Leadership Enhancing the Lessons of Experience 9th edition Hughes Test Bank

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Leadership: Enhancing the Lessons of Experience, 9e **(Hughes)**
Chapter 2 Leader Development

1) According to the A–O–R model, leadership development is enhanced when the consequences of actions and their significances are considered.

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

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

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

5) The tendency to overestimate the dispositional causes of behavior and underestimate the environmental factors when others fail is called the fundamental attribution error.

6) According to Patricia O'Connell's webs of belief, the reverence web provides a bridge for leaders to understand, embrace, and practice global citizenship and multiculturalism.

7) According to the fundamental archetypes of leadership, the Visionary–Alchemist archetype refers to a leader who provides oversight, control, moral guidance, and caring protectiveness.

8) According to the fundamental archetypes of leadership, the Warrior–Knight archetype refers to a leader who challenges the status quo and guides adaptation.

9) In single-loop learning, individuals tend to learn about subjects outside the comfort zone of their belief systems.

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.

11) With in-basket exercises, participants are given a limited amount of time to prioritize and respond to a number of notes, letters, and phone messages from an actual manager's inbox.

12) Technology-based approaches to leader development, such as video games and virtual reality simulations, require speedy thought and action.

13) A disadvantage of action learning is that it inherently involves time away from immediate job responsibilities.

14) Useful information about a leader's strengths and development needs is most likely provided by 360-degree feedback.

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

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

17) In mentoring, a mentor is the protégé's immediate supervisor and is necessarily a part of the organization.

18) Good coaches not only discuss what needs to change but also make coachees practice targeted behaviors.

19) Informal mentoring programs occur when an organization assigns a relatively inexperienced but high-potential leader to one of the top executives in the company.

20) Mentoring is the same as coaching.

21) Leadership development is enhanced when an experience involves three processes, which are
A) causation, vision, and listening.
B) perception, attribution, and learning.
C) action, observation, and reflection.
D) action, behavior, and consequence.

22) People do not see everything that happens in a particular leadership situation, nor do they hear everything; instead they are selective in what they attend to and what they, in turn, understand. A phenomenon that demonstrates this selectivity is called
A) the stereotype threat.
B) perceptual set.
C) the glass cliff.
D) action learning.

23) In the context of perception, which of the following terms is best described as the explanations people develop for the characteristics, behaviors, or actions to which they attend?
A) attribution
B) single-loop learning
C) self-fulfilling prophecy
D) fundamental attribution error

24) The tendency to overestimate the dispositional causes of behavior and underestimate the environmental causes when others fail is called
A) single-loop learning.
B) the fundamental attribution error.
C) the self-fulfilling prophecy.
D) double-loop learning.

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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) the self-serving bias.
C) the ultimate attribution error.
D) the actor/observer difference.

26) Kyra, a 16-year-old high school girl, is skeptical about her first day at a new school. She believes that nobody will talk to her and that her new teachers will be rude to her. She enters the class in a negative mood and speaks rudely to everyone. Eventually, she sees that her beliefs about the new school and teachers come true. Which of the following is most likely exemplified in this scenario?
A) self-fulfilling prophecy
B) action learning
C) the heroic theory
D) the constructionist approach

27) _____ occurs when people's expectations or predictions play a causal role in bringing about the events they predict.
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B) Double-loop learning
C) The self-fulfilling prophecy
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28) According to Patricia O'Connell's webs of belief, which of the following web is the foundation for leaders to function in complex, uncertain, and changing environments where leadership solutions to challenges depend on mutual trust and respect among parties?
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B) flaneur
C) authenticity
D) learning

29) According to Patricia O'Connell's webs of belief, which of the following webs of belief is associated with respecting and caring for all creation, and honoring the needs and identities of everyone in every culture?
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D) authenticity

30) According to Patricia O'Connell's webs of belief, which of the following webs of belief undergirds how one balances active participation in the events of one's life with alternating periods of observation, reflection, detachment, and rest?
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B) learning
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A) Warrior–Knight archetype.
B) Visionary–Alchemist archetype.
C) Father–Judge archetype.
D) Teacher–Mentor archetype.

