

Chapter 2: Diversity

TRUE/FALSE

1. Diversity refers to the variety of observable and unobservable similarities and differences among people.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: What is Diversity? KEY: Bloom's: Knowledge

2. Diversity is mostly about demographics.

ANS: F PTS: 1 DIF: Difficulty: Challenging
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: What is Diversity? KEY: Bloom's: Knowledge

3. The fact that Rosa describes herself as both a doctor and a Hispanic shows how diversity reflects combinations of characteristics.

ANS: T PTS: 1 DIF: Difficulty: Challenging
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Individual Dynamics
TOP: What is Diversity? KEY: Bloom's: Application

4. Surface-level diversity means observable differences in people, including race, age, ethnicity, physical abilities, physical characteristics, and gender.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

5. Deep-level diversity means observable differences in people, including race, age, ethnicity, physical abilities, physical characteristics, and gender.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

6. A single group member's similarities and differences from other group members is called relational demography.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 41 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

7. Separation, variety, and disparity summarize the three other types of within-group diversity that reflect different types of deep-level diversity.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 41 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Synthesis

8. Research has found that firm performance does not change when employees have more positive attitudes toward diversity.

ANS: F PTS: 1 DIF: Difficulty: Moderate
REF: p. 42 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Business Case for Diversity KEY: Bloom's: Knowledge

9. Although many managers view diversity as a benefit to their companies, researchers are more divided on the effects diversity has on workgroup performance.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 43 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Business Case for Diversity KEY: Bloom's: Knowledge

10. Diversity is usually not a source of creativity and innovation.

ANS: F PTS: 1 DIF: Difficulty: Moderate
REF: p. 43 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Business Case for Diversity KEY: Bloom's: Knowledge

11. If an employer refuses to hire someone based on his or her race, the employer is violating Title VII of the Civil Rights Act of 1964.

ANS: T PTS: 1 DIF: Difficulty: Challenging
REF: p. 44 NAT: BUSPROG: Diversity
STA: DISC: Legal Responsibilities TOP: Business Case for Diversity
KEY: Bloom's: Application

12. The ethnic and cultural mix of the U.S. workforce is changing.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 44 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Diversity Trends KEY: Bloom's: Knowledge

13. By 2030, about 1 in 5 people will be 65 or over.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 44 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Diversity Trends KEY: Bloom's: Knowledge

14. In the future global workforce, there should be a surplus in talent due to larger diversity.

ANS: F PTS: 1 DIF: Difficulty: Challenging
REF: p. 46 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Diversity Trends KEY: Bloom's: Knowledge

15. There is little evidence that diversity in top management teams influences group performance.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 47 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Potential Downside of Diversity KEY: Bloom's: Knowledge

16. There is strong evidence that supervisors and subordinates tend to like each other more (and therefore accomplish more) when they are of similar ages.

ANS: F PTS: 1 DIF: Difficulty: Moderate
REF: p. 47 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Potential Downside of Diversity KEY: Bloom's: Comprehension

17. Over time, surface-level diversity becomes less important, and deep-level diversity becomes more important to group cohesiveness.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 49 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

18. Inclusion (the sense of being safe, valued, and engaged in a group) results in more information sharing and commitment.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 49 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

19. The need to integrate diverse information and reconcile different perspectives may stimulate more creative thinking and prevent premature agreement on courses of action that can lead to better solutions and innovative performances.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 49 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Analysis

20. Leveraging diversity is ultimately about developing an organization that includes the contributions of all of its members.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 49 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Synthesis

21. Feeling like we are part of a group socially as well as in a task performance capacity decreases our commitment to the group.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

22. Lower status group members are less likely to share their ideas or challenge the ideas of the higher-status members.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

23. If diverse employees are not included in organizational decision making or are marginalized at work, they are more likely to leave the organization.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

24. Ethnocentrism often has less to do with prejudice and more to do with inexperience or ignorance.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: Individual Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Comprehension

25. Title VII effectively eliminated all bigotry in workplaces.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 51 NAT: BUSPROG: Diversity
STA: DISC: Legal Responsibilities TOP: Barriers to Inclusion
KEY: Bloom's: Evaluation

26. All organizations have formal and informal networks.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Knowledge

27. Organizational networks do not affect mentoring opportunities.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Barriers to Inclusion KEY: Bloom's: Comprehension

28. The “like me” bias is inconsistent with social categorization theory.

ANS: F PTS: 1 DIF: Difficulty: Moderate
REF: p. 51 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Barriers to Inclusion KEY: Bloom's: Analysis

29. The “like me” bias can be either conscious or unconscious.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 51 NAT: BUSPROG: Diversity STA: DISC: Individual Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Analysis

30. Women and minorities are never excluded from informal organizational networks.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Knowledge

31. People have a tendency to trust, cooperate with, and like out-group members more than in-group members.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 51 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Knowledge

32. Diversity alone guarantees positive organizational outcomes.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Knowledge

33. If top managers do not promote inclusion and respect diversity, lower-level managers and employees are not likely to do so either.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Analysis

34. Diversity is less likely to positively affect companies if they support diverse employees in higher-level positions and help all employees effectively interact with people who are different from them.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Knowledge

35. Diversity initiatives are more successful when the company is able to keep employees thinking about diversity issues, even when they don't feel a direct, negative impact.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Comprehension

36. Top executives within aerospace giant Boeing are asked to mentor at least one person each, and many of its businesses require that each senior executive mentor three people, at least one of them a woman and one a minority.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Comprehension

37. Diversity training and diversity education need to communicate that bias is not a part of being human.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Comprehension

38. It is not realistic to claim or to pursue an "I'm totally unbiased" stance with regard to diversity.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: Individual Dynamics
TOP: Managing Diversity KEY: Bloom's: Knowledge

39. To manage diversity effectively as both an employee and as a manager, it is important not to be aware of your biases and attitudes toward diversity.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Comprehension

