

Ch08

Student: _____

1. A proactive approach to developing and managing a diverse workforce has become a fundamental business requirement.
True False
2. "Managing diversity" simply means hiring women and minorities and making sure they are treated equally and encouraged to succeed.
True False
3. A multicultural workforce can provide a company with greater knowledge of the preferences and consuming habits in this diverse marketplace.
True False
4. The traditional American image of diversity has been one of assimilation.
True False
5. Women make up about 47 percent of the workforce.
True False
6. Nearly 80 percent of marriages are dual-earner marriages.
True False
7. "Managing diversity" simply means accommodating all sorts of differences.
True False
8. Diversity today includes differences in religious affiliation, age, disability status, military experience, economic class and educational level.
True False
9. One of every four married women in two-income households earns more than her husband does.
True False
10. A recent study found that the earnings gap between college-educated women and men decreases after they spend 10 years in the workforce.
True False
11. The average full-time working woman earns only about 80 percent as much as a man in the same job.
True False
12. Hostile environment harassment occurs when submission to or rejection of sexual conduct is used as a basis for employment decisions.
True False
13. "Hostile Environment" is a metaphor for an invisible barrier that makes it difficult for women and minorities to rise above a certain level in the organization.
True False
14. Black, Asian, and Hispanic workers hold approximately one out of every four jobs in the U.S.
True False
15. Frequently, employers have found that disabled employees tend to be more dependable than other employees, miss fewer days of work and exhibit lower turnover.
True False

16. Today, entry-level workers for some positions are in short supply.
True False
17. It is expected that the pace of labor force growth will substantially slow down during the 2006-2016 period.
True False
18. The first affirmative action programs were initiated in part to correct the past exclusion of women and minorities from the business world.
True False
19. Managing diversity means treating all people equally, meaning exactly the same.
True False
20. A diverse workforce inhibits organizational flexibility because an organization's culture cannot tolerate different styles and approaches.
True False
21. Effectively managing a diverse workforce requires overcoming challenges such as unexamined assumptions, lower cohesiveness and communication problems.
True False
22. Cohesiveness refers to how tightly knit a group is and how much they act in mutually agreed-upon ways.
True False
23. Monolithic organizations have a more diverse employee population and take steps to involve persons from different cultural backgrounds.
True False
24. Pluralistic organizations have a more diverse employee population and take steps to involve persons from different gender, racial or cultural backgrounds.
True False
25. Employers that have adopted on-site childcare report decreased turnover, decreased absenteeism and improved morale.
True False
26. Skill building is basically teaching effective interpersonal skills to all employees.
True False
27. Parent-company nationals who are sent to work at a foreign subsidiary are known as expatriates.
True False
28. The major reason human resource managers cite for failure among expatriates is family issues.
True False
29. Cultural shock is an example of an executive coping strategy for international assignments.
True False
30. Cross-cultural management extends beyond U.S. employees going abroad.
True False
31. Ethnocentrism is the tendency to judge others by the standards of one's group or culture.
True False
32. According to Geert Hofstede's model, the U.S. is labeled as a large power distance, collectivist culture.
True False

33. Ethical behavior and decision making is surprisingly harder in a purely domestic situation than in the international arena.
True False
34. The basic goal of managing diversity is to
- treat all people the same.
 - increase the numbers of minorities in business.
 - realize improved immigration figures.
 - enhance organizational cohesiveness.
 - understand and value employee differences.
35. Understanding and appreciating employee differences to build a more effective and profitable organization is known as
- minority recruiting.
 - managing diversity.
 - ethnicity selection.
 - ethnicity job analysis.
 - diverse organizational assessment.
36. Managing diversity is
- recognizing the characteristics common to specific groups of employees.
 - dealing with employees as individuals.
 - supporting and nurturing employee differences to the organization's advantage.
 - using employee differences to the organization's advantage.
 - doing all of the above.
37. As related to managing of human resources, diversity refers to
- differences in employee benefit plans (such as pensions, insurance, vacations, memberships, etc.).
 - differences in recruiting methods (such as newspapers, schools, flyers, magazines, agencies, etc.).
 - differences in demographics (such as age, race, gender, disability status, lifestyle, veteran status, educational level, etc.).
 - differences in pay methods (such as hourly, salaried, overtime, hazard-pay, commissioned, etc.).
 - none of the above
38. According to the text, Borders Books tries to match the demographics of its workforce with the demographics of the communities in which its stores operate. The company hopes that managing diversity will have what end result?
- Affirmative action
 - Cohesive teams
 - Higher morale
 - Concrete advantage to the organization
 - Decreased cultural distinction
39. The term used to refer to all kinds of differences including religious affiliation, age, disability status, economic class and lifestyle in addition to gender, race, ethnicity and nationality is
- diversity.
 - dimensions.
 - selection differences.
 - recruiting characteristics.
 - managerial ethics.
40. Women currently make up about _____ percent of the workforce.
- 27
 - 37
 - 47
 - 57
 - 67

41. Just _____ women are CEO's of *Fortune 500* companies.
- A. 12
 - B. 19
 - C. 27
 - D. 39
 - E. 72
42. Riya has recently been denied a promotion. This is the third time she has been turned down for promotion despite excellent performance reviews. Her manager assures her that she was qualified for the promotion but that "that's just the way things go." After this last disappointment, Riya took a good hard look at her company. She found that only two women or minority candidates have been promoted to upper management positions. Riya appears to have
- A. a diversity-oriented employer.
 - B. a lack of communication skills.
 - C. hit the glass ceiling.
 - D. reached her peak.
 - E. a need to brush up on her skills.
43. An invisible barrier that makes it difficult for certain groups, such as minorities and women, to move beyond a certain level in the organizational hierarchy is referred to as the
- A. black box.
 - B. glass ceiling.
 - C. job barrier.
 - D. job ceiling.
 - E. invisible barrier
44. Submission to or rejection of sexual conduct that is used as a basis for employment decisions is referred to as
- A. job engagement.
 - B. performance reciprocity.
 - C. quid pro quo harassment.
 - D. job evaluation.
 - E. hostile environment.
45. When unwelcome sexual conduct has the purpose or effect of unreasonably interfering with job performance or creating an intimidating or offensive working environment, it is known as
- A. quid pro quo harassment.
 - B. job evaluation.
 - C. performance reciprocity.
 - D. hostile environment.
 - E. glass ceiling.
46. Beth Ann was offered a promotion in exchange for a date with her supervisor. She was upset, since she had no interest in dating him, yet she really wanted the promotion. Which category of harassment is this?
- A. Hostile environment
 - B. Competitive
 - C. Quid pro quo
 - D. Gender
 - E. Performance reciprocity
47. Behaviors such as persistent or pervasive displays of pornography, lewd or suggestive remarks, and demeaning taunts or jokes can cause what category of sexual harassment?
- A. Hostile environment
 - B. Competitive
 - C. Quid pro quo
 - D. Gender
 - E. Performance reciprocity

48. Conduct of a sexual nature that has negative consequences for employment is known as
- pornography.
 - lewd behavior.
 - suggestive remarks.
 - sexual harassment.
 - gender harassment.
49. Which of the following would be needed for an effective sexual harassment policy?
- To develop an organization-wide policy on sexual harassment
 - To conduct sexual harassment training sessions
 - To establish a formal complaint procedure
 - To act immediately when employees complain of sexual harassment
 - All of the above
50. A shift in worker values toward personal time, quality of life, self-fulfillment and family is occurring among
- men.
 - women.
 - women and men.
 - minorities.
 - women and minorities.
51. Black, Asian, and Hispanic workers hold approximately what percent of jobs in the United States?
- 10
 - 25
 - 40
 - 60
 - Less than 5
52. According to the text, the fastest growing segment(s) of the workforce in the United States is (are)
- Hispanics and Asians.
 - Asians and African Americans.
 - African-Americans.
 - Caucasians.
 - Native Americans.
53. According to the Americans with Disabilities Act, a disability is defined as
- a physical impairment that precludes someone from working.
 - a disabling condition that interferes with work life.
 - a physical or mental impairment that substantially limits a major life activity.
 - any loss of limb or of one of the major senses of hearing, sight, touch, taste, smell.
 - contraction of a disease that is contagious or epidemic.
54. The largest unemployed minority population in the United States is
- people with disabilities.
 - physically unattractive people.
 - people 18-25.
 - religious individuals.
 - married people.
55. A physical or mental impairment that substantially limits one or more major life activities is referred to as a
- physical defect.
 - personality disorder.
 - corporeal impairment.
 - disability.
 - physical deficiency.

56. Which of the following is considered a disability under ADA?
- A. Chicken pox
 - B. Sunburn
 - C. Alcoholism
 - D. Sinus infection
 - E. Influenza
57. According to the text, which of the following companies is among the top 10 for recruitment and retention of diverse employees?
- A. Procter & Gamble
 - B. AT & T
 - C. Nike
 - D. Citigroup
 - E. Microsoft
58. Future trends in the labor force include a
- A. smaller labor force.
 - B. more experienced labor force.
 - C. more homogenous labor force.
 - D. younger labor force.
 - E. all of the above
59. In the next decade, which of these will be true about the growth of the labor force?
- A. It will expand rapidly.
 - B. It will expand moderately.
 - C. It will hold steady.
 - D. It will slow.
 - E. There will be negative growth (decline).
60. Examples of attempts made by employers to retain older workers include
- A. an emphasis on physical effort.
 - B. phased retirement programs.
 - C. enhanced severance packages.
 - D. limiting the availability of paid sabbaticals.
 - E. limiting training for older employees.
61. Allowing older employees to work fewer hours per week as a strategy to attract and retain these experienced people is known as
- A. work release.
 - B. partial retirement.
 - C. phased retirement.
 - D. employment reduction.
 - E. engagement reduction.
62. Which of the following is one of the top five approaches for more fully utilizing older employees?
- A. Benefit packages targeted to older employees
 - B. Part-time work arrangements
 - C. Skill training for older employees
 - D. Educating managers in ways to utilize older workers
 - E. All of the above are in the top five approaches
63. Special effort to recruit and hire qualified members of groups that have been discriminated against in the past is called
- A. recrimination.
 - B. proactive recruitment.
 - C. affirmative action.
 - D. diversity.
 - E. positive-effect recruitment.

