Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

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Harvey, Understanding and Managing Diversity

7th Edition

Section I, Understanding Perspectives of Diversity: Awareness, Privilege, Stereotypes, Language, Conflict, Leadership, and Legal Issues

Introduction: Understanding Workplace Diversity: Where Have We Been and Where Are We Going?

1) How is the concept of belonging created in the workplace?

A) Through an understanding of the ways in which people differ

B) Through the application of law and the valuing of diversity efforts

C) Through a combination of emotional intelligence, self-awareness, and awareness of others

D) Through the unfreezing, change, and refreezing process

Answer: C

Difficulty: Challenging

AACSB: Interpersonal relations and teamwork

2) What became the catalyst for workplace change during the 1960s?

A) The Lilly Ledbetter Fair Pay Act

B) A rapid influx of immigrants

C) The development of Human Resources departments

D) Civil rights legislation

Answer: D

Difficulty: Easy

AACSB: Application of knowledge

3) Which landmark legislation prohibited discrimination in employment on the basis of race, sex, national origin, religion, and color?

A) Age Discrimination in Employment Act (1974)

B) Civil Rights Act (1964)

C) Executive Orders 10925 and 11375

D) Equal Pay Act (1963)

Answer: B

Difficulty: Moderate

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AACSB: Application of knowledge

4) In what way can workforce differences and diversity be used to create competitive advantage for an organization?

A) By using diverse perspectives in the to improve creative thinking

B) By ensuring all policies and procedures are the same for all employees

C) By focusing on primary dimensions of diversity rather than secondary ones

D) By providing legitimacy for the firm in the eyes of suppliers and buyers

Answer: A

Difficulty: Moderate

AACSB: Application of knowledge

5) According to Thomas and Ely's model of organizational paradigms, how did most organizations view diversity in the 1990s?

A) As a benefit in growing diverse and global markets

B) As a way to help organizations control markets

C) As advantageous to the organization's mission and goals

D) As a way to promote fairness on the job

Answer: C

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

6) What led to increasingly diverse workforces at the beginning of the twenty-first century?

A) Changes in immigration patterns

B) The decrease of Baby Boomers in the workplace

C) The increasing number of women in senior leadership positions

D) The recognition of work styles as a protected element of diversity

Answer: A

Difficulty: Challenging

AACSB: Application of knowledge

7) How can organizations improve their knowledge base and ability to relate to equity, inclusion, and belonging?

A) By using mental health support systems to improve understanding

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B) By explaining to others the biases they hold

C) By holding managers accountable for poor diversity efforts

D) By recognizing the intersectionality of diverse groups

Answer: D

Difficulty: Moderate

AACSB: Application of knowledge

8) What advantage does the promotion of equity and inclusion have on the modern workplace?

A) It improves organizational harmony.

B) It increases retention rates.

C) It benefits interpersonal relationships.

D) It regulates behaviors of non-minority workers.

Answer: C

Difficulty: Moderate

AACSB: Application of knowledge

9) According to Loden's dimensions of diversity, which of the following is a primary dimension of diversity?

A) Communication style

B) Religion

C) Age

D) Social class

Answer: C

Difficulty: Easy

AACSB: Application of knowledge

10) How can organizations manage the growing social and political divide in the United States and the escalating intensity of conflict emotions?

A) Understand and comply with all applicative laws

B) Understand and find ways to be more relevant to the people they serve

C) Promote past initiatives based on race, religion, and ethnic origin

D) Support Affirmative Action efforts in all areas of business

Answer: B

Difficulty: Moderate

AACSB: Ethical understanding and reasoning

11) Diversity impacts organizational experiences in terms of performance, motivation, communication, and inclusion.

Answer: TRUE

Difficulty: Easy

AACSB: Reflective Thinking

12) In terms of social justice, efforts to regulate behavior have decreased acceptance and appreciation.

Answer: FALSE

Difficulty: Moderate

AACSB: Reflective Thinking

13) Diversity training in the 1980s and 1990s tended to focus on the multiple group identities of people rather than identifying differences between groups.

Answer: FALSE

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

14) According to the change process model, refreezing can result in increased socially responsible and more flexible work practices.

Answer: TRUE

Difficulty: Moderate

AACSB: Application of knowledge

15) Why were early efforts to correct previous practices of discrimination in the workplace often met with failure?

Answer: Early civil rights legislation initially focused on “righting the wrongs” experienced by people with visible differences, particularly color, race, and gender. Responsibility for diversity in organizations often resided in Human Resources departments that had less power and resources to initiate change. Most diversity training focused more on how to avoid lawsuits than on strategic change. This approach often led to hiring less-qualified workers to fulfill what was interpreted as a “quota” of women and people from minority groups. At times, people were hired or promoted simply because of their color, race, or gender, which often set them up for failure. Even when qualified women and people of color were selected, they were often expected to behave, dress, and

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talk like White men. This led to poor morale, job turnover, and even backlash against the very groups the legislation was designed to benefit.

Difficulty: Challenging

AACSB: Analytical thinking

16) Why has Affirmative Action become a legal battle for modern day organizations?

Answer: When affirmative action became law, some organization used affirmative action to make superficial improvements rather than systematic changes. In 1992, R. Roosevelt Thomas called for the end of affirmative action, but he urged institutions to adopt management practices and policies that would help all employees be productive and to reach their full potential.

In July of 2023, both Republican and Democratic state Attorney Generals (AGs) sent conflicting letters warning Fortune 100 companies about the legality of their DEI hiring practices. Republican AGs said they (the DEI hiring practices) could be interpreted as illegal, Democrats said they needed to continue and expanded. In 2015, the U.S. Supreme Court granted LGBTQ+ rights groups a win by legalizing same-sex marriage at the federal level. Efforts to end affirmative action based on race and ethnicity continue. The U.S. Supreme Court ruling in July of 2023 *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College* and *Students for Fair Admissions, Inc. v. University of North Carolina, et.al*, ending race-based college admissions seemed to be a victory in his favor.