40. When senior female women at eBay communicated their commitment to the success of other women in the company it reinforced female employees' emotional attachment to the firm and strengthened their belief that eBay is a great place to work.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: Leadership Principles
TOP: Managing Diversity KEY: Bloom's: Comprehension

41. Diversity metrics allow companies to monitor their progress and to define their priorities for future action.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 56 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Knowledge

42. Societal culture is an important source of diversity.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 56 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Knowledge

43. National boundaries always coincide with cultural boundaries.

ANS: F PTS: 1 DIF: Difficulty: Moderate
REF: p. 56 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Knowledge

44. High individualism reflects loose ties with others.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 58 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Knowledge

45. Lower power distance is associated with hierarchical, centralized companies that have large gaps in authority, respect, and compensation, while higher power distance is reflected in flatter organizations in which employees and supervisors are considered almost as equals.

ANS: F PTS: 1 DIF: Difficulty: Moderate
REF: p. 57 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Application

46. In highly masculine cultures, men are expected to be assertive and strong and to be the sole provider for the family.

ANS: T PTS: 1 DIF: Difficulty: Easy
REF: p. 58 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Knowledge

47. A longer term orientation is reflected in a strong work ethic and placing high value on education and training, whereas a shorter term orientation is characterized by higher individualism, creativity, and equality.

ANS: T PTS: 1 DIF: Difficulty: Moderate
REF: p. 58 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Application

48. Most people do not have to put much effort into developing cultural competence; it comes naturally to most of us.

ANS: F PTS: 1 DIF: Difficulty: Easy
REF: p. 60 NAT: BUSPROG: Diversity
STA: DISC: Ethical Responsibilities TOP: The Role of Societal Culture
KEY: Bloom's: Knowledge

MULTIPLE CHOICE

1. Some of the first diversities that people think about are _____.
a. gender
b. race
c. age
d. all of these

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Individual Dynamics
TOP: What is Diversity? KEY: Bloom's: Knowledge

2. ____ refers to the variety of observable and unobservable similarities and differences among people.
- Uniqueness
 - Race
 - Characteristics
 - Diversity

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: What is Diversity? KEY: Bloom's: Knowledge

3. Which of the following is considered diversity?
- life experiences
 - educational background
 - where someone is from
 - all of these

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Individual Dynamics
TOP: What is Diversity? KEY: Bloom's: Knowledge

4. Diversity is much more than ____ and can reflect combinations of characteristics rather than a single attribute.
- appearance
 - demographics
 - gender
 - attitudes

ANS: B PTS: 1 DIF: Difficulty: Challenging
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Individual Dynamics
TOP: What is Diversity? KEY: Bloom's: Knowledge

5. ____ refers to observable differences in people, including race, age, ethnicity, physical abilities, physical characteristics, and gender.
- Surface-level diversity
 - Deep-level diversity
 - All-level diversity
 - Longitudinal diversity

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

6. ____ refers to individual differences that cannot be seen directly, including goals, values, personalities, decision-making styles, knowledge, skills, abilities, and attitudes.
- Surface-level diversity
 - Deep-level diversity
 - All-level diversity
 - Longitudinal diversity

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

7. When you notice that someone is tall, what type of diversity are you noticing?
- attitudinal diversity
 - deep-level diversity
 - surface-level diversity
 - longitudinal diversity

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Individual Dynamics
TOP: Types of Diversity KEY: Bloom's: Application

8. _____ refers to the “invisible” characteristics in others that take more time to learn about, but can have a strong effect on group and organizational performance.
- Attitudinal diversity
 - Deep-level diversity
 - Surface-level diversity
 - Longitudinal diversity

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

9. If you thought you were different from other people at work because of a lower pay rate, you would have the diversity perspective of _____.
- attitudinal diversity
 - deep-level diversity
 - surface-level diversity
 - relational demography

ANS: D PTS: 1 DIF: Difficulty: Challenging
REF: p. 40 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Application

10. _____ is a single group member's similarities to and differences from other group members.
- Surface-level diversity
 - Relational demography
 - Attitudinal diversity
 - Deep-level diversity

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 41 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

11. Being in the numerical minority in a group based on some unique characteristic and being assumed to fully represent that minority group is called a _____.
- disparity
 - variety
 - token
 - separation

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 41 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

12. _____ means differences in a certain type or category, including group members' expertise, knowledge, or functional background.
- a. Disparity
 - b. Variety
 - c. Token
 - d. Separation

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 41 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

13. _____ reflects dissimilarity in an attitude or value, for example, especially with regards to group goals or processes.
- a. Disparity
 - b. Variety
 - c. Token
 - d. Separation

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 41 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

14. _____ means differences in the concentration of valuable social assets or resources—dissimilarity in rank, pay, decision-making authority, or status, for example.

- a. Disparity
- b. Variety
- c. Token
- d. Separation

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 41 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

15. A team that has a CEO, vice president, and two mid-level managers on it would have which of the following types of diversity?
- a. disparity
 - b. variety
 - c. token
 - d. separation

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 41 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Application

16. A team that has a marketing professional, a materials specialist, and an engineer represent what type of diversity?
- a. disparity
 - b. variety
 - c. token
 - d. separation

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 42 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Application

17. Research has found that firm performance _____ when employees have more _____ attitudes toward diversity.
- a. increases; positive
 - b. decreases; negative
 - c. increases; negative
 - d. decreases; positive

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 42 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Business Case for Diversity KEY: Bloom's: Knowledge

18. At cereal giant Kellogg Company, _____ and _____ are critical to competing successfully in the global marketplace.
- a. sales; marketing
 - b. diversity; inclusion
 - c. engineering; low prices
 - d. variety; disparity

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 43 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Business Case for Diversity KEY: Bloom's: Application

