Leadership Enhancing the Lessons of Experience 9th edition Hughes Solutions Manual

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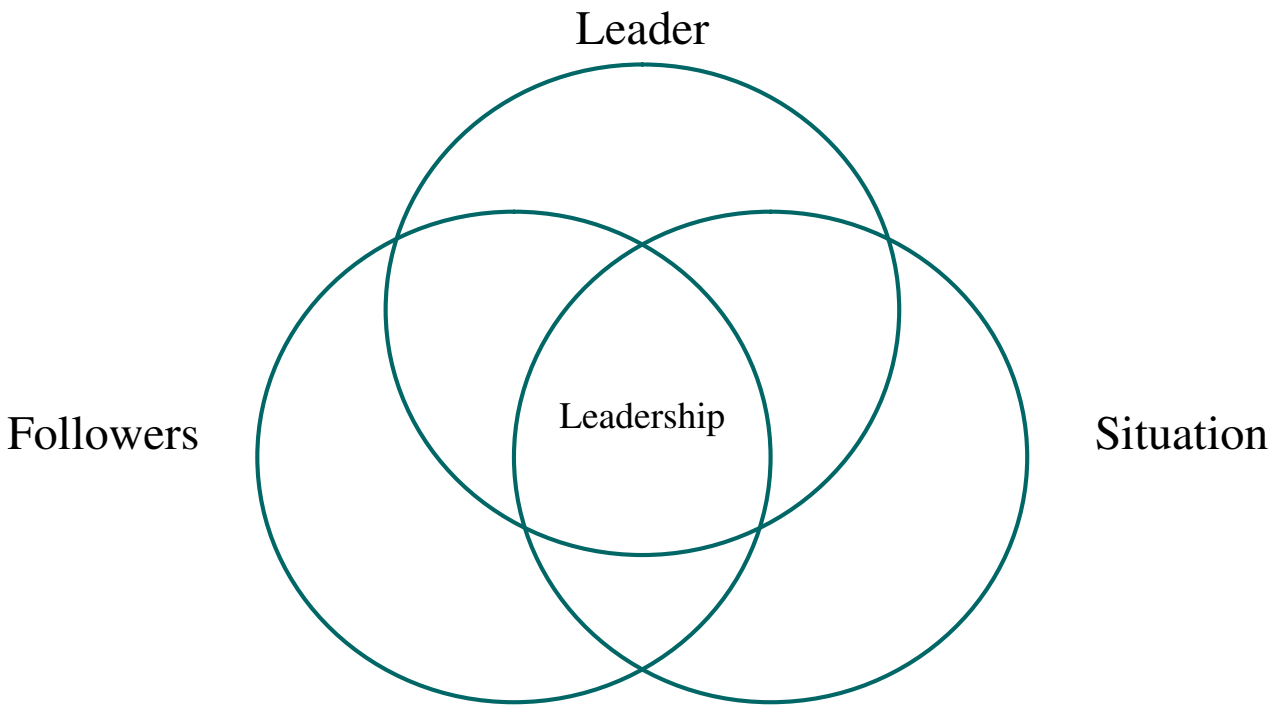
Part 1: Leadership Is a Process, Not a Position



Chapter 2 Leader Development

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LO 02-01: Describe how the AOR model enhances leadership development.
LO 02-02: Determine the role of perception in each part of the AOR model.
LO 02-03: Discuss the importance of reflection in leadership development.
LO 02-04: Predict how to make the most of your leadership experiences.
LO 02-05: Generalize the four common methods of leader development.
LO 02-06: Clarify how to build your own leadership self-image.

Chapter 2 Outline

Leader Development

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The Action-Observation-Reflection Model

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- Perception and Observation
- Perception and Reflection
- Perception and Action

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- Single- and Double-Loop Learning

Making the Most of Your Leadership Experiences: Learning to Learn from Experience
- Leader Development in College
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- Coaching
- Mentoring

Building Your Own Leadership Self-Image

Summary

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Key Learning Points

Introduction

The importance of using multiple perspectives to analyze leadership has been made clear; however, there are multiple paths by which one's own leadership is developed. Although leader development and leadership development may seem synonymous, they are treated by scholars and practitioners in the field as having distinct meanings. The term leadership development designates a focus on developing shared properties of whole groups or social systems such as the degree of trust among all the members of a team or department, or on enhancing the reward systems in an organization to better encourage collaborative behavior. However, the focus of this chapter will be on processes and methods designed to foster individual-level growth. Leader development in most large organizations involves formal training, even though research consistently shows that it is not the most effective method. Research shows that to the extent that leadership is learned at all, it is learned from experience.

The Action-Observation-Reflection Model

Making the most of experience is the key to developing one's leadership ability. In other words, leadership development depends not just on the kinds of experiences one has but also on how one uses them to foster growth. Learning theorists suggest that people can learn the most from experiences when they spend time thinking about and reflecting on those experiences. This notion provides the basis for the action-observation-reflection (A-O-R) model and the spiral of experience. It is not enough just to have experiences, but one needs to think about what they did, what the outcomes were, and how they can leverage what they did to learn the skills required to continue to perform effectively or how they can change to be more effective. Developing the skills necessary to observe the consequences of one's actions and reflecting on the importance and meaning will improve leadership development and leadership performance.

The Key Role of Perception in the Spiral of Experience

Human perception is not a passive process; rather, people actively shape and construct their experiences. To this end, perception plays a very important role in all phases of the spiral of experience.

Perception and Observation

With respect to observation, people selectively attend to events in the environment. One phenomenon that demonstrates this selectivity is called perceptual set. Perceptual sets can influence any of our senses, and they are the tendency or bias to perceive one thing and not another. Many factors can trigger a perceptual set, such as feelings, needs, prior experience, and expectations.

Perception and Reflection

With respect to reflection, attributions are the explanations we develop for the characteristics, behaviors, or actions to which we attend. Attributions can influence how we assess and reflect. The tendency to overestimate the dispositional causes of behavior and underestimate the environmental causes when others fail is called the fundamental attribution error. By contrast,

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when you fail, you are more likely to blame factors in the situation. This reflects a self-serving bias which is the tendency to make external attributions (blame the situation) for one's own failures yet make internal attributions (take credit) for one's successes. A third factor that affects the attribution process is called the actor/observer difference. This refers to the fact that people who are observing an action are more likely than the actor to make the fundamental attribution error.

Perception and Action

Turning to perception and action, it is possible for a leader's (or anyone's) perception to take on a causal role in how others act—as a leader, if we expect a certain group to perform well, it is possible that exact behavior will be elicited (i.e., the self-fulfilling prophecy). Thus, merely having expectations (positive or negative) about others can subtly influence our actions, and these actions can, in turn, affect the way others behave.

Reflection and Leadership Development

Perhaps the most important yet most neglected component of the action–observation–reflection model is reflection. Reflection is important because it can provide leaders with a variety of insights into how to frame problems differently, look at situations from multiple perspectives, or better understand subordinates.

Single- and Double-Loop Learning

In particular, reflection and leadership development can be influenced by single-loop learning and double-loop learning. Single-loop learning is characterized by a process where the learner seeks little feedback that would confront their fundamental ideas or actions. It allows the learner to stay in their "comfort zone" and often allows their belief system to become self-fulfilling.