Clearly, modern organizations must understand the communities where people live and work. They need to find ways to be relevant to the people they serve, in their business community, geographic locations, and to recognize the needs, and importance the social identities of consumers and employees.

Difficulty: challenging

AACSB: Ethical understanding and reasoning

17) How did the book *The Inclusion Breakthrough: Unleashing the Real Power of Diversity*, help to further diversity efforts, including with those of people who held leadership positions in organizations?

Answer: In 2002, Miller and Katz authored a book called *The Inclusion Breakthrough: Unleashing the Real Power of Diversity*, which suggested that organizations need to "break out of the diversity box" mentality and change their cultures, policies, and structures in order to benefit from the diversity of their employees. Miller and Katz called for linking diversity to organizational goals and mission but went a step further to document the need for a more inclusive approach to diversity. It makes sense that when employees—including White men, who held most of the leadership positions—felt "included," they felt freer to offer new ideas, safer to point out mistakes in others' reasoning, and were more apt to refer competent colleagues for jobs. All of these added value to organizations in terms of the advantages of a diverse workforce.

Difficulty: Moderate

AACSB: Analytical thinking

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Section 1: Understanding Perspectives of Diversity: Awareness, Privilege, Stereotypes, Language, Conflict, Leadership, and Legal Issues

1) Which of the following describes the feeling of being safe, accepted, and valued in social and work settings?

A) Diversity

B) Equity

C) Belonging

D) Inclusion

Answer: C

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Easy

AACSB: Reflective thinking

2) Why is it important to understand the prejudices you have, both positive and negative?

A) You can determine which unearned advantages people have over you.

B) You could treat people differently because it is legal to discriminate based on group identity.

C) You overgeneralize that all people are alike.

D) You evaluate a person positively or negatively based on their social group membership.

Answer: D

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Challenging

AACSB: Analytical thinking

3) Which of the following is the preconceived evaluative attitude based on a person's social group membership?

A) Prejudice

B) Discrimination

C) Stereotyping

D) Unintentional discrimination

Answer: A

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Moderate

AACSB: Application of knowledge

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4) How does our mind create stereotypes?

A) By unconsciously looking for unique aspects of people

B) By unconsciously categorizing people

C) By forcing the conscious mind to think more deeply about people

D) By forcing the conscious mind to generalize differences

Answer: B

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Moderate

AACSB: Application of knowledge

5) Which of the following best defines stereotyping?

A) Giving unearned advantage based on group membership

B) Treating people differently because of group membership

C) Thinking that all people in a group membership category are alike

D) Forming an unlearned preconceived evaluative attitude based on social group membership

Answer: C

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Moderate

AACSB: Application of knowledge

6) How is discrimination different from prejudice and stereotyping?

A) Discrimination is a behavior or action.

B) Discrimination is a mental process.

C) Discrimination is a learned behavior.

D) Discrimination can be changed over time.

Answer: A

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Easy

AACSB: Reflective thinking

7) In what way is institutional discrimination different that structural discrimination?

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A) Institutional discrimination occurs only at the workplace.

B) Institutional discrimination is unintentional.

C) Institutional discrimination stems from stereotypes identified by senior leadership at the workplace.

D) Institutional discrimination is intentional.

Answer: D

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Application of knowledge

8) Why is privilege dependent on time and place?

A) It is socially constructed.

B) It intentionally discriminates.

C) It occurs the same way for all people.

D) It is not impacted by personal circumstance.

Answer: A

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Application of knowledge

9) Why is it important to be aware of and address differences in the workplace?

A) Diverse talents between groups are easier to identify.

B) Understanding differences prevents decisions based on privilege at work.

C) Differences can create conflict that escalate if ignored.

D) Differences determine how work is accomplished.

Answer: C

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Moderate

AACSB: Analytical thinking

10) When interviewing and hiring candidates for positions, what should employers primarily consider?

A) The ability to comply with affirmative action laws

B) The individual merits and qualifications of the person

C) The ability of a person to fit in with potential co-workers

D) The amount of diversity training that will be needed

Answer: B

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Moderate

AACSB: Analytical thinking

11) Prejudice can be both positive, neutral, or negative.

Answer: TRUE

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Easy

AACSB: Reflective Thinking

12) Stereotypes, once formed, cannot be unlearned.

Answer: FALSE

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Easy

AACSB: Reflective Thinking

13) Managers should work to identify structural discrimination because it impacts policies and practices that unintentionally discriminate.

Answer: TRUE

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective Thinking

14) Most people with privilege recognize that they have unearned advantages in the workplace.

Answer: FALSE

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective Thinking

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15) Describe why prejudice is most often perceived negatively. How could it be used to create a diverse society?

Answer: We have been socialized by family, society, and the media to think that prejudice is always negative, so it is easier to deny it. However, it is important to realize that everyone treats some people differently than others. It is natural to associate with people who look and act like ourselves. People we associate with may be people of different color, race, religion, intellectual or physical disabilities, genders, and life experiences, but in other ways, they are similar to us. When we recognize what prejudice is, we can then begin to acknowledge that differences in people are important and embrace the differences a diverse society has to offer.

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Challenging

AACSB: Analytical thinking

16) How are stereotypes created and how can we work to prevent stereotyping?

Answer: Stereotypes are an overgeneralized belief that a category of people are alike. Like prejudice, stereotypes are learned, not innate, which means that they too can be unlearned. While the conscious mind often tells us that of course people are unique, the unconscious mind tries to categorize people, unless we make a deliberate effort to think more deeply about them as individuals. Stereotypes can be positive or neutral. To prevent stereotyping, we have to consider each person as an individual instead of considering a person only as a member of a specific group. All people belong to many groups, and each person has individual traits that make them unique.

