Tutorial Lettter 201/2/2012

Worforce Diversity

IOP209Y

Department of Industrial and Organisational Psychology

This tutorial letter contains important information.

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CONTENT

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

1   FEEDBACK ON ASSIGNMENT 01: SEMESTER 02

As indicated in Tutorial Letter 101/3/2012, Assignments 01 and 02 were compulsory. You had to complete and submit Assignment 01 and Assignment 02 to be allowed to write the examination.

The following answers to the questions in Assignment 01 are provided as feedback. The number of the correct option is printed in brackets and followed by an explanation of the answer.

(1)   **ALTERNATIVE (2) IS CORRECT**

Secondary dimensions of diversity are differences which are less visible to other people, such as educational background, geographic location, income, marital status and military experience. Primary dimensions of diversity, on the other hand, are visible and observable differences such as race, gender, age and physical abilities.

(2)   **ALTERNATIVE (1) IS CORRECT**

Organisations that would like to diversify their employee base and also effectively manage their diverse workforce should adapt their policies and procedures to accommodate the variety of needs and expectations of employees.

(3)   **ALTERNATIVE (4) IS CORRECT**

It is thus seen as a way of empowering black employees in terms of their managerial skills and abilities, as well as their ability to take control of material and other resources by means of special development and training programmes (which should be provided by the organisation).

(4)   **ALTERNATIVE (3) IS CORRECT**

Affirmative action is not seen as a permanent tool, but rather as a remedial, short-term strategy to encourage the upward occupational mobility of people from previously disadvantaged groups.

(5)   **ALTERNATIVE (1) IS CORRECT**

Fair discrimination allows for targeted affirmative action strategies and actions to redress the disadvantages that designated groups in the workforce have experienced in the past. Unfair discrimination is regarded as discrimination in employment practices on the basis of a person's affiliation to a variety of groupings (eg race, age and gender).

(6) **ALTERNATIVE (4) IS CORRECT**

Encouraging unhealthy competition in a diverse workforce inhibits the process of valuing differences, and thus cannot be part of the process of valuing differences. Other steps in the process of an intervention aimed at valuing employee differences include enhancing personal empowerment and exploring and identifying group differences.

(7) **ALTERNATIVE (3) IS CORRECT**

In South Africa, affirmative action has increasingly become a politicised practice. In other words, whether you are for or against it, affirmative action is heavily loaded with assumptions about personal and political beliefs and values. It has been criticised for being racist, elitist and for achieving little in terms of tangible results.

(8) **ALTERNATIVE (2) IS CORRECT**

When an organisation has a diverse, and therefore a multicultural, workforce it is able to compete more effectively on the international market.

(9) **ALTERNATIVE (3) IS CORRECT**

Currently the Employment Equity Act, the Labour Relations Act and the Skills Development Act are the only legal measures that enforce diversity in our organisations.

(10) **ALTERNATIVE (2) IS CORRECT**

Profitability is the only reason (both an internal and an external reason/benefit) for managing diversity. Internal reasons are those that come from within the organisation, while external reasons come from outside the organisation.

(11) **ALTERNATIVE (1) IS CORRECT**

Although improved competition is a business reason for managing diversity, few studies have been done that clearly indicate how diversity management improves competition in an organisation at both international and national levels.

(12) **ALTERNATIVE (2) IS CORRECT**

Advocates of managing diversity (which is based on increasing the heterogeneity in work groups) believe that heterogeneous groups will lead to improved creativity, innovation, problem-solving and decision-making.

(13) **ALTERNATIVE (3) IS CORRECT**

The proven benefits of diversity are the direct results or consequences of becoming a diversity-oriented employer.

(14) **ALTERNATIVE (4) IS CORRECT**

The systems approach to managing diversity is based on the principle that if change is not managed effectively at an individual, interpersonal and organisational level, the effective management of diversity within the organisation will suffer.

