Test Bank

Chapter Two

In this test bank for *The Cultural Dimensions of International Business, 7e,* the questions are tagged according to the six levels of learning that help organize the text. Think of these six levels as moving from lower- to higher-level cognitive reasoning. The six levels are:

REMEMBER: a question involving recall of key terms or factual material
UNDERSTAND: a question testing comprehension of more complex ideas
APPLY: a question applying sociological knowledge to some new situation
ANALYZE: a question requiring identifying elements of an argument and their interrelationship
EVALUATE: a question requiring critical assessment
CREATE: a question requiring the generation of new ideas

The **30 questions** in this chapter's test bank are divided into two types. **Multiple Choice** questions span the broadest range of skills (almost half are "Remember" questions and the remainder are divided among the three higher levels). **Essay Questions** are more demanding, because they include the three highest levels of cognitive reasoning (from "Analyze" to "Create").

Types of Questions

Easy to Difficult Level of Difficulty	Multiple Choice	Essay	Total Questions
Remember	11	0	11
Understand	8	0	8
Apply	4	0	4
Analyze	2	1	3
Evaluate	0	3	3
Create	0	1	1
Totals	**25**	**5**	**30**

MULTIPLE CHOICE

1.   A value system represents _____ in a culture.
        a. what actually occurs
        b. what is expected or hoped for
        c. the most religious or moral behaviors
        d. the traditional patterns
        (REMEMBER; answer b; page 1)

2.   A "salad bowl" is a more apt characterization of the U.S. than a "melting pot" because _____.
        a. individual subcultures retain their own identity and integrity

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b. the subcultures are very similar, like the vegetables in a salad
c. a "salad bowl" provides more positive imagery than a "melting pot"
d. subcultures borrow from the cultural patterns, or flavors, of their neighbors
(UNDERSTAND; answer a; page 2)

3. What was the primary assumption of Kluckhohn and Strodtbeck's value-orientations approach for understanding cultural differences?
a. All cultures have the same basic underlying values.
b. Value systems are culturally relative and cannot be compared across societies.
c. There are only a limited number of solutions to universal human problems.
d. Cultural diversity is too great to have any underlying universal values.
(UNDERSTAND; answer c; page 3)

4. Which of the following sets are among Hofstede's five major dimensions of cultural values?
a. power distance, masculinity–femininity, and individualism–collectivism
b. spiritual–secular, capitalist–socialist, and masculinity–femininity
c. individualism–collectivism, capitalist–socialist, and power distance
d. masculinity–femininity, power–distance, and spiritual–secular
(REMEMBER; answer a; page 4)

5. How is the bipolar, dimensional approach related to ethnocentrism?
a. Both assume a relative approach to cross-cultural communication, in which each culture's value systems are viewed as equally valid.
b. Ethnocentrism is an antiquated idea that has been replaced by frameworks such as the dimensional approach.
c. The dimensional approach aims to replace other culture's value systems with more modern, western ones.
d. The framework assumes that cross-cultural awareness takes place only when you view other cultural values in relation to your own.
(ANALYZE; answer d; page 5)

6. Which of the following traits is characteristic of collective-oriented cultures?
a. confrontation is acceptable
b. personal goals over group goals
c. strong connections to a few groups
d. value autonomy and independence
(REMEMBER; answer c; page 6)

7. What is a major source of criticism for microfinance projects?
a. The entrepreneurs do not have the skills to budget their loan money.
b. The banks do not have sufficient money to make the loans.
c. The interest rates are too high.
d. The loans are not always repaid.
(REMEMBER; answer d; page 10)

8. The equality–hierarchy dimension is also referred to as _____.
a. autonomy gap

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b. class-caste dimension
c. power distance
d. stratification
(REMEMBER; answer c; page 10)

9.   In the U.S., it is expected that high-status people will _____.
a. continue to move up into higher-status positions
b. play down their superior rank
c. make no notice of rank among their colleagues
d. reinforce their rank through titles, clothing, and behavior
(APPLY; answer b; page 12)

10.   Start-ups represent a _____ culture.
a. change-embracing
b. change-fearing
c. precise-reckoning-of-time
d. loose-reckoning-of-time
(UNDERSTAND; answer a; page 16)

11.   Which of the following is characteristic of a change-fearing culture?
a. Leaders are likely to be innovative, creative, and approachable.
b. Employees prefer a structured set of policies, rules, and regulations.
c. Partners are able to function in a meeting with a loose agenda.
d. Authority figures are not reluctant to say "I don't know."
(UNDERSTAND; answer b; page 18)

12.   Precise-reckoning-of-time cultures believe that _____.
a. social relationships are secondary to business
b. social relationships are most important
c. time is money
d. time is plentiful
(REMEMBER; answer c; page 20)

