

Tutorial letter 201/1/2012

Workgroup Dynamics and Diversity

IOP3095

Department of Industrial and Organisational Psychology

This tutorial letter contains feedback on assignments and examination guidelines.

Bar code

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1 INTRODUCTION

Dear Student

This tutorial letter contains feedback on Assignments 01, 02, 03 and 04 and guidelines to assist you with your preparation for the examination. You will recall that this module in Workgroup Dynamics and Diversity consists of three parts, namely interpersonal behaviour, group dynamics and diversity. The four assignments cover each of the parts or themes. Assignment 01 and 02 for semester 1 were compulsory. The feedback in this letter provides guidelines for answering the questions in all four assignments for semester 1 and three assignments for semester 2.

1.1 Your lecturers

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2 FEEDBACK ON ASSIGNMENTS - 1ST SEMESTER

The following guidelines are provided for answering Assignments 01, 02, 03 and 04.

2.1 Feedback on Assignment 01 for Semester 1

Question 1

- (a) This part requires a theoretical input. The assumptions in respect of the interpersonal approach are discussed in the first study unit of the study guide (you will find the answer in section 1.3.1 on page 3).
- (b) In this section you have to discuss the two basic dimensions of the model, namely the need for control and the need for affiliation. Furthermore you have to discuss the model of interpersonal behaviour in the second study unit where the two basic dimensions are presented in a model with a vertical and a horizontal axis. The model presents the need for power on the vertical and the need for affiliation on the horizontal axis. The model also presents four interpersonal behavioural quadrants. If you analyse the profile, using this model as well as the second and third (outer) circles of the interpersonal circle in figure 3.1 in the study guide, you will see that most of the interpersonal styles of the manager fall within the subservient-hostile quadrant. He has one style namely sociable in the dominant-friendly quadrant. This implies that the manager mostly follows a subservient-hostile approach in interpersonal relationships.
- (c) The typical managerial behaviour and strategies this person will follow with other managers when operating from this specific quadrant are discussed in study unit 4. It is marked Q2. You also need to cover the information in table 4.2 under Q2.
- (d) The appropriateness of these specific five styles for the role of manager should be evaluated carefully. Generally it is expected from managers to operate from the dominant-friendly quadrant. This quadrant is seen as the most effective. In the example however, the manager is functioning from the subservient-hostile quadrant. This may be less effective and this is represented by the strategies which were discussed in the previous section. The specific styles mentioned in the example should also be evaluated. The social style can be appropriate for a manager because it is in the appropriate quadrant but also at the appropriate, level N1, which refers to the mild-moderate level of the behaviour. These specific managers have a very strong hostile style as represented by Aloof (F2) and Unresponsive (G2) which is on the extreme level of the behaviour (outer circle). The other styles of Unassured (H) and Docile (I1) are also less appropriate as a result of their submissive nature.
- (e) The interpersonal development plan should be described in accordance with the interpersonal development process described in study unit 3. One would also expect that the manager develops more of the interpersonal styles in the dominant-friendly quadrant.

2.2 Feedback on Assignment 02 for Semester 1

Question 1 Alternative 4 is correct

Section 1.3 clearly states that this approach originated in psychodynamics and that it was pioneered by theorists such as Sullivan, Adler and Horney. They maintain that behaviour and interpersonal styles (their construct for personality) are the results of interpersonal relations and interactions that people have had with significant others in their lives.

Question 2 Alternative 1 is correct

According to the assumptions of the interpersonal approach (section 1.3.1 and activity 1.1), behaviour can be studied by focusing on the transactions between people in different situations. Alternative 4 only corresponds to a certain part of the assumption and is therefore incorrect. Alternatives 3 and 2 are incorrect.

Questions 3, 4 and 5

The interpersonal circle, which is divided into four quadrants, each represents a specific type of managerial behaviour in the interpersonal circle. The four managerial types differ fundamentally and represent different combinations of control and affiliation dimensions - see figure 4.1 and section 4.3.1. In these questions you had to identify which managerial behavioural type is represented by the specific quadrant (Q4, Q2 and Q3) in the interpersonal circle.

Question 3 Alternative 3 is correct**Question 4 Alternative 1 is correct****Question 5 Alternative 2 is correct****Questions 6 and 7**

Through these questions we wanted to explore your understanding of the interpersonal development process as discussed in section 3.3.5. You had to identify the correct phase of the interpersonal development process as defined in the stem of questions 6 and 7. Ensure that you discuss the different phases of the interpersonal development process critically by defining each phase, and demonstrating that you know the task of the facilitator and the expected behaviour of the client.