(15) **ALTERNATIVE (3) IS CORRECT**

The glass ceiling is not the only critical issue in managing diversity. Other critical diversity management issues at an organisational level are the following:

- the diversity of the organisation and the marketplace
- getting beyond a "one size fits all" culture
- the role of leadership and change agents
- organisational development and the learning organisation
- "Membership of club"
- the implications of change in demographics and the socio-political environment
- individualising and not standardising policies, systems and practices

(16) **ALTERNATIVE (1) IS CORRECT**

Personal attributes such as gender, race, age and even location are the basis of commonly held stereotypes. Occupation also frequently serves as a basis for stereotyping (eg many people have a low opinion of taxi drivers).

(17) **ALTERNATIVE (3) IS CORRECT**

A major finding in attribution theory is that people tend to assign relatively little weight to circumstances when they judge other people. People are more likely to attribute a person's actions or results thereof to personal characteristics such as appearance rather than to the force of circumstances.

(18) **ALTERNATIVE (4) IS CORRECT**

Resistance to change at an individual level may take on many subtle forms of behaviour that are not necessarily observable. For example, people can resist change in a passive-aggressive manner by procrastinating activities related to change in their organisation. This is done on the basis of their values, beliefs, needs, expectations, perceptions and attitudes.

(19) **ALTERNATIVE (1) IS CORRECT**

Values incorporate those things that a person deems valuable. Values represent peoples' needs, preferences and moral ideals. They therefore do not reflect an individual's ideal states or choices, but rather a person's preferences, both conscious and subconscious.

(20) **ALTERNATIVE (3) IS CORRECT**

Organisations consist of various departments and groups of people who are grouped according to their functions and objectives. Because the different subsystems are interdependent, change in one necessarily affects the status quo in other departments. Thus, change in one department might be resisted by other departments.

(21) **ALTERNATIVE (4) IS CORRECT**

Black people were regarded as being at a cognitive disadvantage because of their socially and educationally deprived environments. It was believed that their development potential would always be limited because of their environment despite stimulation and enrichment within the organisation itself.

(22) **ALTERNATIVE (3) IS CORRECT**

According to the paternalistic paradigm, loose family ties with rural communities were thought to inhibit modernisation. The equal-opportunity paradigm thus regards urbanisation as a fact in the modernisation of black people.

(23) **ALTERNATIVE (1) IS CORRECT**

To ensure that all policies, practices and facilities are inequitable is not an objective of affirmative action, because affirmative action is aimed at rectifying inequality in work policies, practices and facilities.

(24) **ALTERNATIVE (2) IS CORRECT**

In the case of top-down affirmative action, black employees are appointed to higher-level positions in organisations with the aim of empowering them through these positions. As a result, black people acquire power or authority through positional advancement.

(25) **ALTERNATIVE (2) IS CORRECT**

A synergistic organisational culture is developed with all the different value systems contributing to the new culture. This new synergistic organisational culture is based on shared values that contribute to improved productivity.

2 FEEDBACK ON ASSIGNMENT 02: SEMESTER 02

For this assignment, we have provided you with the correct option 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 correct option is the one that is highlighted in bold.

(1) If one uses a systems model in order to understand diversity dynamics, from the list below, which aspects of understanding and working with diversity are relevant?

1. The organisation's diversity climate is defined by organisational level diversity factors.
2. **Managing diversity involves an awareness and understanding of diversity factors on individual, group and organisational level which may act as barriers to effectively work with difference in the organisation.**
3. Managing diversity should involve change and transformation interventions on an interpersonal and organisational level.
4. System interventions should address diversity with regard to individual norms, values and beliefs in order to address diversity in an organisation from a holistic perspective.
5. The organisational culture is a system issue that incorporates senior-level management and blue-collar workers.

Reference: Study unit 5, page 71

(2) According to Radley and de Beer (2000) critical diversity management issues on an interpersonal or group level include, among other things, ...

1. stereotyping, self-awareness, sexism and guilt
2. **stereotyping, mentoring systems, and managing resistance, conflict and expectations**
3. a universal organisational culture with uniform systems and procedures
4. self-development, skills development and developing trust and respect
5. career progression and organisational climate change

Reference: Study unit 5, page 81

(3)   Barriers that have a negative 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

Reference: Study unit 5, page 85

(4)   Which of the following have been identified as important findings as far as attribution theory is concerned?

