

Chapter 02

Leader Development

True / False Questions

1. According to the A-O-R model, leadership development is enhanced when the consequence and significance of an action is considered.

True False

2. The most productive way to develop as a leader is to travel along the spiral of experience.

True False

3. Experience is just a matter of what events happen to you.

True False

4. Studies indicate that everyone attends to all aspects of a situation equally and that perception is basically a passive activity.

True False

5. A situation in which one's expectations help determine the predicted outcome is an "attribution."

True False

6. The tendency to overestimate the dispositional factors and underestimate the environmental factors in someone else's failure is a fundamental attribution error.

True False

7. Single-loop learning refers to a self-fulfilling belief system, which is generally not open to feedback.

True False

8. Double-loop learning is the process of learning something that one already predicted, as in the "self-fulfilling prophecy."

True False

9. Studies show that after event reviews (AERs), which involve reflecting on personal leadership experiences, fail to improve leadership effectiveness.

True False

10. The times when people most need to break out of the mold created by past learning patterns tend to be the times when they are most unwilling to do so.

True False

11. Role-playing activities are used extensively during informal coaching sessions.

True False

12. A participant in an in-basket exercise has a limited amount of time to prioritize and respond to e-mails and phone messages from an actual manager's in-box.

True False

13. Technology-based approaches to leader development, such as video games and simulations, encourage participants to take risks and think quickly.

True False

14. A drawback to action learning is that it requires spending time away from one's immediate job responsibilities.

True False

15. Insight on a leader's strengths and development needs can be gathered through 360-degree feedback.

True False

16. Leaders and followers use development plans as road maps for changing their own behaviors.

True False

17. Leadership practitioners have a tendency to concentrate on coaching their top followers and overlooking low-performing followers.

True False

18. Although formal coaching programs are considered effective tools for developing leaders, less than half of the Global 1,000 companies use formal coaching because of high investment costs and extensive time constraints.

True False

19. Effective coaches require coachees to practice targeted behaviors through role-play activities and later in real-world situations.

True False

20. Mentoring and coaching are essentially the same types of programs.

True False

Multiple Choice Questions

21. Leadership development is enhanced when experience involves the three processes of:

- A. stopping, looking, and listening.
- B. perception, attribution, and learning.
- C. action, observation, and reflection.
- D. action, behavior, and consequence.

22. Which statement about perceptual sets is most likely FALSE?

- A. Perceptual sets can influence any of our senses.
- B. Perceptual sets are the tendency to perceive everything.
- C. Feelings and needs can trigger a perceptual set.
- D. Prior experiences can cause a perceptual set.

23. In perception, which term refers to the process of assigning underlying causes to behaviors?

- A. Attribution
- B. Single-loop learning
- C. Self-fulfilling prophecy
- D. Fundamental attribution error

24. Crediting your own successes to dispositional factors and others' successes to factors in the environment are aspects of:

- A. single-loop learning.
- B. fundamental attribution error.
- C. self-fulfilling prophecy.
- D. double-loop learning.

25. People who are observing an action are much more likely than the actor to make the fundamental attribution error. This is called:

- A. stereotyping.
- B. self-serving bias.
- C. ultimate attribution error.
- D. actor/observer difference.

26. Which statement about the reflection component of the A-O-R model is most likely FALSE?

- A. The importance of reflection in leadership development is rarely addressed by scholars.
- B. Reflection is the most significant and most neglected component of the A-O-R model.
- C. Reflection provides leaders with insight into how to frame problems differently.
- D. Busy schedules typically prevent leaders from engaging in leadership reflection.

27. A situation in which one's expectations or predictions help determine the very results predicted is referred to as:

- A. attribution.
- B. double-loop learning.
- C. self-fulfilling prophecy.
- D. fundamental attribution error.

28. Which term refers to a kind of learning between the individual and the environment in which learners seek relatively little feedback that may significantly confront their fundamental ideas or actions?

- A. Deutero-learning
- B. Double-loop learning
- C. Action learning
- D. Single-loop learning

29. Which of the following involves confronting your beliefs, inviting others to challenge you, and working on personal blind spots?