LO: 3: Identify the differences between prejudice, stereotypes, and discrimination.

Difficulty: Challenging

AACSB: Analytical thinking

17) Describe the impact of privilege in terms of creating a diverse workforce.

Answer: Privilege is an unearned advantage that gives those who have it economic, social, or political power. Privilege is socially constructed, meaning it is dependent on time and place. For example, in some cultures, older workers are revered for their wisdom, but in North America, being younger and attractive gives one privilege in the workplace. Most people with privilege don't even know that they have it and think that everyone experiences the world the same way that they do. However, less-privileged groups are keenly aware of their lack of privilege and power. In North America, being White, a man, and without a disability is one example of unearned privilege.

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective thinking

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

3. Body Ritual Among the Nacirema

1) According to the *Body Ritual Among the Nacirema* reading, which of the following is false?

A) All cultures are different.

B) Our own culture becomes the standard against which we judge other cultures.

C)The Naciremans have very different values and practices than North Americans.

D) We seldom recognize how strange our own cultural practices may appear to outsiders.

Answer: C

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Moderate

AACSB: Reflective thinking

2) What do the rituals discussed in the Nacirema story symbolize?

A) Norms and routines that help create a culture

B) The respect most cultures have for protecting the earth

C) Religious customs of cults

D) The need for diversity in society

Answer: A

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Moderate

AACSB: Reflective thinking

3) Who are the people that Professor Linton brought to the attention of anthropologists in the story of the *Body Ritual Among the Nacirema*?

A) Native American of the Great Plains

B) People living in North America

C) Immigrants from Canada

D) People of Mexico and the Caribbean

Answer: B

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Moderate

AACSB: Reflective thinking

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

4) What are the ritual centers that Miner describes?

A) Kitchens

B) Garages

C) Patios

D) Bathrooms

Answer: D

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Moderate

AACSB: Reflective thinking

5) In the *Body Ritual Among the Nacirema*, where are the "charms" stored?

A) In closets and drawers

B) In houses of worship

C) In medicine cabinets

D) In refrigerators

Answer: C

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Moderate

AACSB: Reflective thinking

6) What is the overall lesson that Miner conveys in his story?

A) Each culture has practices that might be hard for others to understand.

B) Health and dental care are of universal importance.

C) Men and women have similar hopes and needs.

D) Americans live in a privileged society that other societies strive to obtain.

Answer: A

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Moderate

AACSB: Analytical thinking

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7) The *Body Ritual Among the Nacirema* reinforces the idea that at their core, all people are essentially the same.

Answer: FALSE

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Moderate

AACSB: Reflective thinking

8) Lessons from the *Body Ritual Among the Nacirema* can be applied to any workplace or culture.

Answer: TRUE

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Moderate

AACSB: Application of knowledge

9) Many rituals in the *Body Ritual Among the Nacirema* refer to routine medical care, dental care, and personal hygiene.

Answer: TRUE

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Moderate

AACSB: Reflective thinking

10) How can managers use the lessons of the *Body Ritual Among the Nacirema* to better manage people?

Answer: The Body Ritual Among the Nacirema requires managers to understand that even the way they perform tasks, and how they view their world, may seem strange and foreign to others. Knowing this, managers should welcome diversity in practices and norms to create a workforce that is appealing to all people. Each person has unique skills, abilities, and practices that, while perhaps different, can positively impact the workplace. This will result in an organization that can serve the needs of a global environment.

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Challenging

AACSB: Analytical thinking

11) Why should organizations incorporate rituals and symbols in the workplace?

Answer: The rituals and symbols in a workplace help to create a sense of culture and community among workers. To be effective, these symbols and rituals must be reinforced at the highest levels of management. Symbols and rituals might include how employees dress, the hours they keep, how

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customers and suppliers are managed, how ethics are displayed and enforced, and other practices that create a unified workplace.

LO: 2: Examine individual perceptions through the Nacirema historical satire.

Difficulty: Challenging

AACSB: Analytical thinking

5. Terminology, Acronyms, and Language: What Did You Say and What does It Mean?

1) Which term is used to define a word having a particular meaning in a specific field?

A) Colloquialism

B) Term of art

C) Dialect

D) Language

Answer: B

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Reflective thinking

2) Which term is used to describe a type of speech used regionally by groups of people?

A) Colloquialism

B) Term of art

C) Language

D) Dialect

Answer: A

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Reflective thinking

3) How would you describe the different forms of speech used in areas of the southern United States?

A) Regional dialects

B) Artful dialects

C) Privileged dialects

D) Stereotypical dialects

Answer: A

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Reflective thinking

4) What does the acronym BIPOC mean?

A) Biracial, Immigrant, People of Canada

B) Biracial, Immigrant, People of Color

C) Black, Indigenous, People of Community

D) Black, Indigenous, People of Color

Answer: D

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Reflective thinking

5) Which Act was developed to create a respectful and open world for natural hair color?

A) RID

B) AZA

C) CROWN

D) DEIB

Answer: C

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Reflective thinking

6) Why is it important to understand the “term of art” when talking with someone in an industry that is different than yours?

A) Words can be used to replace acronyms

B) Unique terms are used as abbreviations for complex ideas

C) Some words are used more informally than others

D) Different words have different meanings depending on the industry

Answer: D

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Challenging

AACSB: Analytical thinking

7) Which term describes the formal or informal pronunciation of words by people from a particular country or regional area?

A) Dialect

B) Language

C) Colloquialism

D) Acronym

Answer: B

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Reflective thinking

8) Why did organizations begin to develop courses about discrimination and diversity in the early 1960s?

A) To prevent violation of federal protections for protected groups

B) To explain acronyms used by members of some groups

C) To improve understanding of colloquialisms in the workplace

D) To make diversity a business initiative rather than a response

Answer: A

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Application of knowledge

9) When writing to explain a new policy and its impact on employees, which terminology would you use to include people of all sexual orientations?

