
3.   paternalistic
4.   managing diversity
5.   affirmative action

REF: SU 2, page 28

(9) According to _____ theory, employees are inclined towards self-development in a free and equal environment.

    1.   continuum
    2.   osmosis
    3.   expectancy
    4.   Managing Diversity
    5.   Bottom-up Affirmative Action

REF: SU 2, page 30

(10) Which one of the following approaches emphasises that undesirable behaviours and conflicts in the workplace are caused by lack of awareness, recognition, understanding and appreciation of human differences.

    1.   Valuing diversity.
    2.   Black advancement.
    3.   Affirmative action.
    4.   Managing diversity.
    5.   Employment equity.

REF: SU 1, page 16

(11) According to Thomas and Robertshaw (1999) _____ is a problem that has been experienced in the past with affirmative action programmes.

    1.   Trust between subgroupings in the organisation
    2.   Low staff turnover
    3.   Healthy competition
    4.   Increased productivity
    5.   Breakdown in communication between subgroups

REF: LU 8, page 157

(12) One of the prominent characteristics of the paradigmatic approach is to _____.

    1.   provide managers and employees with a historical overview of the development of disadvantage employees.
    2.   discourage the human resource practitioner's need to implement affirmative action strategies.
    3.   enhance training, orientation and awareness programs aimed at sensitising employees
    4.   to enhance effective interaction and lessen blatant expressions of racism and sexism.
    5.   to create an organisational atmosphere in which all employees feel valued and accepted.

REF: SU 2, page 25

(13) Management of the diversity paradigm encourages _____

    1.   the need to create corporate environment that would be exclusive of the different groups.
    2.   a culture of value tolerance among the different culture groups.
    3.   the acceptance of Eurocentric values.
    4.   justice with regards to career development.
    5.   a compromise on African values.

REF: SU 2, page 38

(14)   The deterministic development approach is part of the paternalistic paradigm and reflects the following belief(s).

1.   Radical protection of the Western value system and Western work ethic in the workplace.
2.   Separate education and housing systems for blacks and whites in society.
3.   The organisation's social responsibility to develop its black employees.
4.   Black employees' level of competence is determined by previous exposure to socially and educationally deprived environments.
5.   Black employees are incompetent and should not be developed on a managerial level.

REF: SU 2, page 20

(15)   Employee participation is seen as _____ in the managing diversity paradigm.

1.   a moral and social responsibility, which will enhance employee satisfaction
2.   part of the organisation's social involvement and responsibility to invest in its employees
3.   a basic right, which will enhance the organisation's effectiveness and employee commitment
4.   a strategic organisational development intervention
5.   an opportunity for employees to voice their opinions and influence cultural diversity in the organisation

REF: SU 2, page 29

(16)   Which of the following is **NOT** a principle of the National Skills Development Strategy (NSDS)?

1.   Support economic growth for employment creation and poverty eradication.
2.   Advance the culture of excellence in skills development and lifelong learning.
3.   Accelerate broad-based economic empowerment and employment equity.
4.   Advance previously disadvantaged employees to senior management positions.
5.   Promote productive citizenship for all by aligning skills development with national economic growth.

REF: SU 3, page 53

(17)   Which of the following policies was introduced under the equal opportunity and black advancement paradigms to manage diversity?

1.   Output-based policies.
2.   Short-term output -based policies.
3.   Long- term input-based policies.
4.   Short term input -based policies.
5.   All of the above.

REF: SU 2, page 34

(18) One of the cultural values of Western countries is the _____.

    1. value of collectivity and groups.
    2. value of immediacy and short-term results.
    3. value of humility and austerity.
    4. value of corporation and harmony.
    5. value of family and respect for authority.

REF: SU 3, page 46

(19) The Skills Development Act 97 of 1998 encourages the enhancement of diversity in organisations by _____

    1. protecting the rights of employees and people who are seeking employment.
    2. providing all racial groups and individuals with equal opportunities.
    3. improving the employment prospects of persons previously disadvantaged.
    4. reducing and preventing discrimination in the workplace.
    5. ensuring that previously advantaged groups progress rapidly to senior positions.

REF: SU 3, page 42

(20) The rising number of HIV/AIDS infected employees, is a _____ that necessitates diversity in an organisation.

    1. business reason
    2. social factor
    3. cultural factor
    4. legal factor
    5. international trend

REF: SU 3, page 47

(21) _____ means being able to conduct business in different countries with diverse values or styles.

    1. International competition
    2. Global success
    3. Cultural adaptation
    4. Political transformation
    5. Global dynamics

REF: SU 3, page 44

(22) International competition demands _____

    1. proper legal policies.
    2. effective cultural adaptation of business products, business practices, institutional arrangements, employment policies and personal attitudes.
    3. equal access to jobs.
    4. a shift from a workforce dominated by white male employees to one that includes more diverse employees.
    5. the development of homogeneous work teams.