On the other hand, double-loop learning involves a willingness to confront one's own views and an invitation to others to do so, too. It springs from an appreciation 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. Mastering double-loop learning can be thought of as learning how to learn.

The ambiguity, complexity, and emotionality of leadership experiences can make it difficult for a leader to determine causal relationships between behavior and specific outcomes, or whether different behavior would have led to different outcomes. While unaided learning from experience is difficult, it can be enhanced through a practice of systematic reflection or after event reviews (AERs). These AERs involve reflection and facilitated discussion on personal leadership experiences such as what the potential impact of alternative leadership behaviors might have been and how individuals believe they might behave differently in the future.

Making the Most of Your Leadership Experiences: Learning to Learn from Experience

Research shows a meaningful link between stress and learning. The learning events and developmental experiences that punctuate one's life are usually—perhaps always—stressful. In stressful situations, there is a tendency to do what's always been done. What results is one of the great challenges of adult development: 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. Being able to

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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. To be successful, learning must continue throughout life, beyond the completion of one's formal education.

Leader Development in College

As leadership studies programs at universities continue to increase in number, several features should guide their design. Such programs should be multidisciplinary, academically authorized, and address ethics, group dynamics, service learning, and global awareness.

University courses in leadership generally provide a broad survey of leadership research and findings. In these settings, knowledge is often transferred via the lecture method. Additionally, these courses make use of individualized feedback, role playing, and case studies to enhance learning and development. Simulations and games are other methods of leader development. Recent research suggests that development as a leader may most authentically and enduringly occur when the context and design of the experiences afford learns the opportunity to deeply personalize their lessons of experience.

Leader Development in Organizational Settings

Leadership training programs are more narrowly focused than university courses and are much shorter. Oftentimes, these training programs target a specific audience and the set of skills that audience needs to better accomplish their job tasks and responsibilities (e.g., mid-level managers). Increasingly leadership development is occurring in the context of work itself. A great deal of research has demonstrated the positive effects of education and training programs on performance and advancement, but the content of these programs varies substantially.

The following sections discuss research surrounding four popular and increasingly common methods of leader development: action learning, development planning, coaching, and mentoring.

Action Learning

Action learning involves the use of actual work issues and challenges as a developmental activity. Participants work in teams to tackle real-world organizational challenges as part of their daily job. There are several drawbacks that can include domination by one team member or the nature of the problem being such that it requires fast paced work that prevents proper reflection and learning time for participants. Action learning focuses on the fact that for adults in particular, the best learning is learning by doing.

Development Planning

Development planning is a self-development technique that involves identifying the behaviors to change, building a plan to facilitate the change, getting regular feedback on targeted behaviors, and periodically reviewing progress. Development planning is more than a plan—it is really a process. Development planning provides a methodology for leaders to improve their behavior, and much of this development can occur as they go about their daily work activities.

Coaching

Informal coaching takes place whenever a leader helps followers to change their behaviors. The best informal coaching generally consists of five steps: forging a partnership, inspiring

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commitment, growing skills, promoting persistence, and shaping the environment. Formal coaching programs provide a similar kind of service for executives and managers in leadership positions. A solid body of research shows that well-designed and well-executed coaching programs do in fact change behavior if certain conditions are met. Coaching may be more effective at changing behavior than more traditional learning and training approaches.

Mentoring

Mentoring usually involves a superior who is several leadership levels higher in the organization who provides protégés with career guidance, development opportunities, visibility with senior staff, etc. 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. Another difference is that the guidance is not coming from an immediate supervisor but from someone much higher in the organization. A final difference is that the mentor may not even be part of the organization. As in coaching, there are both formal and informal mentoring programs.

Building Your Leadership Self-Image

Leadership is difficult and complex—in an effort to avoid this difficulty and complexity, some try to convince themselves that they do not want to or cannot lead. This is unfortunate. Do not avoid the leadership arena and its associated challenges based on self-defeating beliefs. Take a chance—experiment and take some risks, be willing to extend yourself and broaden the scope of possibilities!

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Brief Definitions of the Key Terms for Chapter 2

Action-observation-reflection model: Leadership development is enhanced when people do something (act), note what happened (observe), and think about what occurred (reflect).

Spiral of experience: Pictorial representation of how experience interacts with the AOR model.

Perceptual set: A phenomenon that drives selectivity in what a person attends to; it can influence any of the senses and they have the tendency to bias perceptions (or what we attend to).

Attribution: Explanations developed for the behaviors or actions we attend to.

Fundamental attribution error: Tendency to overestimate the dispositional causes of behavior and underestimate the environmental causes when others fail.

Self-serving bias: Tendency to make external attributions (i.e., blame others) for one's own failures, but make internal attributions (i.e., take credit) for one's success.

Actor/observer difference: Observers of a certain action are much more likely to make the fundamental attribution error than the actor him/herself.

Self-fulfilling prophecy: A phenomenon that occurs when our expectations or predictions play a causal role in bringing about the events we predict (i.e., Pygmalion in the classroom).

Webs of belief: A way of thinking about your own leadership development not so much as progression along a single pathway but rather as progression along multiple pathways or dimensions of growth simultaneously.

Single-loop learning: A kind of learning where the individual seeks very little information or feedback from the environment that might challenge their ideas or actions.

Double-loop learning: A kind of learning where the individual is willing to challenge their own ideas, and an invitation for others to do the same.

After event review: A practice of systematic reflection and facilitated discussion on personal leadership experiences.

Service learning: A teaching strategy that combines community service with instruction.

Individualized feedback: Personalized performance information.

Case studies: Real life or fictional scenarios used to facilitate discussion and training.

Role playing: Methodology that involves assigning participants parts to play in scenarios for the purpose of practicing relevant skills.

Simulations: Structured activities designed to represent those faced in the work environment.

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Games: Activities designed to mirror some of the challenges or decisions commonly faced in the workplace.

Return on investment: A performance measure for evaluating the efficiency and benefit of an investment.

In-basket exercises: An assessment tool that requires participants to prioritize and respond to notes, letters, and phone messages from a fictitious manager's in-basket.

Action learning: A development tool that uses actual work issues and challenges.

Training programs: Traditional class-based development activities.

Development plan: A formal, written plan intended to guide a leader in changing targeted behaviors that capitalizes on available books, seminars, college courses, e-learning modules, and so forth, to acquire the knowledge underlying a particular development need.

Development planning: The process leaders use to change targeted behaviors that involves systematic development of formal written plans used to guide these changes.

Coaching: The "process of equipping people with the tools, knowledge, and opportunities they need to develop and become more successful."

Informal coaching: Takes place whenever a leader helps followers to change their behaviors and involves the steps of forging a partnership, inspiring commitment, growing skills, promoting persistence, and shaping the environment. This is coaching that is not part of a formalized coaching program that is recognized by the organization.

Formal coaching: A program formally recognized by the organization designed to facilitate the coaching process.

Mentor: An experienced person who is willing to take someone "under his or her wing" and provide valuable perspectives and insights.

Mentoring: a personal relationship involving a more experienced person (mentor) acting as a guide, role model, and sponsor of a less experienced person (protégé) in which the mentor provides the protégé with things like knowledge, advice, challenge, and counsel.

Teacher—Mentor: A fundamental archetype of a leader who cares about developing others and works beside them as a role model.

Father—Judge: A fundamental archetype of a leader who provides oversight, control, moral guidance, and caring protectiveness.

