

LEARNING GUIDE

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MGT 542
Leadership Development
in Organization

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CHAPTER ONE

Feedback-Intensive programs

Learning Objectives:



Upon successful completion of this chapter, you should be able to:

1. Explain what a Feedback-Intensive Program is.
2. List the features of CCL's Feedback-Intensive Programs.
3. List and explain the activities involved in three phases of feedback-intensive program.
4. Describe the elements of assessment.
5. Explain the elements of challenge.
6. Explain what all the elements of support are.
7. Explain how to create a supportive environment.
8. Discuss the outcomes of a feedback-intensive program.
9. Explain when and how to use a feedback-intensive program.
10. Explain open-enrollment and organization-specific programs.

Slide 1

Introduction

Feedback-Intensive Programs (FIPs) represent a best practice in the work of the Center for Creative Leadership (CCL). This chapter discusses the features of feedback -intensive program and uses the concepts of assessment, challenge, and support to articulate how a feedback-intensive program works. It also and describes the outcomes of a well designed FIP. Finally, the chapter discusses when and how to use an FIP for leader development.

OVERVIEW**Slide 2****Highlights:****What is a Feedback-Intensive program and what are its three phases?**

- **A Feedback-Intensive Program (FIP)** is a comprehensive assessment of an individual's leadership, generally in one or more sessions, using multiple lenses to view numerous aspects of personality and effectiveness.
- The three phases of Feedback-Intensive Program are
 - Preprogram
 - Program
 - Post program

Notes:**Feedback-Intensive Program**

Feedback-intensive program is a blend of methodologies, combining assessments-for-development tools, experiential interactions, direct teaching of practical content from leadership research, and peer and staff coaching. FIP is a holistic approach in which no formulas for success are given but a safe learner-centered environment allows individuals to examine their current situation, revisit their beliefs, take risks, and shift mental models to maximize interaction among participants and faculty.

Defining Feature of CCL's Feedback-Intensive Programs

Feedback-intensive programs have five defining features. They are

- Feedback is rich and comprehensive.
- Content is challenging and relevant.
- Multiple methodologies and activities are used.
- A safe and supportive learning environment is established.
- Assessment, challenge, and support are integrated in preprogram and postprogram activities as well as throughout the program itself.

Phases of Feedback-Intensive Program

- **Preprogram activities:** These are methods for preparing the individual for the program itself. They describe assessment as the conversation that takes place first within the individual as he or she receives information from the world, then with others as they share their worlds, then between the teacher and the participant as the person learns the world of the "experts," and finally, between the individual and his or her work.

The Program Itself: The art of designing a program lies in fully understanding the needs of the target population. To develop the conceptual framework and content, program designers reflect on several questions. In an effective FIP, content is presented simply and directly. At CCL, programs are designed to include assessment, challenge, and support as the basic foundation. The exercises on the first day of a program serve as both an icebreaker and a tool to catch the attention of participants. As the program continues, assessments become central. Participants receive feedback from assessment instruments, enabling them to establish benchmarks for their strengths and development needs. Frequently, an FIP is segmented into modules that address the objectives of the program and relate to various issues faced by people in leadership positions. Programs conclude with the participants establishing goals for their continued development and identifying the strategies they will use for attaining them.

OVERVIEW

- **Postprogram activities:** There are a number of ways to provide structured support to participants that will enable them to continue to reflect on what they have learned about themselves and to pursue goals and action plans. The process to continue assessment, challenge, and support can range from individual activities to organizational support. Some of the activities are:
 - **Individual activities:** Individual assessment, challenge, and support activities include goal letter, goal setting reports, formal coaching and blended applications.
 - **Informal coaching:** It is provided in FIP through peer-group discussion, learning partners, and alumni programs.
 - **Organizational activities:** Assessment, challenge, and support continue in organizational activities such as action learning, program debriefings, and extended use of 360-degree instruments.

Slide 3

Highlights:

What are the key issues in assessment? How the assessment of participants' skills and behavior can be accomplished? What are the elements of challenge?



