

c2

Student: _____

1. Leadership development through experience may be better understood as the growth resulting in terms of an objective dimension like time.

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. Perceptual set increases the selectivity in what people observe.

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 environmental factors in someone else's failure is 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. Role plays and videotape are used extensively during informal coaching sessions.

True False

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

True False

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

True False

12. Leaders and followers use development plans as a road map for changing their own behaviors.

True False

13. Leadership practitioners have a tendency to concentrate on coaching their solid or top followers.

True False

14. Instruments providing 360-degree feedback to managers are particularly useful for leadership development.

True False

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

True False

16. The key to developing one's leadership ability is making the most of

- A. experience.
- B. research.
- C. education.
- D. skills.

17. 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.

18. _____ affect(s) all three phases of the action-observation-reflection model and thus plays a very important role in what anyone will extract from a leadership course.
- A. Emotions
 - B. Behavior
 - C. Personality
 - D. Perception
19. Which of the following statements concerning perceptual sets is false?
- A. Perceptual sets can influence any of our senses.
 - B. Perceptual sets are the tendency to perceive everything.
 - C. Feelings can trigger a perceptual set.
 - D. They are the tendency to perceive one thing and not another.
20. In perception, the process of assigning underlying causes to behaviors is known as
- A. attribution.
 - B. fundamental attribution error.
 - C. self-fulfilling prophecy.
 - D. single-loop learning.
21. Crediting your own successes to dispositional factors and others' successes to factors in the environment are aspects of
- A. attribution.
 - B. fundamental attribution error.
 - C. self-fulfilling prophecy.
 - D. double-loop learning.
22. The tendency to make external attributions for one's own failures, yet make internal attributions for one's successes is called
- A. fundamental attribution error.
 - B. actor/observer difference.
 - C. self-serving bias.
 - D. fallacy of the single cause.

23. 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. fundamental attribution error.
 - C. ultimate attribution error.
 - D. actor/observer difference.
24. A situation in which one's expectations or predictions help determine the very results predicted is referred to as
- A. attribution.
 - B. fundamental attribution error.
 - C. self-fulfilling prophecy.
 - D. double-loop learning.
25. Which of the following statements concerning the reflection component of the AOR model is false?
- A. Leaders are always aware of the value of reflection in leadership development.
 - B. It is the most neglected component of the AOR model.
 - C. It can provide leaders with a variety of insights into how to frame problems differently.
 - D. A reason for the reflection component to be neglected often may be due to time pressure at work.
26. What describes 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. Triple-loop learning
 - D. Single-loop learning

27. Confronting one's beliefs, inviting others to challenge you and working on personal blind spots are aspects of the process of
- A. attribution.
 - B. double-loop learning.
 - C. self-fulfilling prophecy.
 - D. single-loop learning.
28. Mastering _____ can be thought of as learning how to learn.
- A. double-loop learning
 - B. single-loop learning
 - C. deuterio-learning
 - D. triple-loop learning
29. 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.
30. Successful executives mention all of the following as negative feelings while describing how they feel while working through potent developmental experiences except feeling
- A. uncertain.
 - B. overwhelmed.
 - C. fearful.
 - D. challenged.
31. Which of the following statements is true regarding action learning?
- A. Adults learn best by learning by doing, which is the basic philosophy of action learning.
 - B. The level of demonstrated effectiveness of action learning programs for leadership development has not kept pace with their use for idea generation.
 - C. Action learning often involves assignment to a work team that addresses real time actual challenges the company is facing.
 - D. All of these statements are true.

32. Leadership studies programs at the university-level

- A. have historically been curricular-based programs offering academic credit in the form of academic majors and minor.
- B. appear to be rising in popularity in liberal-arts institutions.
- C. are highly curricular based in liberal-arts institutions.
- D. focus primarily on the one discipline of management science.

33. _____ consist of descriptions of various leadership situations and are used as a vehicle for leadership discussions.