Warrior—Knight: A fundamental archetype of a leader who takes risks and action in a crisis.

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Revolutionary—Crusader: A fundamental archetype of a leader who challenges the status quo and guides adaptation.

Visionary—Alchemist: A fundamental archetype of a leader who imagines possibilities that can benefit all members and brings them into reality.

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Overview of the Learning Resources for Chapter 2

Exercise 2-1: The Learning Lifeline. This 60-minute exercise involves instructors drawing and commenting on how their learning lifeline relates to the A-O-R model. Students also create and share their own learning lifelines and reflect on the key leadership lessons they have learned.

Exercise 2-2: First Impressions. In this 15-minute exercise, students learn how little it takes to change their perceptions of someone.

Exercise 2-3: Leadership Development Interviews. In this exercise, students interview people in leadership positions and ask them the lessons they learned from experience. The students then do a 5-minute presentation on what they learned from the interviews.

Exercise 2-4: The Importance of Personal Involvement in Learning. In this 15-minute exercise, students discover how they better retain information when they are personally connected to a project or activity.

Exercise 2-5: Making Attributions About Others. This 20-minute exercise gets at the perceptions we have of others based on the type of car they drive.

Exercise 2-6: Queen Anne. This 15-minute exercise involves learning and frames of reference. Students learn about a certain process and then get "tricked" into applying the process in the wrong place.

Exercise 2-7: How do Companies Develop Leaders? Small groups are asked to deliver a 10-minute presentation on how leaders are promoted, trained, and evaluated in corporate leadership roles. They obtain the information for their presentation by interviewing people who work as a leader or in a leadership development position.

Exercise 2-8: The Development Pipeline. Student teams are tasked with giving a 10-minute presentation on their analysis of a university or corporate leadership development program using the Development Pipeline. The exercise includes materials to help students analyze and create their Development Pipelines and prepare their presentations.

Exercise 2-9: The Label Game. This 30–45-minute exercise demonstrates how stereotyping or group categorization can affect behaviors. It shows how easily people can draw conclusions based on small amounts of data (sometimes meaningless data) and the ramifications that can have on perceptions and interactions.

Case Studies: The minicase, "Developing Leaders at UPS," at the end of Chapter 2 provides a good way to review the major learning points of the chapter. Case Studies #1 and #8 can be used to discuss the Action Observation Reflection model, and Case Studies #5 and #7 can be used to discuss perceptual errors.

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Sample Lesson Plans for Chapter 2

Lesson 1: 60 minutes

Pre-work: Exercise 2-1, the Learning Lifeline. Instructors and students can prepare their "learning lifelines" as a homework assignment (this will allow more time for discussion in class).

Lesson Plan:

- Instructors should walk students through their own personal learning lifeline (10–15 minutes).
    - Instructors should highlight the following areas:
        - What aspects of the AOR model are being applied?
        - Influences of perception at various stages, did those perceptions change over time?
        - The role of learning—what kind of learning did you engage in at various points?
        - Were negative or positive events more beneficial to your development? Why?

- Divide students into small groups (three will work best) and have them each present their learning lifeline to the group (30 minutes).
    - Students should be encouraged to use the instructor's presentation as a model for content coverage.
    - Other students can/should ask questions and engage the presenter.

- Have the student groups report back to the class on overarching themes (10–15 minutes).
    - Were the events similar across individuals?
    - Did different individuals learn the same lessons from different experiences? Different lessons from similar experiences?

Lesson 2: 60 minutes

Pre-work: Exercise 2-9, the Label Game. Follow the directions for this activity as outlined in the text of the exercise (all required materials are included with the exercise).

Lesson Plan:

- Begin the lesson with a brief overview of the role of perception in the AOR model and include some of the potentially biasing effects (10 minutes).
- Provide a brief overview of the exercise, read the instructions, and affix the labels (five minutes).
- Run the exercise (20 minutes).
- Debrief the exercise using the Label Game Questions handout as well as the sample questions for the instructor-led discussion (25 minutes).
    - Key points include:
        - How easily these perceptions can be biased.
        - They often occur with very little conscious effort.

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- They are pervasive and can have positive or negative effects (this often depends on your perspective or whether you think the categorization being made is “good” or “bad”).
- What does all of this have to do with leadership?

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Minicase, "Developing Leaders at UPS," Sample Answers

Question 1: What are the major skills Jovita Carranza demonstrated in her career at UPS that have made her a successful leader?

The following is not necessarily all inclusive but captures many of the things that have made Carranza successful (see also the answer to question 3 for elaboration on some of these skills).

- Ability to listen to others
- Learning from others' mistakes (vicarious learning)
- Willing to take chances, risks, and extend herself outside of a comfort zone (relocation geographically and functionally)
- Ability to shift her focus from technical/functional expertise to leadership skills as she moved higher in the organization
- Surrounding herself with capable and dedicated employees
- Willingness to learn from all opportunities and experiences (requires observation and reflection—use of learning strategies and thinking frames)
- Work ethic and commitment to the organization
- Alignment of personal and organizational values and vision
- Methodical approach to learning and reflection
- Well-developed leadership self-image
- See also skills listed in Highlight 2.1 for more skills Carranza possesses.

Question 2: Consider the spiral of experience that Jovita Carranza has traveled. How has her experience affected her ability as a leader?

Review Figure 2.1, the Spiral of Experience.

Of the utmost importance is her continued use of all aspects of the AOR model. It is not simply that she has had a great many experiences, but she has actively observed the results and impact of her actions as well as reflected on the consequences (she has also been forward thinking enough to use other people's experience to learn—she calls this wisdom). Furthermore, she has extended beyond her limits to take risks and meet new challenges—surely some of these challenges provided short-term setbacks, but the long-term learning has increased the skill set and capabilities leading to even higher performance.

Question 3: Do you think Carranza would have been equally successful had she worked in any other organization?

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Student's answers will vary. Carranza would likely have shown the same strong work ethic and commitment to any organization she worked for. However, Carranza may have left another company who did not offer her opportunities as UPS did.

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Chapter 2 Exercises & Instructions