A) They

B) He or she

C) He/she

D) Transgendered

Answer: A

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Application of knowledge

10) The proper terminology to use when describing someone who uses a wheelchair is handicapped.

Answer: FALSE

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Application of knowledge

11) A colloquialism is a less formal communication style than a regional dialect.

Answer: TRUE

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Application of knowledge

12) The term of art can be used when explaining something that is specific to an industry.

Answer: TRUE

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Application of knowledge

13) In the workplace, it is a violation of federal law to require a job applicant to disclose their sexual orientation.

Answer: TRUE

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LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Analytical thinking

14) Calling a coworker who is 60 years old “mature” is preferred to calling them “older.”

Answer: FALSE

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Reflective thinking

15) Why is an understanding of words and their meaning critical to effective communication?

Answer: Proper use of terms is important in all fields, including for writers, teachers, religious leaders, government officials, doctors, lawyers, leaders, and followers. Words are important and enable all of us to understand each other. Developing a vocabulary for understanding and speaking with others about workplace diversity is one step in diversity, equity, and inclusion efforts. They help to improve intercultural communication and decrease misunderstanding and unintentional discrimination. Effective communication is important to assuring the correct context is related in verbal and written communication.

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Challenging

AACSB: Analytical Thinking

16) Describe the differences between language, a colloquialism, and regional dialects.

Answer: Language is a style of verbal expression, it could be formal or informal, and it is often used to describe the pronunciation of words by individuals from a particular country or regional area. A colloquialism a more informal style of communication. Colloquial speech may include phrases and terms that are understood differently by people in one part of a country or community than others. People from inside a specific area may understand each other when using colloquialisms, but outsiders may be confused and misunderstand the conversation. Regional dialects are considered to be from specific geographic locations, such as a province, rural area, or specific population group within the geographic area. Pronunciations of the same word may sound different depending upon in what area an individual lives. For example, the southern and northern parts of the U.S. have distinct dialects.

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Challenging

AACSB: Written and oral communication skills

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6. Are You Privileged?

1) When does privilege occur?

A) When someone is able to move in and out of various social identities

B) When someone's social identity is protected under law

C) When someone is given advantages based on social identities

D) When mechanisms that reinforce social identities are removed

Answer: C

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Easy

AACSB: Reflective thinking

2) What makes privilege an ethical issue in organizations?

A) When one group is privileged, it is often invisible to others.

B) When one group is privileged, there is not an inherent advantage for them.

C) When one group is privileged, laws have been broken.

D) When one group is privileged, other groups have subsequent disadvantages.

Answer: D

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Analytical thinking

3) How does privilege occur?

A) By oppressing someone else

B) By providing more opportunity to those most capable

C) By ignoring the needs of others

D) By fostering a sense of self-awareness in others

Answer: A

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

Difficulty: Moderate

AACSB: Reflective thinking

4) How does a person benefit from privilege?

A) Rules and standards are applied to their advantage.

B) Things are always done in ways they don't like.

C) They are more likely to seek social permission to act on beliefs.

D) They are more likely to accept life as it is.

Answer: A

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Analytical thinking

5) When are people more likely to act on presumptions of superiority without worrying about being challenged?

A) When they feel they have social permission to behave in a particular way

B) When they are able to operate within a narrow comfort zone

C) When they are hired for a job for which they are overqualified

D) When they have a deep sense of self-awareness

Answer: A

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Analytical thinking

6) Why is an inability to see the mechanisms that reinforce privilege an important component of privilege?

A) People who have privilege may not be conscious of their power.

B) People can become more aware of their privileged identity.

C) People without privilege cannot learn how to gain privilege.

D) People are more likely to consider people oppressed when they don't understand privilege.

Answer: A

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Analytical thinking

7) When one group is privileged, other groups are subsequently disadvantaged.

Answer: TRUE

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective thinking

8) Oppression can be eliminated by privilege.

Answer: FALSE

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective thinking

9) Privilege for some eliminates oppression for others.

Answer: FALSE

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Analytical thinking

10) Those who experience privilege are aware of their privilege and seek to take advantage of it.

Answer: FALSE

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective thinking

11) Why might the idea that people cannot see the mechanisms that reinforce privilege be important in understanding privilege?

Answer: Mahoney (1997) notes, "Not seeing the mechanisms that reinforce and maintain privilege is an important component of privilege." Many people who enjoy privilege may not be conscious of their power. What makes this a troubling phenomenon is that self-awareness about our own privileged identity characteristics can help us recognize when others are oppressed and when our actions inadvertently and unintentionally benefit from the inherent advantages.

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

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Difficulty: Challenging

AACSB: Analytical thinking

12) Provide examples of life experiences that those who are privileged are more likely to have.

Answer: Answers will vary by student but can include many of the life experiences stated in the privilege checklist. Examples might include feeling safe when walking to their car late at night, knowing people who can help them get a jobs, and even being able to hold hands with others.

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Challenging

AACSB: Analytical thinking

7. The Advantage of Privilege

1) McIntosh's *White Privilege: Unpacking the Invisible Knapsack* article referenced in *The Advantage of Privilege* points out which of the following?

A) The idea of privilege is outmoded because everyone today has equal opportunities.

B) It is difficult for us to see our own unearned advantages.

C) Privilege is often based on sexism because it only applies to men.

D) Understanding why we are privileged helps us better maintain our earned privilege.

Answer: B

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective thinking

2) Which of the following describes a benefit or support only available to one person or group rather than to all?

A) Economic advantage

B) Socioeconomic parity

C) Privilege

D) Repression of differences

Answer: C

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Easy

AACSB: Reflective thinking

3) Why is economic advantage considered to be a privilege?

A) Those without privilege can only attain economic advantage through education.

B) It puts some in a more favorable position than others.