Question 6 Alternative 3 is correct

As discussed in section 3.3.5, the initiation phase refers to the establishment of a stable, realistic and co-operative relationship and effective working alliance with the client.

Question 7 Alternative 1 is correct

In this phase the client has stopped manifesting inappropriate interactional patterns and is beginning to make an effort to interact in more effective ways.

Question 8 Alternative 1 is correct

The diagnostic system which forms part of Leary's model of interpersonal behaviour provides for analyses at the five communication levels, namely public, conscious and private communication, unexpressed behaviour and values. In Leary's diagnostic system the communication level which involves actual, overt interactions can be evaluated by others' according to the 16 dimensions, refers to public communication (see page 36 of study guide).

Question 9 Alternative 2 is correct

According to section 4.4.2.1, Schutz (Bennis et al., 1979) proposes that all human beings have three basic interpersonal needs, namely inclusion, control and affection.

Question 10 Alternative 1 is correct

You must know the task of the group leader in stages 1 to 5 as discussed in study units 5 to 9 of the study guide and the relevant sections of tutorial letter 102/3/2012. Alternatives 2, 3 and 4 are incorrect because alternative 2 refers to the task of the group leader in stage 1, alternative 3 refers to the task of the group leader in stage 3 and alternative 4 refers to the task of the group leader in stage 4. Alternative 1 refers to one of the tasks of the group leader in stage 2.

Question 11 Alternative 1 is correct

You must know the task of the group members in stages 1 to 5 as discussed in study units 5 to 9 of the study guide and the relevant sections of tutorial letter 201/3/2012. Alternatives 2, 3 and 4 are incorrect because alternative 2 refers to the task of the group member in stage 5, alternative 3 refers to the task of the group member in stage 2 and alternative 4 refers to the task of the group member in stage 1. Alternative 1 refers to one of the tasks of the group member in stage 4.

Question 12 Alternative 4 is correct

In order to successfully complete this question you had to study section 10.3.2.2, instruments designed to measure group development, and completed activity 10.1. The stem of the question describes the attributes of the team development inventory scale. Please ensure that you can describe and critically discuss the attributes of all five instruments that attempt to measure group development either directly or indirectly.

Question 13 Alternative 2 is correct

As discussed in section 10.3.2.6, data obtained through the observation of a group can be analysed through content and process analysis. In order to use process analysis, researchers have developed process analysis systems, such as interactional process analysis, the system of the multiple level of observation of groups and the process analysis scoring system. The stem of the question describes the process analysis scoring system.

Question 14 Alternative 2 is correct

According to Griggs (1995), redressing past wrongs (alternative 1), to assuage guilt (alternative 3) and to ensure equal opportunity is an important, but not a sufficient, reason for valuing diversity. However, as stated in section 11.3.3, Griggs (1995) considers enlightened self-interest (alternative 2) to be the only sound reason for valuing diversity at the personal, interpersonal and organisational levels.

Question 15 Alternative 4 is correct

The stem of this section provides the definition of cultural myopia as discussed in section 11.3.4.1. Please ensure that you are able to define and discuss stereotypes (alternative 1) as discussed in section 11.3.4.1. Please ensure that you are able to define and discuss ethnocentrism (alternative 2) as discussed in section 11.3.4.2. Discrimination (alternative 3) and subtle forms of discrimination are discussed in section 11.3.5.

Question 16 and 17

In these questions we gave you an opportunity to explore the 8 diversity paradigms in organisations, as discussed in section 13.3.1, as well as to explore activities 13.1 and 13.2.

Question 16 Alternative 4 is correct

The scenario in question 16 describes a manager who is behaving according to the diversity paradigm of denial.

Question 17 Alternative 4 is correct

To focus on similarities and develop relationships between different groups (alternative 4) sensitivity training is used to help participants to get in touch with their prejudice and stereotypes.

Question 18 Alternative 2 is correct

Secondary dimensions of diversity include a person's communication style, education, relationship status, religious beliefs, work experience and income. Alternative 2 is therefore a secondary dimension of diversity. Alternative 1, 3 and 4 are incorrect because they refer to the primary dimensions of diversity.

Question 19 Alternative 1 is correct

According to Cross and White (1996), the implementation of diversity initiatives or interventions in order to change organisational culture comprises three phases (see section 12.3.1.2). Alternative 2 and 4 refers to phase 1 (education and awareness). Alternative 3 is incorrect seeing that the organisation has to create a culture that encourages all members' contributions. However, Cross and White (1996) state that phase 3 (culture change) is most successful when corporate leaders create and support action plans to identify and implement new values.