64. In Portland, Oregon, about one-fifth of the city's population consisted of various ethnic minorities, but only 12 percent of new construction employees were minorities. According to the text, the city government responded, increasing minority group members' participation in public contracts with what type of program?
- A. Affirmative action
 - B. Diversity
 - C. Positive-effect recruitment
 - D. Recrimination
 - E. Proactive recruitment
65. A study by the Department of Labor's Glass Ceiling Institute showed that the stock performance of firms that were high performers on diversity-related goals were _____ that of other firms.
- A. over twice as high as
 - B. actually lower than
 - C. no higher than
 - D. approximately 7 times higher than
 - E. over 20 times higher than
66. Which of the following is a way in which an organization may attain competitive advantage through diversity?
- A. Promoting better perspective on a differentiated market
 - B. Helping attract and retain motivated employees
 - C. Increasing ability to leverage creativity and innovation
 - D. Enhancing organizational flexibility
 - E. All of the above
67. Work team diversity promotes creativity and innovation because people with different backgrounds
- A. value creativity and innovation.
 - B. require creative efforts to bring out their productivity.
 - C. hold different perspectives on issues.
 - D. are more homogeneous.
 - E. facilitate the presence of groupthink.
68. Less restrictive policies and procedures and less standardized operating methods are approaches to
- A. organizational flexibility.
 - B. limits of control.
 - C. span of control.
 - D. organization hierarchy.
 - E. creativity.
69. _____ is a challenge of a diversified work force.
- A. Lowered organizational flexibility
 - B. Decreased ability to respond to consumer preferences
 - C. Increased communication problems
 - D. Enhanced cohesiveness
 - E. A lesser degree of stereotyping
70. Which of the following is a strength of communication between diverse parties?
- A. Understanding
 - B. Accuracy
 - C. Efficiency
 - D. Different points of view
 - E. Speed

71. Christine has recently hired a new employee of Indian descent. Christine assigned her new employee, Sanjay, to the accounting department because the department needs to work more quickly and accurately and Christine assumed that the new employee could provide the needed energy. Unfortunately, the workers seem to resent Sanjay's presence and seem to have excluded him from the work group. This had made Sanjay's work more difficult since he is not really given the "inside" information needed to do his work efficiently. Which of the challenges of a diversified work force appears to be operating in this scenario?
- A. Gender issues
 - B. Language barrier
 - C. Lower cohesiveness
 - D. Communication overload
 - E. Mistrust
72. The most common negative effect of diversity, contributing to inaccuracy and inefficiency, is
- A. lower cohesiveness.
 - B. communication problems.
 - C. tension.
 - D. stereotyping.
 - E. mistrust.
73. Omiana was recently passed up for promotion. She was told that management was looking for someone who was more aggressive to fill the position. Omiana's coworkers were surprised because she has a reputation for "getting things done." Omiana later overheard one of the managers saying that he did not believe she was committed to her career since "she, like most women, leave work every day at 5:00 sharp." It might appear that Omiana's employer has made a mistake regarding
- A. stereotyping.
 - B. mistrust.
 - C. affirmative action.
 - D. cohesiveness.
 - E. motivation.
74. When an individual's interests, values and cultures act as filters and distort, block and select what they see and interpret, they are _____ their "different" colleagues.
- A. differentiating
 - B. stereotyping
 - C. harassing
 - D. accommodating
 - E. typecasting
75. A monolithic organization is _____ in terms of its employee population.
- A. highly homogeneous
 - B. slightly homogeneous
 - C. slightly integrated
 - D. highly integrated
 - E. unable to integrate
76. An organization that has very little structural integration of diverse workers
- A. is a monolithic organization.
 - B. is a multicultural organization.
 - C. employs women, minorities and other groups that differ from the majority population.
 - D. is a pluralistic organization.
 - E. is a monopolistic organization.

77. The assumption that there is "only one way" and that no other way of living should be recognized illustrates which diversity assumption?
- A. Homogeneity
 - B. Similarity
 - C. Parochialism
 - D. Ethnocentrism
 - E. Heterogeneity
78. The assumption that "we are all the same," otherwise known as the melting pot myth, illustrates which diversity assumption?
- A. Homogeneity
 - B. Similarity
 - C. Parochialism
 - D. Ethnocentrism
 - E. Heterogeneity
79. A more appropriate assumption than ethnocentrism, which instead states that "our way is one possible way" is
- A. similarity and difference.
 - B. parochialism.
 - C. culture contingency.
 - D. equifinality.
 - E. heterogeneity.
80. In monolithic organizations
- A. minorities are employed in all job levels.
 - B. minority members identify highly with the company.
 - C. minority members must adopt the norms of the majority to survive.
 - D. conflict among groups is high.
 - E. discrimination and prejudice are almost non-existent.
81. Organizations that are considered "pluralistic" would be characterized by which of the following?
- A. Low levels of conflict
 - B. Prevalence of discrimination and prejudice
 - C. Full integration of minority group members
 - D. Diversity is valued
 - E. Actions that attempt to involve minority members
82. An organization which values cultural diversity and is willing to utilize and encourage diversity is an organization that would be referred to as
- A. monolithic.
 - B. multicultural.
 - C. minority enhanced.
 - D. multinational.
 - E. maintained.
83. An organization that fully integrates minority group members, both formally and informally, is called a(n)
- A. monolithic organization.
 - B. homogeneous organization.
 - C. heterogeneous organization.
 - D. multicultural organization.
 - E. pluralistic organization.

84. The NBA currently has the highest percentage of minority vice presidents and league office managers in the history of men's sports. NBA spokesperson Brian McIntyre reports that this is business as usual for the organization. He says NBA commissioner David Stern "has long felt that a diverse workplace is the only workplace." This best illustrates which of the following components of an organization's diversity plan?
- A. Secure top management's leadership and commitment
 - B. Assess the organization's progress toward goals
 - C. Attract employees
 - D. Train employees in diversity
 - E. Retain employees
85. An organization that has a relatively diverse employee population and makes an effort to involve employees from different gender, racial or cultural backgrounds is a
- A. monolithic organization.
 - B. structured organization.
 - C. pluralistic organization.
 - D. multicultural organization.
 - E. diverse organization.
86. An organization that is marked by an absence of prejudice and discrimination and by low levels of intergroup conflict is known as a
- A. pluralistic organization.
 - B. mechanistic organization.
 - C. multicultural organization.
 - D. monolithic organization.
 - E. diverse organization.
87. Which of the following most likely demonstrates top management support and commitment to managing diversity?
- A. Affirmative action programs to recruit minority members
 - B. Integration of corporate facilities (i.e. disabled access)
 - C. Establishment of support groups
 - D. Linking management compensation to diversity efforts
 - E. Adhering to all civil rights legislation
88. Integrating diversity into a corporate mission statement, providing adequate funding toward diversity efforts and establishing corporate positions responsible for the management of diversity are all efforts that demonstrate
- A. top management commitment toward managing diversity.
 - B. an attempt to gaining consumer preference toward your firm.
 - C. an attempt to retain diverse employees.
 - D. a positive organizational assessment figures.
 - E. an assessment of diversity goals.
89. The human resources director at Custom Eyes, Inc. (CEI) was instructed to provide data on the number of minorities working for CEI, their positions within the company and the date that each was hired. It would appear that CEI is attempting to
- A. gain the support to top management toward diversity.
 - B. supply diversity data to government agencies.
 - C. conduct an organizational assessment.
 - D. develop their minority employees.
 - E. provide awareness training to the human resources department.

90. According to Malcolm Forbes, diversity is
- A. an idea whose time has come.
 - B. the art of working together without a problem.
 - C. the art of thinking independently together.
 - D. largely unappreciated.
 - E. largely underpracticed.
91. Identifying and reducing hidden biases toward minority groups are the basic goals behind
- A. skills enhancement.
 - B. diversity training.
 - C. skills training.
 - D. mentoring.
 - E. organizational assessment.
92. Typically, the two components of diversity training are
- A. skill building and skill training.
 - B. skill training and skills assessment.
 - C. skills assessment and awareness training.
 - D. awareness building and skill building.
 - E. skill training and diversity assessment.
93. Awareness building is designed to
- A. make managers aware of the problems involved in employing minorities.
 - B. make managers aware of the skills of their minority employees.
 - C. make managers aware of the importance of valuing diversity.
 - D. point out the deficiencies of individual managers.
 - E. none of the above
94. Tanner recently applied for a recruiting position with your firm. Tanner was very impressive: his grades in college were good, he's active in his community and his credentials and references were very favorable. You would hire him in an instant except that during an interview with him, you realized that he is blind. You cannot imagine how a blind person could perform the job! From this information, it appears that you and/or your organization need
- A. special equipment to accommodate Tanner.
 - B. better screening devices.
 - C. awareness training.
 - D. more detailed job specifications.
 - E. alternative work arrangements.
95. Which of the following is likely to be part of an awareness training program in the management of diversity?
- A. Enhancing understanding of financial goals
 - B. Training in the importance of flexible scheduling
 - C. Teaching the unofficial rules or cultural values of the organization
 - D. Training for conflict management
 - E. Teaching active listening, coaching and feedback skills
96. Training designed to allow all employees and managers to develop the skills they need to deal effectively with one another and with customers in a diverse environment is called
- A. awareness building.
 - B. skill building.
 - C. mentoring.
 - D. support groups.
 - E. career development.

97. Beau Shaffer, as part of his recent promotion, attended a seminar that focused on listening skills and how to give and receive feedback effectively. As part of the training, Beau actually practiced these skills with other managers and employees, many with diverse backgrounds. Beau found the seminar to be very helpful at pointing out the different approaches preferred by people from different backgrounds. This type of instruction is common in diversity training and is referred to as
- skills training.
 - skill building.
 - awareness training.
 - awareness building.
 - developmental training.
98. Retaining good workers of all ethnicities will become increasingly important as
- insurance costs for new employees continue to escalate.
 - replacing experienced workers becomes more costly.
 - the skills-gap lessens.
 - the work force grows.
 - top managers leave to begin entrepreneurial ventures.
99. When Chantal was recently hired at Anderson International, she was encouraged to meet with other minority employees to discuss the challenges and opportunities at Anderson International. Chantal found the group to be helpful because the other group members were able to communicate to her the norms and culture of the organization. This in turn enabled her to adjust to the organization more quickly and effectively. This program might be considered
- a system accommodation.
 - skill building.
 - a type of employee support group.
 - a career development strategy.
 - diversity training.
100. Higher-level managers who help ensure that high-potential people are introduced to top management and socialized into the norms and values of the organization are called
- mentors.
 - managerial leaders.
 - support groups.
 - system accommodators.
 - none of the above
101. Giving exposure and experience in line jobs to a wide range of employees in order to make senior management positions more available to them is known as
- a support group.
 - mentoring.
 - career development.
 - systems accommodation.
 - an accountability measurement.
102. Recognizing religious holidays, differing modes of dress, dietary restrictions, as well as allowing flexible scheduling are all ways to improve employee retention that may appeal to employees of diversity. These types of efforts are referred to as
- manager accountability.
 - support groups.
 - career development.
 - employee promotions.
 - systems accommodations.

103. Individuals sent from a company's parent country to work in overseas operations are referred to as
- A. third-country nationals.
 - B. host-country nationals.
 - C. globalite executives.
 - D. expatriates.
 - E. none of the above
104. Jeanette Thompson, a native Texan, is being sent by her company, Nestle of Switzerland, to head up a new facility in Hong Kong. Jeannette would be considered a(n)
- A. host-country national.
 - B. third-country national.
 - C. global trotter.
 - D. globalite executive.
 - E. expatriate.
105. The trend away from using expatriates in top management positions is especially apparent in companies trying to create a(n) _____ culture.
- A. multinational
 - B. transnational
 - C. international
 - D. global
 - E. expatriate
106. Hillary has just agreed to participate in her first expatriate experience to work in San Jose, Costa Rica. The first thing her employer should do is
- A. seek advice from locals and the expatriate network.
 - B. encourage support-seeking behavior.
 - C. clarify expectations.
 - D. encourage self-and family evaluation.
 - E. discourage dual identification.
107. The biggest cause of failure of overseas managers is
- A. a lack of technical capability.
 - B. family issues.
 - C. problems with the manager's ability to adjust.
 - D. offers from competing organizations.
 - E. none of the above
108. The disorientation and stress associated with being in a foreign environment is termed
- A. foreign mores.
 - B. homesickness.
 - C. culture shock.
 - D. out-of-country experience.
 - E. uncertainty distance.
109. Colin McKay has been assigned to manage an operation in Venezuela. Upon his arrival he encouraged all of his employees (native Venezuelans) to feel free to individually approach him with ideas on improving operations. After many months, no employees had offered suggestions. Colin should have realized that Venezuelan culture has not only a _____ degree of collectivism but accepts a _____ power distance.
- A. low, small
 - B. low, large
 - C. high, large
 - D. high, small

110. In Hofstede's chart showing individualism/collectivism and power distance, the United States is most like
- A. France.
 - B. Mexico.
 - C. New Zealand.
 - D. Austria.
 - E. Japan.
111. Explain sexual harassment, its categories and the problems that stem from the issue. Specifically, what can organizations do to manage this problem?
112. Briefly explain why employers usually do not hire people with disabilities. To argue against three employers' reasoning, give a few reasons why disabled employees should be hired.
113. Are "managing diversity" and "affirmative action" the same? If not, discuss the differences between them and provide examples of each.
114. Discuss the challenges of a diverse workforce.
115. Explain the different types of organizations that result from prevailing assumptions about people and cultures. Compare and contrast how minorities are treated in each.