- A. Fundamental attribution
- B. Double-loop learning
- C. Self-fulfilling prophecy
- D. Single-loop learning

30. What is a frequent lesson learned by both men and women from their career experiences?

- A. Recognizing and seizing opportunities
- B. Understanding personal limits
- C. Persevering through adversity
- D. Handling political situations

31. Leadership studies programs at the university-level:
- A. typically offer academic credit in the form of academic minors.
 - B. are increasingly popular at many liberal-arts institutions.
 - C. are typically curriculum-based at public and private institutions.
 - D. should focus primarily on a single field of discipline, such as management.
32. ____ describe leadership situations and are used as vehicles for leadership discussions.
- A. In-basket exercises
 - B. Simulations
 - C. Case studies
 - D. Games
33. What is most likely an advantage of role playing in leadership development programs?
- A. Provides individualized feedback to students through leadership behavior ratings
 - B. Analyzes the challenges commonly faced in the work environment
 - C. Establishes a useful vehicle for leadership discussions
 - D. Provides greater transferability to the workplace
34. Leadership training programs for mid-level managers are LEAST likely to focus on improving ____ skills.
- A. strategic planning
 - B. time management
 - C. oral communication
 - D. interpersonal

35. Which of the following involves participants being given a limited amount of time to prioritize and respond to a number of notes, phone messages, and letters?

- A. Virtual simulations
- B. Role playing
- C. In-basket exercises
- D. Case studies

36. In leaderless group discussions, facilitators and observers rate participants and provide feedback about ____ skills.

- A. supervisory
- B. interpersonal
- C. planning
- D. time management

37. Which statement about action learning is most likely FALSE?

- A. Adults learn best by doing, which is the basic philosophy of action learning.
- B. Although action learning is a popular tool, it has not shown a high level of effectiveness in leadership development.
- C. Action learning often involves assignment to a work team that addresses real-time actual challenges the company is facing.
- D. Action learning involves attending classes, watching videotapes, and working in teams to create development plans for the firm.

38. In the informal coaching process, a leader is most likely to help a follower to grow skills by:
- A. reviewing a 360-degree feedback.
 - B. creating a coaching plan.
 - C. identifying long-term career goals.
 - D. conducting a personality assessment.
39. In the informal coaching process, a leader is most likely to inspire commitment from a follower by _____.
- A. reviewing performance appraisals
 - B. building a trusting relationship
 - C. assisting with networking
 - D. providing new tasks
40. The process by which an older and more experienced person helps to socialize and encourage younger organizational colleagues is called:
- A. evaluating.
 - B. consulting.
 - C. mentoring.
 - D. networking.

Essay Questions

41. Discuss leadership development in terms of the action-observation-reflection model.

42. Explain the role of perceptions in each aspect of the spiral of experience: observation, reflection, and action. Provide examples to illustrate your response.

43. Differentiate between single-loop learning and double-loop learning. Which one is more difficult in terms of leadership development? Why?

44. Explain how going against the grain is often an important ingredient in learning from experience.

45. Explain how techniques such as role playing, in-basket exercises, and leaderless group discussions enhance leadership training.

46. Discuss the components and effectiveness of action learning.

47. Describe the arts-based approach to leader development.

48. What is the purpose of development planning? What are the components of an effective development plan?

49. Describe the five steps of informal coaching.

50. Explain how mentoring differs from coaching.

Chapter 02 Leader Development **Answer Key**

True / False Questions

1. According to the A-O-R model, leadership development is enhanced when the consequence (p. 45) and significance of an action is considered.

TRUE

Difficulty: 2 Medium

Type: Knowledge

2. The most productive way to develop as a leader is to travel along the spiral of experience. (p. 45)

TRUE

Difficulty: 1 Easy

Type: Knowledge

3. Experience is just a matter of what events happen to you. (p. 47)

FALSE

Difficulty: 1 Easy

Type: Knowledge

4. Studies indicate that everyone attends to all aspects of a situation equally and that perception is basically a passive activity. (p. 47-48)

FALSE

Difficulty: 2 Medium

Type: Knowledge

5. A situation in which one's expectations help determine the predicted outcome is an "attribution." (p. 49)

FALSE

Difficulty: 1 Easy

Type: Vocabulary

6. The tendency to overestimate the dispositional factors and underestimate the environmental factors in someone else's failure is a fundamental attribution error. (p. 50)

TRUE

Difficulty: 1 Easy

Type: Vocabulary

7. Single-loop learning refers to a self-fulfilling belief system, which is generally not open to feedback. (p. 54)

TRUE

Difficulty: 1 Easy

Type: Knowledge

8. Double-loop learning is the process of learning something that one already predicted, as in the (p. 54) "self-fulfilling prophecy."