19. Although many managers view diversity as a benefit to their companies, researchers are more divided on the effects diversity has on _____.
- a. sales
 - b. customer perspectives
 - c. workgroup performance
 - d. individual performance

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 43 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Business Case for Diversity KEY: Bloom's: Knowledge

20. Diversity can be a source of creativity and innovation that can create _____.
- a. sales
 - b. a competitive advantage
 - c. workgroup performance
 - d. individual performance

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 43 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Business Case for Diversity KEY: Bloom's: Knowledge

21. Having more women in top management positively affects the performance of firms pursuing a/an _____ strategy.
- a. diverse
 - b. competitive advantage
 - c. winning
 - d. innovation

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 43 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Business Case for Diversity KEY: Bloom's: Knowledge

22. What is one of the more recent reasons that is important to have diversity in today's business world?
- a. there are tax advantages
 - b. minorities will not shop at your store
 - c. lawsuits will happen more often if you don't have a diverse workforce
 - d. barriers that once separated the world's people are no longer there (for example, time, distance, or politics)

ANS: D PTS: 1 DIF: Difficulty: Challenging
REF: p. 43 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: Business Case for Diversity
KEY: Bloom's: Knowledge

23. Although many other anti-discrimination laws exist, one of the most important is _____.
- a. Title VII of the Civil Rights Act of 1964
 - b. Title V of the Civil Rights Act of 1954
 - c. The Civil Rights Act of 1991
 - d. The Emancipation Proclamation

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 44 NAT: BUSPROG: Diversity
STA: DISC: Legal Responsibilities TOP: Business Case for Diversity
KEY: Bloom's: Knowledge

24. Title VII prohibits employee discrimination based on a variety of characteristics. Which of the following is NOT included?
- a. race
 - b. sex
 - c. sexual orientation
 - d. religion

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 44 NAT: BUSPROG: Diversity
STA: DISC: Legal Responsibilities TOP: Business Case for Diversity
KEY: Bloom's: Knowledge

25. _____ allows monetary damages in cases of intentional employment discrimination.
- Title VII of the Civil Rights Act of 1964
 - Title V of the Civil Rights Act of 1954
 - The Civil Rights Act of 1991
 - The Emancipation Proclamation

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 44 NAT: BUSPROG: Diversity
STA: DISC: Legal Responsibilities TOP: Business Case for Diversity
KEY: Bloom's: Knowledge

26. One of the largest employment discrimination lawsuits was settled for more than \$11.7 million against Walmart and Sam's Club. What was the main group that was discriminated in this case?
- blacks
 - women
 - Hispanics
 - whites

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 44 NAT: BUSPROG: Diversity
STA: DISC: Legal Responsibilities TOP: Business Case for Diversity
KEY: Bloom's: Knowledge

27. The ethnic and cultural mix of the U.S. workforce is _____.
- decreasing
 - becoming more homogeneous
 - changing
 - constant

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 44 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Diversity Trends KEY: Bloom's: Knowledge

28. What level of the corporate ladder is least diverse?
- lowest level
 - assembly line worker
 - mid management
 - uppermost leadership (i.e. CEO)

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 46 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Diversity Trends KEY: Bloom's: Knowledge

29. What group is eBay placing in key decision-making roles the most to increase their diversity?
- women
 - men
 - people experienced with the internet
 - Asians

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 46 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Diversity Trends KEY: Bloom's: Knowledge

30. The U.S. Bureau of Labor Statistics projects a dramatic increase in workers ____ during the next decade.
- a. age 20-30
 - b. age 30-40
 - c. age 40-50
 - d. age 65 and older

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 45 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Diversity Trends KEY: Bloom's: Knowledge

31. Work teams are often age diverse and it is increasingly likely that ____.
- a. an older employee will report to a younger supervisor
 - b. a younger employee will report to a older supervisor
 - c. a minority will be the supervisor of a non-minority
 - d. there will be conflicts because of age differences

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 46 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Diversity Trends KEY: Bloom's: Knowledge

32. Mismanaging diversity is likely to result in which of the following?
- a. costly lawsuits
 - b. reduced motivation
 - c. absenteeism among disenfranchised groups
 - d. all of these

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 47 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Potential Downside of Diversity KEY: Bloom's: Analysis

33. Being of the same race as other workgroup members is associated with which of the following?
- a. lower work group productivity
 - b. lower commitment to the work group
 - c. better perceptions of advancement opportunities
 - d. all of these

ANS: C PTS: 1 DIF: Difficulty: Easy
REF: p. 47 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Potential Downside of Diversity KEY: Bloom's: Comprehension

34. Which of the following terms is used to refer to separation based on the existence and strength of subgroups due to the composition and alignments of different group member characteristics?
- a. faultlines
 - b. party lines
 - c. lines of prejudice
 - d. barrier lines

ANS: A PTS: 1 DIF: Difficulty: Easy
REF: p. 47 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Potential Downside of Diversity KEY: Bloom's: Knowledge

35. Which of the following terms refers to members feeling that they are a core part of the group?
- a. groupthink
 - b. social integration
 - c. enmeshment
 - d. partnership

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

36. Lower-status organization members are often ____ self-conscious in the presence of higher-ranking members and are ____ likely to share their ideas or challenge the ideas of the higher-status members.
- a. less, more
 - b. more, less
 - c. less, less
 - d. more, more

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Analysis

37. Task conflict probably has a _____ relationship with team performance and member satisfaction in that work teams do best under moderate levels of task conflict--too much or too little can hurt performance.
- a. linear
 - b. curvilinear
 - c. positive
 - d. negative

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Comprehension

38. Which of the following terms refers to interpersonal conflict including personality clashes?
- a. task conflict
 - b. managerial conflict
 - c. relationship conflict
 - d. organizational conflict