Question 20 Alternative 1 is correct

A diversity survey could include several dimensions, as discussed in section 13.3.2.4. Alternative 2 refers to the dimension of group behaviours, alternative 3 refers to the dimension of organisational culture and alternative 4 refers to the dimension of managing diversity. Thus, alternative 1 is correct because it describes the dimension of organisation behaviour.

Questions 21 and 22

In order to successfully complete these two questions you had to study the different stages of Bennett's model for developing intercultural sensitivity, as discussed in study unit 14.

Question 21 Alternative 4 is correct

Bennett's model for developing intercultural sensitivity consists of two states, the ethnocentric and ethnorelative states. Alternative 1 refers to stage 2 (defense against difference) of the ethnocentric states, while alternatives 2 and 3 refer to stage 4 (acceptance of difference). Interventions recommended for stage 3 (minimisation of difference) include role playing the part of someone that is different from you.

Question 22 Alternative 4 is correct

The scenario in the question describes a person who is operating in stage 5 of the model, namely adaptation to difference.

Question 23 Alternative 2 is correct

The Mendez-Russell model attempts to develop diversity on all three levels. Firstly, people must gain new knowledge about the differences between individuals (cognitive level). Secondly, they must learn to accept people who are different from themselves (affective level). Lastly, this understanding should help you to change reactions towards those who are different (conative level).

Questions 24 and 25

These two questions are based on models that can be used for the development of diversity in organisations. The distinctive development models are the all-inclusive participation model, the sustainable organisation effectiveness model and the value and task synergy models, as discussed in study unit 15. As you may have realised, the model given in alternative 4 in both questions is not an organisational development model.

Question 24 Alternative 3 is correct

The scenario in question 24 describes the all-inclusive participation model.

Question 25 Alternative 3 is correct

The scenario in question 25 describes the value and task synergy model.

2.3 Feedback on Assignment 03 for Semester 1**Question 1**

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

The task of the leader in phase 2 is to assist group members to resolve conflict in such a way that a shared structure, roles, values and norms can be established. This should not happen at the expense of individuality.

The leader uses conflict as a necessary group phenomenon, rather than denying, curbing or eliminating it. Group members' conflicts with authority figures are explored in relation to the leader. Thus the leader should let him/herself be used as a symbol of authority and allow members to explore their relationships to authority. Group members should also be allowed to express their

ideas, thoughts and feelings freely in order to release maximum energy. In this way the group can form its own identity as well as effective leader-member and member-member relations.

The task of the leader in phase 4 is to emphasise interdependence and self-confidence in members. This helps members to internalise these concepts and rely less on the leader or the group for support and encouragement. To accomplish this, leaders should become less directive and increasingly peripheral. Leaders should also encourage members to solve problems and make decisions.

Question 2 (Scenario)

You should develop your answer to 3.1, 3.2 and 3.3 by presenting the relevant theory and then illustrate it by means of examples from the scenario.

How many marks have you allocated to each subsection? We suggest that you allocate 10 marks for each, but then you will have to think about how you can expand on the members' roles in facilitating group development.

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

(20)

Approach this question in the following manner:

- (1) Identify the characteristics of phases 2 and 3 with specific reference to the different categories stated.

A discussion of the characteristics of phase 2 with specific reference to the different categories is provided on pages 49 to 51 in the study guide. A discussion of the characteristics of phase 3 with specific reference to the different categories can be found on pages 59 to 61 in the study guide.

You should supplement the summary provided in the study guide from the relevant sections in tutorial letter 201/3/2012.

- (2) In the discussion you should also compare the characteristics of phases 2 and 3 - in other words, you should continuously ask yourself the question to what extent the characteristics in phases 2 and 3 are different from and similar to each other. A good comparison also indicates why the differences and similarities exist.
- (3) You should have no trouble making an appropriate summary (using your study guide and textbook) of the characteristics of phases 2 and 3, with specific reference to the different categories from your study guide and textbook. We would like you to practice making this comparison. The following is an **EXAMPLE** of how to go about doing this:

Coalitions and subgroups

Coalitions and subgroups are present in phases 2 and 3 **(similarity between phases 2 and 3).**