C) It eliminates the need for strong diversity, equity, inclusion, and belonging efforts at the workplace.

D) It helps to eliminate the "Matthew Effect."

Answer: B

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

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AACSB: Analytical thinking

4) What is the premise of the Matthew Effect, a condition coined by Robert Merton?

A) The differences between the advantaged and the disadvantaged will widen over time.

B) Only government intervention can create access to privileged benefits such as housing and jobs.

C) When the disadvantaged work hard, they can always close the gap between the privileged and the disadvantaged.

D) Benefits and support are available to all at a basic level, but the privileged are better at understanding how to use them.

Answer: A

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Challenging

AACSB: Analytical thinking

5) Which type of privilege is based on income, type of work, and social class?

A) Male privilege

B) White privilege

C) Socioeconomic privilege

D) Workplace privilege

Answer: C

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Easy

AACSB: Reflective thinking

6) If employees have socioeconomic privilege they can_____.

A) create a pay system that pays for skills rather than privileged status

B) choose jobs that they see as more meaningful

C) train employees in areas where skills need to be developed

D) ensure the basic needs of employees are met

Answer: B

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Challenging

AACSB: Analytical thinking

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

7) In the past, how did employees define themselves and their jobs?

A) As either privileged or socially disadvantaged

B) By how meaningful the work was

C) As either white collar or blue collar

D) By the opportunity it provided to move up in social class

Answer: C

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Easy

AACSB: Reflective thinking

8) Which of the following is a privilege relating to primary dimensions of diversity?

A) Education

B) First-language

C) Socioeconomic status

D) Gender identity

Answer: D

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

9) Which of the following is a privilege relating to secondary dimensions of diversity?

A) First language

B) Race

C) Ethnicity

D) Age

Answer: A

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

10) How can gender privilege as a primary dimension of diversity be described?

A) As a privilege based on being heterosexual

B) As a privilege based on how one conforms with their gender assigned at birth

C) As a privilege based on biological sex

D) As a privilege based on how one identifies their gender assignment at birth

Answer: C

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Challenging

AACSB: Analytical thinking

11) It is important to reflect on our own positions of privilege in order to increase motivation to be better people at work and in the community.

Answer: TRUE

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective thinking

12) The concept of privilege relates only to primary dimensions of diversity.

Answer: FALSE

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective thinking

13) If someone has to work harder to get the same benefits as others, such as housing or education, they are thought to have access to privilege.

Answer: FALSE

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective thinking

14) Privilege can be a tangible or intangible advantage.

Answer: TRUE

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Moderate

AACSB: Reflective thinking

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

15) Build the argument that a college education in the United States is a privilege rather than a right.

Answer: Many view privilege as a classification for someone else, someone "wealthy," not them. Privilege is a benefit, support, or access available to a person or group that is not available to everyone. It could be a physical item or an intangible advantage. Education is a right in the United States, it is not supposed to be a privilege. An individual or group is privileged when they have something that others don't have, or others cannot gain because they are at a disadvantage. This would include a college education. Some people do not have access to a college education because they cannot afford it, they did not grow up in an educational system that supports higher education, or they have other demands on their time, such as raising a family or working. So, while a college education is technically available to all, only the privileged can take advantage of it.

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Challenging

AACSB: Analytical thinking

16) Explain the impact of the Matthew Effect on privilege and disadvantage.

Answer: When someone cannot compete or has to go further, work harder to get the same job, house, education, or position they are considered disadvantaged. The Matthew Effect is a theory that advantage, and disadvantage tend to perpetuate themselves adding to the privileged and the not privileged individuals in our communities. Robert Merton (1968) coined the term The Matthew Effect, referring "to a pattern in which those who begin with advantage accumulate more advantages over time and those who begin with disadvantages can become more disadvantaged over time. This creates an ever-widening difference between the those who are advantaged and those who are disadvantaged. As a result, the disadvantaged individual or group will have an increasingly difficult time catching up with the advantaged.

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Challenging

AACSB: Analytical thinking

17) Explain the concept of intergenerational equity.

Answer: The various dimensions of diversity continue to be impacted by privilege, including both primary and secondary dimensions of diversity. The idea of intergenerational equity views the human community as a partnership among all generations. This means that each generation has the right to inherit the same diversity in natural and cultural resources enjoyed by previous generations and to equitable access to the use and benefits of these resources.

LO: 4: Understand the notion of privilege and its effects on one's life and work experiences.

Difficulty: Challenging

AACSB: Analytical thinking

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

8. The Emotional Connection of Distinguishing Differences and Conflict

1) How can conflict be defined?

A) Two or more parties have incompatible wants

B) A non-emotional response to an issue

C) Unnecessary stubbornness on the part of management

D) Lack of emotional intelligence in people

Answer: A

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Easy

AACSB: Reflective thinking

2) How can conflict be managed by groups in an organization?

A) Difference can present areas in which group members can be more creative.

B) Difference create ongoing negative conflict that erodes the trust of the group.

C) Difference occur because group members have varying degrees of emotional intelligence.

D) Differences can be eliminated when the group is homogeneous in nature.

Answer: A

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Analytical thinking

3) How has the desire to transact business internationally impacted diversity in organizations?

A) There has been a greater demand to repress differences in organizations.

B) Diversity efforts have become frustrating and ineffectual.

C) Only large organizations with diversity plans can compete in the global market.

D) The ability to manage and increase diversity has become critical.

Answer: D

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

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4) Why do smart managers work to incorporate differences in age, gender, and styles of being into work groups?

A) To block the ability to repress differences among individuals

B) To use diversity efforts to test the strength of group cohesiveness

C) To create balance within groups and capitalize on the creativity of more diverse groups

D) To keep differences from escalating into conflict

Answer: C

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

5) When is it appropriate for managers to use avoidance and repression as a way to manage differences in groups?