    1.   People tend to give relatively little weight to the personal issues when they judge other people.
    2.   People tend to attribute their achievements to their parents' influence and their failures to inner characteristics.
    3.   People are more likely to attribute a person's actions or results to personal characteristics such as appearance than to circumstantial forces.
    4.   People tend to attribute their achievements to opportunities and challenges in their environment.
    5.   Managers attribute record production to the availability of resources in the environment and poor production to his or her leadership style.

Reference: Study unit 5, page 87

(5)   Indicate the reasons why people find it difficult to adapt to change and therefore resist change.

    1.   Resistance on an individual level is based in basic human characteristics such as values, beliefs, needs, expectations, perceptions and attitudes.
    2.   One's values are so deeply rooted and subconsciously maintained that a person's natural reaction is to resist a situation or action that potentially opposes or confronts his or her value/belief system.
    3.   Resistance to change is an emotional and subsequent behavioural response to real or imagined threats to an established or accepted way of doing things.
    4.   Resistance to change provides human and organisational behaviour with some degree of stability and predictability.
    5.   All of the above

Reference: Study unit 5, pages 88-89

(6)   Which of the following can be regarded as a source of resisting change?

1.   The tendency to adjust our accustomed ways and responses because change is inevitable.
2.   Familiar situations that make us feel secure and stable.
3.   Fear of failure and fear of the unknown.
4.   People's knowledge on whether they will succeed or be regarded as successful in a new situation.
5.   People with a low need for security and job status.

Reference: Study unit 5, pages 88-89

(7)   According to studies cited by Barnard (1993) occupational advancement and development of previously disadvantaged groups based on merit sometimes only happen in theory, and not in reality. This is because:

1.   People judge the performance of other people on the basis of their own subjective, normative frame of reference, which may be influenced by subconscious stereotypes and biased assumptions.
2.   Stereotypes and biased assumptions regarding previously disadvantaged groups in South Africa are maintained despite radical changes in the demographic profile of the management corps in the country.
3.   People have a particular frame of reference or paradigm based on their underlying beliefs and values from which they view (perceive) the potential competence of other people.
4.   All of the above.
5.   None of the above.

Reference: Study unit 5, pages 89-90

(8)   Group norms, i.e. the shared attitudes of group members with regard to appropriate/acceptable and inappropriate/unacceptable behaviour, evolve because …...................

1.   They provide subtle suggestions and direct communication channels to group members.
2.   They act as a basis for formal interaction as well as more formal forms like procedures and policies.
3.   They help groups to clarify behavioural expectations, avoid embarrassing situations and clarify the group's values.
4.   They facilitate group formation where group members' differences in interests, purposes, needs, values and/or expectations are clear.
5.   They enhance employee retention in an uncertain and unstable work environment.

Reference: Study unit 5, page 91

(9)   The values that management holds as a selected group in an organisation will determine ....

1.   the development of subcultures and the forming of formal and informal groupings within an organisation
2.   the extent of conflict that results from diversity in the workgroup as well as in the organisation as a whole
3.   the norms of subcultures that lead to stereotyping, bias and informal and formal exclusion of people from specific workgroups
4.   decision-making and problem-solving in the organisation with regard to group forming and group identities
5.   the way in which a diverse workforce with different sets of values, needs and expectations is managed

Reference: Study unit 5, pages 91-92

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

1.   stress, language and non-verbal 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

Reference: Study unit 5, page 92

(11)   The three most prominent characteristics of organisational culture are ....

1.   a pattern of basic assumptions, external adaptation and internal integration
2.   shared values, beliefs and norms
3.   adaptation to change, resistance to change, facilitating transformation
4.   directing behaviour, determining adaptability and representing behavioural norms
5.   acceptable norms, basic assumptions, shared values

Reference: Study unit 5, pages 93-95

(12) A company that is forced by customers to reconsider its racial and gender workforce representation is an example of which of the following approaches to diversity?