- **Assessment** is one of the key elements that drives leader development, and it is a major part of a CCL feedback-intensive process. Some of the key issues in assessment are
 - Trust
 - Confidentiality
 - Rater anonymity
 - Reliable and valid ratings
- In a feedback-intensive program, the assessment of participants' skills and behaviors is accomplished in several ways:
 - 360-degree feedback
 - Assessment from fellow participants
 - Other assessment methodologies (individual reflection, participant observation of the group, videotaping, and staff-facilitated debriefing)
- The elements of challenge includes:
 - Structured experiences
 - Engaging in unfamiliar activities
 - Meeting drivers with different perspectives.

OVERVIEW

Notes:

Key Issues in Assessment

One of the key features of an FIP is the delivery of a rich and comprehensive assessment. Some of the key issues in assessment are:

- For the assessment to have desired impact, trust among the group and trust in the data must be present. Trust among the group evolves from an effective learning environment that includes confidentiality.
- Confidentiality is a major part of building a nonthreatening environment for assessment.
- Rater anonymity when completing formal assessments is also important for valid data.
- A final issue in assessment is that the ratings must be reliable and valid.

Assessment of Skills and Behaviors

The assessment of participants' skills and behaviors is accomplished through:

- **360-degree feedback:** It allows participants to compare self-perceptions of their leadership skills and behaviors to perceptions from back home—that is, how their boss, peers, direct reports, and clients view their leadership skills and behaviors. Integrating the feedback from self-assessments and 360-degree instruments is a central feature of an FIP. In addition to these strong sources of information, an FIP also uses observations of other participants and facilitators to continue strengthening the developmental experience.
- **Assessment from fellow participants:** During a classroom experience, participants are sometimes assessed through formal activities in which peers give their wide ranging feedback based on their experiences together during the program. Two methods of peer assessment are:
 - **Peer observation** where each participant is assigned to observe others throughout the course of the program. Then participants give each other constructive feedback on the impact of their behavior, both during classroom activities and outside of class, during evening activities.
 - **Peer coaching** is similar to peer observations, but in this case, the assessment and feedback are specific to a particular content area or exercise.

- **Other assessment methodologies:**
 - **Individual reflection:** As the participant engage in an exercise, it is not uncommon for insights about one's behavior to be gained in the moment. Taking time for reflection immediately after a task can help participants identify the lessons learned. Participants assess themselves by asking, "How did I do?" and "What would I do differently?" Using a journal is a great method for capturing answers to their questions and providing personalized feedback about the experience.
 - **Participants observation** of group work is another assessment method where individual participants are asked to observe the group in action on a particular task, document what works and does not work, and then share their observations in a group discussion of the activity at its conclusion.
 - **Videotaping** an exercise is another method for assessing skills and behaviors. After completing the exercise, the participants are given a structure for reviewing the videotape. The type of structure depends on the purpose of the exercise.
 - A trained observer records the actions and behaviors of the individuals participating in the simulation. The assessment of what participants did well and what they could do better comes from these observations. The simulation is followed by a series of facilitated debriefs during which the assessment is discussed with the participants.

Elements of Challenge

Structured experiences: These are group activities that provide challenge through goal directed, live-action, task-based interactions. Three common types of structured experiences are:

- **Leadership group discussions:** The basic idea is that a group of four to eight people is assigned a task, and the group as a whole, rather than an individual leader, is accountable for the outcome. Participants are given a time limit for completing the task. Staff members, trained to rate certain individual leadership behaviors, observe the group and rate participants on a number of variables. These observations are compiled for feedback that is delivered later in the program. Challenges implicit in leaderless discussions are
 - The challenge of being observed and assessed.
 - Working on an unfamiliar problem when information is sketchy and the directions are ambiguous.

OVERVIEW

- **Simulations:** These are exercises that in some way replicate aspects of people's real-life jobs, situations, or environments. Simulations are challenging in many ways:
 - The process of being observed and rated on how quickly or how well they prioritize the information, communicate the critical information, respond to others' needs, and make good decisions is one challenge.
 - Other challenges occur when participants take on roles in the simulation that are quite different from positions they have held previously.
- **Targeted exercises:** It facilitates working in real time on realistic projects and dilemmas. Targeted exercises usually focus on one or two specific aspects of a leader's responsibilities. Participants are challenged by targeted exercise in many ways. They are challenged to:
 - demonstrate strengths
 - try new behaviors
 - test their knowledge and experience
 - question their thinking and
 - Work outside of their comfort zone.