Exercise 2-1

Exercise Title: The Learning Lifeline

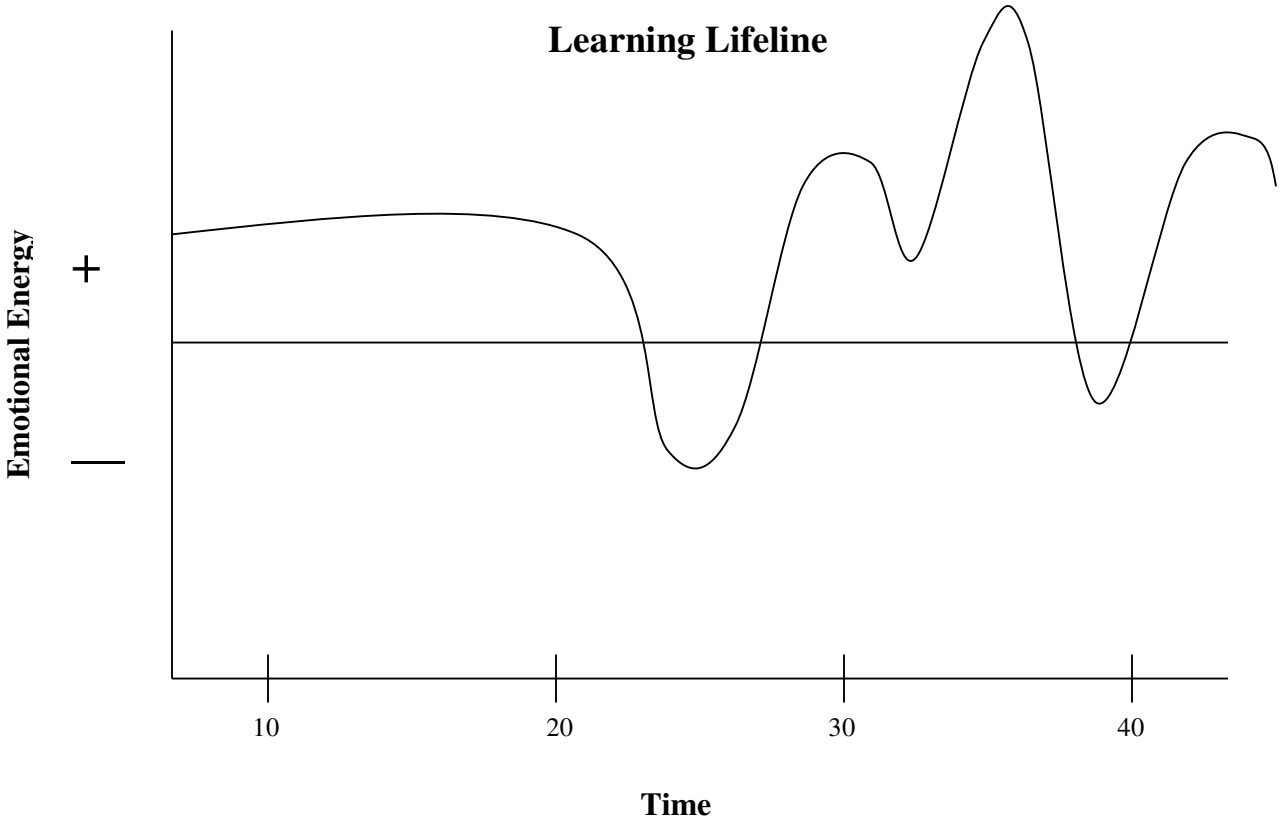
Purpose: To help students understand the A-O-R model and reflect on their own lessons of experience.

Summary: The learning lifeline allows students to map out their key experiences and reflect on what they have learned from these experiences. A sample learning lifeline can be found below. Instructors should begin by completing their own learning lifeline. Take 10–15 minutes to explain your emotional highs and lows, the lessons learned through your experiences, and how these experiences affect who you are as a leader. Point out how the AOR model, perception, and learning all apply to your learning lifeline. Additionally, highlight the importance of both positive and negative events to the development process.

Instructors should then ask students to complete their learning lifelines and share them in groups of three.

This exercise can take 60 minutes to complete—or assign as homework.

Instructor note: Alert students about sharing their experiences with others. If there are significant events they do not want to share, they should leave those off of their "Learning Lifeline."



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Exercise 2-2

Exercise Title: First Impressions

Purpose: To demonstrate how impressions of another person can be formed based on little information.

Summary: Introduce the exercise by telling students they are about to receive some information about a new person they will be working with. At this time, pass out one of the Person Perception Exercises to each member of the class. Instructors should tell students to form a gestalt of the individual based on the information in Part I before proceeding to Part II. Students should then circle the adjectives in Part II which best fit with the perceptions they have of the individual.

The two Person Perception Exercises differ only by the information provided in Part I; one box contains the word *warm* whereas the other has the word *cold*. Thus, instructors should pass one version of the Person Perception Exercise to half the class and the other version to the remainder of the class. This exercise works best if the two Person Perception Exercises are in the same stack of materials, so that it is not obvious that two different versions are being passed out. In addition, the exercise also works better if people on the left (or right) side of the room all get the same version.

After students have completed Part II, instructors should ask students if they would like to work for this individual if he or she was about to become their new boss. Instructors should then ask for a show of hands regarding the adjectives circled for the first 5–8 pairs. Instructors should comment on how easy we form impressions, the pervasiveness of these impressions, and how difficult it is to change impressions once they have been made.

This exercise takes approximately 15 minutes.

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PERSON PERCEPTION EXERCISE

PART I

Here is a list of characteristics that describe a particular person with whom you will have to work closely in the near future. You have never met this person before but the following characteristics are valid. Read them carefully and try to form an overall impression of the kind of person described.

intelligent–skillful–industrious–cold–determined–practical–cautious

PART II

Now, with that overall impression in mind, select from the following list those traits which are most in accordance with the picture you have formed of the individual.

Circle one in each pair:

1. generous-ungenerous
2. foolish-wise
3. unhappy-happy
4. irritable-good-natured
5. humorous-humorless
6. sociable-unsociable
7. popular-unpopular
8. reliable-unreliable
9. ruthless-humane
10. good-looking-unattractive
11. frivolous-serious
12. restrained-talkative
13. self-centered-unselfish
14. imaginative-hard-headed
15. strong-weak
16. dishonest-honest

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5. humorous-humorless
6. sociable-unsociable
7. popular-unpopular
8. reliable-unreliable
9. ruthless-humane
10. good-looking-unattractive
11. frivolous-serious
12. restrained-talkative
13. self-centered-unselfish
14. imaginative-hard-headed
15. strong-weak
16. dishonest-honest

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Exercise 2-3

Exercise Title: Leadership Development Interviews

Purpose: Provide exposure to first-hand accounts of valuable developmental leadership experiences.

Summary: Have students interview community leaders (e.g., a minister, coach, principal, elected official, store manager, etc.) about valuable developmental experiences, and have them present a summary of their findings to the rest of the class. You can make this either an individual or small group assignment. It might be useful for the students to address the following sorts of issues in each interview:

- Do you think leadership develops with experience?

- Are there one or two experiences you look back on as having been especially valuable in helping develop your own leadership? Please briefly describe them.

- What made it (them) so valuable?

- Have your own views of leadership changed over time?

- Do you think leadership in your arena (e.g., sports, business) is much different from, or involves different pressures, than leadership in other arenas?

- Do you ever reflect, after the fact, about how effective your behavior was in a particular situation? Is this ever a source of new or different insights?

- Is there any advice you would give people early in their careers about leadership?

Individuals or student teams should then prepare a 5-minute presentation of their findings. If this assignment is given to individuals, then the individuals should share their results with others in a small group. If teams are assigned the task of doing the interviews, then the teams should share their findings with the other teams in the class.

It will take 20–40 minutes to complete the presentations, depending on the number of people or teams involved.

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Exercise 2-4

Exercise Title: The Importance of Personal Involvement in Learning

Purpose: To demonstrate how things we relate to ourselves are remembered better than things that are unrelated or personally insignificant.

Summary: This exercise involves members of the class performing two different sorts of tasks:

Task I: Count the number of vowels in each word (superficial processing)

Task II: On a scale of 1 to 5, rate how well each word describes you (deep processing)

Pass out one of the two handouts found on the text two pages. Give the students on the left side of the class the Task I handout, and those on the right side should get the Task II handout. Give students two minutes to complete the tasks.