116. What are some of the tools used to attract and retain a diverse group of qualified employees? Why are they necessary or desirable?
117. What are the pros and cons of using expatriates, host-country nationals and third-country nationals to run overseas operations? If you were expanding your business, what approach would you use and why?
118. Discuss the four dimensions identified by Geert Hofstede. Choose a country and explain its classification according to Hofstede's model.
119. Discuss how culture plays out in terms of ethical behavior. What can organizations do to manage these issues more effectively?

Scenario A. Carmela and Penny are colleagues who are experiencing problems in their jobs. They relate their experiences to each other because they are very concerned about their situations. Carmela speaks of a conversation with her immediate supervisor in which he (the supervisor) tells her that if she will stay with him for the weekend the next time they take a business trip together, he will recommend her for a promotion. It was clear, Carmela says, that "spending the weekend together" included sex. Penny has a different situation. She works in an area of the office where there are few women during the day. Her colleagues consistently make lewd remarks about her body and attempt to show her pornographic pictures.

120. Both Carmela and Penny are the victims of
- A. workplace cohesion.
 - B. typical "kidding around" with which they should not be concerned.
 - C. sexual harassment.
 - D. the glass ceiling.
 - E. workplace division.

121. Carmela is, more specifically, a victim of

- A. age discrimination.
- B. sexualized workplace.
- C. quid pro quo harassment.
- D. hostile environment.
- E. supervisor ceiling.

122. Penny is, more specifically, a victim of

- A. age discrimination.
- B. sexualized workplace.
- C. quid pro quo harassment.
- D. hostile environment.
- E. supervisor ceiling.

123. If Carmela and Penny were men, which of the following statements would be true?

- A. No sexual harassment could have occurred.
- B. Sexual harassment could have occurred because the standard applies to male-on-male harassment.
- C. The company would not be liable for harassment because "boys will be boys."
- D. There is not enough information to assess this situation.
- E. Any of the above could be true.

Scenario B. Your company has introduced a new program called "Stay to Move". It has several different components:

1. Your company operates in a rural area where there are very few young employees. The company has set up regular meetings for young employees new to this rural area to exchange information about activities in the area, housing options and simply to meet each other.
2. Since many of the older residents of the area are retired managers from your company, a component of the program includes assigning the older retired managers to help the younger managers meet people in the organization and get advice on managing their careers.
3. Since the younger employees like to take time off and travel, the company has introduced a flexible work system so that the young managers may work more hours each day and leave after they have completed their work for the week. This allows them more travel time for long weekends.

124. The "Stay to Move" program appears to be designed to

- A. attract and retain employees.
- B. allow employees new opportunities at other company locations.
- C. minimize employee retention.
- D. maximize employee mobility.
- E. all of the above

125. Component 1, as described above is an example of

- A. career displacement.
- B. support groups.
- C. accountability.
- D. alternative work arrangements.
- E. mentoring.

126. Component 2, as described above is an example of

- A. career displacement.
- B. support groups.
- C. accountability.
- D. alternative work arrangements.
- E. mentoring.

127. Component 3, as described above is an example of

- A. career displacement.
- B. support groups.
- C. accountability.
- D. alternative work arrangements.
- E. mentoring.

Scenario C. Rachel is a candidate for a systems analyst position with ABC Company. She is very well qualified for the job. However, the manager for whom she would be working is concerned because Rachel has a hearing impairment. The manager has come to you for advice on this issue.

128. The manager's first question for you is "What law do I need to look at to make sure I am in compliance on this issue?" The correct answer to that question is

- A. that there is no law in the United States that covers this issue.
- B. the American Civil Liberties Act.
- C. the Americans with Disabilities Act.
- D. the Pregnancy Discrimination Act.
- E. the sexual harassment policy.

129. Rachel's hearing impairment qualifies legally because it substantially limits one or more

- A. job qualifications.
- B. job requirements.
- C. life experiences.
- D. major life activities.
- E. all of the above

130. If Rachel is otherwise qualified, the company can hire her and use _____ to _____ her impairment.

- A. assistive technology, accommodate
- B. special help, reduce
- C. assistive technology, eliminate
- D. a special help, eliminate
- E. a live assistant, help with

Scenario D. You have just accepted an international assignment in Sweden. On your first day in the office, you meet several new colleagues. Lars is the manager of the office and is a Swedish citizen; he has been with the company for five years. Sylvie is from France and has also just come to Sweden to work for your U.S. Company.

131. You would be referred to as a(n)

- A. expatriate.
- B. host-country national.
- C. third-country national.
- D. local provider.
- E. interloper.

132. Lars would be referred to as a(n)

- A. expatriate.
- B. host-country national.
- C. third-country national.
- D. local provider.
- E. interloper.

133. Sylvie would be referred to as a(n)

- A. expatriate.
- B. host-country national.
- C. third-country national.
- D. local provider.
- E. interloper.

Scenario E. Paul is a "rugged individualist" who believes that every person is responsible for him/herself. Gunther is his employee who questions everything - not just the decision made but whether or not the decision-maker should have made the decision.

134. Paul and Gunther are being described in terms of
- A. personality characteristics.
 - B. cultural differences defined by Geert Hofstede.
 - C. cultural differences defined by Frederick Taylor.
 - D. whether or not they are inpatriates or expatriates.
 - E. none of the above
135. Paul could be described as
- A. high power distance.
 - B. low power distance.
 - C. individualist.
 - D. collectivist.
 - E. high uncertainty avoidance.
136. Gunther could be described as
- A. high power distance.
 - B. low power distance.
 - C. individualist.
 - D. collectivist.
 - E. high uncertainty avoidance.

Ch08 Key

1. (p. 181) A proactive approach to developing and managing a diverse workforce has become a fundamental business requirement.

TRUE

A proactive approach of seeking and capitalizing on the benefits of a diverse workforce is fundamental to the success of many organizations today.

AACSB: Diversity
Bateman - Chapter 08 #1
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Topic: Diversity: Past, Present, and Future

2. (p. 182) "Managing diversity" simply means hiring women and minorities and making sure they are treated equally and encouraged to succeed.

FALSE

Managing diversity means more than just hiring women and minorities and making sure they are treated equally and encouraged to succeed. It also means understanding and deeply valuing employee differences to build a more effective and profitable organization.

AACSB: Diversity
Bateman - Chapter 08 #2
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Topic: Diversity: Past, Present, and Future

3. (p. 183) A multicultural workforce can provide a company with greater knowledge of the preferences and consuming habits in this diverse marketplace.

TRUE

Managers are also realizing that their customers are becoming increasingly diverse, so retaining a diversified workforce can provide a significant competitive advantage in the marketplace.

AACSB: Diversity
Bateman - Chapter 08 #3
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Topic: Diversity: Past, Present, and Future

4. (p. 183) The traditional American image of diversity has been one of assimilation.

TRUE

The traditional American image of diversity emphasized assimilation. The United States was considered the "melting pot" of the world, a country where ethnic and racial differences were blended into an American purée.

AACSB: Diversity
Bateman - Chapter 08 #4
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Topic: Diversity: Past, Present, and Future

5. Women make up about 47 percent of the workforce.
(p. 184) **TRUE**

Women make up about 47 percent of the workforce.

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
AACSB: Diversity
Bateman - Chapter 08 #5
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

6. Nearly 80 percent of marriages are dual-earner marriages.
(p. 181) **FALSE**

Almost 60 percent of marriages are dual-earner marriages.

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
AACSB: Diversity
Bateman - Chapter 08 #6
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

7. "Managing diversity" simply means accommodating all sorts of differences.
(p. 182) **FALSE**

Managing diversity means being acutely aware of characteristics common to a group of employees, while also managing these employees as individuals.

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
AACSB: Diversity
Bateman - Chapter 08 #7
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

8. Diversity today includes differences in religious affiliation, age, disability status, military experience, economic class and educational level.
(p. 183) **TRUE**

The term diversity broadly refers to a variety of differences including religious affiliation, age, disability status, military experience, sexual orientation, economic class, educational level, and lifestyle, as well as gender, race, ethnicity, and nationality.

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
AACSB: Diversity
Bateman - Chapter 08 #8
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

9. One of every four married women in two-income households earns more than her husband does.
(p. 184) **TRUE**

One of every four married women in two-income households earns more than her husband does.

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
AACSB: Diversity
Bateman - Chapter 08 #9
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

10. A recent study found that the earnings gap between college-educated women and men decreases after they spend 10 years in the workforce.

(p. 185)

FALSE

A recent study found that the gap between the earnings of college-educated men and women actually increased after they spent 10 years in the workforce.

AACSB: Diversity

Bateman - Chapter 08 #10

Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

11. The average full-time working woman earns only about 80 percent as much as a man in the same job.

(p. 185)

TRUE

The average full-time working woman earns only about 80 percent as much as men in the same jobs.

AACSB: Diversity

Bateman - Chapter 08 #11

Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

12. Hostile environment harassment occurs when submission to or rejection of sexual conduct is used as a basis for employment decisions.

(p. 185)

FALSE

Quid pro quo harassment occurs when "submission to or rejection of sexual conduct is used as a basis for employment decisions."

AACSB: Diversity

Bateman - Chapter 08 #12

Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

13. "Hostile Environment" is a metaphor for an invisible barrier that makes it difficult for women and minorities to rise above a certain level in the organization.

(p. 185)

FALSE

AACSB: Diversity

Bateman - Chapter 08 #13

Blooms: Knowledge

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Level of Difficulty: Easy

Topic: Diversity: Past, Present, and Future

14. Black, Asian, and Hispanic workers hold approximately one out of every four jobs in the U.S.

(p. 186)

TRUE

Black, Asian, and Hispanic workers hold more than one of every four U.S. jobs.

AACSB: Diversity

Bateman - Chapter 08 #14

Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

15. Frequently, employers have found that disabled employees tend to be more dependable than other employees, miss fewer days of work and exhibit lower turnover.

(p. 188)

TRUE

Frequently, employers have found that disabled employees are more dependable than other employees, miss fewer days of work, and exhibit lower turnover.

AACSB: Diversity

Bateman - Chapter 08 #15

Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

16. Today, entry-level workers for some positions are in short supply.

(p. 188)

TRUE

Today, almost 4 out of 10 workers are age 45 or older. As a result, entry-level workers for some positions are in short supply.

AACSB: Diversity

Bateman - Chapter 08 #16

Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

17. It is expected that the pace of labor force growth will substantially slow down during the 2006-2016 period.

(p. 189)

TRUE

Lower birth rates in the United States and other developed countries are resulting in a smaller labor force. An even more substantial slowdown in the pace of growth of the labor force is projected for the decade ending in 2016, as the baby-boom generation retires.

AACSB: Diversity

Bateman - Chapter 08 #17

Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

18. The first affirmative action programs were initiated in part to correct the past exclusion of women and minorities from the business world.

(p. 189)

TRUE

To correct the past exclusion of women and minorities, companies introduced affirmative action.

AACSB: Diversity

Bateman - Chapter 08 #18

Blooms: Comprehension

Learning Objective: 08-02 Distinguish between affirmative action and managing diversity.

Level of Difficulty: Medium

Topic: Managing Diversity versus Affirmative Action

19. Managing diversity means treating all people equally, meaning exactly the same.
(p. 191) **FALSE**

Managing diversity means treating people as individuals— equally, but not necessarily the same — recognizing that each employee will need different things to succeed.

AACSB: Diversity
Bateman - Chapter 08 #19
Blooms: Comprehension
Learning Objective: 08-02 Distinguish between affirmative action and managing diversity.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action

20. A diverse workforce inhibits organizational flexibility because an organization's culture cannot tolerate different styles and approaches.
(p. 191) **FALSE**

A diverse workforce can make organizations more flexible, because successfully managing diversity requires a corporate culture that tolerates many different styles and approaches.