In phase 2 coalitions and subgroups are formed in relation to the leader - dependent subgroups maintain their loyalty to the leader, while counter-dependent subgroups challenge his/her authority. Thus, coalitions in phase 2 form to influence the resolution of conflict amongst members, as well as between members and the leader or other high-status members. Coalitions also exist in phase 3 because conflict is ongoing in a group. The reason for the conflict in phase 3 seems to be more about the completion of group tasks rather than the result of authority relationships in the group. **(Similarity and difference between characteristics of phases 2 and 3 with an explanation of the similarity and difference.)**

Coalitions in phases 2 and 3 are necessary for group functioning because they provide members with a way to influence the group as a whole. **(Similarity between characteristics of phases 2 and 3 with an explanation of the similarity.)** However, coalitions in phase 3 are shorter than in phase 2. A possible reason for this is that the enhanced trust amongst members in phase 3 promotes conflict resolution. **(Difference between characteristics of phases 2 and 3 with a possible explanation for the difference.)**

Coalitions and subgroups are still present in phase 3, but that the members' response to coalitions and subgroups are different from that in phase 2. In phase 2 the presence of subgroups and coalitions is experienced as threatening to the tentative unity of the group, while in phase 3 coalitions and subgroups are met with less negativity and more tolerance. In phase 3 the coalitions and subgroups are seen as a way in which the group can resolve its conflict that arise from decisions about goal accomplishment and group procedures applied to complete the group's tasks (thus less threatening to the group).

Furthermore, in phase 3 the members (the group as a whole) recognise that they can only complete their task by organising and subdividing the work amongst subgroups. **(Stating differences between the characteristics of phases 2 and 3, as well as explaining the differences.)**

Subgroups are also trusted more in phase 3 (which is marked by the cardinal characteristic of trust and structure) than in phase 2 (which is marked by the cardinal characteristic of conflict). **(Stating a difference between the characteristics of phases 2 and 3, as well as explaining the reason for the difference.)**

In this example the characteristics of phases 2 and 3 are stated and simultaneously used in a comparison. You should also bear in mind that you could only obtain a maximum of 20 marks for this question. For a discussion like this you can earn four marks – remember that you have to compare the characteristics of phases 2 and 3 with reference to five specific categories. This means that you can earn a maximum of four marks for each category.

Communication

Each phase has a communication structure. In phase 2 this structure does not always allow members to express themselves freely, and this interferes with goal achievement. In phase 3 the communication structure permits communication which is more frank, task-orientated and free from hidden agendas. In phase 3 the communication structure is also more flexible and decentralised compared with that of phase 2.

Group problem solving and decision making

Owing to increased goal and task accomplishments in phase 3, the group must decide upon the problem-solving and decision-making strategies it will use.

Conformity and deviation

Conformity and deviation in phase 2 refer to reduced conformity, which permits easier communication and discussion of differences. In phase 3 conformity and deviation are evident in the critical scrutiny of norms, and modifying them for the sake of achieving group goals. Conformity is also present in such a way that it indicates the growing cohesion in the group.

Cohesion and conflict

Although conflict is an ongoing phenomenon in groups, it is mainly concentrated in phase 2 of group development. In phase 2 there is reduced cohesion owing to conflict amongst members, and between members and leaders. If the conflict in phase 2 is effectively resolved, cohesion can apparently develop amongst members in the other phases.

In phase 3 conflict has been reduced because the cooperation between members and subgroups is good. The reduction of conflict in phase 3 can also be ascribed to improved conflict resolution. The members in phase 3 also experience strong cohesion because group goals are clearer, fear of rejection has lessened and communication is more effective.

This discussion and comparison of the characteristics of phases 2 and 3 are taken from the study guide. This is insufficient information for an essay question and you should also consult tutorial letter 102/3/2012 for additional information.

2.4 Feedback on Assignment 04 for Semester 1

Question 1

The **Milton Bennet six-stage model** is widely used for developing intercultural sensitivity. The statements presented in this question are representative of each of the different stages. The stages are denial, defense, minimisation, acceptance, adaptation and integration. Discuss the different stages with reference to each of the statements, and indicate why it is an example of the specific stage. Also discuss the intervention strategies in each stage as set out in study unit 14 (study guide, pp. 116-118). (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)

The answer for this question is in section 11.3.3 (pp. 82 - 84) of the study guide. In this section Griggs (1995) discusses in detail the issue of valuing diversity on individual, group and organisational level. It is stated that **enlightened self-interest** constitutes the only reason for valuing diversity on individual, group and organisational level. He suggests that on individual level we need to start with our **own self-interest** and presume that the first difference to be valued is our own in order to reach our full potential. Then he suggests that on group level (interpersonal relationships) enlightened **self-interest** requires mutual completeness, as well as respect for each others' uniqueness and competencies. Through this each person will achieve his/her full potential as a team member. Organisations are recognising that valuing diversity is in their own interest - that when working towards personal, professional or organisational goals, there is much to be gained from relationships formed with "different" others.