13.   Americans working with Mexican colleagues must adapt to a cultural pattern known as
_____ syndrome.
a. *el día*
b. *mañana*
c. *mas tarde*
d. *trabajador*
(REMEMBER; answer b; page 21)

14.   People from synchronically ordered, or _____-time societies, conduct a number of
tasks simultaneously.
a. C
b. M
c. P
d. S
(REMEMBER; answer c; page 23)

15. The American view of the future is generally _____.
    a. long term
    b. short term
    c. truncated
    d. pessimistic
    (REMEMBER; answer b; page 25)

16. Susan, an American, is beginning a business relationship with new colleagues in Nicaragua, which has a P-time culture. What can she do to help develop a solid working relationship with her new colleagues?
    a. become more flexible with her schedule and be patient of perceived tardiness
    b. focus on the tasks at hand, rather than spending time developing social relationships
    c. demonstrate that "time is money," so the new colleagues will understand American business models
    d. keep managers and other high-status people waiting, to emphasize equality among all employees
    (APPLY; answer a; page 28)

17. Which of the following is an example of a low-context communication?
    a. a long, meandering chat with a potential client
    b. an e-mailed memo detailing the day's tasks
    c. a perfume advertisement showing beautiful models
    d. a modern art exhibit depicting the costs of war
    (UNDERSTAND; answer b; page 29)

18. How are high- and low-context communication related to the collectivism-individualism dimension of culture?
    a. People in high-context cultures need a lot of background information to function efficiently.
    b. Employees in low-context cultures share common goals.
    c. Members of high-context cultures have transitory relationships.
    d. Goals in low-context cultures tend to be individually defined.
    (ANALYZE; answer d; page 30)

19. A _____ is for the anthropologist what a _____ is for the physicist.
    a. metaphor, hypothesis
    b. hypothesis, simile
    c. simile, theory
    d. theory, metaphor
    (UNDERSTAND; answer a; page 32)

20. When using metaphors to assist with planned change, one should _____.
    a. introduce new traditions from your own culture
    b. demonstrate how the planned change builds on relevant traditions
    c. show that the planned change will replace traditions
    d. explain the change with language and methods from your own culture
    (APPLY; answer b; page 34)

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21. Metaphors not lend themselves well to cross-cultural comparisons because they
    _____.
    a. are vague and open to interpretation
    b. require at least a university degree to understand
    c. are too complex to translate into another language
    d. are culturally specific by nature
    (UNDERSTAND; answer d; page 34)

22. Which of the following situations best represents a negotiated culture, bridging cultural
    differences in a new business organization?
    a. a French restaurant prohibits employees from speaking their native Polish at work
    b. a Venezuelan oil company adopts M-time patterns in order to work with English
    distributors
    c. a Japanese team and an American team compromise to make a 20-year business plan
    d. a big-box distributor enforces American work standards in its new factory in Vietnam
    (APPLY; answer c; page 35)

23. Organizations aligned with the _____ view of culture are more comfortable with
    the nature and pace of change in today's modern world.
    a. developing
    b. emergent
    c. evolving
    d. rising
    (REMEMBER; answer b; page 37)

24. The change-orientation dimension, the time orientation dimension, the _____
    dimension and the _____ dimension are four lenses through which understanding
    and problem solving in international business can occurs.
    a. equality–hierarchy; secular–sacred
    b. modernized–traditional; individual–collectivism
    c. individual–collectivism; equality–hierarchy
    d. secular–sacred; modernizedtraditional
    (REMEMBER; answer c; page 39)

25. What limitation of the dimensional approach described in this chapter must we keep in
    mind?
    a. Cultures change so rapidly that the dimensions are not stable.
    b. It provides only an imprecise version of reality.
    c. There are only a few possible combinations of dimensions.
    d. This approach does not allow for cultural change.
    (UNDERSTAND; answer b; page 39)

ESSAY QUESTIONS

1. List and briefly describe Kluckhohn and Strodtbeck's five dominant value-orientations. Then give an example of the relevance of each for international business.
    (EVALUATE)

2. Write a proposal demonstrating how a hypothetical microfinance project could improve business outcome in a developing market with a collectivist culture.
    (CREATE)

3. Explain the difference between a change-embracing and change-fearing culture. How would the introduction of a new chain restaurant, for example, be best approached in these two types of markets?
    (ANALYZE)

4.   Metaphoric analysis has been offered as an alternative to the dimensional, or contrasting values, approach. Does metaphoric analysis sufficiently address the common criticisms of the earlier approach? Why or why not?
    (EVALUATE)

5. Distinguish between slippery culture and emergent culture. What are the strengths and weaknesses of each approach? Which benefits more from the expertise of cultural anthropology, and why?
    (EVALUATE)