

Learning Community #: _____

Student 3: _____

Student 1: _____

Student 4: _____

Student 2: _____

Student 5: _____

ALED 342 Spring, 2008
Learning Organizations – Examination #2
PART 1: 4:10PM – 4:30PM

WRITE DIRECTLY ON THIS SHEET AND TURN AT 4:30PM. AS A LEARNING COMMUNITY, DISCUSS THE CASE BELOW AND THEN COMPLETE THE STATED TASKS. TURN IN ONE ANSWER SHEET PER LEARNING COMMUNITY. (50 POINTS)

THE SITUATION

You are the owner of International Food for All (IFA), a company that distributes food throughout the world. In early 2007, you hired Krista Gerber to join the organization as the new Chief Executive Office. Krista graduated from Texas A&M University in 1997 and had a wealth of experience in the food industry including 1) a sales and product development position with Kraft Foods, 2) a 2 year Peace Corps assignment in Guatemala and 3) a position as the White House liaison for the United States Department of Agriculture (USDA). Here are Krista's observations and plans for your company:

"I took six months to evaluate the organizational culture of International Food for All. I visited with all the associates, customers, and producers connected with IFA. After this experience, I knew the leadership structure was wrong.

"All the reasons the owner asked me to work for him were wrong. The people who had signed on, thinking we'd recreate a new and improved food distribution system had expectations that were wrong. I knew everything had changed from IFA's original mission. Technology, customers, the environment around customers, the global food production system -- all had changed but IFA had not kept up with these changes. For example, no one in the organization was bilingual and computers were at least 3 years old. The people in the organization and what they wanted from their work had changed. People in the organization were putting in their time and waiting for retirement. I know IFA needs younger workers and newer technology because of my experiences with Kraft, the Peace Corps, and the USDA. It was apparent to me that IFA could not accomplish its mission without drastic changes.

My most important conclusion is that a new definition of leadership is needed. If IFA is to succeed, I believe that everyone associated with IFA needs to have a shared vision and incorporate team learning into their aspect of the organization.

The people associated with IFA need to accept these changes or leave the company."

YOUR TASKS

Interpret the situation as an example of the "Ladder of Inference." On the back of this sheet, fill in your ladder of inference with:

- a. The categories/official titles for each rung of the ladder
- b. Krista Gerber's information associated with each rung
- c. Label the arrow on the left
- d. Label each rung as observable or unobservable

Your Name: _____ Learning Community #: _____

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4:10PM PART 1: USE SUPPLIED ANSWER SHEET: **AS A LEARNING COMMUNITY**, COMPLETE THE GROUP ESSAY AND TURN IN ONE ANSWER SHEET PER LEARNING COMMUNITY. (50 POINTS)

4:30PM PART 2: USE SCAN SHEET A: **AS AN INDIVIDUAL**, Mark the letter of the correct answer on your scan sheet. This exam is a demonstration of your knowledge of learning organizations. It is important to DO YOUR OWN WORK. Cover your paper to protect your answers. (40 questions @3.75 pts each = 150 POINTS)

5:05PM PART 3: AFTER YOU TURN IN SCAN SHEET A, EACH STUDENT COMPLETES SCAN SHEET B: **ASA LEARNING COMMUNITY**, DISCUSS THE ANSWERS TO EACH QUESTION AND mark the letter of the correct answer on your personal scan sheet B. (40 questions @ 1.25 pts each = 50 POINTS)

Left Hand/Right Hand:

1. The “left-hand/right-hand column” activity allows a person to
 - A. record in the left-hand column a record of what was said during a conversation.
 - B. record in the left-hand column what you were thinking and feeling during a conversation.
 - C. engage in politicking as illustrated in the “conversation palette.”.
 - D. engage in inquiry as illustrated in the “conversation palette.”
2. The left-hand column in the “2 Column Exercise” is
 - A. what a person actually said when practicing the “advocacy” quadrant of the conversation palette.
 - B. what a person actually said when practicing the “inquiry” quadrant of the conversation palette.
 - C. the exposed Mental Model in a conversation.
 - D. the hidden Mental Model in a conversation.
3. What happens if the Left Hand Column (in the 2 column exercise) is hidden?
 - A. organizations usually find hidden assets in their economic engines.
 - B. organizations usually move forward with excellent shared visions.
 - C. various “costs” such as mistrust will occur.
 - D. very productive relationship will develop.