After the students have completed the task, ask them to flip their handout over and write down as many words as they can remember (order is not important). They will typically recall about three times as many words when performing Task II (personal involvement) as Task I (superficial processing). Tally up the scores for the two groups and compare their performance. Discuss the relevance of these findings to learning from experience.

This exercise takes 15 minutes to complete.

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Task I

Please take the next two minutes to count the number of vowels in the words below.

ADVENTUROUS	NATURAL
IRRESPONSIBLE	BITTER
GOLDEN	LOGICAL
PRUDISH	ARROGANT
FRANK	COOPERATIVE
COLD	LOUD
CONSCIENTIOUS	FAIR
ARGUMENTATIVE	DECEITFUL
IMAGINATIVE	HUMOROUS
CYNICAL	OBNOXIOUS
RELIABLE	TOLERANT
RATTLE-BRAINED	INDIFFERENT
COMPETITIVE	CLEVER
EGOTISTICAL	SMUG
WARM	REASONABLE
SARCASTIC	CRUEL
CHARMING	ORIGINAL
IRRITABLE	EXASPERATED
KIND	KIND
ATTRACTIVE	ATTRACTIVE
DULL	EXAGGERATED

Total Number of Vowels = _____

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Task II

Please take the next two minutes to circle all of the attributes you think are descriptive of you.

ADVENTUROUS	NATURAL
IRRESPONSIBLE	BITTER
GOLDEN	LOGICAL
PRUDISH	ARROGANT
FRANK	COOPERATIVE
COLD	LOUD
CONSCIENTIOUS	FAIR
ARGUMENTATIVE	DECEITFUL
IMAGINATIVE	HUMOROUS
CYNICAL	OBNOXIOUS
RELIABLE	TOLERANT
RATTLE-BRAINED	INDIFFERENT
COMPETITIVE	CLEVER
EGOTISTICAL	SMUG
WARM	REASONABLE
SARCASTIC	CRUEL
CHARMING	ORIGINAL
IRRITABLE	EXASPERATED
KIND	KIND
ATTRACTIVE	ATTRACTIVE
DULL	EXAGGERATED

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Exercise 2-5

Exercise Title: Making Attributions about Others

Purpose: To demonstrate how social meaning is "made" or constructed by the perceiver, sometimes on the basis of very little information.

Summary: Lead a class discussion about what inferences they would make about an individual based upon some minimal amount of information such as the kind of car the person drives. You might do this by having the class brainstorm qualities they associate with owners of any grouping of cars such as the following (assume they are all new):

Buick Park Avenue Volkswagen Beetle Plymouth Voyager Hummer H2 Corvette

You might have the class speculate about attributions concerning: political party affiliation, leisure activities, favorite TV shows, age, name, and occupation of the owner of the vehicle. You might also ask the class, "If you knew nothing else about these people, which one do you think you would get along best with?" You may even add your car to the categories of cars and have students select which car they think you drive. While these are all patently superficial facts about a hypothetical person, it is instructive to be reminded how casually attributions about others are sometimes made.

Alternatively, you could focus the discussion on inferences people make about others based upon customary style of dress (e.g., wing tips, tennis shoes, or cowboy boots for males; flats, tennis shoes, or high heels for females).

Conclude by discussing two ways the attribution process is relevant to leadership. The first concerns how attributions about others may affect the extent to which we "allow ourselves" to learn from others. The second concerns how leaders themselves may behave in certain ways in order to strengthen certain attributions about them (e.g., a political candidate who wears a conservative suit or dress to address the Chamber of Commerce but who campaigns in jeans and a casual shirt at a factory).

It will take about 20 minutes to complete this exercise.

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Exercise 2-6

Exercise Title: Queen Anne

Purpose: To view experiences "outside of our boxes." Demonstrates how easily we take our learning experiences for granted and the need to focus outside our normal frame of reference.

Summary: The exercise is very simple and fun. The instructor needs to have word lists prepared prior to class. The game is played in three or four rounds. The first two or three rounds focus on the location of certain letters in a word. In the last round the focus moves from the location of the letters to the location of the instructor before writing words on the board. It is important that the instructor withhold details of the game. The instructor begins by telling the class they are going to play Queen Anne. The students are to discover what qualifies a word as a Queen Anne. The students must demonstrate success by providing correct choices rather than by telling other students how they made the correct choices. For the first round the instructor writes *Queen* on the board and tells the students it is a Queen Anne. Then the instructor writes *fly* on the board, strikes it out, and tells the students it is not a Queen Anne. Next the instructor writes *Anne* on the board and informs the students that the word qualifies as a Queen Anne. The instructor asks students to provide words, if they are correct the instructor states it is a Queen Anne. Incorrect words are written on the board and crossed out. If the students are not providing Queen Anne words the instructor can continue to provide clues (*pool, apple, Bill, wood*). The clue to the first round is that the words contain two similar letters. After students catch on the instructor can begin round two.

Round two is played in a similar manner, however, the sequence is different. Now the sequence will be words in alphabetical order (*goat, heaven, ice, juice, kite, lime*). The round is played similar to round 1 emphasizing that once the student understands the sequence not to share it with others. Round three could be words that the ending letter is in alphabetical order (*dog, high, ski*). The last round begins with all the words erased from the board. The instructor moves to a location in the classroom and writes a few words on the board. Any words now qualify because the sequence is where the instructor is standing prior to writing the words on the board. Once the instructor leaves the determined location any words provided by the students do not qualify as a Queen Anne. This last round is difficult for students to figure out because they have become focused on the sequencing in the words. This is a good starting point for discussion on how we focus on what guides our perceptions and experiences in life.

It will take about 15 minutes to complete this exercise.

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Exercise 2-7

Exercise Title: How do Companies Develop Leaders?

Purpose: To provide students with an understanding of how corporations identify and develop their leadership talent.

Summary: Instructors should ask students to form small groups of 4–6 people, and each of the students on the team is tasked with contacting someone familiar with leadership development in corporations, such as a person working in a corporate leadership position or a training and development position. The individuals being interviewed should be asked how the company they work for identifies and develops leadership talent. More specifically, they should be asked the process by which:

- Individuals get promoted into leadership roles
- People get trained or developed for leadership roles
- People get evaluated in leadership roles

The individuals on each team should then compare notes from their individual interviews and prepare a 10-minute presentation for the rest of the class. The presentations should include the following:

- Names, positions, and companies of the individuals interviewed
- Common themes on how individuals get promoted into leadership roles
- Common themes on how people get trained or developed for leadership roles
- Common themes on how people get evaluated in leadership roles

Instructors should allow the other teams to ask questions and make comments after each presentation. Instructors should note themes across all the team presentations, which companies seem to be doing a better job than others in developing leadership talent, etc.

Depending on the number of teams, this exercise will take 30–60 minutes to complete.

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Exercise 2-8

Exercise Title: The Development Pipeline

Purpose: To apply the Development Pipeline to a real leadership development program.

Summary: Students should form small groups of 4–6 people. Each group is tasked with applying the Development Pipeline to a university or corporate leadership development course. The groups should use the diagram and questions (rating scales) on the next page to draw a Development Pipeline for the course. In order to construct the pipeline, students should mark the rating for each area (i.e., "Insight") on the upper and lower rating scale. These two sets of ratings for each content area will form the outer bounds of the "pipeline" and directly determine the width of the "leadership pipeline" across all rating categories.