FALSE

Difficulty: 1 Easy
Type: Knowledge

9. Studies show that after event reviews (AERs), which involve reflecting on personal leadership (p. 55) experiences, fail to improve leadership effectiveness.

FALSE

Difficulty: 1 Easy
Type: Knowledge

10. The times when people most need to break out of the mold created by past learning patterns (p. 57) tend to be the times when they are most unwilling to do so.

TRUE

Difficulty: 1 Easy
Type: Knowledge

11. Role-playing activities are used extensively during informal coaching sessions. (p. 61)

FALSE

Difficulty: 2 Medium
Type: Knowledge

12. A participant in an in-basket exercise has a limited amount of time to prioritize and respond to
(p. 61) e-mails and phone messages from an actual manager's in-box.

FALSE

Difficulty: 1 Easy

Type: Knowledge

13. Technology-based approaches to leader development, such as video games and simulations,
(p. 64) encourage participants to take risks and think quickly.

TRUE

Difficulty: 1 Easy

Type: Knowledge

14. A drawback to action learning is that it requires spending time away from one's immediate job
(p. 65) responsibilities.

FALSE

Difficulty: 1 Easy

Type: Knowledge

15. Insight on a leader's strengths and development needs can be gathered through 360-degree
(p. 66) feedback.

TRUE

Difficulty: 1 Easy

Type: Knowledge

16. Leaders and followers use development plans as road maps for changing their own behaviors.
(p. 68)

TRUE

Difficulty: 2 Medium

Type: Knowledge

17. Leadership practitioners have a tendency to concentrate on coaching their top followers and overlooking low-performing followers.
(p. 69)

FALSE

Difficulty: 2 Medium

Type: Knowledge

18. Although formal coaching programs are considered effective tools for developing leaders, less than half of the Global 1,000 companies use formal coaching because of high investment costs and extensive time constraints.
(p. 70-71)

FALSE

Difficulty: 2 Medium

Type: Knowledge

19. Effective coaches require coachees to practice targeted behaviors through role-play activities and later in real-world situations.
(p. 72)

TRUE

Difficulty: 1 Easy

Type: Knowledge

20. Mentoring and coaching are essentially the same types of programs.

(p. 72)

FALSE

Difficulty: 1 Easy

Type: Knowledge

Multiple Choice Questions

21. Leadership development is enhanced when experience involves the three processes of:

(p. 45)

- A. stopping, looking, and listening.
- B. perception, attribution, and learning.
- C.** action, observation, and reflection.
- D. action, behavior, and consequence.

Difficulty: 1 Easy

Type: Knowledge

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Difficulty: 2 Medium

Type: Knowledge

23. In perception, which term refers to the process of assigning underlying causes to behaviors?

(p. 49)

- A. Attribution
- B. Single-loop learning
- C. Self-fulfilling prophecy
- D. Fundamental attribution error

Difficulty: 1 Easy

Type: Vocabulary

24. Crediting your own successes to dispositional factors and others' successes to factors in the

(p. 50) environment are aspects of:

- A. single-loop learning.
- B. fundamental attribution error.
- C. self-fulfilling prophecy.
- D. double-loop learning.

Difficulty: 2 Medium

Type: Vocabulary

25. People who are observing an action are much more likely than the actor to make the

(p. 50) fundamental attribution error. This is called:

- A. stereotyping.
- B. self-serving bias.
- C. ultimate attribution error.
- D. actor/observer difference.

Difficulty: 1 Easy

Type: Vocabulary

26. Which statement about the reflection component of the A-O-R model is most likely FALSE?

(p. 52)

- A. The importance of reflection in leadership development is rarely addressed by scholars.
- B. Reflection is the most significant and most neglected component of the A-O-R model.
- C. Reflection provides leaders with insight into how to frame problems differently.
- D. Busy schedules typically prevent leaders from engaging in leadership reflection.

Difficulty: 3 Hard

Type: Knowledge

27. A situation in which one's expectations or predictions help determine the very results predicted

(p. 53) is referred to as:

- A. attribution.
- B. double-loop learning.
- C. self-fulfilling prophecy.
- D. fundamental attribution error.