32) Which of the following fundamental archetypes of leadership is most likely to take risks and action in a crisis?
A) The Teacher–Mentor archetype
B) The Visionary–Alchemist archetype
C) The Warrior–Knight archetype
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33) Which of the following terms describes a kind of learning between an individual and the environment in which learners seek relatively little feedback that may significantly confront their fundamental ideas or actions?
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B) double-loop learning
C) action learning
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34) Which of the following involves a willingness to confront your own views and an invitation to others to do so, too?
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B) double-loop learning
C) the self-fulfilling prophecy
D) single-loop learning

35) _____ describe leadership situations and are used as vehicles for leadership discussions.
A) in-basket exercises
B) simulations
C) case studies
D) games

36) 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 from a fictitious manager's in-basket?
A) virtual simulations
B) role playing
C) in-basket exercises
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37) Jonathan, a front desk executive at Read Books Inc., handled 40 customer calls per day. He was then sent to a training program last month to improve his communication skills, which cost the organization $500. This month, Read Books observes that his growth is positive and substantial and that he is able to handle 60 customer calls per day. His productivity has increased by $700. This scenario most likely exemplifies
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C) requires personnel who participate in leadership development activities to attend classes for several weeks.
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39) Which of the following statements is true of informal coaching?
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B) It takes place whenever a leader helps followers to change their behaviors.
C) It is an inefficient model to be used by senior executives to develop the skills of their staff.
D) It is more effective for high-performing followers than for low-performing followers.

40) 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 is known as
A) evaluating.
B) consulting.
C) mentoring.
D) networking.

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

42) Explain the role of perception in all three phases of the action–observation–reflection model. 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 the phrase "to go against the grain of one's personal historical success."

45) Explain role playing, in-basket exercises, and leaderless group discussions and describe how these enhance leadership training.

46) Discuss the components and effectiveness of action learning.

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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.

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Chapter 2 Leader Development

1) According to the A–O–R model, leadership development is enhanced when the consequences of actions and their significances are considered.

Answer: TRUE
Difficulty: 1 Easy
Learning Objective: 02-01 Describe how the AOR model enhances leadership development.
Bloom's: Remember

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

Answer: TRUE
Difficulty: 1 Easy
Learning Objective: 02-01 Describe how the AOR model enhances leadership development.
Bloom's: Remember

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

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-02 Determine the role of perception in each part of the AOR model.
Bloom's: Remember

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

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-02 Determine the role of perception in each part of the AOR model.
Bloom's: Remember

5) The tendency to overestimate the dispositional causes of behavior and underestimate the environmental factors when others fail is called the fundamental attribution error.

Answer: TRUE
Difficulty: 1 Easy
Learning Objective: 02-02 Determine the role of perception in each part of the AOR model.
Bloom's: Remember

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6) According to Patricia O'Connell's webs of belief, the reverence web provides a bridge for leaders to understand, embrace, and practice global citizenship and multiculturalism.

Answer: TRUE
Difficulty: 1 Easy
Learning Objective: 02-03 Discuss the importance of reflection in leadership development.
Bloom's: Remember

7) According to the fundamental archetypes of leadership, the Visionary–Alchemist archetype refers to a leader who provides oversight, control, moral guidance, and caring protectiveness.

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-03 Discuss the importance of reflection in leadership development.
Bloom's: Remember

8) According to the fundamental archetypes of leadership, the Warrior–Knight archetype refers to a leader who challenges the status quo and guides adaptation.

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-03 Discuss the importance of reflection in leadership development.
Bloom's: Remember

9) In single-loop learning, individuals tend to learn about subjects outside the comfort zone of their belief systems.

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-03 Discuss the importance of reflection in leadership development.
Bloom's: Remember

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.

Answer: TRUE
Difficulty: 1 Easy
Learning Objective: 02-04 Predict how to make the most of your leadership experiences.
Bloom's: Remember

11) With in-basket exercises, participants are given a limited amount of time to prioritize and respond to a number of notes, letters, and phone messages from an actual manager's inbox.

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-04 Predict how to make the most of your leadership experiences.
Bloom's: Remember

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12) Technology-based approaches to leader development, such as video games and virtual reality simulations, require speedy thought and action.

Answer: TRUE
Difficulty: 1 Easy
Learning Objective: 02-04 Predict how to make the most of your leadership experiences.
Bloom's: Remember

13) A disadvantage of action learning is that it inherently involves time away from immediate job responsibilities.

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-04 Predict how to make the most of your leadership experiences.
Bloom's: Remember

14) Useful information about a leader's strengths and development needs is most likely provided by 360-degree feedback.

Answer: TRUE
Difficulty: 1 Easy
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15) Leaders and followers use development plans as road maps for changing their own behaviors.

Answer: TRUE
Difficulty: 1 Easy
Learning Objective: 02-04 Predict how to make the most of your leadership experiences.
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16) Leadership practitioners have a tendency to concentrate on coaching their solid or top followers.