Based on their analysis, they should also make recommendations on how to improve the course and prepare a 10-minute presentation of their findings. This presentation should include the following components:

- A brief overview of the course or program
- The intended audience, length of the program, class size, location, pre-requisites, etc.
- The learning objectives of the course
- A flip chart or diagram of The Development Pipeline for the program (see next page)
- Recommendations on how to improve the program (focusing on the narrower portions of the pipeline as those most in need of attention)

Each group will be given 10 minutes to present their findings and recommendations, and the remaining students will have five minutes to ask questions, etc. Instructors should comment on common findings across the presentations, which programs seem better than others according to the Development Pipeline, etc.

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The Development Pipeline for Course: _____

5
4
3
2
1

1
2
3
4
5

Content	Insight	Motivation	New Skills	Practice	Accountability

Content:
1 = No learning objectives
3 = Some learning objectives, but not well defined
5 = Well defined, measurable learning objectives

Insight:
1 = No assessment tools
3 = One or two assessment or insight tools
5 = Several assessment tools, all highly linked to course content

Motivation:
1 = No clear description of how course will personally benefit the participants
3 = Some personal benefits for the course are described
5 = Very strong links between course content and personal benefits

New Skills:
1 = All lecture or e-learning modules
3 = Some mix of lecture, small group discussion, and exercises
5 = Strong mix of lecture, activities, small group discussion, and reflection periods

Practice:
1= No opportunity to practice new frameworks or skills in class
3 = Some opportunity to practice new skills
5 = Repeated sessions to practice new skills

Accountability:
1= No assessment or real requirement to apply new skills
3 = Some requirement to apply new skills, but enforcement is spotty
5 = Thorough assessment and regular evaluation of new skills

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Exercise 2-9

Exercise Title: The Label Game

Purpose: To understand and appreciate the impacts a label (stereotype) can have on behaviors and interactions with other people.

Summary: This exercise can be classified as a "typical" stereotyping demonstration. In this context, we use stereotypes (and this activity) as a specific example of perceptual sets and how these processes can bias and affect us as individuals (and oftentimes it happens without us even knowing it). The information below outlines this exercise and provides some thought questions students can reflect on and discuss at the conclusion of the exercise.

- General information about the subject matter
  - Social psychologists (many of whom study leadership as well) study human interaction with other humans, and with the environment. They study things like attitudes, relationships, prejudice, perceptions, group dynamics, and more.
  - They are often concerned with the interaction of the Person and the Environment which is very similar to our focus in the Interactional Framework.

- First, I'm going to have you close your eyes and I'm going to put a label on your forehead (or your collarbone) so YOU can't see it but everyone else can. Please close your eyes!
  - The labels provided at the end of this exercise are only possibilities—feel free to change or modify the labels to better fit your students/audience.
  - Affix labels to students and have them open their eyes once this is complete.
  - Labels can be printed on Avery 5161 labels.

- Here are the rules of the game:
  - First, we're going to have a silent three minutes where you're going to walk around and check out the labels. NO TALKING!! Just walk around and look at the labels.
  - Next, you will be allowed to interact with one another for 15 minutes.
  - The key to the game is to treat each person as if his/her label is TRUE. Forget what you know about each other, and focus on the information on the label. Try to act as normal as possible, but treat everyone according to his/her label.
  - **DO NOT tell anyone what his/her label says! That ruins the game.**

- Step 1: Three minutes of silent interaction.
- Step 2: Say "go" and allow them 15 minutes to talk and interact with one another.
  - Instructors and/or assigned observers should walk around and note observations.

When time is up, hand out the list of questions (included below) and have students spend a few minutes reflecting on those questions to get them prepared for the instructor led discussion:

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Potential Questions for Instructor Led Discussion

- What do you think your label says? **(let them take off the label)**
  - **Have them answer this question before removing the label!**
- What did you notice? (who grouped together, who was alone, who was talking the loudest, etc.)
- How did people treat you?
- Did you feel like people treated you like your label?
  - Ask specific students, did they treat you like a _____?
- How did that make you feel? Misunderstood? Weak? Strong? Cool? Lonely?
- How did you find yourself reacting? Did you start acting like your label in any way?
- Who felt like your label was a GOOD stereotype–that you wouldn't mind if other kids assumed you fit the label? Why can that also be bad? (look for–what if there's more to me? What if I want to be a poet and not just a football jock? What if I really don't like to party?)
- Why do you think some of you started acting like your label? Why did the class dork start avoiding people? Why did the partiers end up hanging out with each other? (use examples from what happens in the class) (tell them about <u>self-fulfilling prophecy</u>)
- Now think about your school or organization. Do people there label each other? How do we treat people once we've labeled them? Do we look for information that supports the label? (<u>confirmatory hypothesis testing</u>) Do we ignore other information? (<u>fundamental attribution error</u>)
- What does all of this have to do with leadership?
- How can this be linked to perceptual sets and the other perceptual biases discussed in the chapter?

This exercise takes 45–60 minutes depending on the quality and quantity of discussion after the exercise. *Many thanks to Dr. Jennifer Clarke at the United States Air Force Academy for sharing her version of this exercise for this manual.

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Label Game Questions

What do you think your label said?

What did you notice as you were interacting with others? How did people treat you?

Do you think people treated you like your label?

How did that make you feel?

How did you find yourself reacting to people?

Did you start acting more like your label?

What does this have to do with leadership?

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Star Football Player	GPA = 3.9
Complete Dork	GPA = 0.6
Friendly and Outgoing	Star Basketball player
Dishonest: Lies, Cheats, and Steals	Most Popular Student in School
Tries to hang out with the Popular crowd	Chess Club; Math Club
Always Has Positive Attitude	Smokes pot all the time
Great Sense of Humor	Hasn't Had a Date in Years
Class Clown	Only wears designer clothes
Cheerleader	Drinks a lot on the weekends
Social Misfit	Asked 4 people to prom and was turned down

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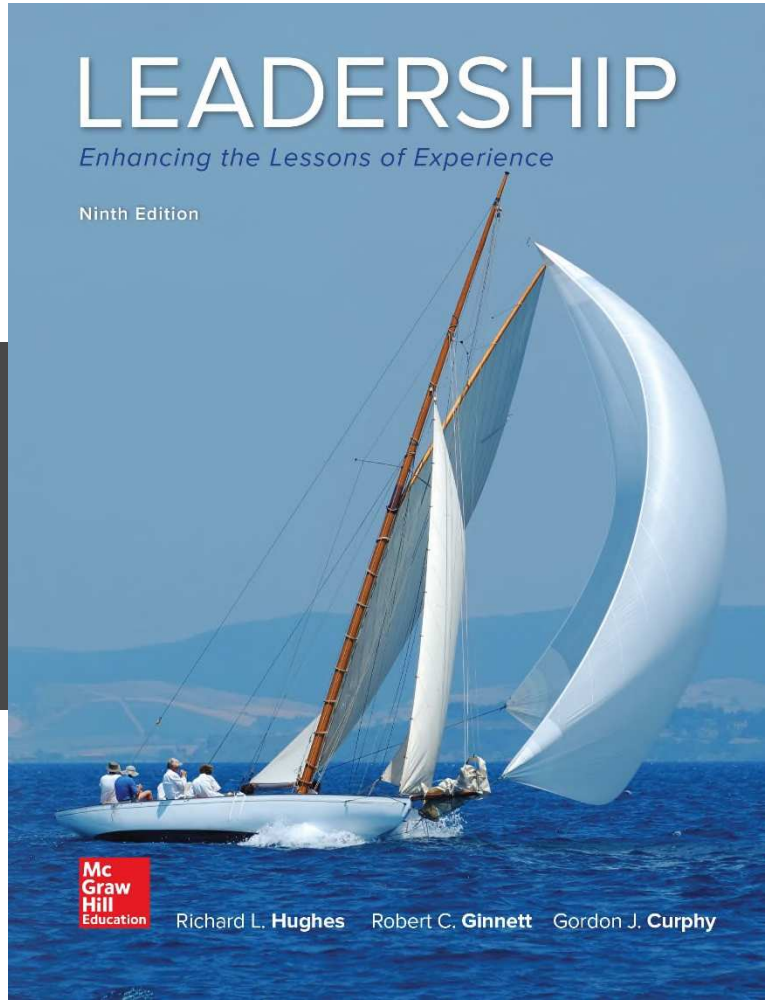
Chapter 2