AACSB: Diversity
Bateman - Chapter 08 #20
Blooms: Comprehension
Learning Objective: 08-03 Explain how diversity; if well managed; can give organizations a competitive edge.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action

21. Effectively managing a diverse workforce requires overcoming challenges such as unexamined assumptions, lower cohesiveness and communication problems.
(p. 192) **TRUE**

Becoming an effective manager of a diverse organization requires identifying and overcoming several challenges: unexamined assumptions, lower cohesiveness, communication problems, mistrust and tension and stereotyping.

AACSB: Diversity
Bateman - Chapter 08 #21
Blooms: Comprehension
Learning Objective: 08-04 Identify challenges associated with managing a diverse workforce.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action

22. Cohesiveness refers to how tightly knit a group is and how much they act in mutually agreed-upon ways.
(p. 192) **TRUE**

Cohesiveness is defined as how tightly knit the group is and the degree to which group members perceive, interpret, and act on their environment in similar or mutually agreed-upon ways.

AACSB: Diversity
Bateman - Chapter 08 #22
Blooms: Comprehension
Learning Objective: 08-04 Identify challenges associated with managing a diverse workforce.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action

23. Monolithic organizations have a more diverse employee population and take steps to involve persons from different cultural backgrounds.
(p. 193) **FALSE**

AACSB: Diversity
Bateman - Chapter 08 #23
Blooms: Knowledge
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Easy
Topic: Multicultural Organizations

24. Pluralistic organizations have a more diverse employee population and take steps to involve persons from different gender, racial or cultural backgrounds.

TRUE

AACSB: Diversity

Bateman - Chapter 08 #24

Blooms: Knowledge

Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.

Level of Difficulty: Easy

Topic: Multicultural Organizations

25. Employers that have adopted on-site childcare report decreased turnover, decreased absenteeism and improved morale.

TRUE

Employers that have adopted onsite child care report decreased turnover and absenteeism and improved morale.

AACSB: Diversity

Bateman - Chapter 08 #25

Blooms: Comprehension

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.

Level of Difficulty: Medium

Topic: How Organizations Can Cultivate a Diverse Workforce

26. Skill building is basically teaching effective interpersonal skills to all employees.

TRUE

Skill building aims to develop the skills that employees and managers need to deal effectively with one another and with customers in a diverse environment. Most of the skills taught are interpersonal, such as active listening, coaching, and giving feedback.

AACSB: Diversity

Bateman - Chapter 08 #26

Blooms: Comprehension

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.

Level of Difficulty: Medium

Topic: How Organizations Can Cultivate a Diverse Workforce

27. Parent-company nationals who are sent to work at a foreign subsidiary are known as expatriates.

TRUE

AACSB: Diversity

Bateman - Chapter 08 #27

Blooms: Knowledge

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.

Level of Difficulty: Easy

Topic: Managing Across Borders

28. The major reason human resource managers cite for failure among expatriates is family issues.

TRUE

In a recent survey of human resource managers around the globe, two-thirds said the main reason for failure is family issues, especially dissatisfaction of the employee's spouse or partner.

AACSB: Diversity

Bateman - Chapter 08 #28

Blooms: Comprehension

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.

Level of Difficulty: Medium

Topic: Managing Across Borders

29. Cultural shock is an example of an executive coping strategy for international assignments.

FALSE

AACSB: Diversity

Bateman - Chapter 08 #29

Blooms: Knowledge

Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.

Level of Difficulty: Easy

Topic: Managing Across Borders

30. Cross-cultural management extends beyond U.S. employees going abroad.
(p. 201) **TRUE**

Cross-cultural management extends beyond U.S. employees going abroad and includes effective management of inpatriates —foreign nationals who are brought in to work at the parent company.

AACSB: Diversity
Bateman - Chapter 08 #30
Blooms: Comprehension

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.
Level of Difficulty: Medium
Topic: Managing Across Borders

31. Ethnocentrism is the tendency to judge others by the standards of one's group or culture.
(p. 202) **TRUE**

AACSB: Diversity
Bateman - Chapter 08 #31
Blooms: Knowledge

Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.
Level of Difficulty: Easy
Topic: Managing Across Borders

32. According to Geert Hofstede's model, the U.S. is labeled as a large power distance, collectivist culture.
(p. 203) **FALSE**

According to Geert Hofstede's model, the U.S. is labeled as a small power distance, individualist culture.

AACSB: Diversity
Bateman - Chapter 08 #32
Blooms: Comprehension

Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.
Level of Difficulty: Medium
Topic: Managing Across Borders

33. Ethical behavior and decision making is surprisingly harder in a purely domestic situation than in the international arena.
(p. 204) **FALSE**

Ethical behavior and decision making is surprisingly harder in an international arena than in a purely domestic situation.

AACSB: Diversity
Bateman - Chapter 08 #33
Blooms: Comprehension

Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.
Level of Difficulty: Medium
Topic: Managing Across Borders

34. The basic goal of managing diversity is to
(p. 182) A. treat all people the same.
B. increase the numbers of minorities in business.
C. realize improved immigration figures.
D. enhance organizational cohesiveness.
E. understand and value employee differences.

Managing diversity involves, first, such basic activities as recruiting, training, promoting, and utilizing to full advantage individuals with different backgrounds, beliefs, capabilities, and cultures. But it means more than just hiring women and minorities and making sure they are treated equally and encouraged to succeed. It also means understanding and deeply valuing employee differences to build a more effective and profitable organization.

AACSB: Diversity
Bateman - Chapter 08 #34
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

35. Understanding and appreciating employee differences to build a more effective and profitable
(p. 182) organization is known as
A. minority recruiting.
B. managing diversity.
C. ethnicity selection.
D. ethnicity job analysis.
E. diverse organizational assessment.

Managing diversity involves, first, such basic activities as recruiting, training, promoting, and utilizing to full advantage individuals with different backgrounds, beliefs, capabilities, and cultures. But it means more than just hiring women and minorities and making sure they are treated equally and encouraged to succeed. It also means understanding and deeply valuing employee differences to build a more effective and profitable organization.

AACSB: Diversity
Bateman - Chapter 08 #35
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

36. Managing diversity is
(p. 182) A. recognizing the characteristics common to specific groups of employees.
B. dealing with employees as individuals.
C. supporting and nurturing employee differences to the organization's advantage.
D. using employee differences to the organization's advantage.
E. doing all of the above.

AACSB: Diversity
Bateman - Chapter 08 #36
Blooms: Knowledge
Level of Difficulty: Easy
Topic: Diversity: Past, Present, and Future

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

37. As related to managing of human resources, diversity refers to
- (p. 183) A. differences in employee benefit plans (such as pensions, insurance, vacations, memberships, etc.).
 - B. differences in recruiting methods (such as newspapers, schools, flyers, magazines, agencies, etc.).
 - C.** differences in demographics (such as age, race, gender, disability status, lifestyle, veteran status, educational level, etc.).
 - D. differences in pay methods (such as hourly, salaried, overtime, hazard-pay, commissioned, etc.).
 - E. none of the above

The components of a diversified workforce are summarized in Figure 8.1

AACSB: Diversity
Bateman - Chapter 08 #37
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

38. According to the text, Borders Books tries to match the demographics of its workforce with the demographics of the communities in which its stores operate. The company hopes that managing diversity will have what end result?
- (p. 183) A. Affirmative action
 - B. Cohesive teams
 - C. Higher morale
 - D.** Concrete advantage to the organization
 - E. Decreased cultural distinction

Borders Books tries to match the demographics of its workforce with the demographics of the communities in which its stores operate. Top managers at the company say that sales are better as a result.

AACSB: Diversity
Bateman - Chapter 08 #38
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

39. The term used to refer to all kinds of differences including religious affiliation, age, disability status, economic class and lifestyle in addition to gender, race, ethnicity and nationality is
- (p. 183) **A.** diversity.
 - B. dimensions.
 - C. selection differences.
 - D. recruiting characteristics.
 - E. managerial ethics.

AACSB: Diversity
Bateman - Chapter 08 #39
Blooms: Knowledge

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Easy

Topic: Diversity: Past, Present, and Future

40. Women currently make up about _____ percent of the workforce.
(p. 184)
- A. 27
 - B. 37
 - C. 47**
 - D. 57
 - E. 67

Women make up about 47 percent of the workforce.

AACSB: Diversity
Bateman - Chapter 08 #40
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Topic: Diversity: Past, Present, and Future

41. Just _____ women are CEO's of *Fortune 500* companies.
(p. 185)
- A. 12**
 - B. 19
 - C. 27
 - D. 39
 - E. 72

Just 12 women are chief executives of Fortune 500 companies—that's 12 out of 500.

AACSB: Diversity
Bateman - Chapter 08 #41
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Topic: Diversity: Past, Present, and Future

42. Riya has recently been denied a promotion. This is the third time she has been turned down for promotion despite excellent performance reviews. Her manager assures her that she was qualified for the promotion but that "that's just the way things go." After this last disappointment, Riya took a good hard look at her company. She found that only two women or minority candidates have been promoted to upper management positions. Riya appears to have
- A. a diversity-oriented employer.
 - B. a lack of communication skills.
 - C. hit the glass ceiling.**
 - D. reached her peak.
 - E. a need to brush up on her skills.

As women—along with minorities—move up the corporate ladder, they encounter a glass ceiling, a metaphor for an invisible barrier that makes it difficult for women and minorities to move beyond a certain level in the corporate hierarchy.

AACSB: Diversity
Bateman - Chapter 08 #42
Blooms: Application
Level of Difficulty: Hard

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Topic: Diversity: Past, Present, and Future

43. An invisible barrier that makes it difficult for certain groups, such as minorities and women, to move beyond a certain level in the organizational hierarchy is referred to as the
- (p. 185)
- A. black box.
 - B.** glass ceiling.
 - C. job barrier.
 - D. job ceiling.
 - E. invisible barrier

AACSB: Diversity
Bateman - Chapter 08 #43
Blooms: Knowledge
Level of Difficulty: Easy

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

44. Submission to or rejection of sexual conduct that is used as a basis for employment decisions is referred to as
- (p. 185)
- A. job engagement.
 - B. performance reciprocity.
 - C.** quid pro quo harassment.
 - D. job evaluation.
 - E. hostile environment.

Quid pro quo harassment occurs when "submission to or rejection of sexual conduct is used as a basis for employment decisions."

AACSB: Diversity
Bateman - Chapter 08 #44
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

45. When unwelcome sexual conduct has the purpose or effect of unreasonably interfering with job performance or creating an intimidating or offensive working environment, it is known as
- (p. 185)
- A. quid pro quo harassment.
 - B. job evaluation.
 - C. performance reciprocity.
 - D.** hostile environment.
 - E. glass ceiling.

Hostile environment occurs when unwelcome sexual conduct "has the purpose or effect of unreasonably interfering with job performance or creating an intimidating, hostile, or offensive working environment."

AACSB: Diversity
Bateman - Chapter 08 #45
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

46. (p. 185) Beth Ann was offered a promotion in exchange for a date with her supervisor. She was upset, since she had no interest in dating him, yet she really wanted the promotion. Which category of harassment is this?
- A. Hostile environment
 - B. Competitive
 - C. Quid pro quo**
 - D. Gender
 - E. Performance reciprocity

Quid pro quo harassment occurs when "submission to or rejection of sexual conduct is used as a basis for employment decisions."

AACSB: Diversity
Bateman - Chapter 08 #46
Blooms: Application
Level of Difficulty: Hard

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

47. (p. 185) Behaviors such as persistent or pervasive displays of pornography, lewd or suggestive remarks, and demeaning taunts or jokes can cause what category of sexual harassment?
- A. Hostile environment**
 - B. Competitive
 - C. Quid pro quo
 - D. Gender
 - E. Performance reciprocity

Hostile environment occurs when unwelcome sexual conduct "has the purpose or effect of unreasonably interfering with job performance or creating an intimidating, hostile, or offensive working environment."