1. representation with a numerical focus
2. attribute diversity
3. understanding differences
4. managing workforce diversity
5. cultural and racial diversity

Reference: Study unit 6, pages 103-104

(13) In your opinion, which one of the following is the best approach to diversity?

1. representation with a numerical focus
2. attribute diversity
3. understanding differences
4. managing workforce diversity
5. strategic diversity management

Reference: Study unit 6, pages 103-104

(14) People who believe in maintaining loose ties with other people and in looking after themselves and their immediate family rather than showing unconditional loyalty to a group of people subscribe to the value orientation of ....

1. collectivism
2. power distance
3. assertiveness
4. individualism
5. family relations

Reference: Study unit 6, page 111

(15) What type of culture is reflected by the belief that there should be clear differences in the power distribution of superiors and subordinates?

1. high power distance culture
2. low power distance culture
3. power distance culture
4. moderate power distance culture
5. none of the above

Reference: Study unit 6, page 111

(16)   .... would establish a unique relationship with each subordinate in order to reach private understandings about work related matters?

    1.   an achievement oriented manager
    2.   a manager with a participative communication style
    3.   a universalist manager
    4.   a particularist manager
    5.   a low-power distance manager

Reference: Study unit 6, page 111

(17)   People from a collective culture would …..................

    1.   value showing empathy and respect and prefer direct forms of communication.
    2.   value a participative communication style that focuses on communicating the truth.
    3.   value collective decision making based on rational and factual communication.
    4.   value saving face through more indirect forms of communication.
    5.   value direct communication on tasks and outputs that are to be achieved.

Reference: Study unit 6, page 111

(18)   Managers require multicultural skills to manage diversity effectively; these skills include ....

    1.   conflict management and role modelling.
    2.   interpersonal communication and knowledge of value differences.
    3.   communication and feedback-seeking skills.
    4.   role modelling and listening skills.
    5.   intelligence and knowledge.

Reference: Study unit 6, pages 114-115

(19)   Being non-judgemental, flexible and resourceful and being able to personalise one's observations, are …..................

    1.   micro-skills that guide facilitation of workforce diversity.
    2.   attending skills drawn from counselling practice.
    3.   communication skills that assist in implementing specific communication strategies.
    4.   interpersonal skills that reflect patience and commitment.
    5.   role modelling skills of an effective leader.

Reference: Study unit 6, pages 115-117

(20) Which of the following strategies would aid in ensuring that managing diversity becomes an integral part of an organisation's structure and processes?

1. Maintaining recruitment, selection, promotion and training processes.
2. Establishing a set policy on basic working conditions and structured working arrangements.
3. **Development of closer links with local community groups, schools and other organisations.**
4. Restructuring the organisational hierarchy to reflect a flatter structure.
5. Instructing that all jobs be viewed according to the Paterson grading system.

Reference: Study unit 7, page 133

(21) Which of the following is the purpose of a diversity model?

1. To define workforce diversity and ensure that all people in an organisation are treated equally.
2. To incorporate strategies of affirmative action with that of managing diversity.
3. To enable the creation of an organisational culture that is conducive to people from different backgrounds.
4. **To provide a comprehensive framework for organisations to drive their managing diversity strategies.**
5. To integrate the essential elements of both successful and ineffective diversity initiatives.

Reference: Study unit 8, page 135

(22) Cox's model to work with diversity includes elements of ....

1. **leadership, research, education, alignment of management systems and follow-up.**
2. management, measurement, training, restructuring and follow-up.
3. leadership, measurement, development, monitoring and evaluation.
4. management, research, education, alignment of management systems and follow-up.
5. leadership, evaluation, training, revision of policies and systems and monitoring the status quo.

Reference: Study unit 8, pages 135-136

(23) .... constitutes the third phase in Thomas' 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

Reference: Study unit 8, page 138

(24) In her organisational transformation model, Van Rooyen identifies various destabilising forces threatening the organisation. Destabilising forces internal to the organisation are, for example ....

1. pressure of globalisation
2. political demands by government
3. legislative requirements, in for example, the Skills Development Act
4. pressure of immigration and HIV
5. **the changing nature of the employees' values**

Reference: Study unit 8, page 143

(25) The deterministic development approach is part of the paternalistic paradigm. Which beliefs are reflected by this approach?