Leader Development



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Chapter Outline

- Introduction
- The action, observation, and reflection model
- The key role of perception in the spiral of experience
- Reflection and leadership development
- Making the most of your leadership experiences: learning to learn from experience
- Building your own leadership self-image

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Leader Development

Leadership and learning are indispensable to each other

- John F. Kennedy

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The Action, Observation, and Reflection Model

Shows that leadership development is enhanced when the experience involves the following processes:

- Action
- Observation
- Reflection

Spiral of experience

- Most productive way to develop as a leader

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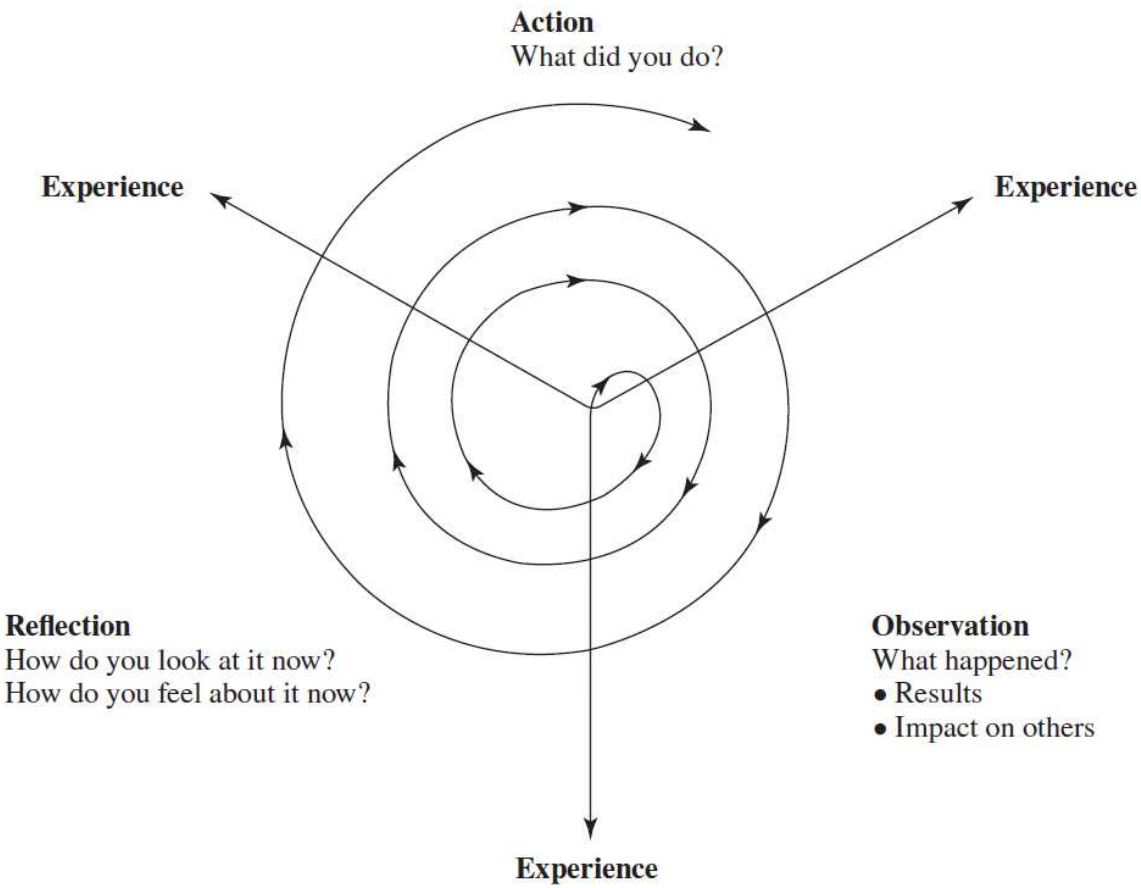
Figure 2.1: The Spiral of Experience



Jump to Figure 2.1: The Spiral of Experience, Appendix

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Key Role of Perception in the Spiral of Experience

- Experience depends on what events happen to one and how one perceives those events
- Perception affects all three phases of the action, observation, and reflection or A O R model
- People actively shape and construct their experiences

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Perception and Observation

Observation and perception both deal with attending to events around a person

- People are selective in what they attend to and what they perceive

Perceptual sets can influence any of one's senses

- Tendency or bias to perceive one thing and not another
- Feelings, needs, prior experiences, and expectations can all trigger a perceptual set

Stereotypes about gender, race, and the like represent powerful impediments to learning because they function as filters that distort one's observations

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Perception and Reflection, 1

Perception influences reflection

- Reflection is how humans interpret their observations

Perception is inherently an interpretive, or a meaning-making, activity, of which attribution is an important aspect

- **Attributions**: Explanations that one develops for the characteristics, behaviors, or actions he or she attends to

Factors that affect the attribution process

- **Fundamental attribution error:** Tendency to overestimate the dispositional causes of behavior and underestimate the environmental causes when others fail

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Perception and Reflection, 2

- **Self-serving bias**: Tendency to make external attributions for one's own failures and make internal attributions for one's own successes
- **Actor or observer difference**: Refers to the fact that people who are observing an action are much more likely than the actor to make the fundamental attribution error

Apart from perception and attribution, reflection also involves higher functions like evaluation and judgment

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Perception and Action

Research shows that perceptions and biases affect supervisors' actions toward poorly performing subordinates

Self-fulfilling prophecy is a perceptual variable that can affect actions

- **Self-fulfilling prophecy**: Occurs when one's expectations or predictions play a causal role in bringing about the events he or she predicts
  - Having expectations about others can subtly influence our actions, and these actions can, in turn, affect the way others behave

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Reflection and Leadership Development

- Reflection offers leaders insights about framing problems differently, viewing situations from multiple perspectives, and understanding subordinates better
- Leaders tend to ignore reflection because they lack time or they lack awareness of its value
- Leadership development can be enhanced by raising implicit beliefs to conscious awareness in order to aid thoughtful reflection
- Intentional reflection may prompt one to see potential benefits in experience not initially considered relevant to leadership

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Fundamental Archetypes of Leadership

- Teacher and mentor
- Father and judge
- Warrior and knight
- Revolutionary and crusader
- Visionary and alchemist