Engaging in unfamiliar activities: A majority of business people tend to be hesitant about stepping out of a logical, business-oriented mind-set to engage in drama, drawing, clay sculpting, or collage making. Some of the activities used are:

- **Dramatic movement:** Dramatic movement can shed light on troublesome situations.
- **Guided visualization and collage:** These are activities in which participants sit quietly, listening to the voice of a staff member who guides them through a series of images. Music has been played in the background to stimulate thoughts.

Meeting diverse people with different perspectives: In an FIP, by working with a diverse group of individuals, participants often realize that there is more than one way to frame an issue, resolve a problem, or handle a situation. Having diversity of thought challenges mental models and gives participants the opportunity to offer an opinion that is radically different, fostering participants' courage, risk taking, and openness.

Another value of diverse perspectives in the classroom is that participants have the challenge of working with individuals who are different from themselves in terms of style. This enables them to gain another perspective on individuals back home who do not share their way of working. Diversity is necessary but not sufficient condition for learning.

Slide 4

Highlights:

What are the elements of support and what are all the outcomes of a Feedback-Intensive Program? When one has to use a Feedback-Intensive program?



- The elements of support include:
 - Creating a supportive environment
 - Facilitating participant learning
 - Teaching to different learning styles
 - Integrating participants' work into program activities
 - Encouraging the sharing of perspectives
 - Practicing new behaviors
 - Providing opportunities for consolidation of feedback
- The outcomes of a feedback-intensive program are
 - Knowledge acquisition
 - Self-awareness
 - Transformational perspective change
 - Goal attainment and reframing and
 - Behavior change
- Circumstances that call for an FIP include:
 - At a time of career transition, either to a new organization or to new responsibilities in the present job.
 - When developing the careers of people identified as high-potential.
 - When someone shows signs of potential derailment.

OVERVIEW

Notes:

Elements of Support

- **Creating a Supportive Environment:** In an FIP, there are critical processes that staff must engage to create a climate of support. As program staff model behaviors that convey support, participants begin to enact these attitudes and behaviors with each other and the staff. As they become more open and candid, a bond of trust forms. This trust leads to the ability of program staff and participants to challenge each other's perspectives.
- **Facilitate participant learning:** To create a community where participants feel safe, attempt self-disclosure, and are willing to listen to feedback, program staff must do all the following:
 - Relate to each participant with personal authenticity
 - Be comfortable with self-disclosure
 - Sincerely understand and acknowledge each participant's situations and perspectives without passing judgment
 - Be nonperceptive in discussions with participants.
- **Teaching to Different Learning Styles:** If a program is to provide support in the learning process for participants, every individual must not only have challenges from which to learn but also should be able to learn in the ways that suit him or her best and at a rate that feels comfortable.
- **Integrating participants' work into program activities:** In the most effective feedback-intensive process, staff learns the details of the participants' situation back home, and makes that information an integral part of the program content. This enables the participant to more readily translate program content for back-home use.
- **Encouraging the sharing of perspectives:** Participants bring with them a wealth of experience and knowledge. Skilled facilitators look for ways to pull that expertise into the discussions so that the larger group can benefit from shared information.
- **Practicing new behaviors:** It is important that an FIP go beyond the delivery of data to enhance self-awareness of strengths and development needs and to provide participants with the opportunity to try on new behaviors during the course of a program.
- **Providing opportunities for consolidation of feedback:** An FIP is an information-rich experience. To support the person in focusing on the key elements of the data, many opportunities have been provided for individuals to consolidate the feedback. Another process is an extension of the journaling process. Another process that is very effective and highly valued by participants is the use of feedback coaches.

