**Group Theory and Group Skills Exams**

**Chapter 10: Valuing Diversity**

1. Whether the outcomes of diversity are positive depends upon a person’s ability to

 a. Recognize diversity as a negative resource

 b. Build a personal identity as someone who ignores diversity

 c. Understand and reduce barriers to building diverse relationships

 d. Create an individualistic context

2. Magdelina’s first language is Spanish and her parents moved to the United States from Mexico. She is primarily an example of

a. Demographic diversity

b. Personal diversity

c. Diversity of abilities and skills

d. None of the above

3. Rudolpho likes to examine issues sequentially rather than randomly. This is an example of

a. Demographic diversity

b. Personal diversity

c. Diversity of abilities and skills

d. None of the above

4. Which of the following statements is true?

a. Our society is changing in its make-up

b. Understanding all cultures is necessary in order to lead groups effectively

c. Business is becoming globalized

d. a and b

e. All of the above

5. Which is NOT a reason for dealing with diversity?

a. Diversity is inevitable

b. The world is becoming increasingly interdependent

c. Effective groups will be the ones who deal well with diversity

d. The most effective organizations have similar members with a common

focus

6. Research indicates that heterogeneous groups are more likely to outperform homogeneous groups on

a. Production tasks

b. Intellective tasks

c. Decision-making tasks

d. None of the above

7. What is NOT a disadvantage of homogeneous groups?

a. Fewer differences of opinion

b. Tend to avoid risk

c. More frequently engage in groupthink

d. Function badly in static situations

8. Interaction strain means that

a. People may be overfriendly in initial contact

b. People may be unfriendly when meeting with others

c. People may avoid situations where they will meet with others

d. a and b

e. All of the above

9. Thinking that all members of a group are alike is an example of

a. Prejudice

b. Scapegoating

c. Stereotyping

d. Interaction strain

10. Which is NOT an attribute of stereotyping?

a. It is cognitive

b. It is an unrelated set of beliefs

c. It is used to compare and differentiate groups

d. It is shared by the individuals holding them

11. Stereotyping is efficient because

a. It reduces the amount of new information to pay attention to

b. It exemplifies decision-making

c. It allows people to choose diverse friends

d. It increases interest in complexity

12. When a member of an out-group makes a great achievement and the members of the in-group say, “they were lucky” it is an example of

a. Scapegoating

b. Interaction strain

c. Out-group homogeneity effect

d. Fundamental attribution error

13. People protect their stereotypes by

a. Noticing the negative traits of members of the out-group

b. Creating an oversimplified picture of out-group members

c. Underestimating the similarity of out-group members

d. a and b

e. All of the above

14. Stereotypes are perpetuated because they influence

 a. Generation of a complex picture of outgroup members

b. What we see and remember of actions by outgroup members

c. The way we make friends with ingroup members

d. The way we make friends with outgroup members

15. Scapegoating is when an angry group vents their anger on

a. The group in power

b. A defenseless group

c. Their friends and neighbors

d. Defenseless animals

16. Helen wants to reduce her stereotyping of a certain group. The best choice for her is to

a. Read books that explain about the background of the group

b. Talk to her friends about her ideas

c. Become a member of an on-line chat group that includes members of the

group

d. Enroll in a summer live-in program that includes members of the group

17. Stereotypes affect those targeted by

a. Motivating them to try harder to succeed

b. Forcing them to dispel stereotypes in creative ways

c. Creating a burden of suspicion that acts as a threat

d. Motivating them to change their behavior

18. An unjustified negative attitude toward someone because they belong to a certain group is

a. Stereotyping threat

b. Prejudice

c. Group identity

d. Self-fulfilling prophecy

19. People are most likely to learn to value diversity when

a. They listen to a lecture on it

b. They are in close proximity to culturally different others

c. They interact cooperatively with culturally different others

d. Talk with their friends about culturally different others

20. “American values and ways of perceiving the world are superior to all other perspectives and should be adopted by all countries” is an example of

a. Prejudice

b. Ethnocentrism

c. Stereotyping

d. Racism

21. When someone believes that they are not prejudiced but that minority groups get more benefits than they deserve, they are likely indulging in

a. Modern racism

b. Backlash

c. Stereotype threat

d. Self-fulfilling prophesy

22. Blaming the victim of a crime for being victimized happens because

a. We know other people make wrong choices

b. We know that people tend to get what they deserve

c. We want to believe that people get what they deserve

d. We are angry that it happened to them

23. When we attribute our success to ability and effort and our failures to bad luck or lack of effort, this is an example of

a. Self-serving attribution

b. Learned helplessness

c. Culture clash

d. Illusionary correlation

24. Susie is a success-oriented singer and she has just finished a poor performance of her nation’s anthem. All of the following are good examples of what she might attribute her poor performance to EXCEPT:

a. She is a poor singer

b. She lacked concentration

c. The stage was in horrible shape

d. It was Friday the 13th, a bad-luck day

25. When there is a conflict over basic values from different groups, it is

a. Stereotyping

b. A culture clash

c. A self-serving attribution

d. An example of prejudice

26. In order to make diversity among group members a strength, groups need to

a. Strengthen their positive interdependence

b. Strengthen their ethnic identity

c. Meet more often

d. Stick to uncontroversial topics

27. The goal of managing group diversity is to

a. Assimilate members so everyone is alike

b. Recognize and work with it

c. Break into similar-type subgroups

d. All of the above

28. In creating a group identity, group members should

a. Appreciate their own background

b. Appreciate the background of the others

c. Set a group identity that transcends differences

d. b and c

e. All of the above

29. A person can best become sophisticated about other cultures by

 a. Attending informative lectures

 b. Reading insightful books

 c. Interacting with culturally different individuals

 d. Watching the behaviors of sophisticated others

30. One of the most complex aspects of managing diverse relationships is

a. Communication

b. Collusion

c. Sophistication

d. Developing a superordinate group identity

31. In order to diminish communication difficulties with people from other backgrounds, a person should

a. Increase the amount of time spent talking with different others

b. Avoid different others

c. Increase their language sensitivity

d. All of the above

**TRUE OR FALSE**

1. The more productive scientists and engineers tend to create informal communication networks with similar peers.
2. Homogeneous groups are more likely than heterogeneous groups to reach high quality decisions.
3. Homogeneous groups tend to avoid taking risks.
4. Stereotypes are a product of the way the mind stores, organizes, and recalls information.
5. Stereotypes are the mind’s attempt to increase social complexity.
6. A false consensus bias is when you believe that most people do not share your bias.
7. The more personal information you have about someone, the less you stereotype them.
8. Racial classifications are a socially constructed concept.
9. In modern racism, people see themselves as being fair to other groups while they
10. simultaneously hold a somewhat negative view of these groups.
11. In order to combat bias, individuals much have an appreciation of their own
12. cultural background.
13. It is best to avoid asking culturally different others to give you feedback about your communications so you do not offend them.

**SHORT ANSWER QUESTIONS**

1. In what ways can diversity be harmful or helpful?
2. Why is it important to manage diversity in a beneficial way?
3. What are the disadvantages of homogeneous groups?
4. What is a stereotype and why do people hold them?
5. Explain how scapegoating works.
6. Explain how stereotyping affects the performance of minorities.
7. Explain how a person can change their stereotypes.
8. Describe the attributes of modern racism and give an example.
9. Explain what “blaming the victim” is and how it relates to causal attribution.
10. Explain how to make diversity among group members into a strength.
11. What is meant by superordinate group identity?
12. Explain how to become sophisticated instead of provincial about cultural diversity.
13. Explain how the language we use can affect our credibility with diverse peers.

**Chapter 10: Valuing Diversity**

1. C
2. A
3. B
4. E
5. D
6. C
7. D
8. A
9. C
10. B
11. A
12. D
13. D
14. B
15. B
16. D
17. C
18. B
19. C
20. B
21. A
22. C
23. A
24. A
25. B
26. A
27. B
28. E
29. C
30. A
31. C
32. FALSE
33. FALSE
34. TRUE
35. TRUE
36. FALSE
37. FALSE
38. TRUE
39. TRUE
40. TRUE
41. TRUE
42. FALSE

Additional Exercises for Chapter 10: Valuing Diversity

Interacting on the Basis of Stereotypes

Stereotypes are rigid judgments made about other groups that ignore individual differences. The purpose of this exercise is to demonstrate how stereotypes are associated with primary and secondary dimensions of diversity.

1. Divide participants into groups of five. The groups are to role play a discussion of employees of a large corporation about the ways in which the percentage of people of color and women in higher-level executive positions may be increased from 10% to 50%.

2. Give each member of each group a headband to wear with a particular identity written on it for other group members to see. **Group members are not to look at their own headbands.** The five identities are

Single mother of two young children, receptionist

Employee with physical disability Woman, age 72

White male, company president Black female, union official

3. Stop the discussion after ten minutes or so. Then have the groups discuss

a. What each person thinks the label on his or her headband was.

b. Their personal reactions.

c. The participation pattern of each member—who dominated, who withdrew, who was interrupted, who was influential.

d. What they have learned about stereotyping others.

Greetings and Goodbyes

This exercise increases awareness of how different cultural patterns of greetings and goodbyes can create communication problems. The procedure is as follows:

1. Divide the class into groups of four. Divide each group into two pairs, Americans and Lakians (from a fictitious country named Lake). If possible, give each pair something such as colored ribbons or armbands that visually distinguish them from each other.

2. Ask all American pairs to go to one end of the room and all Lakian pairs to go to the other. They receive separate briefings.

3. The participants are to role play that they are business associates who are to engage in an informal discussion of general economic conditions in their countries.

a. The **American pairs** are instructed to greet their Lakian business associates in the traditional North American fashion. They are to shake hands, say “Good to see you again,” talk about the economic conditions of North America for a while, and then say goodbye by shaking hands and waving.

b. The **Lakian pairs** are instructed to greet their American business associates in the traditional Lakian fashion. They are to give the Americans a warm embrace and then to take and hold their hands for at least thirty seconds. They are to talk about the economic condition of Lake for a while. Then they are to say goodbye by giving the Americans a warm embrace, holding their hands for at least thirty seconds, and telling them how great it was to talk to them.

4. The group of four meets. If they finish the conversation before other groups in the room do, each pair should find another pair from the other country and repeat the experience.

5. The group of four discusses the experience:

a. What were the cultural differences?

b. What communication barriers did the cultural differences create?

c. How did the participants feel during the interchange between the Americans and Lakians?

d. What are three conclusions about cross-cultural communication that can be drawn from the experience?

The English and their North American counterparts are sometimes seen as being impoverished when it comes to kinesic communication, using words to denote what gesture or tone would express in other cultures. In North America, for example, people often are reserved when greeting others. Body contact is avoided. Yet in some Arab countries, men kiss each other on the street when they meet. Nigerian men often walk hand in hand. Italian men embrace warmly and remain touching when engaged in conversation. In some African countries, handshakes may be extended for long periods of time, and a hand on the knee among males is not an offense. All of these differences create potential communication problems when members of different cultures meet.