- A. Simulations
- B. Role playing
- C. Case studies
- D. Games

34. What is the advantage of role playing as a leadership concept?

- A. Individualized feedback to students through leadership behavior ratings.
- B. Depict the challenges commonly faced in the work environment.
- C. Used as a vehicle for leadership discussions.
- D. Greater transferability to the workplace.

35. Improving interpersonal, oral-communication and written-communication skills are a part of leadership training programs for

- A. mid-level managers.
- B. first-level supervisors.
- C. colleges or universities.
- D. maintenance personnel.

36. Which of the following techniques that involve participants being given a limited amount of time to prioritize and respond to a number of notes is particularly useful in assessing and improving a manager's planning and time management skills?

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

37. In leaderless group discussions, facilitators and observers rate participants, which are used to provide managers with feedback about their
- A. supervisory skills.
 - B. interpersonal skills.
 - C. planning skills.
 - D. time management skills.
38. Leadership programs for senior executives and CEOs tend to focus on
- A. conceptual components.
 - B. individualized feedback.
 - C. intellectual components.
 - D. strategic planning.
39. In which step of informal coaching do leaders develop a coaching plan?
- A. Shaping the environment
 - B. Growing skills
 - C. Inspire commitment
 - D. Promote persistence
40. In this step of informal coaching, leaders determine what drives their followers and where they want to go with their careers.
- A. Forging a partnership
 - B. Inspire commitment
 - C. Growing skills
 - D. Promote persistence
41. Informal coaching
- A. begins with the manager's completion of an extensive battery of personality instruments.
 - B. is used to diagnose why behavioral change is not occurring and what can be done about it.
 - C. is more effective for high-performing followers than for low-performing followers.
 - D. is a one-on-one relationship between the manager and the coach.

42. In an organization, one can gain valuable perspectives and insights through close association with an experienced person willing to take one under his/her wing. Such an individual is often called a
- A. supervisor.
 - B. facilitator.
 - C. role model.
 - D. mentor.
43. Which of the following occurs when the organization assigns a relatively inexperienced but high-potential leader to one of the top executives in the company?
- A. Informal coaching
 - B. Informal mentoring
 - C. Formal coaching
 - D. Formal mentoring
44. Identify the main elements of the spiral of experience as discussed in this chapter.
45. Define single-loop learning.

46. Define double-loop learning.

47. What types of pedagogical elements are commonly used for leadership studies programs?

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

49. Write a short discussion on the action-observation-reflection model.

50. Explain the role of perceptions in each aspect of the spiral of experience-observation, reflection and action, with examples.
51. Explain your thoughts on how you would compare and contrast mentoring programs with coaching.
52. Write a short discussion on the five steps of informal coaching.
53. Explain how techniques such as role playing, in-basket exercises and leaderless group discussions enhance leadership training.

c2 Key

1. Leadership development through experience may be better understood as the growth resulting in terms of an objective dimension like time.
(p. 44)

FALSE

*Difficulty: Moderate
Hughes - Chapter 02 #1
Type: Knowledge*

2. The most productive way to develop as a leader is to travel along the spiral of experience.
(p. 47)

TRUE

*Difficulty: Easy
Hughes - Chapter 02 #2
Type: Knowledge*

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

FALSE

*Difficulty: Easy
Hughes - Chapter 02 #3
Type: Knowledge*

4. Perceptual set increases the selectivity in what people observe.
(p. 49)

TRUE

*Difficulty: Moderate
Hughes - Chapter 02 #4
Type: Knowledge*

5. A situation in which one's expectations help determine the predicted outcome is an "attribution".
(p. 51)

FALSE

*Difficulty: Moderate
Hughes - Chapter 02 #5
Type: Knowledge*

6. The tendency to overestimate the dispositional factors and underestimate environmental factors in someone else's failure is fundamental attribution error.
(p. 51)