REF: SU 3, page 45

(23) Based on an exploration of numerous studies, which of the following is **NOT** a benefit of diversity management.

1. **Improved competition.**
2. Enhanced public image.
3. Greater creativity.
4. Lower frustration levels.
5. New product development.

REF: SU 4, page 75

(24) One of the best reasons for embracing and managing heterogeneous work groups is that they _____

1. change the demographic profile of the workforce.
2. **bring a rich variety of ideas into an organisation and improve creativity.**
3. provide opportunities for all employees.
4. eliminate the possibility of an organisation facing a lawsuit.
5. reduce employee turnover.

REF: SU 4, page 67

(25) An organisation's ability to be responsive to individual needs can be linked to which of the following benefits of managing diversity?

1. Access to talent.
2. Attracting and retaining talent.
3. **Increased organisational flexibility.**
4. Improved team performance.
5. Increased productivity.

REF: SU 4, page 65

[Total: 25 marks]

Compulsory Assignment 02 for Semester 01

COMPULSORY ASSIGNMENT 02 FOR SEMESTER 1
Total: **25 marks**
Closing date: **16 April 2018**

(1) Which of the following acts as a filter and helps to avoid mental overload?

1. Prejudice.
2. Racism.
3. **Stereotypes.**
4. Discrimination.
5. Value systems.

REF: SU 7, page 140

(2)   Which one of the following refers to the ability to function effectively in a diverse work context where the assumptions, values, beliefs and norms of one's upbringing are not uniformly shared by other people?

   1.   Diversity intelligence.
   2.   Multicultural skills.
   3.   Micro-skills.
   4.   Diversity competence.
   5.   Multicultural competence.

   REF: SU 6, page 125

(3)   Which of the following approaches to diversity emphasises the manager's ability to access the talent of an increasingly diverse group of people?

   1.   Representation with a numerical focus.
   2.   Understanding differences.
   3.   Strategic diversity management.
   4.   Attribute diversity.
   5.   Managing workforce diversity.

   REF: SU 6, page 116

(4)   According to Cox's model for working with diversity, which of the following is **NOT** one of the activities of the follow-up component of a multicultural organisation?

   1.   Accountability.
   2.   Continuous improvement.
   3.   Reporting process for performance results.
   4.   Measurement plan.
   5.   Knowledge management programme.

   REF: SU 8, page 154

(5)   Which one of the following pitfalls in respect of diversity initiatives refers to an antipathy based upon faulty and inflexible generalisation?

   1.   Racism.
   2.   Stereotypes.
   3.   Discrimination.
   4.   Conflicting value systems.
   5.   Prejudice.

   REF: SU 7, page 140

(6)   Individuals who promote smooth or pleasant social relationships by showing empathy and respect for the feelings of others are highly valued in _____

    1.   collective cultures.
    2.   subcultures
    3.   individualistic cultures.
    4.   western cultures.
    5.   eastern cultures.

    REF: SU 6, page 123

(7)   Identifying positive and negative issues that could hamper or promote the achievement of the vision of managing diversity effectively is the main goal of _____

    1.   diversity research.
    2.   communication.
    3.   review of diversity policies.
    4.   employee surveys.
    5.   broad-based education.

    REF: SU 8, page 157

(8)   Which of the following is a critical diversity management issue applicable to the individual level of intervention?

    1.   Stereotyping.
    2.   Self-awareness.
    3.   Cultural assumptions.
    4.   Subtle career sabotage.
    5.   Glass ceiling.

    REF: SU 5, page 91

(9)   Which of the following is a critical diversity management issue applicable to the interpersonal level of intervention?

    1.   Stereotyping.
    2.   Self-awareness.
    3.   Language and communication training.
    4.   Career progression.
    5.   Glass ceiling.

    REF: SU 5, page 91

(10)   Which of the following approaches to diversity is most often motivated by business considerations?

    1.   Affirmative action.
    2.   Attribute diversity.
    3.   Understanding differences.
    4.   Managing workforce diversity.
    5.   Strategic diversity management.

    REF: SU 6, page 116

(11) The belief that ties to other people should be loose and that they should look after themselves and their immediate family, as opposed to unconditional loyalty to a group of people, subscribe to the value orientation of which type of culture?