A) When tensions will spill over and impact other areas of the organization.

B) When there are tight deadlines.

C) When there is a loss of productivity.

D) When they want to increase desensitization and productivity.

Answer: B

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Challenging

AACSB: Interpersonal relations and teamwork

6) How can organizations create richer experiences and more creative approaches to problem solving by employees?

A) Respect and encourage differences as opportunities.

B) Fail to consider individual differences as opportunities to solve problems.

C) Eliminate differences that occur among individuals when disagreements emerge.

D) Use individuals with similar backgrounds, experiences, and beliefs to provide mutual support.

Answer: A

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Interpersonal relationships and teamwork

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

7) How can a manager help prevent the escalation of differences from annoyance to irritation?

A) Focus on the number of differences.

B) Have the parties identify what they find discomforting about each other.

C) Help both parties appreciate how their differences may be beneficial to each other.

D) Use a dialectic process to have each party overcome their fear of the other.

Answer: C

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Interpersonal relationships and teamwork

8) How are empathy and caring related to emotional intelligence?

A) They allow a person to put emotional energy into action and control emotions.

B) They allow a person to engage in emotions that are appropriate to a situation.

C) They allow a person to understand self in personal interactions.

D) They allow a person to be aware of emotions in others.

Answer: D

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Challenging

AACSB: Application of knowledge

9) When guiding behavior, when would it be appropriate for a manager to use avoidance behavior?

A) When they can understand and see the benefits of various viewpoints

B) When they need to resist a directive from top management

C) When they need nonmanagers to accept their decisions

D) When they need to learn more before taking a stance

Answer: D

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Interpersonal relations and teamwork

10) In which way is conflict different than diversity?

A) Difference always results in anger, tension, and hostility.

B) Conflict may result or emerge from differences.

C) Differences are created when conflict exists.

D) Conflict is a function of opinions, ideas, and options.

Answer: B

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Application of knowledge

11) The introduction of emotional intelligence to the workplace has created more acceptance of the whole person and all their complexities.

Answer: TRUE

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

12) Tolerance prevents the expression of differences and limits influence.

Answer: FALSE

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

13) Dealing with differences should be objective and emotions should not be allowed to impact the process.

Answer: FALSE

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

14) A wide range of life experiences and interpersonal relationships will help a supervisor's ability to manage differences in the workplace.

Answer: TRUE

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

15) Outline the four options for guiding behavior that a manager with a high degree of emotional intelligence should use.

Answer: When managing diversity or differences, one has at least four options for guiding behavior: avoidance, conflict, tolerance, and appreciation. Avoidance provides an opportunity to learn more about the difference before declaring a stance. In this sense, avoidance as a strategy for managing differences may facilitate new learning and greater opportunity for future interaction of a productive nature. Tolerance as a strategy may be influenced by status within the organization. Managers generally have the power and authority to get their viewpoints adopted. Sometimes, adopting tolerance is necessary because it allows for the expression of differences; however, when there is an imbalance of power, the options for influence are limited. The upside of tolerance is an individual's opportunity to engage in active involvement rather than passive participation in an event. Conflict involves direct and active resistance to another and may involve judgments of good, bad, right, or wrong. Often conflict occurs more openly among managers, who have higher status and more latitude than subordinates in resisting a point of view or directives of each other and top management. Appreciation of differences or diversity demonstrates a high degree of personal development and growth at the individual level. The process of appreciation involves a collaborative interaction among various parties with differences. With the ability to discuss differences openly, parties are often able to employ multiple strategies, resulting ultimately in appreciation.

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Challenging

AACSB: Analytical thinking

16) Describe each of the five elements that are involved in emotional intelligence.

Answer: Emotional intelligence is the ability to be aware of, name, and manage individual experience of emotions. Emotional intelligence involves at least five elements: self-awareness, the ability to recognize personal emotions when they are occurring; self-management, which involves awareness of and engaging in emotions that are appropriate to a situation; self-motivation, putting emotional energy into action for a useful purpose and controlling emotions when necessary; awareness of emotions in others, which involves empathy and demonstrating caring when appropriate; and finally, managing interpersonal relationships, which involves dealing with both self and others in social, professional and personal interactions.

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Challenging

AACSB: Analytical thinking

17) How can differences be used to create a positive impact on an organization?

Answer: Differences should not be considered problems to be solved. Rather, they should be thought of as dilemmas to be managed. Differences should be considered opportunities, and a way to test the strength of a position. A firm needs to be sure all perspectives, opinions, and perceptions enhance the final product. Two factors influence the treatment of differences: first, the needs, wants and goals of the individual; and second, the value placed on the relationship. People are often motivated by the desire to meet their needs and satisfy their wants and desires. The stronger the

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motivation, the greater the likelihood of addressing differences. Furthermore, when the persons involved are important to each other, or valued, the tendency to manage the difference increases to preserve the relationship. The reverse is likely when there is no value in the relationship. Once these factors are assessed, it becomes necessary to recognize behavior and attitudes that will be helpful in managing the differences.

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Challenging

AACSB: Analytical thinking

9.: Systemic Discrimination, Enforcement, and Initiatives

1) Which one of the following is a description of vulnerability to systemic discrimination?

A) Discharge policies

B) Work assignments

C) Paternal leave policies

D) Compensation practices

Answer: D

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

2) Which of the following is an example of systemic discrimination?

A) Limited workplace benefits

B) Not being paid for overtime when required by law

C) Age-based limits on benefits

D) Employment security

Answer: C

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

3) Who enforces systemic discrimination compliance?

A) Department of Labor (DOL)

B) Equal Employment Opportunity Commission (EEOC)

C) Fair Employment Practices Agency (FEPA)

D) Department of Justice (DOJ)

Answer: B

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Easy

AACSB: Reflective thinking

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4) Based on the *Systemic Discrimination, Enforcement, and Initiatives* article by Staples and Rodriquez, which of the following is intended to increase outreach to and representation of groups historically facing systemic discrimination?