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Single- and Double-Loop Learning

Single-loop learners seek relatively little feedback that may significantly confront their fundamental ideas or actions

- Individuals learn only about subjects within the comfort zone of their belief systems

Double-loop learning involves being willing to confront one's own views and inviting others to do the same

- Mastering double-loop learning is viewed as learning how to learn
- Learning is enhanced through a practice of systematic reflection or **after event reviews** or **A E Rs**

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Making the Most of One's Leadership Experiences: Learning to Learn from Experience

- Learning events and developmental experiences that punctuate one's life are stressful
- Being able to go against the grain of one's personal historical success requires a strong commitment to learning and a willingness to let go of the fear of failure and the unknown
- To be successful, learning must continue throughout life and beyond the completion of one's formal education

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Leader Development in College, 1

Programs on leadership studies are being offered by many higher education institutions and colleges

Leadership programs should be multidisciplinary and should cultivate values represented in the broader field

- **Service learning** is used to inculcate values such as social responsibility and the expectation to become engaged in one's community
- Should focus on expected developmental outcomes, with associated assessment and evaluation to determine program effectiveness

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Leader Development in College, 2

Different leader development methods may be used beyond service learning

- Some courses or program elements might involve **individualized feedback** to students in the form of:
  - Personality, intelligence, values, or interest test scores
  - Leadership behavior ratings
- **Case studies** and **role playing** are used as vehicles for leadership discussions
- **Simulations** and **games** are structured activities designed to mirror the challenges or decisions commonly faced in the work environment

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Leader Development in Organizational Settings, 1

- Organization-based leadership programs benefit both the individual and the organization
- Research indicates that **return on investment** or R O I for investments used in leadership development are both positive and substantial
- Numerous leadership training programs are aimed at leaders and supervisors in industry and public service

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Leader Development in Organizational Settings, 2

Program content depends on the organization level of participants

- First-level supervisors
- Mid-level managers

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Leader Development in Organizational Settings, 2

Programs for first-level supervisors use lectures, case studies, and role-playing exercises to improve supervisory skills

- Focus on:
  - Training
  - Monitoring
  - Giving feedback
  - Conducting performance reviews

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Leader Development in Organizational Settings, 3

Mid-level manager programs use individualized feedback, case studies, presentations, role playing, simulations, and **in-basket exercises** to improve:

- Interpersonal skills
- Oral and written communication skills
- Time management
- Planning
- Goal setting

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Leader Development in Organizational Settings, 4

Conger states that a multi-tiered approach is effective and should focus on personal growth, skill building, feedback, and conceptual awareness

Some approaches to leadership development emphasize individualized feedback about each person's strengths and weaknesses based on standardized assessment methods

- Others emphasize that leader development in the twenty-first century must occur in more lifelike situations and contexts

Leadership programs for senior executives and C E Os focus on strategic planning, public relations, and interpersonal skills

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Training Programs and Action Learning

Traditional **training programs** involve personnel taking leadership classes during work hours

- Such training addresses common leadership issues, but its artificial nature makes it difficult to transfer concepts to actual work situations

Action learning involves the use of actual work issues and challenges as the developmental activity itself

- Works on the philosophy that best learning involves learning by doing
- Conducted in teams of work colleagues who are addressing real company challenges

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Development Planning, 1

To make enduring behavioral changes, leaders must provide positive answers to the following five questions:

- Do leaders know which of their behaviors need to change?
- Is the leader motivated to change these behaviors?
- Do leaders have plans in place for changing targeted behaviors?
- Do leaders have opportunities to practice new skills?
- Are leaders held accountable for changing targeted behaviors?

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Development Planning, 2

- Good development plans are constantly being revised as new skills are learned or new opportunities to develop skills become available
- Provides a methodology for leaders to improve their behavior even as they go about their daily work activities

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Coaching, 1

Key leadership skill that can help leaders improve the bench strength of the group and retain high-quality followers

Process of equipping people with the tools, knowledge, and opportunities that they need to develop and become more successful

Types of coaching

- **Informal coaching**: Takes place whenever a leader helps followers to change their behaviors
- **Formal coaching** programs: Designed for the specific needs and goals of individual executives and managers in leadership positions

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Peterson and Hicks: Steps in Informal Coaching

- Forging a partnership
- Inspiring commitment
- Growing skills
- Promoting persistence
- Shaping the environment

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Informal Coaching

- Process can be used to diagnose why behavioral change is not occurring and what can be done about it
- Can and does occur anywhere in the organization and is effective for both high-performing and low-performing followers
- Increases in difficulty when it occurs either remotely or across cultures

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Features of Formal Coaching, 1

One-on-one relationship between manager and coach lasts from six months to more than a year

- Process begins with an assessment of the manager to clarify development needs
- Coach and manager meet regularly to build skills
- Role plays and videotape are used extensively, and coaches provide immediate feedback
- Outcomes of coaching programs
  - Clarification of managers' values
  - Identification of discrepancies between managers' espoused values and their actual behaviors
  - Development of strategies to better align managers' behaviors with their values

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Features of Formal Coaching, 2

- Formal coaching programs can cost more than 100,000 dollars
- Coaching may be more effective at changing behavior than more traditional learning and training approaches

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Mentoring, 1

Personal relationship in which a more experienced mentor acts as a guide, role model, and sponsor of a less experienced protégé

- **Mentor**: Experienced person willing to take an individual under his or her wing
  - Usually someone 2 to 4 levels higher in an organization
  - Provides protégés with knowledge, advice, challenge, counsel, and support about career opportunities, organizational strategy and policy, and office politics

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Mentoring, 2

Not the same as coaching because:

- It may not target specific development needs
- Guidance is provided by someone several leadership levels higher in the organization and not the immediate supervisor
- Mentor may not even be part of the organization

There are formal and informal mentoring programs

- Informal mentoring occurs when a protégé and mentor build a long-term relationship based on friendship, similar interests, and mutual respect

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Mentoring, 3

- In a formal mentoring program, the organization assigns a relatively inexperienced but high-potential leader to a top executive in the company
  - Often used to accelerate the development of female or minority protégés

Informal mentoring may be more effective than formal mentoring as it creates a stronger emotional bond and can last a lifetime

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Building One's Own Leadership Self-Image

Not everyone wants to be a leader or believes he or she can be

- Many people are selling themselves short

People who want to avoid the responsibilities of leadership should keep an open mind about the importance and pervasiveness of leadership

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Summary

One way to add value to one's leadership courses and experiences is by applying the action, observation, and reflection model

To become a better leader, one must seek challenges and try to make the best of any leadership opportunity

Behavior change efforts are most successful if some formal system or process of behavioral change is put into place

- Systems include action learning, development planning, informal and formal coaching programs, and mentorships

Leaders can help their followers with behavioral change through coaching or mentoring programs

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APPENDIX

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Figure 2.1: The Spiral of Experience, Appendix

The spiral begins at the center and moves outward. Three arrows originate from the center and point outward to the top-left, top-right, and bottom portions of the exhibit. All three arrows are labeled experience. The content on the top of the spiral reads action: what did you do? The content on the bottom-left side of the spiral reads reflection: how do you look at it now? And how do you feel about it now? The content on the bottom-right side of the spiral is labeled observation: what happened? results and impact on others.

Jump back to Figure 2.1: The Spiral of Experience

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