Difficulty: 1 Easy

Type: Vocabulary

28. Which term refers to a kind of learning between the individual and the environment in which
(p. 54) learners seek relatively little feedback that may significantly confront their fundamental ideas or actions?

- A. Deutero-learning
- B. Double-loop learning
- C. Action learning
- D. Single-loop learning**

Difficulty: 2 Medium

Type: Vocabulary

29. Which of the following involves confronting your beliefs, inviting others to challenge you, and
(p. 54) working on personal blind spots?

- A. Fundamental attribution
- B. Double-loop learning**
- C. Self-fulfilling prophecy
- D. Single-loop learning

Difficulty: 1 Easy

Type: Vocabulary

30. What is a frequent lesson learned by both men and women from their career experiences?
(p. 56)

- A. Recognizing and seizing opportunities
- B. Understanding personal limits
- C. Persevering through adversity
- D. Handling political situations**

Difficulty: 2 Medium

Type: Knowledge

31. Leadership studies programs at the university-level:

(p. 58)

- A. typically offer academic credit in the form of academic minors.
- B.** are increasingly popular at many liberal-arts institutions.
- C. are typically curriculum-based at public and private institutions.
- D. should focus primarily on a single field of discipline, such as management.

Difficulty: 2 Medium

Type: Knowledge

32. ____ describe leadership situations and are used as vehicles for leadership discussions.

(p. 60)

- A. In-basket exercises
- B. Simulations
- C.** Case studies
- D. Games

Difficulty: 1 Easy

Type: Vocabulary

33. What is most likely an advantage of role playing in leadership development programs?

(p. 60)

- A. Provides individualized feedback to students through leadership behavior ratings
- B. Analyzes the challenges commonly faced in the work environment
- C. Establishes a useful vehicle for leadership discussions
- D.** Provides greater transferability to the workplace

Difficulty: 3 Hard

Type: Knowledge

34. Leadership training programs for mid-level managers are LEAST likely to focus on improving
(p. 61) _____ skills.

- A. strategic planning
- B. time management
- C. oral communication
- D. interpersonal

Difficulty: 2 Medium

Type: Knowledge

35. Which of the following involves participants being given a limited amount of time to prioritize
(p. 61) and respond to a number of notes, phone messages, and letters?

- A. Virtual simulations
- B. Role playing
- C. In-basket exercises
- D. Case studies

Difficulty: 1 Easy

Type: Knowledge

36. In leaderless group discussions, facilitators and observers rate participants and provide
(p. 61) feedback about ____ skills.

- A. supervisory
- B.** interpersonal
- C. planning
- D. time management

Difficulty: 2 Medium

Type: Knowledge

37. Which statement about action learning is most likely FALSE?
(p. 65)

- A. Adults learn best by doing, which is the basic philosophy of action learning.
- B. Although action learning is a popular tool, it has not shown a high level of effectiveness in leadership development.
- C. Action learning often involves assignment to a work team that addresses real-time actual challenges the company is facing.
- D.** Action learning involves attending classes, watching videotapes, and working in teams to create development plans for the firm.

Difficulty: 3 Hard

Type: Knowledge

38. In the informal coaching process, a leader is most likely to help a follower to grow skills by:

(p. 69)

- A. reviewing a 360-degree feedback.
- B.** creating a coaching plan.
- C. identifying long-term career goals.
- D. conducting a personality assessment.

Difficulty: 2 Medium

Type: Knowledge

39. In the informal coaching process, a leader is most likely to inspire commitment from a follower

(p. 69) by ____.

- A.** reviewing performance appraisals
- B. building a trusting relationship
- C. assisting with networking
- D. providing new tasks

Difficulty: 2 Medium

Type: Knowledge

40. The process by which an older and more experienced person helps to socialize and encourage

(p. 71) younger organizational colleagues is called:

- A. evaluating.
- B. consulting.
- C.** mentoring.
- D. networking.