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 experience and exposure to socially- and educationally-deprived environments.**
5. None of the above.

Reference: Study unit 1, pages 21-22

3   GUIDANCE ON THE EXAMINATION

3.1   Format of the examination paper

Please note that only students who have submitted Assignment 01 and Assignment 02 will be allowed to write the examination (see Tutorial Letter 101/3/2012, page 14). The examination paper will be structured as follows:

Total marks : 75 (will be converted to a percentage)

Duration   : 2 hours

Pass mark   : 50%

Composition:

Section A: [25 marks]
Section A will consist of 25 compulsory **multiple-choice questions.**

Section B: [25 marks]
Section B contains **essay-type questions** and will include a choice between questions (see example under section 3.2 below).

Section C: [25 marks]
Section C will consist of one or more compulsory **essay-type questions**.

Study the following parts of the study guide to make sure you are prepared for the multiple-choice and short-essay questions that will appear in the examination paper. Remember that we will assess your knowledge and your ability to apply this knowledge through insight questions or case studies.

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

All eight study units in parts 1, 2 and 3 in the study guide are important for the examination.

3.2   Previous examination paper

To assist you in your preparation for the examination we provide **examples of essay-type questions** previously included in an exam paper. These questions serve

as *examples* of possible questions. Please do not only use these questions to prepare for your examination. We have briefly indicated the correct answers to these questions below to help you self-assess your understanding of the relevant course work.

SECTION B (OPTIONAL ESSAY QUESTIONS)

PLEASE NOTE: Answer <u>only</u> questions (1) and (2) for 25 marks, <u>OR</u> questions (3) and (4) for 25 marks.

1. **Discuss the developmental paradigm which you deem most significant and effective in fostering and enhancing people development and workforce diversity.   (10)**

<u>ANSWER:</u>

Here students should identify and discuss the managing diversity paradigm, but they could have discussed other paradigms. A discussion of the managing diversity paradigm should include the following:

Introduction (at least 1 to 2 marks)

The MD paradigm emerged as the most effective approach to enhancing diversity due to:

- The need to broaden the focus of AA to include dimensions other than race and gender and to go beyond enforced vocational advancement to participation, empowerment, social investment, education and improved general welfare of employees.
- A need for the acceptance of differences to build trust and tolerance among employees.
- The need to accommodate and manage emotional change resulting from the implementation of AA.
- The need for a more comprehensive management approach.

Discussion of the paradigm (at least 8 or 9 marks)

Macro-environment	• Economic success depends on sustaining democracy and unifying diverse race groups. • Bill of Rights strives towards non-racial society and recognition of 11 official languages. • Preferential treatment for marginalised blacks. • Enforcing top-down AA. • Free-market system and capitalism. • Financial support for small black businesses. • Redistribution of land and wealth by government and accommodation of black values.
Development approach	• Change in organisational culture is needed to sustain change and individual development. • A holistic approach to development sees organisation and society as responsible for development. • Emphasis on vocational education and basic cognitive skills. • Development of employees supported by societal upliftment programmes and benefits whole organisation. • Organisation partner to government in job creation, education, housing, etc.
Managing of value differences	• Promote a culture of value tolerance/intergroup accommodation of values rather than assimilation of black values. • Identification of shared values and goals. • Value differences regarded as assets to the organisation and a synergistic organisational culture is developed based on shared values.
Modernisation focus	• Black and white employees have to accommodate each others' values. • Certain traditional values (eg *ubuntu*) seen to enhance competitiveness. • Modernisation = integration of mutually agreed values, both Afrocentric and Eurocentric, into the organisation. • The above is a long-term process.
Employee participation	• Full employee participation and democracy seen as a right and as important for business effectiveness; will enhance commitment and tolerance.
Social involvement	• Social investment has become social involvement, ie organisations become involved in assisting previously deprived communities. • Close link to RDP. • Social involvement seen as organisational development.