ANS: C PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

39. Which of the following terms refers to a change in the way groups integrate information and reconcile different perspectives?
- a. information processing
 - b. perspective shifting
 - c. strategy evaluation
 - d. goal orientation

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 50 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

40. Diverse team members who feel included and respected are more likely to _____.
a. share ideas
b. be committed to group goals
c. feel engaged
d. all of these

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 50 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Comprehension

41. Cooperative group norms in diverse groups tend to _____ over time particularly when members communicate with and see each other more often.
a. decrease
b. remain stable
c. increase
d. fluctuate randomly

ANS: C PTS: 1 DIF: Difficulty: Easy
REF: p. 49 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

42. Time and group member contact can _____ the positive effects of diversity.
a. increase
b. decrease
c. never affect
d. none of these

ANS: A PTS: 1 DIF: Difficulty: Easy
REF: p. 49 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Comprehension

43. Which of the following terms refers to the sense of being safe, valued, and engaged in a group?
- a. inclusion
 - b. comfort
 - c. equity
 - d. friendship

ANS: A PTS: 1 DIF: Difficulty: Easy
REF: p. 49 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

44. The perception of age discrimination, regardless of one's age, is related to which of the following?
- a. lower employee self-esteem
 - b. burnout
 - c. stress
 - d. all of these

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 49 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

45. _____ can reduce the negative effects of task conflict and help teams better translate their diversity into greater innovation.
- a. Collaborative problem solving
 - b. Competitive problem solving
 - c. Computerized problem solving
 - d. Critical problem solving

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 49 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

46. Race and gender are to relationship conflict as tenure and education level are to _____.
- a. role conflict
 - b. task conflict
 - c. social conflict
 - d. executive conflict

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Application

47. Greater diversity is related to _____ social integration in work groups, which _____ turnover.
- more, decreases
 - less, increases
 - more, increases
 - less, decreases

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Analysis

48. Women tend to perceive more competition in organizations that are _____.
- male-dominated
 - female-dominated
 - gender-integrated
 - none of these

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Potential Downside of Diversity KEY: Bloom's: Knowledge

49. Which of the following is an example of task conflict?
- two co-workers arguing about an appropriate deadline for a project
 - two co-workers arguing about a political issue
 - a group of co-workers gossiping about the personal life of their boss
 - a group of co-workers discussing the weather

ANS: A PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Application

50. Which of the following is an example of relationship conflict?
- a disagreement about how to delegate tasks to a work group
 - a disagreement about the ultimate goal of a project
 - a verbal attack on one employee's personal motives
 - a dispute regarding the interpretation of the policy manual

ANS: C PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Application

51. Relationship conflict is strongly related to _____.
- lower team performance
 - lower member satisfaction
 - gender diversity
 - all of these

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 48 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Knowledge

52. Men in groups made up mostly of women are _____.

- a. less attached to the group
- b. absent less often
- c. more likely to stay with the company
- d. none of these

ANS: A PTS: 1 DIF: Difficulty: Easy
REF: p. 47 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Potential Downside of Diversity KEY: Bloom's: Knowledge

53. Diverse groups are _____ able to provide for all of their members' needs and tend to have _____ integration and communication than do homogenous groups.

- a. more, more
- b. more, less
- c. less, more
- d. less, less

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 47 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Comprehension

54. Social categorization theory states that we sort ourselves and others into which of the following categories?

- a. powerful group members and powerless group members
- b. similar in-group members and dissimilar out-group members
- c. allies and enemies
- d. compatible co-workers and non-compatible co-workers

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 51 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Knowledge

55. The belief that one's own language, native country, and cultural rules and norms are superior to all others is called _____.

- a. egocentrism
- b. polycentrism
- c. ethnocentrism
- d. anthropocentrism

ANS: C PTS: 1 DIF: Difficulty: Easy
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Knowledge

56. Which of the following is/are influenced by organizational networks?

- a. knowledge sharing
- b. resource accessibility
- c. work opportunities
- d. all of these

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Comprehension

57. Steve Larson, Senior Diversity Consultant for Wachovia, points out that successful diversity programs must engage _____.
a. Black women
b. White men
c. young men
d. young women

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Barriers to Inclusion KEY: Bloom's: Knowledge

58. Research has found that group _____ is better than _____ in terms of affecting positive work-related behavior and attitudes.
a. competitiveness, cooperativeness
b. cooperativeness, competitiveness
c. heterogeneity, homogeneity
d. homogeneity, heterogeneity

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 51 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Synthesis

59. As voluntary efforts are made by companies to promote inclusion, members of groups who traditionally have been the predominant employees of a particular workforce or occupation may grow anxious or angry. This phenomenon demonstrates which of the following barriers to inclusion?
a. perceived threat of loss
b. ethnocentrism
c. prejudice
d. the "like me" bias

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 51 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Application

60. Stereotypes can be based on which of the following characteristics?
a. race
b. religion
c. disability
d. all of these

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 51 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Comprehension

61. According to Steve Larson, Senior Diversity Consultant for Wachovia, excluding White men from diversity programs can contribute to their _____.
a. happiness
b. resistance to ongoing diversity efforts
c. company loyalty
d. ignorance

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Barriers to Inclusion KEY: Bloom's: Comprehension

62. If employees perceive a direct threat to their career opportunities, they are likely to _____.
a. feel the need to protect their own prospects by impeding the prospects of others
b. be very helpful to minority employees
c. be very supportive of diversity initiatives
d. help recruit diverse candidates for new positions

ANS: A PTS: 1 DIF: Difficulty: Easy
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Evaluation

63. The barriers to inclusion stem from which of the following?
a. psychological factors
b. employee unawareness
c. all of these
d. decision making factors

ANS: C PTS: 1 DIF: Difficulty: Easy
REF: p. 50 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Comprehension

64. Access to organizational networks is important for _____.
a. job performance
b. mentoring opportunities
c. being seen as a candidate for promotion
d. all of these