Difficulty: 1 Easy

Type: Vocabulary

Essay Questions

41. Discuss leadership development in terms of the action-observation-reflection model.

(p. 45-
47)

According to the action-observation-reflection model, leadership development is enhanced when the experience involves three different processes: action, observation and reflection. If a person acts but does not observe the consequences of her actions or reflect on their significance and meaning, then it makes little sense to say she has learned from an experience. Because some people neither observe the consequences of their actions nor reflect on how they could change their actions to become better leaders, leadership development through experience may be better understood as the growth resulting from repeated movements through all three phases rather than merely in terms of some objective dimension like time. The most productive way to develop as a leader is to travel along the spiral of experience.

Difficulty: 3 Hard

Type: Analysis

42. Explain the role of perceptions in each aspect of the spiral of experience: observation, reflection, and action. Provide examples to illustrate your response.
(p. 47-51)

Perception is critical to the spiral of experience since experience is not just a matter of what happens to you; it also depends on how you perceive those events.

With regard to observation, we do not perceive everything in our environment. We are selective in what we attend to and, in turn, what we perceive. For example, it is a common misconception that the eye operates essentially like the film in a continuously running camera. The fallacy of this passive view of perception is that it assumes we attend to all aspects of a situation equally.

Perception plays a part in the reflection stage, since reflection deals with how we interpret what we observe. Perception is inherently an interpretive activity. One important aspect of this deals with a process called attribution. For example, if you see Julie fail in an attempt to get others to form a study group, you are likely to attribute the cause of the failure to dispositional factors within Julie. Reflection also involves higher functions like evaluation and judgment, not just perception and attribution.

Perception also affects the actions we take. For example, researchers have examined how perceptions and biases affect supervisors' actions in response to poorly performing subordinates. In general, these researchers found that supervisors were biased toward making dispositional attributions about a subordinate's substandard performance and, as a result of these attributions, often recommended that punishment be used to remedy the performance deficit.

Difficulty: 3 Hard

Type: Analysis

43. Differentiate between single-loop learning and double-loop learning. Which one is more difficult in terms of leadership development? Why?
(p. 54)

Single-loop learning exists when learners seek relatively little feedback that significantly confronts their fundamental ideas or actions. There is relatively little public testing of ideas against valid information. Double-loop learning involves a willingness to confront one's own views and an invitation to others to do so, too. It is associated with a view that openness to information and power sharing with others can lead to better recognition and definition of problems, improved communication and increased decision-making effectiveness. Double-loop learning is difficult because leadership experiences are often ambiguous, complex, and emotional. This makes it difficult for a leader to determine causal relationships between his or her behavior and specific outcomes, or whether different behavior would have led to different outcomes. Learning about leadership from one's raw experience is not easy, not even for those deeply committed to doing so.

Difficulty: 3 Hard

Type: Analysis

44. Explain how going against the grain is often an important ingredient in learning from
(p. 57) experience.

Bunker and Webb note that executives try to be successful without experiencing stress. Due to organizational pressures to perform, they are often most comfortable drawing from a proven repertoire of operating skills to tackle a challenge they have conquered in the past. The result is a paradox. When people need to change course from their past learning patterns is when they are most unwilling to do so. Being able to go against the grain of one's personal historical success requires an unwavering commitment to learning and a relentless willingness to let go of the fear of failure and the unknown. If one is not willing to go against the grain and tolerate a small dip in performance, then there is no learning.

Difficulty: 3 Hard

Type: Knowledge

45. Explain how techniques such as role playing, in-basket exercises, and leaderless group discussions enhance leadership training.
(p. 60-61)

In role playing, learners are assigned parts to play (e.g., a supervisor and an unmotivated subordinate) in a job-related scenario. Role playing has the advantage of letting trainees actually practice relevant skills and thus has greater transferability to the workplace than didactic instructional methods like lectures.

In-basket exercises involve participants having a limited amount of time to prioritize and respond to a number of notes, letters and phone messages from a fictitious manager's in-basket. This technique is useful in assessing and improving a manager's planning and time management skills.

In leaderless group discussions, facilitators and observers rate participants on the degree of persuasiveness, leadership, followership or conflict each member manifests in a group that has no appointed leader. These ratings are used to provide managers with feedback about their interpersonal and oral-communication skills.