1. Collectivism.
2. Power distance.
3. Assertiveness.
4. **Individualism.**
5. Family relations.

REF: SU 6, page 122

(12) One of the functions of an organisational culture, which is of particular importance in this course on workforce diversity, is that it serves as a sense-making and control mechanism, because organisational culture _____

1. has a boundary-defining role in that it creates distinctions between one organisation and others.
2. conveys a sense of identity for organisation members.
3. facilitates commitment to something larger than one's individual self-interest.
4. provides appropriate standards for what employees should say and do.
5. **guides and shapes the attitudes and behaviour of employees.**

REF: SU 5, page 103

(13) Diversity management is best studied from which of the following approaches?

1. Human-relations approach.
2. Organisational-developmental approach.
3. Labour relations approach.
4. Strategic and operational approach.
5. **Systems approach.**

REF: SU 5, page 83

(14) Multicultural skills that are required for managers to effectively manage diversity include _____

1. **conflict management.**
2. flexibility.
3. observation.
4. respect.
5. empathy.

REF: SU 6, page 125

(15) Which of the following constitutes the third phase in Thomas's (1996) model for the diversity management process?

1. Creating a business case for top management.
2. Diversity research or organisational assessment.
3. Educating all stakeholders.
4. **Communicating with stakeholders.**
5. Reviewing systems and structures.

REF: SU 8, page 131

(16)   Which of the following constitutes the second phase in Van Rooyen's (2000) organisational transformation model?

1.   Creating a business case for top management.
2.   Continuous monitoring.
3.   Affirmative action and managing diversity strategies.
4.   Communicating with stakeholders.
5.   Strategic alignment.

REF: SU 8, page 161

(17)   According to the _____, employees are naturally inclined towards self-development in a free and equal environment in which all legal constraints and limiting company policy have been abolished.

1.   osmosis model
2.   continuum model
3.   escalator theory
4.   sociopsychological theory
5.   expectancy theory

REF: SU 2, p. 30.

(18)   Managing diversity is seen as the provision of opportunities for all employees to express their _____

1.   productivity.
2.   creativity.
3.   individuality and cultural identity.
4.   potential.
5.   awareness and understanding of diversity issues.

REF: SU 4, page 65

(19)   Valuing diversity emphasises _____

1.   occupational advancement strategies and interventions.
2.   beliefs and values regarding affirmative action.
3.   the awareness, recognition, understanding and appreciation of human differences.
4.   interventions and strategies based on the belief that there is nothing more unequal that the equal treatment of unequals.
5.   improving work performance.

REF: SU 1, page 16

(20)   Military experience, marital status, religious beliefs and work experience are _____

1.   multidimensions of diverse cultures.
2.   primary dimensions of diversity.
3.   secondary dimensions of diversity.
4.   diversity dimensions of various cultures.
5.   cultural dimensions

REF: SU 1, page 8

(21) An individual's unique set of values, norms and beliefs that determine his or her perceptions and through which he or she constructs his or her experiential reality is called _____

    1. a perceptual barrier.
    2. a diversity barrier.
    3. cultural background.
    4. a perceptual filter.
    5. diversity dynamics.

    REF: SU 5, page 93

(22) Giving equal access to job opportunities within an organisation is a principle of _____

    1. affirmative action.
    2. employment equity.
    3. managing diversity.
    4. black advancement.
    5. valuing diversity.

    REF: SU 1, page 15

(23) An organisation's ability to be responsive to individual needs can be linked to which of the following benefits of managing diversity?

    1. Access to talent.
    2. Attracting and retaining talent.
    3. Increased organisational flexibility.
    4. Improved team performance.
    5. Increased productivity.

    REF: SU 4, page 65

(24) Barriers that negatively impact on people's ability to perceive other people and external situations accurately are called perceptual barriers. Examples of perceptual barriers are:

    1. selective attention, denial, stereotyping and projection.
    2. values, beliefs, norms and stereotyping.
    3. attitudes, values, beliefs and norms.
    4. the halo effect, stereotyping, emotions and norms.
    5. norms, the halo effect, denial and values.

    REF: SU 5, page 95

(25) Apart from differences in values, beliefs and norms, the following can also be regarded as interpersonal barriers to diversity in an organisation:

    1. Stress, language and nonverbal communication.
    2. Self-control, verbal and written communication.
    3. Intrusion of privacy and an unwillingness to work.
    4. Stereotypes and attitudes.
    5. Assumptions and sub-cultures.

    REF: SU 5, page 102

                                                  [Total: 25 marks]

3.   GUIDANCE ON THE MAY/JUNE 2018 EXAMINATION

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:	The examination will consist of 75 compulsory multiple-choice questions.

Study the following parts of the study guide to make sure you are prepared for the multiple-choice questions that will appear in the examination paper.

Part 1: Foundation for managing diversity
Part 2: Developing multi-level diversity competence
Part 3: Developing organisational diversity competence

4.   STUDENT SUPPORT

4.1   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 IOP1504 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.

4.2   Contact with lectures

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

Good luck and best wishes in the examination.

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