AACSB: Diversity
Bateman - Chapter 08 #47
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

48. (p. 185) Conduct of a sexual nature that has negative consequences for employment is known as
- A. pornography.
 - B. lewd behavior.
 - C. suggestive remarks.
 - D. sexual harassment.**
 - E. gender harassment.

AACSB: Diversity
Bateman - Chapter 08 #48
Blooms: Knowledge
Level of Difficulty: Easy

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

49. Which of the following would be needed for an effective sexual harassment policy?
(p. 186)
- A. To develop an organization-wide policy on sexual harassment
 - B. To conduct sexual harassment training sessions
 - C. To establish a formal complaint procedure
 - D. To act immediately when employees complain of sexual harassment
 - E. All of the above**

An effective and comprehensive policy on harassment would have the following basic components: develop a comprehensive organization-wide policy on sexual harassment, hold training sessions with supervisors, establish a formal complaint procedure, act immediately when employees complain of sexual harassment, discipline the offender at once and follow up on all cases.

AACSB: Diversity
Bateman - Chapter 08 #49
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

50. A shift in worker values toward personal time, quality of life, self-fulfillment and family is occurring
(p. 186) among
- A. men.
 - B. women.
 - C. women and men.**
 - D. minorities.
 - E. women and minorities.

Worker values are shifting toward personal time, quality of life, self-fulfillment, and family. Workers today, both men and women, are looking to achieve a balance between career and family.

AACSB: Diversity
Bateman - Chapter 08 #50
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

51. Black, Asian, and Hispanic workers hold approximately what percent of jobs in the United States?
(p. 186)
- A. 10
 - B. 25**
 - C. 40
 - D. 60
 - E. Less than 5

Black, Asian, and Hispanic workers hold more than one of every four U.S. jobs.

AACSB: Diversity
Bateman - Chapter 08 #51
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

52. According to the text, the fastest growing segment(s) of the workforce in the United States is (are)
(p. 186) **A.** Hispanics and Asians.
B. Asians and African Americans.
C. African-Americans.
D. Caucasians.
E. Native Americans.

Asian and Hispanic workforces are growing the fastest in the United States, followed by the African American workforce.

AACSB: Diversity
Bateman - Chapter 08 #52
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

53. According to the Americans with Disabilities Act, a disability is defined as
(p. 188) **A.** a physical impairment that precludes someone from working.
B. a disabling condition that interferes with work life.
C. a physical or mental impairment that substantially limits a major life activity.
D. any loss of limb or of one of the major senses of hearing, sight, touch, taste, smell.
E. contraction of a disease that is contagious or epidemic.

The Americans with Disabilities Act (ADA), defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

AACSB: Diversity
Bateman - Chapter 08 #53
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

54. The largest unemployed minority population in the United States is
(p. 188) **A.** people with disabilities.
B. physically unattractive people.
C. people 18-25.
D. religious individuals.
E. married people.

The largest unemployed minority population in the United States is people with disabilities.

AACSB: Diversity
Bateman - Chapter 08 #54
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

55. A physical or mental impairment that substantially limits one or more major life activities is referred to as a
(p. 188)
- A. physical defect.
 - B. personality disorder.
 - C. corporeal impairment.
 - D. disability.**
 - E. physical deficiency.

The Americans with Disabilities Act (ADA), defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

AACSB: Diversity
Bateman - Chapter 08 #55
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

56. Which of the following is considered a disability under ADA?
(p. 188)
- A. Chicken pox
 - B. Sunburn
 - C. Alcoholism**
 - D. Sinus infection
 - E. Influenza

Examples of such physical or mental impairments include those resulting from orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; multiple sclerosis; HIV infections; cancer; heart disease; diabetes; mental retardation; psychological illness; specific learning disabilities; drug addiction; and alcoholism.

AACSB: Diversity
Bateman - Chapter 08 #56
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

57. According to the text, which of the following companies is among the top 10 for recruitment and retention of diverse employees?
(p. 188)
- A. Procter & Gamble
 - B. AT & T**
 - C. Nike
 - D. Citigroup
 - E. Microsoft

According to DiversityInc.com , the following companies recently ranked as the "top 10" companies for diversity: Johnson & Johnson, AT & T, Ernst & Young, Marriott International, PricewaterhouseCoopers, Sodexo, Kaiser Permanente, Merck & Co., The Coca-Cola Co., IBM Corp.

AACSB: Diversity
Bateman - Chapter 08 #57
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium

Topic: Diversity: Past, Present, and Future

58. Future trends in the labor force include a
(p. 189) **A.** smaller labor force.
B. more experienced labor force.
C. more homogenous labor force.
D. younger labor force.
E. all of the above

Lower birth rates in the United States and other developed countries are resulting in a smaller labor force. An even more substantial slowdown in the pace of growth of the labor force is projected for the decade ending in 2016, as the baby-boom generation retires. In addition, the median age of America's workforce is rising, as the number of older workers swells while the number of young workers grows only slightly.

AACSB: Diversity
Bateman - Chapter 08 #58
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

59. In the next decade, which of these will be true about the growth of the labor force?
(p. 189) A. It will expand rapidly.
B. It will expand moderately.
C. It will hold steady.
D. It will slow.
E. There will be negative growth (decline).

Lower birth rates in the United States and other developed countries are resulting in a smaller labor force. An even more substantial slowdown in the pace of growth of the labor force is projected for the decade ending in 2016, as the baby-boom generation retires.

AACSB: Diversity
Bateman - Chapter 08 #59
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

60. Examples of attempts made by employers to retain older workers include
(p. 189) A. an emphasis on physical effort.
B. phased retirement programs.
C. enhanced severance packages.
D. limiting the availability of paid sabbaticals.
E. limiting training for older employees.

To prevent an exodus of talent, employers need strategies to retain and attract skilled and knowledgeable older workers. Phased retirement plans that allow older employees to work fewer hours per week is one such strategy.

AACSB: Diversity
Bateman - Chapter 08 #60
Blooms: Comprehension
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

61. Allowing older employees to work fewer hours per week as a strategy to attract and retain these experienced people is known as
- (p. 189)
- A. work release.
 - B. partial retirement.
 - C. phased retirement.**
 - D. employment reduction.
 - E. engagement reduction.

To prevent an exodus of talent, employers need strategies to retain and attract skilled and knowledgeable older workers. Phased retirement plans that allow older employees to work fewer hours per week is one such strategy.

AACSB: Diversity
Bateman - Chapter 08 #61
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

62. Which of the following is one of the top five approaches for more fully utilizing older employees?
- (p. 190)
- A. Benefit packages targeted to older employees
 - B. Part-time work arrangements
 - C. Skill training for older employees
 - D. Educating managers in ways to utilize older workers
 - E. All of the above are in the top five approaches**

According to Figure 8.3, the top five approaches to more fully utilize older employees are: benefit packages targeted toward older employees, part-time work arrangements with continuation of benefits, educating managers about ways to utilize older employees, increased availability of part-time work for older employees (regardless of benefits), and skill training for older employees.

AACSB: Diversity
Bateman - Chapter 08 #62
Blooms: Comprehension
Level of Difficulty: Medium

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

63. Special effort to recruit and hire qualified members of groups that have been discriminated against in the past is called
- (p. 189)
- A. recrimination.
 - B. proactive recruitment.
 - C. affirmative action.**
 - D. diversity.
 - E. positive-effect recruitment.

AACSB: Diversity
Bateman - Chapter 08 #63
Blooms: Knowledge

Learning Objective: 08-02 Distinguish between affirmative action and managing diversity.
Level of Difficulty: Easy
Topic: Managing Diversity versus Affirmative Action

64. In Portland, Oregon, about one-fifth of the city's population consisted of various ethnic minorities, but only 12 percent of new construction employees were minorities. According to the text, the city government responded, increasing minority group members' participation in public contracts with what type of program?

- (p. 189)
- A.** Affirmative action
 - B. Diversity
 - C. Positive-effect recruitment
 - D. Recrimination
 - E. Proactive recruitment

In Portland, Oregon, about one-fifth of the city's population consists of various ethnic minorities, but only 12 percent of new construction employees are minorities. The city government, Portland Development Commission, Port of Portland, and regional and state transportation departments established affirmative action programs to increase minority group members' participation in public contracts.

AACSB: Diversity
Bateman - Chapter 08 #64
Blooms: Comprehension

Learning Objective: 08-02 Distinguish between affirmative action and managing diversity.
Level of Difficulty: Medium

Topic: Managing Diversity versus Affirmative Action

65. A study by the Department of Labor's Glass Ceiling Institute showed that the stock performance of firms that were high performers on diversity-related goals were _____ that of other firms.

- (p. 191)
- A.** over twice as high as
 - B. actually lower than
 - C. no higher than
 - D. approximately 7 times higher than
 - E. over 20 times higher than

A study by the Department of Labor's Glass Ceiling Institute showed that the stock performance of firms that were high performers on diversity-related goals was over twice as high as that of other firms.

AACSB: Diversity
Bateman - Chapter 08 #65
Blooms: Comprehension

Learning Objective: 08-03 Explain how diversity; if well managed; can give organizations a competitive edge.

Level of Difficulty: Medium

Topic: Managing Diversity versus Affirmative Action

66. Which of the following is a way in which an organization may attain competitive advantage through diversity?

- (p. 191)
- A. Promoting better perspective on a differentiated market
 - B. Helping attract and retain motivated employees
 - C. Increasing ability to leverage creativity and innovation
 - D. Enhancing organizational flexibility
 - E.** All of the above

Managing a diverse workforce presents many advantages: ability to attract and retain motivated employees, better perspective on a differentiated market, ability to leverage creativity and innovation in problem solving and enhancement of organizational flexibility.

AACSB: Diversity
Bateman - Chapter 08 #66
Blooms: Comprehension

Learning Objective: 08-03 Explain how diversity; if well managed; can give organizations a competitive edge.

Level of Difficulty: Medium

Topic: Managing Diversity versus Affirmative Action

67. Work team diversity promotes creativity and innovation because people with different backgrounds
- (p. 191)
- A. value creativity and innovation.
 - B. require creative efforts to bring out their productivity.
 - C. hold different perspectives on issues.**
 - D. are more homogeneous.
 - E. facilitate the presence of groupthink.

Work team diversity promotes creativity and innovation, because people from different backgrounds hold different perspectives.

AACSB: Diversity
Bateman - Chapter 08 #67
Blooms: Comprehension

Learning Objective: 08-03 Explain how diversity; if well managed; can give organizations a competitive edge.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action

68. Less restrictive policies and procedures and less standardized operating methods are approaches to
- (p. 191)
- A. organizational flexibility.**
 - B. limits of control.
 - C. span of control.
 - D. organization hierarchy.
 - E. creativity.

A diverse workforce can make organizations more flexible, because successfully managing diversity requires a corporate culture that tolerates many different styles and approaches. Less restrictive policies and procedures and less standardized operating methods enable organizations to be more flexible and better able to respond quickly to environmental changes.

AACSB: Diversity
Bateman - Chapter 08 #68
Blooms: Comprehension

Learning Objective: 08-03 Explain how diversity; if well managed; can give organizations a competitive edge.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action

69. _____ is a challenge of a diversified work force.
- (p. 192)
- A. Lowered organizational flexibility
 - B. Decreased ability to respond to consumer preferences
 - C. Increased communication problems**
 - D. Enhanced cohesiveness
 - E. A lesser degree of stereotyping

Perhaps the most common negative effect of diversity, communication problems include misunderstandings, inaccuracies, inefficiencies, and slowness.

AACSB: Diversity
Bateman - Chapter 08 #69
Blooms: Communication

Learning Objective: 08-04 Identify challenges associated with managing a diverse workforce.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action

70. Which of the following is a strength of communication between diverse parties?
(p. 192)
- A. Understanding
 - B. Accuracy
 - C. Efficiency
 - D. Different points of view**
 - E. Speed

Communication problems include misunderstandings, inaccuracies, inefficiencies, and slowness, while differing points of view is a positive effect of communication between diverse parties.