The Outcomes of a Feedback-Intensive Program

- **Knowledge acquisition:** Participants in Feedback-intensive programs report that they learn significant new information about such topics as the human elements of strategy, influence, leadership skills and competencies, conflict, and coaching.
- **Self-awareness:** Enhanced self-awareness is the most frequent and most powerful result of a feedback-intensive program. People who felt less than competent often become aware that they are viewed by different groups of people. Some gain personal insights about how they see themselves or learn more about their own needs.
- **Transformational perspective change:** Perspective change is similar to awareness building in that it refers to a change in attitude or outlook rather than a change in observable behavior. Perspective change can be the result of knowledge acquisition and insight.
- **Goal attainment and reframing:** Participants approach goal setting in an FIP in three ways:
 - The first is traditional, characterized by the view that a person sets goals and tries, in a fairly linear pattern, to carry them out.
 - A second approach views goals as visions or ideal outcomes, with the path to achieve them subject to change as events unfold.
 - Finally, a third group of participants views as a process of action planning.
- **Behavior change:** Simple behavior change may take place as a direct result of new awareness gained during leadership development assessment or other kinds of feedback.

When to Use a Feedback-Intensive Program

An FIP is an effective procedure for priming future leaders by helping them plan for their own development, coaching them, and measuring the results of those efforts. Research shows that an FIP is particularly useful for people who have recently taken on management responsibilities, have had a significant change in the scope of their responsibilities, or are facing significantly different job or personal demands because of other organizational changes. In general, circumstances that appear to call for an FIP include the following:

- When developing the careers of people identified as high-potential, Organizations often feel that full and complete assessment of the strengths and weaknesses of their future leaders is a worthwhile investment.

OVERVIEW

- At a time of career transition, either to a new organization or to new responsibilities in the present job. Integrating feedback from many sources can help a manager recognize that new challenges require additional skills and new behaviors.
- When someone shows signs of potential derailment.
- When the organization is attempting to blend or change the culture, shift the organization's strategy, or work with a merger or acquisition and there is a need for understanding differences, thinking in different terms, and driving change effectively.

Another factor to consider when deciding on the use of an FIP is whether to use a public, open-enrollment program or a customized, organization-specific program.

Side 5**Summary**

Thus, a feedback-intensive program is a blend methodology which plays a critical role in the development of effective leaders. The main ingredients for continuous individual leader development are assessment, a variety of challenges, and elements of support which designs FIP.

The chapter discussed the various mechanisms and underlying principles of this particular development process, discussed how the ACS model plays out in the design and implementation of a feedback-intensive program, and presented some guidelines for practitioners. It is important that in addition to effective teaching and assessment methodologies, support must extend beyond the classroom and come from the participant's organization. Linking the developmental FIP experience to the work environment through projects, dialogues with bosses, and ongoing feedback provides a powerful framework for leveraging this investment in leader development.

DISCUSSION

DISCUSSION 1:

The MBTI is a good example because it is probably the most widely used instrument of assessing one's personality.

QUESTION:

Describe the term "MBTI" and its applications.

SUGGESTION:

Myers-Briggs Type Indicator

Definition: The Myers-Briggs Type Indicator (MBTI) is a widely used personality inventory, or test, employed in vocational, educational, and psychotherapy settings to evaluate personality type in adolescents and adults age 14 and older.

Purpose: In an educational setting, the MBTI may be performed to assess student learning style. Career counselors use the test to help others determine what occupational field they might be best suited for, and it is also used in organizational settings to assess management skills and facilitate teamwork and problem solving. Because the MBTI is also a tool for self-discovery, mental health professionals may administer the test in counseling sessions to provide their patients with insight into their behavior.

Precautions: The MBTI should only be administered, scored, and interpreted by a professional trained in its use. Cultural and language differences in the test subject may affect performance and may result in inaccurate test results. The test administrator should be informed before testing begins if the test taker is not fluent in English and/or if he has a unique cultural background.

Description: In 2000, an estimated two million people took the MBTI; making it the most frequently used personality inventory available. The test was first introduced in 1942, the work of mother and daughter Katharine C. Myers Briggs and Isabel Briggs. There are now several different versions of the test available. Form M, which contains 93 items, is the most commonly used.

The Myers-Briggs inventory is based on Carl Jung's theory of types, outlined in his 1921 work *Psychological Types*. Jung's theory holds that human beings are either introverts or extroverts, and their behavior follows from these inborn psychological types. He also believed that people take in and process information different ways, based on their personality traits.