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-04 Predict how to make the most of your leadership experiences.
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18) Good coaches not only discuss what needs to change but also make coachees practice targeted behaviors.

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19) Informal mentoring programs occur when an organization assigns a relatively inexperienced but high-potential leader to one of the top executives in the company.

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-04 Predict how to make the most of your leadership experiences.
Bloom's: Remember

20) Mentoring is the same as coaching.

Answer: FALSE
Difficulty: 1 Easy
Learning Objective: 02-04 Predict how to make the most of your leadership experiences.
Bloom's: Remember

21) Leadership development is enhanced when an experience involves three processes, which are
A) causation, vision, and listening.
B) perception, attribution, and learning.
C) action, observation, and reflection.
D) action, behavior, and consequence.

Answer: C
Difficulty: 1 Easy
Learning Objective: 02-01 Describe how the AOR model enhances leadership development.
Bloom's: Remember

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22) People do not see everything that happens in a particular leadership situation, nor do they hear everything; instead they are selective in what they attend to and what they, in turn, understand. A phenomenon that demonstrates this selectivity is called
A) the stereotype threat.
B) perceptual set.
C) the glass cliff.
D) action learning.

Answer: B
Difficulty: 1 Easy
Learning Objective: 02-02 Determine the role of perception in each part of the AOR model.
Bloom's: Remember

23) In the context of perception, which of the following terms is best described as the explanations people develop for the characteristics, behaviors, or actions to which they attend?
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Answer: A
Difficulty: 1 Easy
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24) The tendency to overestimate the dispositional causes of behavior and underestimate the environmental causes when others fail is called
A) single-loop learning.
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Answer: B
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C) the ultimate attribution error.
D) the actor/observer difference.

Answer: D
Difficulty: 1 Easy
Learning Objective: 02-02 Determine the role of perception in each part of the AOR model.
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26) Kyra, a 16-year-old high school girl, is skeptical about her first day at a new school. She believes that nobody will talk to her and that her new teachers will be rude to her. She enters the class in a negative mood and speaks rudely to everyone. Eventually, she sees that her beliefs about the new school and teachers come true. Which of the following is most likely exemplified in this scenario?
A) self-fulfilling prophecy
B) action learning
C) the heroic theory
D) the constructionist approach

Answer: A
Difficulty: 3 Hard
Learning Objective: 02-02 Determine the role of perception in each part of the AOR model.
Bloom's: Apply

27) _____ occurs when people's expectations or predictions play a causal role in bringing about the events they predict.
A) Attribution
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Answer: C
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28) According to Patricia O'Connell's webs of belief, which of the following web is the foundation for leaders to function in complex, uncertain, and changing environments where leadership solutions to challenges depend on mutual trust and respect among parties?
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Answer: C
Difficulty: 1 Easy
Learning Objective: 02-03 Discuss the importance of reflection in leadership development.
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29) According to Patricia O'Connell's webs of belief, which of the following webs of belief is associated with respecting and caring for all creation, and honoring the needs and identities of everyone in every culture?
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Answer: B
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30) According to Patricia O'Connell's webs of belief, which of the following webs of belief undergirds how one balances active participation in the events of one's life with alternating periods of observation, reflection, detachment, and rest?
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B) Visionary–Alchemist archetype.
C) Father–Judge archetype.
D) Teacher–Mentor archetype.

Answer: D
Difficulty: 2 Medium
Learning Objective: 02-03 Discuss the importance of reflection in leadership development.
Bloom's: Understand

32) Which of the following fundamental archetypes of leadership is most likely to take risks and action in a crisis?
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33) Which of the following terms describes a kind of learning between an individual and the environment in which learners seek relatively little feedback that may significantly confront their fundamental ideas or actions?
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34) Which of the following involves a willingness to confront your own views and an invitation to others to do so, too?
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Bloom's: Remember

35) _____ describe leadership situations and are used as vehicles for leadership discussions.
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B) simulations
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D) games

Answer: C
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36) 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 from a fictitious manager's in-basket?
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38) Unlike traditional training programs, action learning
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Answer: C
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Answer: Answers will vary.
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47) Describe the arts-based approach to leader development.

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Difficulty: 2 Medium
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Bloom's: Understand

49) Describe the five steps of informal coaching.

Answer: Answers will vary.
Difficulty: 2 Medium
Learning Objective: 02-04 Predict how to make the most of your leadership experiences.
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50) Explain how mentoring differs from coaching.

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