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 52 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Comprehension

65. What is the most important element in effectively leveraging the positive potential of diversity?
a. support from lower level managers
b. affirmative action
c. a clearly written policy manual
d. top management support

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Comprehension

66. Which of the following creates a more inclusive environment?
a. enhancing all employees' cultural awareness and empathy through diversity training
b. creating training, development, and advancement opportunities
c. creating fair company policies and practices that give all employees equal access to performance feedback
d. all of these

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Comprehension

67. Reciprocal mentoring: matches _____ with _____ to allow both people to learn more about a different group
- a. senior employees, diverse junior employees
 - b. secretaries, janitors
 - c. men, women
 - d. managers, trustees

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Comprehension

68. Human resource outsourcing firm Hewitt Associates' Cross-Cultural Learning Partners Program paired the _____ and each of his direct reports with _____ in order to better learn about reciprocal mentoring.
- a. janitor, secretaries
 - b. top manager, the CEO
 - c. CEO, diverse associates
 - d. oldest employee, youngest employee

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Comprehension

69. Diversity initiatives at PNC Financial Services include which of the following?
- a. an employee referral program
 - b. an assigned mentor
 - c. mentoring programs for all employees
 - d. all of these

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 53 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Evaluation

70. To more effectively hire and retain diverse employees, it is important to be vigilant about first making sure that highly qualified job candidates are _____.
- a. enthusiastic
 - b. diverse
 - c. homogenous
 - d. intelligent

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Knowledge

71. Ensuring that the promotion process proactively identifies diverse candidates in the pipeline helps to prevent inadvertently_____.

- a. promoting them
- b. secluding them
- c. overlooking them
- d. demoting them

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Comprehension

72. Everyone has biases whether they are aware of them or not---diversity training should enable employees to do which of the following?

- a. become aware of them and learn to control them
- b. none of these
- c. hide them
- d. eliminate them

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Evaluation

73. To promote awareness and empathy, MetLife implemented which type of program?

- a. a round table event where employees engaged in open discussion
- b. a company retreat to build better relationships
- c. a “diversity live” series using professional actors
- d. a company picnic where employees played games

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Knowledge

74. Although White men make up the majority of the U.S. workforce, in some companies they are the _____ engaged in diversity efforts.

- a. none of these
- b. least
- c. the only ones
- d. most

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Managing Diversity KEY: Bloom's: Knowledge

75. Diversity and inclusion efforts have historically had a strong focus on _____.

- a. white men
- b. top managers
- c. administrative assistants
- d. minorities and women

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 54 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Managing Diversity KEY: Bloom's: Comprehension

76. Diversity metrics allow companies to monitor their progress and to define their priorities for future action. Frequently used indicators include the following:
- a. all of these
 - b. none of these
 - c. the ratio of people with different demographics promoted to those eligible for promotion
 - d. the diversity of job applicants and new hires

ANS: A PTS: 1 DIF: Difficulty: Challenging
REF: p. 55 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Comprehension

77. Linking part of each business unit's bonus pool specifically to diversity goals helped financial firm ING raise the proportion of its top-management positions around the world held by women by _____ percent over four years.
- a. 95
 - b. 25
 - c. 50
 - d. 5

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 56 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Knowledge

78. In the Diversity at Johnson & Johnson case study, which of the following is NOT part of J&J's online Diversity University?
- a. diversity-related resources
 - b. classes that introduce the concepts
 - c. video conferencing with fellow employees
 - d. cultural awareness training tools featuring country-specific content

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 57 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Comprehension

79. Which of the following is a way in which culture is passed down through generations?
- a. through stories
 - b. observing family, friends, teachers
 - c. activities
 - d. all of these

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 56 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Comprehension

80. Even though two countries are located near each other, such as Britain and Ireland, their societal cultures could be very _____ due to differences in religion, language, politics, or other factors.
- a. complex
 - b. interesting
 - c. similar
 - d. different

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 56 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Comprehension

81. Which of the following terms refers to the degree of inequality that exists and that is accepted among people with and without power?
- a. power distance
 - b. strength differential
 - c. span of control
 - d. privilege difference

ANS: A PTS: 1 DIF: Difficulty: Easy
REF: p. 57 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Comprehension

82. Which of the following countries is highly individualistic?
- a. Guatemala
 - b. Ecuador
 - c. The United States
 - d. Bangladesh

ANS: C PTS: 1 DIF: Difficulty: Easy
REF: p. 58 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Application

83. Which of the following best reflects low individualism?
- a. believing that people are incapable of making decisions on their own
 - b. valuing the need for personal freedom above all else
 - c. all of these
 - d. placing a high value on harmony rather than honesty, and an emphasis on intrinsic rewards

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 58 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Analysis

84. Which of the following terms refers to the degree of anxiety people feel in uncertain or unfamiliar situations?
- a. decision-making difficulty
 - b. uncertainty avoidance
 - c. social anxiety disorder
 - d. masculinity

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 58 NAT: BUSPROG: Diversity STA: DISC: Individual Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Knowledge

85. Which of the following leader attributes was/were found to be universally seen as being at least somewhat responsible for a leader's effectiveness?
- a. self-protection
 - b. modesty
 - c. autocracy
 - d. all of these

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 59 NAT: BUSPROG: Diversity STA: DISC: Leadership Principles
TOP: The Role of Societal Culture KEY: Bloom's: Analysis

86. What is an expatriate?
- a. an illegal immigrant
 - b. a person temporarily or permanently living in a country other than that of legal residence
 - c. a person with dual citizenship
 - d. a person who is a legal resident of a country other than the one where he or she was born

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 60 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Knowledge

87. Which of the following terms refers to the ability to interact effectively with people of different cultures?
- a. tolerance
 - b. racial knowledge
 - c. egalitarianism
 - d. cultural competence