Organisations can remain competitive only if they recognise and obtain the best talent/competencies, value diverse perspectives that come with different talent/competencies born of different cultures, races and genders, nurture and train that talent/competencies, and create an atmosphere in which the diverse workforce is valued.

Question 3

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

The behaviour of group members during phase 3 is characterised by the following:

Conflict

Assuming that the conflict stage is successfully navigated, members of the group will feel more secure with, and trusting of each other and the leader. Power struggles and conflicts still exist, while still occurring, lessen in intensity.

Establishment of shared structure, roles and norms

The group starts a more mature negotiation process about the group's goals, structure, procedures, roles and division of labour. Norms or rules of conduct are decided on. Communication becomes more open and task oriented. Feedback is possible and tends to be more related to the task at hand than to hidden agendas or emotionality. Information is shared rather than used as a way to gain status or power.

Shift from dependence to independence

The group at this stage is designing itself. It is laying the groundwork and planning the ways in which it will accomplish its task. The attention to structures and roles that occurs during stage three significantly increases the group's capacity to work effectively and productively. Relationships are becoming more defined and role assignment can be made on the basis of competence and talent.

3 FEEDBACK ON ASSIGNMENTS – 2ND SEMESTER

The following guidelines are provided for answering Assignments 01, 03 and 04.

3.1 Feedback on Assignment 01 for Semester 2

Question 1

- (a) You were expected to give a comprehensive job description of your manager's position. We expected you to include his/her roles and tasks, the number of subordinates he/she supervises and the number of years he/she occupies the current position.
- (b) In this section you were expected to identify the managerial type of the manager and substantiate your diagnosis. It should be one of the four types described in 4.3.1 in the study guide (pp. 24-27).
- (c) In this section you had to describe the manager's behavioural strategy with other managers. This information is contained in table 4.2 in the study guide (pp. 29).
- (d) Here you had to describe the appropriate manager's behavioural strategy with subordinates. This you find in table 4.1 in the study guide.

3.2 Feedback on Assignment 03 for Semester 2

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)

You could approach this question in the following manner:

- (1) Identify the characteristics of phases 2 and 4 with specific reference to the different categories stated.

A discussion of the characteristics of phase 2 with specific reference to the different categories is provided on pages 49 to 51 in the study guide. A discussion of the characteristics of phase 4 with specific reference to the different categories can be found on pages 59 to 61 in the study guide. You should study tutorial letter 201/3/2012 to supplement the summary provided in the study guide.

- (2) In the discussion you should also compare the characteristics of phases 2 and 4 - in other words, you should continuously ask yourself to what extent the characteristics in phases 2 and 4 are different from and similar to each other. A good comparison also indicates why the differences and similarities exist.
- (3) You should have no trouble making an appropriate summary of the characteristics of phases 2 and 4, with specific reference to the different categories from your study guide and tutorial letter 201/3/2012. We would like you to practice making this comparison. The following is an **EXAMPLE** of how to go about doing this:

Leadership

The task of the leader in phase 2 is to assist group members to resolve conflict in such a way that a shared structure, roles, values and norms can be established. This should not happen at the expense of individuality. The leader uses conflict as a necessary group phenomenon, rather than denying, curbing or eliminating it. Group members' conflicts with authority figures are explored in relation to the leader. Thus, the leader should let him/herself be used as a symbol of authority and allow members to explore their relationships to authority. In phase 4 the conflict is to a great extent resolved so that the group can focus on work. Consequently the leaders do not work so pertinently with conflict. **(Differences between characteristics of phases 2 and 4 with an explanation of the differences.)**

Group members should also be allowed to express their ideas, thoughts and feelings freely in order to release maximum energy. In this way the group can form its identity, as well as effective leader-member and member-member relations. As in phase 2, the leader in phase 4 should encourage the group members to express their ideas, thoughts and feelings freely in order to complete their tasks successfully. **(Similarity and difference between characteristics of phases 2 and 4 with an explanation of the similarity and difference.)**