*AACSB: Diversity
Bateman - Chapter 08 #70
Blooms: Comprehension
Learning Objective: 08-04 Identify challenges associated with managing a diverse workforce.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action*

71. Christine has recently hired a new employee of Indian descent. Christine assigned her new employee, Sanjay, to the accounting department because the department needs to work more quickly and accurately and Christine assumed that the new employee could provide the needed energy. Unfortunately, the workers seem to resent Sanjay's presence and seem to have excluded him from the work group. This had made Sanjay's work more difficult since he is not really given the "inside" information needed to do his work efficiently. Which of the challenges of a diversified work force appears to be operating in this scenario?
(p. 192)
- A. Gender issues
 - B. Language barrier
 - C. Lower cohesiveness**
 - D. Communication overload
 - E. Mistrust

Diversity can create a lack of cohesiveness, defined as how tightly knit the group is and the degree to which group members perceive, interpret, and act on their environment in similar or mutually agreed-upon ways. Cohesiveness is lower because of differences in language, culture, and/or experience.

*AACSB: Diversity
Bateman - Chapter 08 #71
Blooms: Application
Learning Objective: 08-04 Identify challenges associated with managing a diverse workforce.
Level of Difficulty: Hard
Topic: Managing Diversity versus Affirmative Action*

72. The most common negative effect of diversity, contributing to inaccuracy and inefficiency, is
(p. 192)
- A. lower cohesiveness.
 - B. communication problems.**
 - C. tension.
 - D. stereotyping.
 - E. mistrust.

Perhaps the most common negative effect of diversity is communication problems, including misunderstandings, inaccuracies, inefficiencies, and slowness. Speed is lost when not all group members are fluent in the same language or when additional time is required to explain things.

*AACSB: Diversity
Bateman - Chapter 08 #72
Blooms: Comprehension
Learning Objective: 08-04 Identify challenges associated with managing a diverse workforce.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action*

73. (p. 193) Omiana was recently passed up for promotion. She was told that management was looking for someone who was more aggressive to fill the position. Omiana's coworkers were surprised because she has a reputation for "getting things done." Omiana later overheard one of the managers saying that he did not believe she was committed to her career since "she, like most women, leave work every day at 5:00 sharp." It might appear that Omiana's employer has made a mistake regarding
- A.** stereotyping.
 - B. mistrust.
 - C. affirmative action.
 - D. cohesiveness.
 - E. motivation.

Women may be stereotyped as not dedicated to their careers.

AACSB: Diversity
Bateman - Chapter 08 #73
Blooms: Application
Learning Objective: 08-04 Identify challenges associated with managing a diverse workforce.
Level of Difficulty: Hard
Topic: Managing Diversity versus Affirmative Action

74. (p. 193) When an individual's interests, values and cultures act as filters and distort, block and select what they see and interpret, they are _____ their "different" colleagues.
- A. differentiating
 - B.** stereotyping
 - C. harassing
 - D. accommodating
 - E. typecasting

When stereotyping, we learn to interpret the world in a certain way based on our backgrounds and experiences. Our interests, values, and cultures filter, distort, block, and select what we perceive.

AACSB: Diversity
Bateman - Chapter 08 #74
Blooms: Comprehension
Learning Objective: 08-04 Identify challenges associated with managing a diverse workforce.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action

75. (p. 193) A monolithic organization is _____ in terms of its employee population.
- A.** highly homogeneous
 - B. slightly homogeneous
 - C. slightly integrated
 - D. highly integrated
 - E. unable to integrate

AACSB: Diversity
Bateman - Chapter 08 #75
Blooms: Knowledge
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Easy
Topic: Multicultural Organizations

76. (p. 193) An organization that has very little structural integration of diverse workers
- A.** is a monolithic organization.
 - B. is a multicultural organization.
 - C. employs women, minorities and other groups that differ from the majority population.
 - D. is a pluralistic organization.
 - E. is a monopolistic organization.

AACSB: Diversity
Bateman - Chapter 08 #76
Blooms: Knowledge
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Easy
Topic: Multicultural Organizations

77. The assumption that there is "only one way" and that no other way of living should be recognized illustrates which diversity assumption?
(p. 193)
- A. Homogeneity
 - B. Similarity
 - C. Parochialism**
 - D. Ethnocentrism
 - E. Heterogeneity

According to Table 8.1, parochialism has an "only-one-way myth", or "Our way is the only way. We do not recognize any other way of living or working".

*AACSB: Diversity
Bateman - Chapter 08 #77
Blooms: Comprehension
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Medium
Topic: Multicultural Organizations*

78. The assumption that "we are all the same," otherwise known as the melting pot myth, illustrates which diversity assumption?
(p. 193)
- A. Homogeneity**
 - B. Similarity
 - C. Parochialism
 - D. Ethnocentrism
 - E. Heterogeneity

According to Table 8.1, homogeneity is the melting pot myth, or "we are all the same".

*AACSB: Diversity
Bateman - Chapter 08 #78
Blooms: Comprehension
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Medium
Topic: Multicultural Organizations*

79. A more appropriate assumption than ethnocentrism, which instead states that "our way is one possible way" is
(p. 193)
- A. similarity and difference.**
 - B. parochialism.
 - C. culture contingency.
 - D. equifinality.
 - E. heterogeneity.

According to Table 8.1, culture contingency assumes that "our way is one possible way", and that there are many different and equally good ways to reach the same goal.

*AACSB: Diversity
Bateman - Chapter 08 #79
Blooms: Comprehension
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Medium
Topic: Multicultural Organizations*

80. In monolithic organizations
(p. 193)
- A. minorities are employed in all job levels.
 - B. minority members identify highly with the company.
 - C.** minority members must adopt the norms of the majority to survive.
 - D. conflict among groups is high.
 - E. discrimination and prejudice are almost non-existent.

In a monolithic organization, minority group members must adopt the norms of the majority to survive.

*AACSB: Diversity
Bateman - Chapter 08 #80
Blooms: Comprehension
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Medium
Topic: Multicultural Organizations*

81. Organizations that are considered "pluralistic" would be characterized by which of the following?
(p. 193-194)
- A. Low levels of conflict
 - B. Prevalence of discrimination and prejudice
 - C. Full integration of minority group members
 - D. Diversity is valued
 - E.** Actions that attempt to involve minority members

Pluralistic organizations have a more diverse employee population than monolithic ones, and take steps to involve persons from different backgrounds. Yet these employees are not as fully integrated as in multicultural organizations.

*AACSB: Diversity
Bateman - Chapter 08 #81
Blooms: Comprehension
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Medium
Topic: Multicultural Organizations*

82. An organization which values cultural diversity and is willing to utilize and encourage diversity is an organization that would be referred to as
(p. 194)
- A. monolithic.
 - B.** multicultural.
 - C. minority enhanced.
 - D. multinational.
 - E. maintained.

*AACSB: Diversity
Bateman - Chapter 08 #82
Blooms: Knowledge
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Easy
Topic: Multicultural Organizations*

83. An organization that fully integrates minority group members, both formally and informally, is called a(n)
- A. monolithic organization.
 - B. homogeneous organization.
 - C. heterogeneous organization.
 - D. multicultural organization.**
 - E. pluralistic organization.

In contrast to the pluralistic organization, which fails to address the cultural aspects of integration, multicultural organizations fully integrate minority group members both formally and informally.

AACSB: Diversity
Bateman - Chapter 08 #83
Blooms: Comprehension

Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Medium
Topic: Multicultural Organizations

84. The NBA currently has the highest percentage of minority vice presidents and league office managers in the history of men's sports. NBA spokesperson Brian McIntyre reports that this is business as usual for the organization. He says NBA commissioner David Stern "has long felt that a diverse workplace is the only workplace." This best illustrates which of the following components of an organization's diversity plan?
- A. Secure top management's leadership and commitment**
 - B. Assess the organization's progress toward goals
 - C. Attract employees
 - D. Train employees in diversity
 - E. Retain employees

Obtaining top management's leadership and commitment is critical for diversity programs to succeed. Otherwise, the rest of the organization will not take the effort seriously.

AACSB: Diversity
Bateman - Chapter 08 #84
Blooms: Application

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Hard
Topic: How Organizations Can Cultivate a Diverse Workforce

85. An organization that has a relatively diverse employee population and makes an effort to involve employees from different gender, racial or cultural backgrounds is a
- A. monolithic organization.
 - B. structured organization.
 - C. pluralistic organization.**
 - D. multicultural organization.
 - E. diverse organization.

AACSB: Diversity
Bateman - Chapter 08 #85
Blooms: Knowledge

Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Easy
Topic: Multicultural Organizations

86. An organization that is marked by an absence of prejudice and discrimination and by low levels of intergroup conflict is known as a
(p. 194)
- A. pluralistic organization.
 - B. mechanistic organization.
 - C. multicultural organization.**
 - D. monolithic organization.
 - E. diverse organization.

The multicultural organization is marked by an absence of prejudice and discrimination and by low levels of intergroup conflict. Such an organization creates a synergistic environment in which all members contribute to their maximum potential and the advantages of diversity can be fully realized.

AACSB: Diversity
Bateman - Chapter 08 #86
Blooms: Comprehension
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Medium
Topic: Multicultural Organizations

87. Which of the following most likely demonstrates top management support and commitment to managing diversity?
(p. 194-195)
- A. Affirmative action programs to recruit minority members
 - B. Integration of corporate facilities (i.e. disabled access)
 - C. Establishment of support groups
 - D. Linking management compensation to diversity efforts**
 - E. Adhering to all civil rights legislation

Obtaining top management's leadership and commitment is critical for diversity programs to succeed. Managers' compensation can be linked directly to accomplishing diversity goals.

AACSB: Diversity
Bateman - Chapter 08 #87
Blooms: Comprehension
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce

88. Integrating diversity into a corporate mission statement, providing adequate funding toward diversity efforts and establishing corporate positions responsible for the management of diversity are all efforts that demonstrate
(p. 194-195)
- A. top management commitment toward managing diversity.**
 - B. an attempt to gaining consumer preference toward your firm.
 - C. an attempt to retain diverse employees.
 - D. a positive organizational assessment figures.
 - E. an assessment of diversity goals.

Obtaining top management's leadership and commitment is critical for diversity programs to succeed. One way to communicate this commitment to all employees is to incorporate the organization's attitudes about diversity into the corporate mission statement and into strategic plans and objectives. Adequate funding must be allocated to the diversity effort to ensure its success. Also, top management can set an example for other organization members by participating in diversity programs and making participation mandatory for all managers. Some organizations have established corporate offices or committees to coordinate the companywide diversity effort.

AACSB: Diversity
Bateman - Chapter 08 #88
Blooms: Comprehension
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce

89. The human resources director at Custom Eyes, Inc. (CEI) was instructed to provide data on the number of minorities working for CEI, their positions within the company and the date that each was hired. It would appear that CEI is attempting to
- A. gain the support to top management toward diversity.
 - B. supply diversity data to government agencies.
 - C.** conduct an organizational assessment.
 - D. develop their minority employees.
 - E. provide awareness training to the human resources department.

A step in cultivating diversity is routinely to assess the organization's workforce, culture, policies, and practices in areas such as recruitment, promotions, benefits, and compensation.

AACSB: Diversity
Bateman - Chapter 08 #89
Blooms: Application

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Hard
Topic: How Organizations Can Cultivate a Diverse Workforce

90. According to Malcolm Forbes, diversity is
- A. an idea whose time has come.
 - B. the art of working together without a problem.
 - C.** the art of thinking independently together.
 - D. largely unappreciated.
 - E. largely underpracticed.

"Diversity: The art of thinking independently together."—Malcolm Forbes.