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 60 NAT: BUSPROG: Diversity
STA: DISC: Ethical Responsibilities TOP: The Role of Societal Culture
KEY: Bloom's: Comprehension

88. How do we develop cultural competence?
- a. by honestly examining our prejudices and biases
 - b. by actively developing cross-cultural skills
 - c. by learning from role models
 - d. all of these

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 60 NAT: BUSPROG: Diversity
STA: DISC: Ethical Responsibilities TOP: The Role of Societal Culture
KEY: Bloom's: Analysis

89. Because saving face is so important in _____, you will often hear “It’s inconvenient” or “I’ll look into it” instead of being told “no.”
- a. Australia
 - b. China
 - c. Canada
 - d. England

ANS: B PTS: 1 DIF: Difficulty: Easy
REF: p. 58 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Application

90. Which characteristic was shown to negatively impact leadership effectiveness across cultures?
- a. cunning
 - b. orderly
 - c. dictatorial
 - d. dependable

ANS: C PTS: 1 DIF: Difficulty: Moderate
REF: p. 60 NAT: BUSPROG: Diversity STA: DISC: Leadership Principles
TOP: The Role of Societal Culture KEY: Bloom's: Application

91. Which cultural dimension refers to how much pride and loyalty individuals should have for their family or organization?
- a. institutional collectivism
 - b. in-group collectivism
 - c. performance orientation
 - d. future orientation

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 59 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Application

92. Which cultural dimension refers to how much society should encourage and reward kindness, fairness, generosity, and friendliness?
- a. humane orientation
 - b. power distance
 - c. assertiveness
 - d. uncertainty avoidance

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 59 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Application

93. _____ uncertainty avoidance (e.g., Greece, Portugal, and Uruguay) is associated with a need for structure, avoiding differences, and very formal business conduct governed by many rules, whereas a _____ uncertainty avoidance (e.g., Singapore, Jamaica, and Hong Kong) is characterized by an informal business culture, acceptance of risk, and more concern with long term strategy and performance than with daily events.
- Lower, higher
 - Higher, lower
 - Positive, negative
 - Negative, positive

ANS: B PTS: 1 DIF: Difficulty: Moderate
REF: p. 58 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Analysis

94. _____ masculinity (e.g., Japan, Hungary, Slovakia) is reflected in a distinction between men's work and women's work while _____ masculinity (e.g., Denmark, Sweden, Norway) is reflected in equal employment opportunity and respect for successful and powerful women.
- Higher, lower
 - Lower, higher
 - Good, bad
 - Bad, good

ANS: A PTS: 1 DIF: Difficulty: Easy
REF: p. 58 NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Comprehension

95. Societal culture is reflected in which of the following?
- language
 - politics
 - values
 - all of these

ANS: D PTS: 1 DIF: Difficulty: Easy
REF: p. 56 NAT: BUSPROG: Diversity
STA: DISC: Environmental Influence TOP: The Role of Societal Culture
KEY: Bloom's: Comprehension

96. Which of the following was a primary goal of the Global Leadership and Organizational Effectiveness (GLOBE) Research Program?
- to determine which cultures have the most effective leaders
 - to figure out why different cultural groups have different ideas about effective leadership
 - to teach people from different cultures how to be effective leaders
 - to develop societal and organizational measures of culture and leader attributes that are appropriate to use across all cultures

ANS: D PTS: 1 DIF: Difficulty: Moderate
REF: p. 59 NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: The Role of Societal Culture KEY: Bloom's: Analysis

97. Diversity has the potential to enhance organizational performance, particularly for firms serving a _____ customer base.
- diverse
 - homogenous
 - very large
 - very small

ANS: A PTS: 1 DIF: Difficulty: Moderate
REF: p. 63 NAT: BUSPROG: Diversity STA: DISC: HRM
TOP: Summary and Application KEY: Bloom's: Application

SHORT ANSWER

1. What is diversity? Give two examples.

ANS:

Diversity is the variety of observable and unobservable similarities and differences among people. Some examples are gender, race, and age, life experience, educational background, and the part of the world the individual is from.

PTS: 1 DIF: Difficulty: Moderate REF: p. 40-41
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: What is Diversity? KEY: Bloom's: Knowledge

2. Define surface-level diversity and give a few examples.

ANS:

Surface-level diversity refers to the observable differences in people. Some examples include race, age, ethnicity, physical abilities, physical characteristics, and gender.

PTS: 1 DIF: Difficulty: Moderate REF: p. 41
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Knowledge

3. Explain why diversity can be a source of competitive advantage.

ANS:

Diverse groups can also use their diverse backgrounds to develop a more comprehensive view of a problem and a broader list of possible solutions. The broader social network of diverse employees can also give workgroups and organizations access to a wider variety of information and expertise. Diversity can be a source of creativity and innovation that can create a competitive advantage.

PTS: 1 DIF: Difficulty: Challenging REF: p. 43-44
NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Business Case for Diversity KEY: Bloom's: Knowledge

4. What are two of the current diversity trends?

ANS:

Any of the following will suffice:

- The population is projected to become older. By 2030, about 1 in 5 people will be 65 or over.
- By 2050, the total population is forecasted to grow from 282.1 million in 2000 to 419.9 million, a 49 percent increase (this is in sharp contrast to most European countries, whose populations are expected to decline by 2050)
- Non-Hispanic Whites are expected to decrease from the current 69.4 percent of the total population to 50.1 percent by 2050.
- People of Hispanic origin (of any race) are projected to increase from 35.6 million in 2002 to 102.6 million in 2050, an increase of 188 percent. This would nearly double the Hispanic share of the nation's population, from 12.6 percent to 24.4 percent.
- The Black population is projected to rise from 35.8 million in 2000 to 61.4 million in 2050, an increase of about 26 million or 71 percent. This would increase the Black share of the population to 14.6 percent from 12.7 percent.