Difficulty: 2 Medium

Type: Knowledge

46. Discuss the components and effectiveness of action learning.

(p. 62-
63)

Action learning is the use of actual work issues and challenges as the developmental activity itself. The basic philosophy of action learning is that for adults in particular, the best learning is learning by doing. Furthermore, action learning often is conducted in teams of work colleagues who are addressing actual company challenges; the members of action learning teams are placed into problem-solving roles and are expected to reach team decisions concerning the challenge or problem, and formally present their analysis and recommendations to others. Importantly, action learning also involves built-in opportunities for feedback and reflection for the participants about the perceived quality of their analysis and recommendations as well as, ideally, about aspects of their respective individual strengths and weaknesses as leaders working on the collaborative project together. In the past 15 years or so, action learning has gone from being a relatively rare development vehicle to being found in many companies' internal portfolios of leader development opportunities. Unfortunately, however, its demonstrated effectiveness for leader development has not kept pace with its increasing popularity and widespread use. There are many reasons for this including the fact that the work pace of action learning leaves little time for reflection which is key to leadership development.

Difficulty: 3 Hara

Type: Knowledge

47. Describe the arts-based approach to leader development.

(p. 64)

Some arts-based approaches may be described as "projective" because they involve some form of artistic creation or interpretation that allows participants to reveal inner thoughts and feelings. For example, visual images (such as photographs or artwork) can provide a stimulus for a person to elaborate on in describing some leadership theme. Another projective technique would be to use simple building materials (like Legos) and instruct participants to create some depiction (perhaps of their organizational structure or strategy). Critical skills such as demonstrating empathy can be learned with dramatic and theatrical training. And films, which often have high emotional impact, can be used to facilitate rich discussions of various leadership issues.

Difficulty: 2 Medium

Type: Knowledge

48. What is the purpose of development planning? What are the components of an effective development plan?
(p. 66-67)

The purpose of development planning is to enact and maintain behavioral change. Development planning is more than a plan—it is really a process. Good development plans are constantly being revised as new skills are learned or new opportunities to develop skills become available. Leaders who take the time to write out and execute best-practice development plans usually report the most improvement in later 360-degree feedback ratings. Leaders need to determine which new skills will have the highest personal and organizational payoffs and build development plans that address these needs. The development plan should be focused on only one or two needs; plans addressing more than this tend to be overwhelming. Good development plans use on-the-job experiences to hone needed leadership skills and include accountability, such as feedback from peers.

Difficulty: 3 Hard

Type: Knowledge

49. Describe the five steps of informal coaching.

(p. 69)

Informal coaching takes place whenever a leader helps followers to change their behaviors. The best informal coaching generally consists of five steps. In forging a partnership, leaders build a trusting relationship with their followers, identify followers' career goals and motivators and learn how their followers view the organization and their situation. Leaders then need to inspire commitment. In this step, leaders work closely with followers to gather and analyze data to determine development needs. The next step in the coaching process involves growing skills. Followers use their prioritized development needs to create a development plan and leaders in turn develop a coaching plan that spells out precisely what they will do to support the followers' development plan. Leaders and followers then review and discuss the development and coaching plans, make necessary adjustments and execute the plans.

In the step called promote persistence, leaders help followers to manage the mundane, day-to-day aspects of development. Leaders can help followers refocus on their development by capitalizing on opportunities to give followers relevant, on-the-spot feedback. Once the new behavior has been practiced a number of times and becomes part of the follower's behavioral repertoire, then leaders help followers to transfer the skills to new environments by applying the skills in new settings and revising their development plans.

Difficulty: 3 Hard

Type: Knowledge

50. Explain how mentoring differs from coaching.

(p. 68-
74)

Mentoring is a personal relationship in which a more experienced mentor (usually someone two to four levels higher in an organization) acts as a guide, role model, and sponsor of a less experienced protégé. Mentors provide protégés with knowledge, advice, challenge, counsel, and support about career opportunities, organizational strategy and policy, office politics, and other such issues. Although mentoring has a strong developmental component, it is not the same as coaching. One key difference is that mentoring may not target specific development needs. Protégés often meet with their mentors to get a different perspective of the organization or for advice on potential committee and task force assignments or promotion opportunities. Another difference is that this guidance is not coming from the protégé's immediate supervisor, but rather from someone several leadership levels higher in the organization. Protégés often do receive informal coaching from their boss, but may be more apt to seek career guidance and personal advice from their mentors. Another difference is that the mentor may not even be part of the organization. Some mentors may have retired from the organization, or may have been someone for whom the protégé worked a number of years earlier.

Difficulty: 3 Hard

Type: Knowledge