TRUE

*Difficulty: Moderate
Hughes - Chapter 02 #6*

7. Single-loop learning refers to a self-fulfilling belief system, which is generally not open to feedback.
(p. 55)

TRUE

Difficulty: Easy
Hughes - Chapter 02 #7
Type: Knowledge

8. Double-loop learning is the process of learning something that one already predicted, as in the "self-fulfilling prophecy".
(p. 56)

FALSE

Difficulty: Easy
Hughes - Chapter 02 #8
Type: Knowledge

9. Role plays and videotape are used extensively during informal coaching sessions.
(p. 74)

FALSE

Difficulty: Moderate
Hughes - Chapter 02 #9
Type: Knowledge

10. The times when people most need to break out of the mold created by past learning patterns are the times when they are most unwilling to do so.
(p. 58)

TRUE

Difficulty: Easy
Hughes - Chapter 02 #10
Type: Knowledge

11. A drawback to action learning is that it requires time away from one's immediate job responsibilities.
(p. 66)

FALSE

Difficulty: Easy
Hughes - Chapter 02 #11
Type: Knowledge

12. Leaders and followers use development plans as a road map for changing their own behaviors.
(p. 69)

TRUE

Difficulty: Moderate
Hughes - Chapter 02 #12
Type: Knowledge

13. Leadership practitioners have a tendency to concentrate on coaching their solid or top followers.
(p. 72)

FALSE

*Difficulty: Moderate
Hughes - Chapter 02 #13
Type: Knowledge*

14. Instruments providing 360-degree feedback to managers are particularly useful for leadership development.
(p. 74)

TRUE

*Difficulty: Easy
Hughes - Chapter 02 #14
Type: Knowledge*

15. Mentoring and coaching programs are essentially the same types of programs.
(p. 76)

FALSE

*Difficulty: Easy
Hughes - Chapter 02 #15
Type: Knowledge*

16. The key to developing one's leadership ability is making the most of
(p. 46-47)

- A.** experience.
- B. research.
- C. education.
- D. skills.

*Difficulty: Moderate
Hughes - Chapter 02 #16
Type: Knowledge*

17. Leadership development is enhanced when experience involves the three processes of
(p. 47)

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

*Difficulty: Easy
Hughes - Chapter 02 #17
Type: Knowledge*

18. _____ affect(s) all three phases of the action-observation-reflection model and thus plays a very important role in what anyone will extract from a leadership course.

(p. 49)

- A. Emotions
- B. Behavior
- C. Personality
- D.** Perception

Difficulty: Moderate
Hughes - Chapter 02 #18
Type: Knowledge

19. Which of the following statements concerning perceptual sets is false?

(p. 49-50)

- A. Perceptual sets can influence any of our senses.
- B.** Perceptual sets are the tendency to perceive everything.
- C. Feelings can trigger a perceptual set.
- D. They are the tendency to perceive one thing and not another.

Difficulty: Moderate
Hughes - Chapter 02 #19
Type: Knowledge

20. In perception, the process of assigning underlying causes to behaviors is known as

(p. 51)

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

Difficulty: Easy
Hughes - Chapter 02 #20
Type: Knowledge

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

(p. 51)

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

Difficulty: Moderate
Hughes - Chapter 02 #21
Type: Vocabulary

22. The tendency to make external attributions for one's own failures, yet make internal attributions for one's successes is called

(p. 51)

- A. fundamental attribution error.
- B. actor/observer difference.
- C. self-serving bias.**
- D. fallacy of the single cause.

Difficulty: Moderate
Hughes - Chapter 02 #22
Type: Vocabulary

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

(p. 51)

- A. stereotyping.
- B. fundamental attribution error.
- C. ultimate attribution error.
- D. actor/observer difference.**

Difficulty: Easy
Hughes - Chapter 02 #23
Type: Knowledge

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

(p. 53)

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

Difficulty: Easy
Hughes - Chapter 02 #24
Type: Knowledge

25. Which of the following statements concerning the reflection component of the AOR model is false?
(p. 54)

- A.** Leaders are always aware of the value of reflection in leadership development.
- B. It is the most neglected component of the AOR model.
- C. It can provide leaders with a variety of insights into how to frame problems differently.
- D. A reason for the reflection component to be neglected often may be due to time pressure at work.