The Asian population is forecasted to grow 213 percent, from 10.7 million in 2000 to 33.4 million in 2050. This would double the Asian share of the population from 3.8 percent to 8 percent

PTS: 1 DIF: Difficulty: Easy REF: p. 44-47
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Diversity Trends KEY: Bloom's: Knowledge

5. Explain the difference between task conflict and relationship conflict and give an example of each.

ANS:

Task conflict revolves around task issues like goals, deadlines, or work processes, whereas relationship conflict involves interpersonal conflicts like personality clashes. Two co-workers arguing about how to delegate parts of a work project would be task conflict, whereas it would be relationship conflict if they were arguing about the personality dynamics of their co-workers and themselves.

PTS: 1 DIF: Difficulty: Moderate REF: p. 48-49
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: How Does Diversity Influence Individual and Organizational Outcomes?
KEY: Bloom's: Analysis

6. List a few steps that organizations can take to reduce the occurrence of prejudice.

ANS:

-carefully select and train managers and employees
-evaluate inclusion behaviors regularly
-track promotion rates of members of different groups who work for different supervisors to identify possible discriminatory trends that warrant further attention

PTS: 1 DIF: Difficulty: Moderate REF: p. 51
NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Barriers to Inclusion KEY: Bloom's: Application

7. List 4 of the 6 common barriers to inclusion that were identified by the U. S. Equal Employment Opportunity Commission.

ANS:

- “like me” bias
- stereotypes
- prejudice
- perceived threat of loss
- ethnocentrism
- unequal access to organizational networks

PTS: 1 DIF: Difficulty: Moderate REF: p. 50-52
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Knowledge

8. List at least three commonly used diversity metrics.

ANS:

1. the diversity of job applicants and new hires
2. the proportion of people with different demographics in a company’s business units at each level of employment
3. the pay levels and attrition rates of people with different demographics in comparable positions
4. the ratio of people with different demographics promoted to those eligible for promotion

PTS: 1 DIF: Difficulty: Moderate REF: p. 55-56
NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Knowledge

9. List the five dimensions that tend to distinguish cultures across countries according to Geert Hofstede.

ANS:

1. Power distance
2. Individualism
3. Masculinity
4. Uncertainty Avoidance
5. Long-term orientation

PTS: 1 DIF: Difficulty: Moderate REF: p. 57-58
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Knowledge

10. List at least six of the nine cultural dimensions being studied by the GLOBE project.

ANS:

1. assertiveness
2. uncertainty avoidance
3. in-group collectivism
4. institutional collectivism
5. performance orientation
6. future orientation
7. power distance
8. humane orientation
9. gender egalitarianism

PTS: 1 DIF: Difficulty: Moderate REF: p. 59
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: The Role of Societal Culture KEY: Bloom's: Knowledge

ESSAY

1. What are the two main types of diversity? Give 2 examples of each.

ANS:

The two main types are surface-level diversity and deep-level diversity. Surface-level diversity refers to observable differences in people. Some examples are race, age, ethnicity, physical abilities, physical characteristics, and gender. Surface-level diversity reflects characteristics that are observable and known about people as soon as you see them.

Deep-level diversity refers to individual differences that cannot be seen directly. This includes goals, values, personalities, decision-making styles, knowledge, skills, abilities, and attitudes.

PTS: 1 DIF: Difficulty: Moderate REF: p. 40-41
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Types of Diversity KEY: Bloom's: Application

2. Why should we care about diversity? Answer this from the perspective of what is best for business. Give examples.

ANS:

Because as an employee, the better you are able to work with all types of people the more effective you will be in your job. As a manager, diversity awareness will enable you to hire, retain, and engage the best talent, which will help maximize the organization's performance. Diversity also fosters greater creativity and innovation.

Diversity has performance benefits (Kellogg created an Executive Diversity and Inclusion Council, a cross-functional team led by CEO David Mackay, to embed diversity and inclusion within the organization), it is a source of competitive advantage (Furniture manufacturer Steelcase understands the importance of diversity to its business success), and it helps companies avoid legal issues. Specifically mention Title VII of the Civil Rights Act of 1964, amended in 1991.

PTS: 1 DIF: Difficulty: Challenging REF: p. 42-44
NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Business Case for Diversity KEY: Bloom's: Synthesis

3. Describe the chart in the book that describes the percentage change in the U.S. Labor Force by Age from 2006-2016.

ANS:

The age groups 75 and older, and 65-74 will grow by the largest amounts. Workers aged 25-54 will only grow about 2%, and the age group 16-24 will drop by almost 7%.

Answers do not need to be exact to be given points.

PTS: 1 DIF: Difficulty: Easy REF: p. 45
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Diversity Trends KEY: Bloom's: Knowledge

4. Explain the “like me” bias, discussing both positive and negative outcomes that it can have for organizations.

ANS:

The “like me” bias refers to people’s tendency to prefer associating with people who they perceive to be like themselves. It is consistent with social categorization theory, which says that we place people into the categories of in-group (people similar to us) and out-group (people not similar to us.) On the positive side, this bias leads us to form groups with people who are similar to us, which (according to research) leads to cooperation, trust, positive attitudes, and work productivity. However, the “like me” bias can also have negative consequences. It can influence performance assessment, causing us to erroneously believe that someone unlike us is less capable of doing a similar job. In turn, this belief can lead to an unwillingness to employ people who are different from us, which restricts inclusion in the workplace.

PTS: 1 DIF: Difficulty: Moderate REF: p. 50-51
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Evaluation

5. What are stereotypes? How do they affect organizations in terms of diversity? Provide examples.

ANS:

A stereotype is a belief about an individual or group based on the idea that everyone in that particular group will behave the same way. They are harmful in that they result in judgments of an individual based solely on his or her membership in a particular group, regardless of his or her unique identity. Stereotypes can reduce inclusion opportunities for minorities, women, persons with disabilities, and older workers. For example, a male research scientist who believes that women make poor scientists is unlikely to hire, mentor, or seek the opinion of a female scientist.