The task of the leader in phase 4 is to emphasise independence and self-confidence in members. This helps members can internalise these concepts and rely less on the leader or the group for

support and encouragement. To accomplish this, leaders should become less directive and increasingly peripheral. Leaders should also encourage members to solve problems and make decisions. In phase 2 the leader should let him/herself be used as a symbol of authority and allow members to explore their relationships to authority. Thus, the leader in phase 2 has a much more central role to encourage growth among the members, while in phase 4 the leader has more of a peripheral position in order to encourage growth among the members. **(Similarity and difference between characteristics of phases 2 and 4 with an explanation of the similarity and difference.)**

Coalitions and subgroups

Coalitions and subgroups are present in phases 2 and 4. Coalitions in phases 2 and 4 are necessary for group functioning because they provide members with a way to influence the group as a whole. **(Similarity between characteristics of phases 2 and 4 with an explanation of the similarity.)**

In phase 2 coalitions and subgroups are formed in relation to the leader - dependent subgroups maintain their loyalty to the leader, while counter dependent subgroups challenge his/her authority. Thus coalitions in phase 2 form to influence the resolution of conflict amongst members, as well as between members and the leader or other high-status members. Coalitions also exist in phase 4 to influence group decisions and directions. Subgroups are formed on the basis of organisational requirements (completion of certain tasks and enhancing of productivity) or members' affiliation needs, rather than on the basis of authority relationships in the group.

It appears that coalitions and subgroups have less dramatic consequences in phase 4 than in phase 2. **(Similarity and difference between characteristics of phases 2 and 4 with an explanation of the similarity and difference.)**

Now formulate your own comparison for group problem solving and decision making, goals and tasks, as well as roles and status.

In this example the characteristics of phases 2 and 4 are stated and simultaneously used in a comparison. You should also bear in mind that you could only obtain a maximum of 20 marks for this question. Remember that you have to compare the characteristics of phases 2 and 4 with reference to five specific categories. This means that you can earn a maximum of four marks for each category.

This discussion and comparison of the characteristics of phases 2 and 4 should be based on the information in tutorial letter 102/3/2012 and the study guide.

Question 2

Give a brief discussion of the five instruments that were developed for the direct or indirect measurement of group development. (10)

Five instruments which indirectly or directly measure group development have been developed by different theorists. These instruments are:

- the Team Development Inventory
- the Group Development Assessment
- the Group Development Stage Analyses
- Reactions to Group Situations tests
- Group Attitude Scales

We present a summary of relevant information about these five instruments in the table on the next page. You can amplify this summary by adding relevant facts.

	Team development inventory (2 marks)	Group development assessment (2 marks)	Group development stage analysis (2 marks)	Tests on reactions to group situations tests (2 marks)	Group attitude scale (2 marks)
Theorist(s)	Jones	Jones and Bearley	Carey and Parisi-Carew	Stock Whitaker	Evans and Jarvis
Primary purpose of instrument	Explores group functioning. Investigates interpersonal dimension of group functioning	To directly assess group development	To determine group's stage of development	Indicates individual members' preference for certain behaviours in group.	Measures member attraction to group at certain stage in development
Description of instrument	Ranks members of group on 8 dimensions associated with teamwork.	40-item instrument		50 item instrument test preference for work, fight, flight, dependency and pairing	20-item instrument
Theory of group development underlying instruments		Jones' theory of group development	8 Characteristics thought to be associated with high-performance teams	Theory of Bion	
Reliability		Nil	Nil	Reported but not good	Good
Validity	No evidence regarding validity	Nil	Nil	Reported but not good	Good
Norms	No norms	Nil	Nil	Not discussed	
Other Issues					Not designed to measure group development directly

Question 3

Critically discuss the following statement:

"The nature of the communication during the different 5 phases of group development influences the nature of the interaction between group members" (Tutorial letter 102/3/2012).
(10)

The communication structure refers to the establishment of verbal and nonverbal communication networks amongst the different members in a group. The nature of the communication structure influences the member-member and member-leaders relationships, as well as the group atmosphere.

Phase 1

During this phase communication is centralised and directed through the leader, with little or no communication with other members. Note that the absence of clear communication structures creates an atmosphere of insecurity, tension, anxiety, ambiguity and dependence amongst members.

Phase 2

The communication structure refers to the group's attempts to sort out things like goals, norms, roles and power. Power plays a major role, and there is a perception that the power elite controls the group. If the group's communication structure does not permit members to express their ideas freely and also does not allow for the development of conflict resolution strategies, it causes isolation, resentment, reduced goal achievement and prevents conflict resolution in this stage. The aforementioned factors influence group morale and productivity.