Difficulty: Hard
Hughes - Chapter 02 #25
Type: Knowledge

26. What describes 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?
(p. 55)

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

Difficulty: Moderate
Hughes - Chapter 02 #26
Type: Knowledge

27. Confronting one's beliefs, inviting others to challenge you and working on personal blind spots are aspects of the process of
(p. 56)

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

Difficulty: Easy
Hughes - Chapter 02 #27
Type: Vocabulary

28. Mastering _____ can be thought of as learning how to learn.

(p. 56)

- A. double-loop learning
- B. single-loop learning
- C. deutero-learning
- D. triple-loop learning

Difficulty: Moderate
Hughes - Chapter 02 #28
Type: Knowledge

29. The process by which an older and more experienced person helps to socialize and encourage younger organizational colleagues is called

(p. 76)

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

Difficulty: Easy
Hughes - Chapter 02 #29
Type: Knowledge

30. Successful executives mention all of the following as negative feelings while describing how they feel while working through potent developmental experiences except feeling

(p. 58)

- A. uncertain.
- B. overwhelmed.
- C. fearful.
- D. challenged.

Difficulty: Easy
Hughes - Chapter 02 #30
Type: Knowledge

31. Which of the following statements is true regarding action learning?

(p. 64-66)

- A. Adults learn best by learning by doing, which is the basic philosophy of action learning.
- B. The level of demonstrated effectiveness of action learning programs for leadership development has not kept pace with their use for idea generation.
- C. Action learning often involves assignment to a work team that addresses real time actual challenges the company is facing.
- D. All of these statements are true.

Difficulty: Hard

32. Leadership studies programs at the university-level

(p. 59)

- A. have historically been curricular-based programs offering academic credit in the form of academic majors and minor.
- B.** appear to be rising in popularity in liberal-arts institutions.
- C. are highly curricular based in liberal-arts institutions.
- D. focus primarily on the one discipline of management science.

Difficulty: Moderate
Hughes - Chapter 02 #32
Type: Knowledge

33. _____ consist of descriptions of various leadership situations and are used as a vehicle for leadership discussions.

(p. 62)

- A. Simulations
- B. Role playing
- C.** Case studies
- D. Games

Difficulty: Easy
Hughes - Chapter 02 #33
Type: Vocabulary

34. What is the advantage of role playing as a leadership concept?

(p. 62)

- A. Individualized feedback to students through leadership behavior ratings.
- B. Depict the challenges commonly faced in the work environment.
- C. Used as a vehicle for leadership discussions.
- D.** Greater transferability to the workplace.

Difficulty: Hard
Hughes - Chapter 02 #34
Type: Knowledge

35. Improving interpersonal, oral-communication and written-communication skills are a part of leadership training programs for

(p. 63)

- A. mid-level managers.
- B. first-level supervisors.
- C. colleges or universities.
- D. maintenance personnel.

Difficulty: Moderate
Hughes - Chapter 02 #35
Type: Knowledge

36. Which of the following techniques that involve participants being given a limited amount of time to prioritize and respond to a number of notes is particularly useful in assessing and improving a manager's planning and time management skills?

(p. 63)

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

Difficulty: Easy
Hughes - Chapter 02 #36
Type: Knowledge

37. In leaderless group discussions, facilitators and observers rate participants, which are used to provide managers with feedback about their

(p. 64)

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

Difficulty: Moderate
Hughes - Chapter 02 #37
Type: Knowledge

38. Leadership programs for senior executives and CEOs tend to focus on

(p. 64)

- A. conceptual components.
- B. individualized feedback.
- C. intellectual components.
- D. strategic planning.