A) Initiatives

B) Practices

C) Legal mandates

D) Affirmative action

Answer: A

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Application of knowledge

5) What is the term used to describe patterns of behavior that create disadvantage for certain employees?

A) Racism

B) Nepotism

C) Systemic discrimination

D) Social injustice

Answer: C

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Application of knowledge

6) According to the Systemic Discrimination article by Staples and Rodriquez, why was NASA sued by the EEOC over their layoff and retirement policies?

A) It disproportionately affected people over forty.

B) It disproportionately affected women.

C) It disproportionately affected people of color.

D) It disproportionately affected people at the lowest pay levels.

Answer: A

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Analytical thinking

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

7) Why do organizations have to be careful when engaging in word-of-mouth recruiting and referral bonuses?

A) It always leads to conflict and repression of differences in the workforce.

B) It leads to unequal distribution of pay and benefits.

C) It leads to vulnerability in lay off practices.

D) It can lead to a workforce that is highly homogeneous.

Answer: D

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Challenging

AACSB: Analytical thinking

8) How can employers determine which initiative to implement to increase outreach and representation of groups who have historically faced systemic discrimination?

A) Poll current employees to determine the areas where they feel discrimination occurs.

B) Analyze demographic data to determine potential patterns of discrimination.

C) Review reasons for termination of employees who left due to layoffs.

D) Have the EEOC review all hiring, promotion, and pay practices of the organization.

Answer: B

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Application of knowledge

9) How can organizations use initiatives to create a more diverse workplace?

A) Establish a mentoring program for underrepresented groups.

B) Place a hiring freeze on all privileged candidates.

C) Implement affirmative action plans when promoting from within.

D) Follow existing policies according to the spirit in which they were developed.

Answer: A

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Application of knowledge

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

10) According to the Systemic Discrimination article by Staples and Rodriquez, to which group is systemic discrimination most often applied?

A) Hispanics

B) Low-wage workers

C) Women

D) People of color

Answer: B

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Easy

AACSB: Reflective thinking

11) Advertising for a candidate who is a recent college graduate, or who is energetic, can be a form of systemic discrimination.

Answer: TRUE

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

12) The Equal Employment Opportunity Commission collects workforce data from employers and grievances from individuals to enforce systemic discrimination compliance.

Answer: TRUE

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

13) Workplace practices that create inadvertent discrimination are not indications of systemic discrimination.

Answer: FALSE

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

14) Employers must make reasonable accommodation for all unique characteristics of employees, making dress codes and work policies obsolete.

Answer: FALSE

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Moderate

AACSB: Reflective thinking

15) Describe systemic discrimination and how is occurs at the workplace.

Answer: Systemic discrimination is a "pattern or practice, policy and/or class cases where the alleged discrimination has a broad impact on an industry, profession, company, or geographic location." This discrimination is the bias built into the structures and systems of an organization. These structures impact the work environment and employment opportunities differently for different types of employees. Systemic discrimination includes patterns of behavior that disadvantage certain employees. These dimensions are often associated with low-wage work. Areas such as employment security, compensation, workplace benefits, and protection against unfair behavior are often vulnerable to systemic discrimination.

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Challenging

AACSB: Analytical thinking

16) Many organizations have religious accommodation policies that all employees to take time off to accommodate religious needs. According to the EEOC, why does this type of policy violate Title VII of the Civil Rights Act?

Answer: United Parcel Service was sued by the EEOC for their religious accommodation policies. EEOC alleged in this Title VII lawsuit that a national package delivery service discriminated against applicants and employees whose religious beliefs conflicted with its appearance guidelines that prohibited males in customer contact positions from wearing beards or having hair that extended below the bottom of the ear. The EEOC sent a clear message that religious accommodation has to extend beyond providing time off work. This can be applied to all employees who have a style of hair or dress based on their religion or ethnicity, such as women who wear head scarfs, men who have beards, or even people who don't shake hands with others because of religious norms.

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Challenging

AACSB: Analytical thinking

17) How can initiatives be designed to increase awareness and decrease discriminatory practices in an organization?

Answer: An initiative is designed to raise awareness and decrease discrimination. Initiatives include workplace policies and/or actions intended to increase outreach to and representation of groups historically facing systemic discrimination. To identify the need for an initiative, employers should

analyze their demographic data to determine potential patterns of discrimination. Once an area of concern is recognized, existing policies should be examined to assess its impact on the group of interest. Measuring progress, making necessary adjustments, and reporting results to stakeholders are fundamental to the progression of the initiative. Examples of initiatives may include establishing mentorship programs for underrepresented groups, developing strategies to recruit talent from diverse backgrounds, creating Employee Resource Groups (ERG), disseminating culturally sensitive promotional materials, and so on.

LO: 5: Explore the relationship between conflict, systemic discrimination, and workplace practices.

Difficulty: Challenging

AACSB: Analytical thinking

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

10. Inclusive Leadership: A Leadership Style for a Diverse Workplace

1) Which of the following is an inclusive leadership trait?

Solution: D

A) Cultural intelligence

B) Care for followers

C) Recognition of privilege

D) Conflict management

Answer: A

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Easy

AACSB: Reflective thinking

2) What is one antecedent condition of inclusive leaders?

A) The leader's training

B) Policies and practices of the organization

C) Conditions that precede behaviors

D) The behaviors and outcomes of practices used

Answer: B

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Application of knowledge

3) Which type of environment recognizes the value and dignity of each person and makes an effort to protect and promote their uniqueness?

A) Diverse

B) Equitable

C) Inclusive

D) Unbiased

Answer: C

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

Difficulty: Moderate

AACSB: Diverse and multicultural work environments

4) In addition to having the ability to act appropriately in situations where cultural differences are important, which of the following is required to be culturally intelligent?