The Myers-Briggs evaluates personality type and preference based on the four Jungian psychological types:

- Extroversion (E) or introversion (I)
- Sensing (S) or intuition (N)
- Thinking (T) or feeling (F)
- Judging (J) or perceiving (P)

Normal results: Myers-Briggs results are reported as a four-letter personality type (e.g., ESTP, ISFJ). Each letter corresponds to an individual's preference in each of the four pairs of personality indicators (i.e., E or I, S or N, T or F, and J or P). There are a total of sixteen possible combinations of personality types on the MBTI.

Letter One: E or I: Extraverts focus more on people and things, introverts on ideas.

Letter Two: S or N: Sensing dominant personalities prefer to perceive things through sight, sound, taste, touch, and smell, while intuition dominant types look to past experience and are more abstract in their thinking.

Letter Three: T or F: The third subtype is a measure of how people use judgment. Thinking types use logic to judge the world, while feeling types tend to view things on the basis of what emotions they invoke.

Letter Four: J or P: Everyone judges and perceives, but those who are judging dominant are said to be more methodical and results-oriented, while perceiving dominant personalities are good at multi-tasking and are flexible.

DISCUSSION**DISCUSSION 2:**

The feedback in an FIP is rich and comprehensive. It comes from multiple sources, such as boss, customer, peer, family member, and direct reports, and reflects many attributes, such as resiliency, innovation, and resourcefulness. We believe that people approach leadership with frameworks built on their past experience, their values, and their personality-based needs and preferences.

QUESTION:

What is the use of FIP in feedback?

SUGGESTION:

The models and content presented in FIPs challenge participants to focus better on the issues they face in their work environment and find solutions for greater performance. They also allow participants to focus on individual behaviors, styles, and values to enhance their leader effectiveness and life satisfaction.

An FIP is classroom-based and structured to provide a safe and supportive learning community. It typically takes place away from work so that participants are better able to focus on learning from the experience and integrating that learning into their work behaviors. There is ongoing dialogue and discussion among participants and between participants and faculty. This is also balanced with opportunities for individual reflection.

DISCUSSION 3:

A feedback-intensive program is a comprehensive assessment of an individual's leadership, generally in one or more sessions, using multiple lenses to view numerous aspects of personality and effectiveness. It is a blend of methodologies, combining assessment-for-development tools, experiential interactions, direct teaching of practical content from leadership research, and peer and staff coaching. All of this occurs within a supportive learning environment, to maximize interaction among participants and faculty.

QUESTION:

What are the activities involved in a feedback-intensive program?

SUGGESTION:

Unlike many other leaders' development programs, which focus only on knowledge acquisitions, using lectures, case studies and discussions, feedback intensive programs add assessment and guided experiences, using a process of active inquiry that is learner focused.

KEY TERMS

- Assessment (pg 34)
- Alumni programs (pg 33)
- Feedback-Intensive Program (pg 26)
- Goal letters (pg 32)
- Learning partners (pg 33)
- Peer-group discussions (pg 33)
- Preprogram activities (pg 28)
- 360-degree feedback (pg 37)
- Peer observations (pg 38)
- Perspective change (pg 52)

Match the Key Term to its Definition.

Key Terms	Key Definitions-Jumbled	Ans
1. Assessment	a) Triads assigned to work on a specific challenge common to the partners either prior to, during, or following the program	<input type="checkbox"/>
2. Alumni programs	b) It is one of the key elements that drive leader development, and it is major part of a CCL feedback-intensive process	<input type="checkbox"/>
3. Feedback-Intensive Program	c) These programs bring past participants together to network and share insights and developmental experiences since their FIP experience	<input type="checkbox"/>
4. Goal letters	d) A comprehensive assessment of an individual's leadership, generally in one or more sessions, using multiple teams to view numerous aspects of personality and effectiveness	<input type="checkbox"/>
5. Learning partners	e) Participants write this to themselves and that will be mailed to them at a specific time in the future, generally two or three months after the program	<input type="checkbox"/>

MATCHING – II

Match the Key Term to its Definition.