AACSB: Diversity
Bateman - Chapter 08 #90
Blooms: Comprehension

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce

91. Identifying and reducing hidden biases toward minority groups are the basic goals behind
- A. skills enhancement.
 - B.** diversity training.
 - C. skills training.
 - D. mentoring.
 - E. organizational assessment.

Diversity training programs attempt to identify and reduce hidden biases and develop the skills needed to manage a diversified workforce effectively.

AACSB: Diversity
Bateman - Chapter 08 #91
Blooms: Comprehension

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce

92. Typically, the two components of diversity training are
(p. 196)
- A. skill building and skill training.
 - B. skill training and skills assessment.
 - C. skills assessment and awareness training.
 - D.** awareness building and skill building.
 - E. skill training and diversity assessment.

The majority of U.S. organizations sponsor some sort of diversity training. Typically, diversity training has two components: awareness building and skill building.

*AACSB: Diversity
Bateman - Chapter 08 #92
Blooms: Comprehension
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce*

93. Awareness building is designed to
(p. 196)
- A. make managers aware of the problems involved in employing minorities.
 - B. make managers aware of the skills of their minority employees.
 - C.** make managers aware of the importance of valuing diversity.
 - D. point out the deficiencies of individual managers.
 - E. none of the above

Awareness building is designed to increase recognition of the meaning and importance of valuing diversity.

*AACSB: Diversity
Bateman - Chapter 08 #93
Blooms: Comprehension
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce*

94. Tanner recently applied for a recruiting position with your firm. Tanner was very impressive: his
(p. 196) grades in college were good, he's active in his community and his credentials and references were very favorable. You would hire him in an instant except that during an interview with him, you realized that he is blind. You cannot imagine how a blind person could perform the job! From this information, it appears that you and/or your organization need
- A. special equipment to accommodate Tanner.
 - B. better screening devices.
 - C.** awareness training.
 - D. more detailed job specifications.
 - E. alternative work arrangements.

Awareness building is designed to increase recognition of the meaning and importance of valuing diversity. Its aim is not to teach specific skills but to sensitize employees to the assumptions they make about others and the way those assumptions affect their behaviors, decisions, and judgment.

*AACSB: Diversity
Bateman - Chapter 08 #94
Blooms: Application
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Hard
Topic: How Organizations Can Cultivate a Diverse Workforce*

95. Which of the following is likely to be part of an awareness training program in the management of diversity?
(p. 196-197)
- A. Enhancing understanding of financial goals
 - B. Training in the importance of flexible scheduling
 - C. Teaching the unofficial rules or cultural values of the organization**
 - D. Training for conflict management
 - E. Teaching active listening, coaching and feedback skills

Awareness building is designed to increase recognition of the meaning and importance of valuing diversity. Its aim is not to teach specific skills but to sensitize employees to the assumptions they make about others and the way those assumptions affect their behaviors, decisions, and judgment. Valuing diversity means teaching the unwritten "rules" or cultural values to those who need to know them and changing the rules when necessary to benefit employees and hence the organization.

*AACSB: Comprehension
Bateman - Chapter 08 #95
Blooms: Application
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce*

96. Training designed to allow all employees and managers to develop the skills they need to deal effectively with one another and with customers in a diverse environment is called
(p. 197)
- A. awareness building.
 - B. skill building.**
 - C. mentoring.
 - D. support groups.
 - E. career development.

Skill building aims to develop the skills that employees and managers need to deal effectively with one another and with customers in a diverse environment.

*AACSB: Comprehension
Bateman - Chapter 08 #96
Blooms: Application
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce*

97. Beau Shaffer, as part of his recent promotion, attended a seminar that focused on listening skills and how to give and receive feedback effectively. As part of the training, Beau actually practiced these skills with other managers and employees, many with diverse backgrounds. Beau found the seminar to be very helpful at pointing out the different approaches preferred by people from different backgrounds. This type of instruction is common in diversity training and is referred to as
(p. 197)
- A. skills training.
 - B. skill building.**
 - C. awareness training.
 - D. awareness building.
 - E. developmental training.

Skill building aims to develop the skills that employees and managers need to deal effectively with one another and with customers in a diverse environment. Most of the skills taught are interpersonal, such as active listening, coaching, and giving feedback.

*AACSB: Diversity
Bateman - Chapter 08 #97
Blooms: Application
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Hard
Topic: How Organizations Can Cultivate a Diverse Workforce*

98. Retaining good workers of all ethnicities will become increasingly important as
(p. 197) A. insurance costs for new employees continue to escalate.
B. replacing experienced workers becomes more costly.
C. the skills-gap lessens.
D. the work force grows.
E. top managers leave to begin entrepreneurial ventures.

As replacing qualified and experienced workers becomes more difficult and costly, retaining good workers is becoming much more important.

AACSB: Diversity
Bateman - Chapter 08 #98
Blooms: Comprehension
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce

99. When Chantal was recently hired at Anderson International, she was encouraged to meet with other
(p. 197) minority employees to discuss the challenges and opportunities at Anderson International. Chantal found the group to be helpful because the other group members were able to communicate to her the norms and culture of the organization. This in turn enabled her to adjust to the organization more quickly and effectively. This program might be considered
A. a system accommodation.
B. skill building.
C. a type of employee support group.
D. a career development strategy.
E. diversity training.

Support groups can help diverse employees understand work norms and the corporate culture.

AACSB: Diversity
Bateman - Chapter 08 #99
Blooms: Application
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Hard
Topic: How Organizations Can Cultivate a Diverse Workforce

100. Higher-level managers who help ensure that high-potential people are introduced to top management
(p. 197) and socialized into the norms and values of the organization are called
A. mentors.
B. managerial leaders.
C. support groups.
D. system accommodators.
E. none of the above

AACSB: Diversity
Bateman - Chapter 08 #100
Blooms: Knowledge
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Easy
Topic: How Organizations Can Cultivate a Diverse Workforce

101. Giving exposure and experience in line jobs to a wide range of employees in order to make senior management positions more available to them is known as
(p. 197-198)
- A. a support group.
 - B. mentoring.
 - C. career development.**
 - D. systems accommodation.
 - E. an accountability measurement.

Career development programs that give exposure and experience in line jobs to a wide range of employees can make senior management positions more available to them.

AACSB: Diversity
Bateman - Chapter 08 #101
Blooms: Comprehension
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium

Topic: How Organizations Can Cultivate a Diverse Workforce

102. Recognizing religious holidays, differing modes of dress, dietary restrictions, as well as allowing flexible scheduling are all ways to improve employee retention that may appeal to employees of diversity. These types of efforts are referred to as
(p. 198)
- A. manager accountability.
 - B. support groups.
 - C. career development.
 - D. employee promotions.
 - E. systems accommodations.**

Systems accommodation includes managers that support diversity by recognizing cultural and religious holidays, differing modes of dress, and dietary restrictions, as well as accommodating the needs of individuals with disabilities.

AACSB: Diversity
Bateman - Chapter 08 #102
Blooms: Comprehension
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium

Topic: How Organizations Can Cultivate a Diverse Workforce

103. Individuals sent from a company's parent country to work in overseas operations are referred to as
(p. 199)
- A. third-country nationals.
 - B. host-country nationals.
 - C. globalite executives.
 - D. expatriates.**
 - E. none of the above

AACSB: Diversity
Bateman - Chapter 08 #103
Blooms: Knowledge
Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.
Level of Difficulty: Easy
Topic: Managing Across Borders

104. Jeanette Thompson, a native Texan, is being sent by her company, Nestle of Switzerland, to head up a new facility in Hong Kong. Jeannette would be considered a(n)
- A. host-country national.
 - B.** third-country national.
 - C. global trotter.
 - D. globalite executive.
 - E. expatriate.

Third-country nationals are natives of a country other than the home country or the host country of an overseas subsidiary.

AACSB: Diversity
Bateman - Chapter 08 #104
Blooms: Application

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.

Level of Difficulty: Hard

Topic: Managing Across Borders

105. The trend away from using expatriates in top management positions is especially apparent in companies trying to create a(n) _____ culture.
- A.** multinational
 - B. transnational
 - C. international
 - D. global
 - E. expatriate

The trend away from using expatriates in top management positions is especially apparent in companies that truly want to create a multinational culture.

AACSB: Diversity
Bateman - Chapter 08 #105
Blooms: Comprehension

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.

Level of Difficulty: Medium

Topic: Managing Across Borders

106. Hillary has just agreed to participate in her first expatriate experience to work in San Jose, Costa Rica. The first thing her employer should do is
- A. seek advice from locals and the expatriate network.
 - B. encourage support-seeking behavior.
 - C. clarify expectations.
 - D.** encourage self-and family evaluation.
 - E. discourage dual identification.

After expatriate selection the employer coping response should be to encourage expatriate's self- and family evaluation.

AACSB: Diversity
Bateman - Chapter 08 #106
Blooms: Application

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.

Level of Difficulty: Hard

Topic: Managing Across Borders

107. The biggest cause of failure of overseas managers is
(p. 199) A. a lack of technical capability.
B. family issues.
C. problems with the manager's ability to adjust.
D. offers from competing organizations.
E. none of the above

In a recent survey of human resource managers around the globe, two-thirds said the main reason for failure is family issues, especially dissatisfaction of the employee's spouse or partner.

AACSB: Diversity
Bateman - Chapter 08 #107
Blooms: Comprehension

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.
Level of Difficulty: Medium
Topic: Managing Across Borders

108. The disorientation and stress associated with being in a foreign environment is termed
(p. 202) A. foreign mores.
B. homesickness.
C. culture shock.
D. out-of-country experience.
E. uncertainty distance.

AACSB: Diversity
Bateman - Chapter 08 #108
Blooms: Knowledge

Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.
Level of Difficulty: Easy
Topic: Managing Across Borders

109. Colin McKay has been assigned to manage an operation in Venezuela. Upon his arrival he encouraged
(p. 203) all of his employees (native Venezuelans) to feel free to individually approach him with ideas on improving operations. After many months, no employees had offered suggestions. Colin should have realized that Venezuelan culture has not only a _____ degree of collectivism but accepts a _____ power distance.
A. low, small
B. low, large
C. high, large
D. high, small

Figure 8.4 indicates the Venezuela has a large power distance and a high degree of collectivism.

AACSB: Diversity
Bateman - Chapter 08 #109
Blooms: Application

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.
Level of Difficulty: Hard
Topic: Managing Across Borders

110. In Hofstede's chart showing individualism/collectivism and power distance, the United States is most like
(p. 203)
- A. France.
 - B. Mexico.
 - C. New Zealand.**
 - D. Austria.
 - E. Japan.

Figure 8.4 indicates that New Zealand is most similar to the US among these choices, being highly individualistic and moderate/low in power distance.

AACSB: Diversity
Bateman - Chapter 08 #110
Blooms: Comprehension

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.
Level of Difficulty: Medium
Topic: Managing Across Borders

111. Explain sexual harassment, its categories and the problems that stem from the issue. Specifically, what can organizations do to manage this problem?
(p. 185-186)

Answers will vary.

AACSB: Diversity
Bateman - Chapter 08 #111
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

112. Briefly explain why employers usually do not hire people with disabilities. To argue against three employers' reasoning, give a few reasons why disabled employees should be hired.
(p. 188)

Answers will vary.

AACSB: Diversity
Bateman - Chapter 08 #112
Blooms: Comprehension

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Medium
Topic: Diversity: Past, Present, and Future

113. Are "managing diversity" and "affirmative action" the same? If not, discuss the differences between them and provide examples of each.
(p. 189-190)

Answers will vary.

AACSB: Diversity
Bateman - Chapter 08 #113
Blooms: Application

Learning Objective: 08-02 Distinguish between affirmative action and managing diversity.
Level of Difficulty: Hard
Topic: Managing Diversity versus Affirmative Action

114. Discuss the challenges of a diverse workforce.
(p. 192-193)

Answers will vary.