PTS: 1 DIF: Difficulty: Moderate REF: p. 51
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Synthesis

6. Discuss ethnocentrism, including its potential sources and possible ways to mitigate its negative effects.

ANS:

Ethnocentrism is the belief that one's own language, native country, and cultural rules and norms are superior to all others. It can be related to prejudice but usually has more to do with inexperience or ignorance about other people and their environments. Because people know more about the cultural and behavioral norms of their home country, they have a better understanding of that country. The same can even be true for states, regions, cities, and neighborhoods. In order to fight ethnocentrism, organizations can provide their employees with educational opportunities regarding other groups as well as help them gain experience working with different groups.

PTS: 1 DIF: Difficulty: Moderate REF: p. 52
NAT: BUSPROG: Diversity STA: DISC: Group Dynamics
TOP: Barriers to Inclusion KEY: Bloom's: Synthesis

7. Describe and discuss diversity initiatives at Johnson & Johnson.

ANS:

Johnson & Johnson, a global manufacturer of health care products headquartered in New Brunswick, NJ, takes diversity very seriously. In 2009, J&J's Chairman and CEO William C. Weldon received a perfect score from Diversity Inc. magazine for his diversity commitment. In addition to meeting regularly with employee groups, Weldon has J&J's chief diversity officer report directly to him and holds a senior position on a nonprofit organization tied to a multicultural group. He ties more than six percent of his direct reports' bonuses to diversity results.

J&J's online Diversity University provides diversity-related resources, cultural awareness training tools featuring country-specific content, and classes that introduce the concepts, personal benefits, and business advantages of diversity. J&J's workforce and managerial ranks also reflect the demographics of the communities it serves. The company is even committed to diversity among its suppliers, and participates in the National Minority Manufacturing Institute.

Diversity drives J&J's innovation and performance. As one vice president stated, "We recognize that diversity leads to innovation and innovation leads to business success, which in turn, leads to fulfilling opportunities for our employees."

J&J's commitment to diversity has paid off. Women comprise 31 percent of its most senior-level executives, and 47 percent of the company's highest-paid employees. As Weldon states, "Diversity and inclusion are part of the fabric of our businesses and are vital to our future success worldwide. The principles of diversity and inclusion are rooted in Our Credo and enhance our ability to deliver products and services to advance the health and well-being of people throughout the world. We cannot afford to reduce our focus on these critical areas in any business climate."

PTS: 1 DIF: Difficulty: Moderate REF: p. 57
NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: Managing Diversity KEY: Bloom's: Analysis

8. What practical advice would you give to a manager regarding recognizing and working with Hofstede's Cultural Values in the workplace?

ANS:

If you are in a high power distance culture, acknowledge and respect the leader's power. In a low power distance culture, try to involve as many people as possible in decision making and use teamwork where possible. In a highly individualistic culture, encourage others to express their ideas and be sure to acknowledge their accomplishments and contributions. In lower individualistic cultures, focus on working harmoniously with others, and show respect for traditions. In cultures higher in masculinity, be aware of possible bias concerning appropriate male and female roles. In cultures lower in masculinity, treat men and women equally. In high uncertainty avoidance cultures, set clear goals and expectations and provide detailed plans and instructions. In lower uncertainty avoidance cultures, minimize structure and provide capable subordinates more latitude in making decisions. In cultures with a longer-term orientation, reward loyalty, commitment, and perseverance and avoid doing anything that would cause someone to "lose face." In cultures with a shorter-term orientation, you can introduce changes more quickly and expect employees to be more innovative.

PTS: 1 DIF: Difficulty: Challenging REF: p. 57-58
NAT: BUSPROG: Diversity STA: DISC: Strategy
TOP: The Role of Societal Culture KEY: Bloom's: Synthesis

9. The GLOBE team identified leader attributes that are universally positive, universally negative, and culturally contingent. Explain what is meant by each of these categories and provide examples of each.

ANS:

Universally positive leader attributes are those that are seen as being at least somewhat responsible for a leader's effectiveness across all cultures. Examples include being intelligent, dependable, excellence-oriented, honest, and encouraging. On the other hand, universally negative attributes are seen as having a negative impact on leadership across cultures. Adjectives that fit in this category include asocial, dictatorial, noncooperative, irritable, and egocentric. Culturally contingent attributes are those whose effects on leadership effectiveness differed across different cultures. In other words, these attributes are sometimes seen as positive and sometimes seen as negative depending on the culture in question. Descriptions fitting in this category include cunning, orderly, subdued, individualistic, and ruler.

PTS: 1 DIF: Difficulty: Moderate REF: p. 59
NAT: BUSPROG: Diversity STA: DISC: Leadership Principles
TOP: The Role of Societal Culture KEY: Bloom's: Synthesis

10. List and discuss the four components of cultural competence. Use examples.

ANS:

There are four components of cultural competence: First, we must be awareness of our own cultural worldview and of our reactions to people who are different. A security guard who knows that she profiles teenagers as “troublemakers” is culturally aware of her reactions to this group. Second, we must be willing to honestly understand our beliefs, attitudes, and values about cultural differences. Where did they come from and how do they persist? Third is our knowledge of different worldviews and cultural practices. Research has found that our values and beliefs about equality may be inconsistent with our behavior. Many people who scores low on a prejudice test did things in cross cultural situations that reflected prejudice. Fourth, we need cross-cultural skills which address the importance of practicing cultural competence and include non-verbal communication.

PTS: 1 DIF: Difficulty: Moderate REF: p. 60-62
NAT: BUSPROG: Diversity STA: DISC: Ethical Responsibilities
TOP: The Role of Societal Culture KEY: Bloom's: Synthesis