Key Terms	Key Definitions-Jumbled	Ans
1. Peer-group discussions	a) It is similar to awareness building in that it refers to a change in attitude or outlook rather than a change in observable behavior	<input type="checkbox"/>
2. Preprogram activities	b) Each participant is assigned to observe others throughout the course of the program	<input type="checkbox"/>
3. 360-degree feedback	c) These groups are formed during the program to provide feedback and support	<input type="checkbox"/>
4. Peer observations	d) Methods for preparing the individual for the program itself	<input type="checkbox"/>
5. Perspective change	e) It allows participants to compare self-perceptions of their leadership skills and behaviors to perceptions from back home	<input type="checkbox"/>

Multiple choice questions:

1. A feedback-intensive program is a _____ approach in which no formulas for success are given but a safe learner-centered environment allows individuals to examine their current situation, revisit their beliefs, take risks, and shift mental models.
 - a) Holistic
 - b) Physical
 - c) Social
 - d) Mental
2. A program for mid-level managers may be focused on _____.
 - a) Building creditability on their management skills
 - b) Developing others and maintaining effective life balance
 - c) Enhancing strategic skills
 - d) Changing the ingrained behavior patterns
3. Individual assessment, challenge, and support activities include _____.
 - a) Peer group discussions, learning partners, and alumni programs
 - b) Goal letters, goal-setting reports, formal coaching and blended applications
 - c) Action learning and program debriefing
 - d) Program debriefing and blended applications
4. In _____ assessment, an individual's boss views the results, and the individual is rewarded or disciplined accordingly.
 - a) Leadership
 - b) Management
 - c) Performance
 - d) Quality
5. _____ allows participants to compare self-perceptions of their leadership skills and behaviors to perceptions from back home—that is, how their boss, peers, direct reports, and clients view their leadership skills and behaviors.
 - a) Fellow participants
 - b) Individual reflection
 - c) Videotaping
 - d) 360-degree feedback

SELF - EXAM

6. _____ are useful for discovering patterns of behavior, planning future actions or simply working through issues.
 - a) Magazines
 - b) White papers
 - c) Articles
 - d) Journals
7. A _____ is an information-rich experience.
 - a) Management Information System
 - b) Decision Making System
 - c) Feedback-Intensive Program
 - d) Process management
8. _____ Change may take place as a direct result of new awareness gained during leadership development assessment or other kinds of feedback.
 - a) Behavior
 - b) Physical
 - c) Perspective
 - d) Self-awareness
9. An FIP is an effective procedure for _____ by helping them plan for their own development, coaching them, and measuring the results of those efforts.
 - a) Priming future leaders
 - b) Training individuals
 - c) Training organization
 - d) Developing training program
10. A benefit of _____ environment for participants is that everyone has access to the breadth of experiences and best practices occurring in a number of organizations.
 - a) Organization-specific
 - b) Open-enrollment
 - c) Feedback-intensive
 - d) Perspective

Simulations:

“Simulations are exercises that in some way replicate aspects of people’s real-life jobs, situations, or environments”.

Simulations are challenging for participants in many ways. The process of being observed and rated on how quickly or how well they prioritize the information, communicate the critical information, respond to others’ needs, and make good decisions is one challenge. For example, in one simulation, the participants run a glass company for a day. The key role in this simulation is that of a CEO, and the person in this role grapples with issues of strategy, global expansion, the acquisition of new businesses and the selling of less profitable ones, ethics, and multiple stakeholders. Challenges presented in other roles may include making sense of the financial reports, understanding the business process for a particular industry, and seeing the reality of the political landscape. Further challenge takes place when individuals must work closely with and rely on others they really do not know. When working to master the elements of the simulation, untested assumptions and lack of attention to relationships can lead to misunderstanding among group members. In an intense five-day program, the misunderstandings can grow if not thoroughly discussed and solved.

ANSWER KEY**Chapter One****Matching Exercise - I**

1. b
2. c
3. d
4. e
5. a

Matching Exercise - II

1. c
2. d
3. e
4. b
5. a

Self Exam

1. a) Holistic (pg 26)
2. b) Developing others and maintaining effective life balance (pg 28)
3. b) Goal letters, goal-setting reports, formal coaching and blended applications (pg 32)
4. c) Performance (pg 36)
5. d) 360-degree feedback (pg 37)
6. d) Journals (pg 40)
7. c) Feedback-Intensive Program (pg 50)
8. a) Behavior (pg 53)
9. a) Priming future leaders (pg 54)
10. b) Open-enrollment (pg 55)