AACSB: Diversity
Bateman - Chapter 08 #114
Blooms: Comprehension

Learning Objective: 08-04 Identify challenges associated with managing a diverse workforce.
Level of Difficulty: Medium
Topic: Managing Diversity versus Affirmative Action

115. Explain the different types of organizations that result from prevailing assumptions about people and cultures. Compare and contrast how minorities are treated in each.
(p. 193-194)

Answers will vary.

AACSB: Diversity
Bateman - Chapter 08 #115
Blooms: Comprehension
Learning Objective: 08-05 Define monolithic; pluralistic; and multicultural organizations.
Level of Difficulty: Medium
Topic: Multicultural Organizations

116. What are some of the tools used to attract and retain a diverse group of qualified employees? Why are they necessary or desirable?
(p. 195-198)

Answers will vary.

AACSB: Diversity
Bateman - Chapter 08 #116
Blooms: Comprehension
Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.
Level of Difficulty: Medium
Topic: How Organizations Can Cultivate a Diverse Workforce

117. What are the pros and cons of using expatriates, host-country nationals and third-country nationals to run overseas operations? If you were expanding your business, what approach would you use and why?
(p. 198-199)

Answers will vary.

AACSB: Diversity
Bateman - Chapter 08 #117
Blooms: Application
Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.
Level of Difficulty: Hard
Topic: Managing Across Borders

118. Discuss the four dimensions identified by Geert Hofstede. Choose a country and explain its classification according to Hofstede's model.
(p. 202-203)

Answers will vary.

AACSB: Diversity
Bateman - Chapter 08 #118
Blooms: Application
Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.
Level of Difficulty: Hard
Topic: Managing Across Borders

119. Discuss how culture plays out in terms of ethical behavior. What can organizations do to manage these issues more effectively?
(p. 204-205)

Answers will vary.

AACSB: Diversity
Bateman - Chapter 08 #119
Blooms: Comprehension
Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.
Level of Difficulty: Medium
Topic: Managing Across Borders

Scenario A. Carmela and Penny are colleagues who are experiencing problems in their jobs. They relate their experiences to each other because they are very concerned about their situations. Carmela speaks of a conversation with her immediate supervisor in which he (the supervisor) tells her that if she will stay with him for the weekend the next time they take a business trip together, he will recommend her for a promotion. It was clear, Carmela says, that "spending the weekend together" included sex. Penny has a different situation. She works in an area of the office where there are few women during the day. Her colleagues consistently make lewd remarks about her body and attempt to show her pornographic pictures.

Bateman - Chapter 08

120. Both Carmela and Penny are the victims of
(p. 185-186)
- A. workplace cohesion.
 - B. typical "kidding around" with which they should not be concerned.
 - C.** sexual harassment.
 - D. the glass ceiling.
 - E. workplace division.

Sexual harassment is conduct of a sexual nature that has negative consequences for employment.

AACSB: Diversity
Bateman - Chapter 08 #120
Blooms: Application

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Hard
Topic: Diversity: Past, Present, and Future

121. Carmela is, more specifically, a victim of
(p. 185)
- A. age discrimination.
 - B. sexualized workplace.
 - C.** quid pro quo harassment.
 - D. hostile environment.
 - E. supervisor ceiling.

Quid pro quo harassment occurs when "submission to or rejection of sexual conduct is used as a basis for employment decisions."

AACSB: Diversity
Bateman - Chapter 08 #121
Blooms: Application

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Hard
Topic: Diversity: Past, Present, and Future

122. Penny is, more specifically, a victim of
(p. 185-186)
- A. age discrimination.
 - B. sexualized workplace.
 - C. quid pro quo harassment.
 - D.** hostile environment.
 - E. supervisor ceiling.

Hostile environment occurs when unwelcome sexual conduct "has the purpose or effect of unreasonably interfering with job performance or creating an intimidating, hostile, or offensive working environment."

AACSB: Diversity
Bateman - Chapter 08 #122
Blooms: Application

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Level of Difficulty: Hard
Topic: Diversity: Past, Present, and Future

123. If Carmela and Penny were men, which of the following statements would be true?
(p. 186)
- A. No sexual harassment could have occurred.
 - B.** Sexual harassment could have occurred because the standard applies to male-on-male harassment.
 - C. The company would not be liable for harassment because "boys will be boys."
 - D. There is not enough information to assess this situation.
 - E. Any of the above could be true.

Both categories of harassment (quid pro quo and hostile environment) violate Title VII of the Civil Rights Act of 1964, regardless of the sex of the harasser and the victim; in a recent year, more than 15 percent of complaints filed with the federal government came from males.

AACSB: Diversity
Bateman - Chapter 08 #123

Blooms: Application

Level of Difficulty: Hard

Topic: Diversity: Past, Present, and Future

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.

Scenario B. Your company has introduced a new program called "Stay to Move". It has several different components:

1. Your company operates in a rural area where there are very few young employees. The company has set up regular meetings for young employees new to this rural area to exchange information about activities in the area, housing options and simply to meet each other.
2. Since many of the older residents of the area are retired managers from your company, a component of the program includes assigning the older retired managers to help the younger managers meet people in the organization and get advice on managing their careers.
3. Since the younger employees like to take time off and travel, the company has introduced a flexible work system so that the young managers may work more hours each day and leave after they have completed their work for the week. This allows them more travel time for long weekends.

Bateman - Chapter 08

124. The "Stay to Move" program appears to be designed to
(p. 197-198)
- A.** attract and retain employees.
 - B. allow employees new opportunities at other company locations.
 - C. minimize employee retention.
 - D. maximize employee mobility.
 - E. all of the above

A number of policies and strategies, such as support groups, mentoring, and systems accountability among others, can be used to increase retention of all employees.

AACSB: Diversity
Bateman - Chapter 08 #124

Blooms: Application

Level of Difficulty: Hard

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.

Topic: How Organizations Can Cultivate a Diverse Workforce

125. Component 1, as described above is an example of
(p. 197)
- A. career displacement.
 - B.** support groups.
 - C. accountability.
 - D. alternative work arrangements.
 - E. mentoring.

Companies can help for support groups to promote information exchange and social support. Support groups provide emotional and career support for members who traditionally have not been included in the majority's informal groups.

AACSB: Diversity
Bateman - Chapter 08 #125
Blooms: Application
Level of Difficulty: Hard

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.

Topic: How Organizations Can Cultivate a Diverse Workforce

126. Component 2, as described above is an example of
(p. 197-198)
- A. career displacement.
 - B. support groups.
 - C. accountability.
 - D. alternative work arrangements.
 - E.** mentoring.

Mentors are higher-level managers who help ensure that high-potential people are introduced to top management and socialized into the norms and values of the organization. In this case retired managers were used as mentors.

AACSB: Diversity
Bateman - Chapter 08 #126
Blooms: Application
Level of Difficulty: Hard

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.

Topic: How Organizations Can Cultivate a Diverse Workforce

127. Component 3, as described above is an example of
(p. 196)
- A. career displacement.
 - B. support groups.
 - C. accountability.
 - D.** alternative work arrangements.
 - E. mentoring.

Managers can support diversity by recognizing cultural and religious holidays, differing modes of dress, and dietary restrictions. Additionally they can perhaps agree to alternative work arrangements (flextime).

AACSB: Diversity
Bateman - Chapter 08 #127
Blooms: Application
Level of Difficulty: Hard

Learning Objective: 08-06 List steps managers and their organizations can take to cultivate diversity.

Topic: How Organizations Can Cultivate a Diverse Workforce

Scenario C. Rachel is a candidate for a systems analyst position with ABC Company. She is very well qualified for the job. However, the manager for whom she would be working is concerned because Rachel has a hearing impairment. The manager has come to you for advice on this issue.

Bateman - Chapter 08

128. The manager's first question for you is "What law do I need to look at to make sure I am in compliance on this issue?" The correct answer to that question is
(p. 188)
- A. that there is no law in the United States that covers this issue.
 - B. the American Civil Liberties Act.
 - C.** the Americans with Disabilities Act.
 - D. the Pregnancy Discrimination Act.
 - E. the sexual harassment policy.

The Americans with Disabilities Act (ADA) requires making reasonable accommodations for people with disabilities.

AACSB: Diversity
Bateman - Chapter 08 #128
Blooms: Application
Level of Difficulty: Hard

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

129. Rachel's hearing impairment qualifies legally because it substantially limits one or more
(p. 188)
- A. job qualifications.
 - B. job requirements.
 - C. life experiences.
 - D.** major life activities.
 - E. all of the above

The Americans with Disabilities Act defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

AACSB: Diversity
Bateman - Chapter 08 #129
Blooms: Application
Level of Difficulty: Hard

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

130. If Rachel is otherwise qualified, the company can hire her and use _____ to _____
(p. 188) her impairment.
- A.** assistive technology, accommodate
 - B. special help, reduce
 - C. assistive technology, eliminate
 - D. a special help, eliminate
 - E. a live assistant, help with

New assistive technologies are making it easier for companies to comply with the ADA by providing accommodation and for those with disabilities to be productive on the job.

AACSB: Diversity
Bateman - Chapter 08 #130
Blooms: Application
Level of Difficulty: Hard

Learning Objective: 08-01 Describe how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
Topic: Diversity: Past, Present, and Future

Scenario D. You have just accepted an international assignment in Sweden. On your first day in the office, you meet several new colleagues. Lars is the manager of the office and is a Swedish citizen; he has been with the company for five years. Sylvie is from France and has also just come to Sweden to work for your U.S. Company.

Bateman - Chapter 08

131. You would be referred to as a(n)
(p. 199) **A.** expatriate.
B. host-country national.
C. third-country national.
D. local provider.
E. interloper.

AACSB: Diversity
Bateman - Chapter 08 #131
Blooms: Application

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.
Level of Difficulty: Hard
Topic: Managing Across Borders

132. Lars would be referred to as a(n)
(p. 199) A. expatriate.
B. host-country national.
C. third-country national.
D. local provider.
E. interloper.

AACSB: Diversity
Bateman - Chapter 08 #132
Blooms: Application

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.
Level of Difficulty: Hard
Topic: Managing Across Borders

133. Sylvie would be referred to as a(n)
(p. 199) A. expatriate.
B. host-country national.
C. third-country national.
D. local provider.
E. interloper.

AACSB: Diversity
Bateman - Chapter 08 #133
Blooms: Application

Learning Objective: 08-07 Summarize the skills and knowledge managers need to manage globally.
Level of Difficulty: Hard
Topic: Managing Across Borders

Scenario E. Paul is a "rugged individualist" who believes that every person is responsible for him/herself. Gunther is his employee who questions everything - not just the decision made but whether or not the decision-maker should have made the decision.

Bateman - Chapter 08

134. Paul and Gunther are being described in terms of
(p. 202) A. personality characteristics.
B. cultural differences defined by Geert Hofstede.
C. cultural differences defined by Frederick Taylor.
D. whether or not they are inpatriates or expatriates.
E. none of the above

AACSB: Diversity
Bateman - Chapter 08 #134
Blooms: Application

Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.
Level of Difficulty: Hard
Topic: Managing Across Borders

135. Paul could be described as
(p. 202) A. high power distance.
B. low power distance.
C. individualist.
D. collectivist.
E. high uncertainty avoidance.

AACSB: Diversity
Bateman - Chapter 08 #135
Blooms: Application

Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.
Level of Difficulty: Hard
Topic: Managing Across Borders

136. Gunther could be described as
(p. 202)
- A. high power distance.
 - B.** low power distance.
 - C. individualist.
 - D. collectivist.
 - E. high uncertainty avoidance.

AACSB: Diversity
Bateman - Chapter 08 #136
Blooms: Application

Learning Objective: 08-08 Identify ways in which cultural differences across countries influence management.
Level of Difficulty: Hard
Topic: Managing Across Borders

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