Difficulty: Moderate

39. In which step of informal coaching do leaders develop a coaching plan?
(p. 71)

- A. Shaping the environment
- B. Growing skills**
- C. Inspire commitment
- D. Promote persistence

Difficulty: Hard
Hughes - Chapter 02 #39
Type: Knowledge

40. In this step of informal coaching, leaders determine what drives their followers and where they want to go with their careers.
(p. 70)

- A. Forging a partnership**
- B. Inspire commitment
- C. Growing skills
- D. Promote persistence

Difficulty: Hard
Hughes - Chapter 02 #40
Type: Knowledge

41. Informal coaching
(p. 72)

- A. begins with the manager's completion of an extensive battery of personality instruments.
- B. is used to diagnose why behavioral change is not occurring and what can be done about it.**
- C. is more effective for high-performing followers than for low-performing followers.
- D. is a one-on-one relationship between the manager and the coach.

Difficulty: Hard
Hughes - Chapter 02 #41
Type: Knowledge

42. In an organization, one can gain valuable perspectives and insights through close association with an experienced person willing to take one under his/her wing. Such an individual is often called a

(p. 75-76)

- A. supervisor.
- B. facilitator.
- C. role model.
- D.** mentor.

Difficulty: Easy
Hughes - Chapter 02 #42
Type: Knowledge

43. Which of the following occurs when the organization assigns a relatively inexperienced but high-potential leader to one of the top executives in the company?

(p. 76)

- A. Informal coaching
- B. Informal mentoring
- C. Formal coaching
- D.** Formal mentoring

Difficulty: Moderate
Hughes - Chapter 02 #43
Type: Knowledge

44. Identify the main elements of the spiral of experience as discussed in this chapter.

(p. 47)

The spiral of experience is composed of three main elements: Action (what did you do?), observation (what happened?) and reflection (how do you look at it now?).

Difficulty: Moderate
Hughes - Chapter 02 #44
Type: Knowledge

45. Define single-loop learning.

(p. 55)

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.

Difficulty: Hard
Hughes - Chapter 02 #45

46. Define double-loop learning.

(p. 56)

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.

Difficulty: Moderate

Hughes - Chapter 02 #46

Type: Knowledge

47. What types of pedagogical elements are commonly used for leadership studies programs?

(p. 62)

The pedagogy used to impart different leadership concepts to students can vary greatly. These may include individualized feedback, case studies, role playing, simulations and games. More recently, participants in development programs are placed in unfamiliar situations and presented with physical, emotionally arousing, and often team-oriented challenges.

Difficulty: Moderate

Hughes - Chapter 02 #47

Type: Knowledge

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

(p. 58)

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: Hard

Hughes - Chapter 02 #48

Type: Knowledge

49. Write a short discussion on the action-observation-reflection model.

(p. 47-49)

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: Moderate
Hughes - Chapter 02 #49
Type: Knowledge

50. Explain the role of perceptions in each aspect of the spiral of experience-observation, reflection and action, with examples.
(p. 49-53)

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.

51. Explain your thoughts on how you would compare and contrast mentoring programs with coaching.
(p. 76)

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: Hard
Hughes - Chapter 02 #51
Type: Knowledge

52. Write a short discussion on the five steps of informal coaching.

(p. 79)

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: Hard
Hughes - Chapter 02 #52
Type: Knowledge

53. Explain how techniques such as role playing, in-basket exercises and leaderless group discussions enhance leadership training.
(p. 62-63)

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: Moderate
Hughes - Chapter 02 #53
Type: Knowledge

c2 Summary

<u>Category</u>	<u># of Questions</u>
Difficulty: Easy	18
Difficulty: Hard	11
Difficulty: Moderate	24
Hughes - Chapter 02	53
Type: Knowledge	48
Type: Vocabulary	5