2. **Describe proven, debatable and indirect benefits of managing diversity in an organisation.** (15)

ANSWER:

Benefits include the following:

Proven benefits (5)
- Recruiting from a wider range of talented candidates.
- Retaining the talented candidates.
- Associated savings from lower turnover and absenteeism.
- Flexible working arrangements are offered.
- Organisational culture is one in which the potential of all employees is realised.
- Employees are valued, motivated, developed and encouraged to progress upwards through the organisation.

Indirect benefits (5)
- better public image
- satisfying work environment
- improved relations among staff
- increased job satisfaction and morale
- increased productivity
- competitive edge

Debatable benefits (5)
- employees will give of their best
- increased quality
- improved customer orientation and service
- enhanced innovation, creativity and problem solving
- employees are more in tune with the customer base

TOTAL: [25]

OR

3. **Describe at least three internal and three external reasons for managing diversity.** (10)

ANSWER:

Internal and external reasons for managing diversity are listed in table 4.1 in study unit 4, page 54 in the study guide.

External reasons	Internal reasons
• competition • economic downturn/upturn • demographic changes • emerging markets • image • investor/donor satisfaction • government regulation • political correctness • production • profitability • lawsuits	• growth and expansion goals • organisational mission and values • organisational climate • employer/customer satisfaction • employee/management development • continuous improvement • progressive thinking • profitability • performance • complaints

However, these should not merely be listed as above. You will need to discuss each to receive the marks allocated. These business reasons relate to the benefits of managing diversity and you may discuss any of the benefits of implementing managing diversity in the organisation as discussed in study unit 4, sections 4.3.3 and 4.3.4.

4.   **Present a model that reflects the primary factors in managing diversity from a systems perspective. In your presentation, you should include the major input, transformation and output components of managing diversity at all levels within the organisation.**

ANSWER:

The figure 5.1 on page 80 of your study guide (in part 2, study unit 5) presents the model that was requested in this question.

TOTAL: [25]

SECTION C (COMPULSORY ESSAY QUESTIONS)

PLEASE NOTE: Answer questions (1) AND (2) for 25 marks.

1. **Explain phase 1 (environmental and destabilising forces) of Van Rooyen's model.** **(15)**

ANSWER:

Organisations need to keep abreast of the external environment in terms of changes in order to survive the changing market, to retain customers and to build market share. When considering a managing diversity context the following external and internal sources should be dealt with:
Forces external to the organisation include:

- Economic – globalisation, skills shortage or economic growth.
- Political – demands of the ANC, disadvantaged communities and impact of apartheid.
- Legal – impact on business of EE legislation, Skills Development Act and LRA.

Internal forces in the organisation imply a need to manage organisations differently and include:

- moving from a bureaucratic organisation to cooperation, customer-based authority and intelligent organisations
- moving from unskilled to knowledge workers
- changing values of work
- development, participation and empowerment of staff

2. **Discuss how you would undertake the process of sensitising managers to diversity.** **(10)**

ANSWER:

There may not be a specific section in the study guide dealing with this issue, but an integration of the information studied in this module may assist you to come up with a list of attitudes and skills that managers need to be more sensitised towards diversity as well as strategies/interventions that you could possibly implement in this regard. The following are some examples of what you could reflect on in this question:

Attitudes and skills needed	Strategies/interventions
Increase cultural self-awareness.	Involve managers and leaders in the process of managing diversity.
Enhance understanding of cultural differences.	Involve managers in a diversity planning workshop.
Learn about other cultures in the workplace.	Train managers in mentorship skills.
Change management skills.	Enhance managers' ability to manage people of all kinds.
Mentorship.	Adjust existing management training programme to involve significant sections on managing diversity.
	Continuously communicate, discuss and evaluate progress with all managers.

4   STUDENT SUPPORT

4.1 *my*Unisa

Should you wish to form discussion groups with fellow students to share your learning among each other, remember that you are welcome to access IOP209Y on *my*Unisa. You can also access your study material on this site and will thus be able to view and read feedback tutorial letters as soon as they are published, without having to wait for them to arrive in the post.

As lecturers, we use *my*Unisa to send announcements to students with course-related information. We also visit the site to peruse 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 for the examination.

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