A) The lack of ability to offer emotional support

B) The ability to let others be heard

C) The lack of ability to establish boundaries

D) The ability to form constructive partnerships

Answer: D

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: diverse and multicultural work environments

5) Which of the following is an essential component of inclusive leadership?

A) Knowledge, skills, and abilities

B) Homogeneous viewpoints

C) Diversity, equity, and inclusion

D) Psychological safety and workplace engagement

Answer: C

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: diverse and multicultural work environments

6) According to the inclusive leadership article by Wengelnik and Staples, what does it mean to create diversity in the workplace?

A) To create a sense of belonging

B) To work against discriminatory practices

C) To recognize fundamental inequalities

D) To build strong interpersonal relationships

Answer: B

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Challenging

AACSB: Diverse and multicultural work environments

7) How should diversity management be developed in the workplace?

A) As a source of innovations and increased effectiveness

B) As a source of miscommunication and conflict

C) As a way to decrease satisfaction and advancement

D) As a source of social responsibility and trust-building

Answer: A

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Challenging

AACSB: Analytical thinking

8) Why is it important for inclusive leaders to understand their biases?

A) To prevent privilege in the workplace

B) To keep biases in check and embrace all unique identities

C) To create an environment where all employees are treated the same regardless of differences

D) To encourage greater diversity among external stakeholders of the organization

Answer: B

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Analytical thinking

9) According to the inclusive leadership model, which type of behavior will help leaders apply an inclusive mindset to their leadership style and values?

A) Establishing a climate where employees can learn from failures

B) Increasing employee well-being through improved wages and benefits

C) Inviting input and allowing team members to share in decision-making

D) Developing creativity and innovation at all levels of the organization

Answer: C

Understanding and Managing Diversity - Readings Cases and Exercises 7th edition Harvey Test Bank

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Analytical thinking

10) How can leaders create a feeling of psychological safety and encourage employees to voice their concerns about unfair treatment?

A) Recognize and analyze situations from different points of view.

B) Appreciate all views and contributions and show support to teams.

C) Train all employees on cultural intelligence in the workplace.

D) Foster open communication and strong interpersonal relationships.

Answer: D

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Analytical thinking

11) An inclusive environment recognizes the value and dignity of each person and makes an effort to protect and promote their uniqueness.

Answer: TRUE

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Interpersonal relations and teamwork

12) Inclusive leadership means providing all employees with access to the same opportunities.

Answer: FALSE

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Application of knowledge

13) Antecedent conditions of the Inclusive Leadership Model include the personality of the leader, and the degree of cognitive complexity they use to considering different points of view.

Answer: TRUE

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LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Reflective thinking

14) When leaders apply an inclusive mindset to their leadership style and values, they can create an environment where there is more creativity and innovation.

Answer: TRUE

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Moderate

AACSB: Application of knowledge

15) Describe how cultural intelligence and inclusive leadership can create opportunity for organizations.

Answer: Cultural intelligence, in conjunction with inclusive leadership, provides the foundation for handling different types of cross-cultural encounters with higher, more innovative, and forward-thinking results, therefore encouraging teams to feel valued, appreciated, and safe in an ever-changing and evolving organizational environment. Cultural intelligence provides considerable benefits to inclusive leadership, as it creates empathy, relatedness, and cultural understanding among team members, departments, and organizations.

Bridging cultural intelligence with inclusive leadership provides enormous opportunities for companies. With cultural intelligence, inclusive leaders can offer the potential of higher performing teams, conflict resolution strategies in a multicultural environment, including mediation and restorative practices; a platform for organizations to celebrate shared cultures and create new procedures that are inclusive and representative of all; and a foundation for organizational shifts to take place that are transformational.

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Challenging

AACSB: Analytical thinking

16) Describe the six most impactful inclusive leadership traits outlined in the text.

Answer: Inclusive leaders are advocates of cultural competence. Inclusive leaders highlight innovative ideas, motivate through trust-building, and advocate for individuality. The six most impactful traits are (1.) Commitment, which is the leader's ability to cultivate a diverse, inclusive workforce over time; (2.) courage, which is the leader's commitment to challenging organizational attitudes and practices; (3.) Cognizance of bias, which is the leader's awareness that biases narrow their perception as a leader and prohibits objective decision making; (4.) Curiosity, which is a passion for learning and a desire to connect will all stakeholders across the organization; (5.) Collaborative, which is a leader's skillset to understand and emphasize successful team-building strategies; and (6.)

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Cultural intelligence, which is a leader's ability to understand cultural differences in verbal and nonverbal communication as impacted by cultural norms.

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Challenging

AACSB: Analytical thinking

17) How can emotional support and inclusive leadership shape the work environment?

Answer: When employees speak up about unfair treatment, they are sometimes labeled troublemakers. This often results in diminished morale, lower leadership support, and even punishment, such as demotion, less desirable work assignments, and even termination. Intellectual and emotional support from inclusive leaders can help shape and maintain work environments where employees experience greater psychological safety to speak up when needed. Psychological safety is when employees feels that they can be their true selves without experiencing negative consequence to their status or career. The foundation of inclusive leadership is building an environment where employees feel psychologically safe and are able to voice their concerns when unfair treatment occurs. Open communication and strong interpersonal relationships are essential to enable followers feel safe to discuss any dimension of diversity. Ultimately, inclusive leaders support people from marginalized groups by encouraging them to raise concerns.

LO: 6: Identify the components of Diversity, Equity, Inclusion, and recognize additional impacted areas.

Difficulty: Challenging

AACSB: Analytical thinking

Chapter 11: Exploring Diversity in Your Organization

There are no questions for this chapter. This chapter is an assignment for students.

Chapter 12: Doing Diversity: Legal Issues

There are no questions for this chapter. This chapter is a series of scenarios for students to work through.

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