Phase 3

The communication structure permits communication amongst the members which is more frank, task-oriented and free from hidden agendas. The communication structure is also more flexible compared to that of phases 1 and 2.

Phases 4 and 5

Communication has to do with the phenomenon that simple tasks lead to more effective communication networks. A centralised communication network will probably be more effective in an administrative environment, where there are clear rules, little variation in decision making and not much scope for creativity. A decentralised communication network will probably work better in an environment characterised by variation in work division and individual styles in research activities, such as a research institute or academic departments at universities. If the communication structure is ineffective, the group's productivity will decline, and the interaction between members, and members and leader will be strained and limited.

3.3 Feedback on Assignment 04 for Semester 2**Question 1 (Question based on case study)**

- (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)**

Your diversity survey could include the following dimensions:

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

You should give reasons, from the scenario, why you have included a specific dimension. **For example:**

Dimension: Group behaviours - measures of the perception of how membership of a race/gender identity group influences treatment in the organisation.

Dimension: Organisation culture - measures of the climate and norms of the organisation regarding race and gender differences and the possibility to talk openly about them.

These dimensions are included in a questionnaire because Thandi indicated that another department is more diverse in terms of age, race and gender, and seems to value the work contributions made by all its staff members. From a questionnaire you will be able to determine employees' perceptions about how they are treated based on race and gender differences, as well as the climate and norms of the organisation regarding diversity.

(2) Compile a presentation for management based on the outcome of the diversity survey, 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 the survey you did in (1) in your presentation.

Guidelines on this question can be found on pages 125 to 129 of the study guide. De Beer (1998) highlights several reasons for the importance of implementing diversity programmes in organisations. In your presentation emphasise these reasons and give examples from the case study, where appropriate.

Previously disadvantaged employees can only develop and advance within the job hierarchy if the organisational culture is changed to afford every employee the opportunity for development. A holistic development approach which will benefit all the employees, the organisation and the environment/ community, should be adopted.

Value differences in a diverse workforce are an asset to the organisation because different viewpoints improve the quality of solutions. If the values of all the cultural groups are respected, assimilation of the dominant culture's values will be prevented. Through this, a culture of value tolerance is encouraged, which contributes to the overall productivity of the organisation. This enhances creativity, lateral thinking, the problem-solving ability of employee teams, communication, innovation and the utilisation of every person's strengths, particularly that of subordinate groups.

Diversity development programmes can lead to the development of a new synergistic organisational culture where the value systems of all the different groups contribute to the organisation. According to De Beer (1998) the shared values of the uniquely developed organisational culture enhance the overall productivity of the organisation. It also allows for black and white employees to accommodate each other's value systems, which implies that all the employees of the organisation contribute to a new Euro-Afrocentric value system. Furthermore certain Afrocentric values of humaneness (ubuntu) may enhance the economic competitiveness as participation; teamwork and morale among employees are improved.

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. (20)

Note: Ensure that you understand what is meant by "*explain and compare*" before you attempt to answer this question. In other words, know in what way we want you to complete this question.

Guidelines for this question may be found on pages 128 to 134 of the study guide. You can compare the models by using a table format if you wish to do so. You can also use the appropriate figures to enhance the overall quality of your answer (pp. 129, 131 and 132 of the study guide). You can illustrate your understanding of the strategies used within the models with examples from your own work environment. You can also describe each model as proposed by De Beer (1998) and compare the models by discussing

- the assumptions of the model
- the main objectives of the model
- the strategies used to ensure the valuing of diversity
- the overall outcomes of the strategies

In conclusion you should also indicate that these models could be applied simultaneously in the management of diversity, and that satisfactory results are obtained when the integration of these models or strategies is managed effectively.

4 PREPARATION FOR THE EXAMINATION

4.1 Meaning of the action words in questions

In this table the meaning of action words in questions is explained. We trust that this explanation will help you understand how to answer specific questions.

Action word (instruction)	Meaning
Enumerate	Mention items or points one by one. No details are required, and the result of an enumeration is a list of things or aspects.
Indicate	State briefly, in broad outline, without detail. An indication gives the reader the gist of the matter.
Analyse	Divide into sections or elements and discuss in full.
Define	State the precise meaning of a term as you use it in your assignment answer. The definition should ensure that the term has only one meaning and that it cannot be confused with other terms. This often implies that you will have to consider a number of definitions before arriving at a substantiated decision on the precise meaning you will attach to the term in the relevant assignment.
Distinguish	Provide definitions but also indicate similarities and differences.
Describe	Give an account of the characteristics or properties of the matter in such a way that your reader can recognise it and not confuse it with anything else. A description tells you "what it is like".
Explain	Write about the topic in such a way that the reader gains a better understanding of the important underlying facts. An explanation tells the reader why a thing is the way it is.

