<header>
Topic: Diverse Workplace Communications
Subtopic: Cultural and Generational Competencies
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Mutliple-Choice Question Type

<question type="mc">
1. Which of the following best defines cultural and generational competency?

a. the ability to recognize and anticipate the values, beliefs, and assumptions that you assume will come from people from different cultures and generations.
b. the ability to identify assumptions, values, and beliefs that come from your own cultural or generations perspective, and challenge those preconceptions
c. the ability identify all possible cultural and generational groups whose perspectives might be important. This would include race, religion, nationality, gender, gender-identification, age, and more
d. the ability to develop arguments for people from different backgrounds by speaking to them in terms that will be effective in dissuading them.

Analysis**:**
a. Incorrect. Assuming that you what other people believe, value, and assume is not a desirable activity. It will block people from diverse backgrounds out, rather than allowing you to hear them.
b. Correct. Being able to recognize your own assumptions, values, and beliefs and put them aside to consider other perspectives is what is known as cultural and generational competency.
c. Incorrect. Identifying different diverse groups in advance whose perspectives you think might be useful is, in part, assuming that you know what and how people from diverse backgrounds will think. This is not useful.
d. Incorrect. Arguments should not be developed before the initial conversations have been had. Once an issue has been introduced, it can be debated and argued.

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<question type="mc">
2. In developing cultural and generational competencies it is vitally important to learn to listen carefully and consider the perspectives of others. Which of the following are NOT reasons why this is important?

a. Without developing cultural and generational competencies our preconceptions can lead us to make decisions before we have all of the information.

b. Cultural and generational competencies allow us to examine and understand the ideas and perspectives of others long enough to appreciate them.

c. The mental short-hand of pre-judging can help us to make decisions in a much more efficient time-frame.

d. Cultural and generational competencies help us to process information, judge, and decide in a little more thoughtful and effective timeframe.

Analysis**:**

a. Incorrect. Without the skills of cultural and generational competency too often decisions are mode before all of the important information is acknowledged and processed.

b. Incorrect. Cultural and generational competencies do, in face, allow us to get to understand the perspectives and ideas of others long enough to appropriately consider them in our decision-making process.

c. Correct. While the old expression says that 'time is money,' making decisions before we are properly able to process all of the important information is frequently not useful because it can lead to poor choices.

d. Incorrect. Cultural and generational competencies do, in face, help us to understand the information we receive by contextualizing it with information about those from whom we get that information.

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<question type="mc">
3. Why is it important to consider the backgrounds of others when attempting to employ cultural and generational competency?

a. The more comprehensive an understanding you have of their background, the more deeply you will likely be to understand their thought processes.

b. Sometimes it can help you excuse some of the poorly developed thoughts they might offer.

c. Frequently understanding people's backgrounds can give you a pretty good idea of how smart or insightful they will prove to be

d. For the most part, people with the same cultural or generational background think the same, so you can anticipate what they will say before they say it.

Analysis**:**

a. Correct. The words, I see where you are coming from" are more than just an expression. The more you grasp someone's believes, attitudes, and assumptions, the more deeply you are able to understand their thought processes.

b. Incorrect. Assuming that the ideas of the people in your workplace are poorly developed will get in the way of your thoroughly considering those ideas.

c. Incorrect. Presuming to think that you know how smart or insightful someone else is cannot be useful in communicating with people in the workplace.

d. Incorrect. People from the same cultural or generational background do not all think alike. Understanding their background can help contextualize their work, not anticipate it.

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<question type="mc">
4. What is meant by the suggestion that you bring diversity to your own thought process?

a. Before presenting ideas in a professional setting try running these ideas by a diverse range or people outside the workplace to get a sense of how they will respond.
b. Keep your mind open and do not bring preconception based on cultural or generational biases into the workplace.
c. Consider not only the pros, but also the cons whne examining ideas brought forward by people from diverse cultures or generations.
d. Rather than waiting for others with different backgrounds might suggest, begin considering issues from multiple perspectives yourself.