Compare	Set out how things differ and in what ways they are similar. A good comparison also says something is as it is.
Discuss	This implies that there are various explanations of, or opinions about, what you have to discuss. You must state what these are and show how and why they may correspond or differ. It often involves weighing up arguments for and against something.
Evaluate	Assess or determine the value of something. This implies that you should have criteria against which you can measure something; the end result should be the formulation of your own opinion of the matter. You may approve, disapprove or suggest a modification of whatever you have to evaluate. Evaluation usually implies comparison and should always be substantiated , that is, based on soundly formulated reasons.
Examine	Examine and critically discuss a topic in terms of definite criteria or guidelines.
Offer comments	Give a personal opinion on the matter.
Point out	Present a premise logically by means of thorough reasoning.
Summarise	Give the key aspects of a topic.
Illustrate	Give examples or draw a diagram to elucidate a particular topic or subject.
Interpret	Explain or give the meaning of something in terms of a more common concept. Your explanation should be as practical as possible.
Criticise	Point out the good and bad characteristics, and give your opinion after taking all the facts into account.

4.2 Format of the 2012 examination paper

The questions in the examination are similar to ones in the assignments. Also look at the other assignments (second semester) in tutorial letter 101 and complete the activities in your study guide. However, we cannot **ask only assignment questions** and therefore **advise you to prepare for any possible questions**.

Please read the section on the format of the examination paper in tutorial letter 101.

Format of the examination paper

Details of the examination paper are as follows:

Total marks: 80

Duration: 2 hours

Composition:**Section A:**

Section A consists of four paragraph questions worth 10 marks each. You must answer all four questions.

Section B:

Section B consists of four essay questions worth 20 marks each. You must answer any two of the four questions.

The examination will cover the entire curriculum that is the study guide, as well as tutorial letter 102/3/2012 (extracts from Wheelan, 2005).

5 EXAMPLE OF A PREVIOUS EXAMINATION PAPER

ANSWER SECTIONS A AND B

SECTION A

Answer ALL FOUR questions. All questions are EQUAL IN VALUE.

- (1) 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, with reference to the importance of evaluating their own prejudices and how valuing diversity can impact the whole organisation. **(10)**
- (2) Group members experience specific thoughts and feelings and exhibit certain behavioural reactions in each of the phases of group development. Describe these thoughts, feelings and reactions in each of the phases of Wheelan's model of group development. **(10)**
- (3) Compare the tasks of the group leader in phase 1 and phase 4 of Wheelan's integrative model of group development. **(10)**
- (4) Design a diversity awareness questionnaire consisting of 5 items (questions). Identify the dimension of diversity which is measured by each item and ensure that each item measures a different dimension of diversity. Briefly explain why you would want to measure these specific dimensions in your organisation. **(10)**

SECTION B**Answer ANY TWO questions.****All questions are EQUAL IN VALUE.**

- (1) Developing effective interpersonal behaviour is of prime importance for all leaders. Describe how an interpersonal development programme can be conducted by using the interpersonal approach. Do this by:
- discussing the four different interpersonal behaviours in the basic model and describing how these behaviours manifest in manager-subordinate strategies.
 - describing in your view, the most appropriate interpersonal styles for managers according to the 1982 Interpersonal Circle model. Also provide an outline of the typical characteristics of each of the appropriate styles.
 - describing how the model can be used to develop the interpersonal style repertoire of managers.
- (2) Explain the advantages and disadvantages of the eight diversity paradigms. Indicate which of the paradigms are more appropriate in the South African work context. **(20)**
- (3) Compare the group development phases 2 and 3 of Wheelan's integrative model of group development in terms of group structure, with specific reference to:
- communication
 - group problem solving and decision making
 - goals and tasks
 - roles and status
 - leadership
 - coalitions and subgroups
- (4) The Milton Bennet's six stage model is widely used in developing intercultural sensitivity. The following statements are representative of the each 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."
- "Women make good workers, but they are not competitive enough to be managers"
- "Luckily Jane is a good strategist, because she thinks like a man."
- "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."
- "I'm at my best when I'm mediating and building bridges between people or groups. I sometimes feel like I don't belong to any particular group." **(20)**

TOTAL: [80]

Best wishes for the remainder of the year's academic work.

Your lecturers

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