Analysis:
a. Incorrect. You should not be running your ideas past other people in advance of presenting them in the workplace for almost any reason.
b. Incorrect. While you should not bring cultural or generational biases to bear in the workplace, this is not what bringing diversity into your own thought process means.
c. Incorrect. Although you should consider the pros and cons of any idea, this is not bringing diversity to your own though process.
d. Correct. As you develop cultural and generational competency you will begin to be able to look at questions and problems from variety of perspectives, including those of your diverse colleagues.

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<question type="mc">
5. Who carries biases, prejudices, and stereotypes with them?

a. People who have not yet been through cultural and generational diversity training yet.
b. Only people from the dominant population in any group, whether that is defined by race, culture, nationality, religion, gender, age, or any other background factor.
c. Every person in the world.

d. Uninformed and uneducated people

Analysis**:**
a. Incorrect. While we can become made more aware of biases, prejudices, and stereotypes, they are not something we that can e eradicated through training sessions.
b. Incorrect. Diverse members of any group carry just as many biases, prejudices, and stereotypes with them as anyone else.
c. Correct. We all carry certain preconceptions, biases, prejudices, and stereotypes around with us. We need to work towards becoming as aware as we can of our own and keeping them in check and in perspective.
d. Incorrect. This is only a small segment of the population who carry biases, prejudices, and stereotypes with them.

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<question type="mc">
6. What is the difference between helping a 23 year old Hispanic Catholic female and a 62 year old Caucasian Jewish male to develop cultural and generational competency?

a. They would be two completely inverted experiences.
b. They would be almost identical experiences.
c. The 23 year-old woman would need to do substantially more work than the 62 year-old man.
d. The 23 year-old woman would need to do substantially less work than the 62 year-old man.

Analysis**:**
a. Incorrect. The experiences would be pretty much identical regardless of the cultural or generational identity of the person trying to develop this competency.
b. Correct. Helping these two people to develop cultural and generational competency would be an essential experience.
c. Incorrect. Both of these people start with roughly the same amount of biases, prejudices, and stereotypes and will require very similar work at developing cultural and generational competency.
d. Incorrect. Both of these people start with roughly the same amount of biases, prejudices, and stereotypes and will require very similar work at developing cultural and generational competency.

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<question type="mc">

7. You are a team leader in a cutting edge new internet company, poised to join the successes of Facebook and Amazon. Upper management has decided that your team needs to include representation from an established business leader from an adjacent business. Your team has excelled in all areas, but the oldest of them is 28, and they are having trouble integrating the 59 year-old addition to your team despite her qualifications. What is your best course of action.

a. admonish them severely
b. suggest that your new 59 year-old team member keep a low profile until they get to know and accept her better.
c. Invite an expert in to explore the development of cultural and generational competencies with the entire group.
d. Invite every member of your team to share their favorite song, movie, book, embarrassing story and recipe as a way of helping people get to see each other as just like themselves.

Analysis**:**
a. Incorrect. Admonishing people will never get them to shift the way they approach someone new from a different cultural or generational group.
b. Incorrect. Using avoidance is never useful long-term tactic. Your goal is to get everyone to engage in a useful and positive way.
c. Correct. Suggesting that everyone begin to explore developing their cultural and generational competencies and offering them a few tools to accomplish that is the best course of action.
d. Incorrect. While sharing these kinds of details about one's life can be vaguely informative, they will not lead to cultural and generational competency.

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True/False Question Type

<question type="true-false">
8. Cultural and generational competencies are something that either you have or you don't, they do not exist on a spectrum.

T
Incorrect. Cultural and generational competencies can be developed, and exist along a spectrum, they are not something that you either have or not.
F
Correct. Cultural and generational competencies exist along a spectrum, they can be developed and enhanced over time.

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