Conversation Palette:

4. During advocacy and inquiry, which of the following is a dysfunctional conversational activity?
 - A. interrogating
 - B. asserting
 - C. clarifying
 - D. bystanding
5. When group members engage in “sensing,” they are
 - A. in a low inquiry, low advocacy position.
 - B. in a high inquiry, high advocacy position.
 - C. they are suspending all their assumptions and are engaged in collective thinking.
 - D. they are mentally engaged and are participating in the conversation.
6. When you are developing a protocol for improving your advocacy,
 - A. you are conscious of talking for the majority of the conversation.
 - B. you interview the other person in a quest for their opinion on a subject.
 - C. you are making your thinking process visible to the other person.
 - D. you are asking others to make their thinking process visible to you.
7. In a conversation, if you want to balance your inquiry and advocacy, you should engage in
 - A. high advocacy and high inquiry
 - B. high advocacy and low inquiry
 - C. low advocacy and low inquiry
 - D. low advocacy and high inquiry

Team Learning:

8. Team Norms are practiced when a team
 - A. tells a new leader to use past negative actions as team norms.
 - B. agrees how team members want to behave together.
 - C. utilizes past norms even if the past was unsuccessful.
 - D. asks, "how can each of us create complicated To-Do Lists?"
9. For a group to have a "sense of teamwork,"
 - A. the project has different levels of importance to each of the group members.
 - B. the group members understand their roles and the roles of the others.
 - C. group members understand their role and do not worry about the roles of the others in the group.
 - D. the group members maintain a low profile, stick to their individual jobs, and keep from wasting time.
10. To build a superior team, which plan would be best?
 - A. hire a consultant for a 2-day workshop.
 - B. hire a consultant for a 1 hour workshop.
 - C. team members work together for a long, long time.
 - D. team members are shifted so they never stay together for longer than 2 weeks.
11. In productive team learning situations, team members are assigned
 - A. to function as a member of a whole team.
 - B. to function as individuals.
 - C. a project task with not interaction with others on the team.
 - D. by a tyrannical CEO to report to the CEO rather than the other team members.
12. To build pride in an organization,
 - A. rely on the tyrannical leader to solve the team's problems.
 - B. randomly assign people tasks that have no relation to the team's vision.
 - C. reinforce the team's purpose.
 - D. make sure one person's name is on the final team product.
13. The Aggie Coalition for Tradition had trouble maintaining team commitment. What is the best strategy that the officers can use to build team commitment?
 - A. Offer free food to people who come to meetings.
 - B. Speak to other clubs to steal their members.
 - C. Develop a promotional brochure that shows how much the club has declined in the past few years.
 - D. Create a campaign that shows members how their club is a winning enterprise.
14. Building commitment in teams consists of
 - A. pride, confidence, and connection
 - B. profits, dollars, and costs
 - C. finding people with the correct skills
 - D. finding people with the best technical abilities
15. An advisor identified one officer of the Aggie T-shirt club as a person who was destroying "team excellence." Which of the actions was the officer doing that hurt the excellence of the team?
 - A. did not attend a 2-day workshop.
 - B. valued everyone's contributions.
 - C. felt all members were equally important.
 - D. did not communicate openly with others.

Mental Models:

16. Which reactions are likely to occur when a group is developing an understanding of their mental models?
 - A. humor and understanding
 - B. frustration and emotional responses
 - C. a sense that change is easy
 - D. a quick change to create new mental models

17. Mental Models are important because incorrect mental models
- A. move organizations closer to their Hedgehog Concept.
 - B. create confusion of who can be involved in change processes.
 - C. help an organization survive after a tyrannical leader is terminated.
 - D. create clarity among those who practice "bystander" advocacy.

Hedgehog:

18. Agriculture's Cooperative is an organization that has a primary mission of providing feed to small to medium sized agriculture producers. They have discovered that they CANNOT be the best at providing improvement loans to ranchers. Therefore,
- A. they must accept that improvement loans are not the basis of their Hedgehog Concept.
 - B. they must accept that improvement loans are a very important part of their Hedgehog Concept.
 - C. it is important to hire a new CEO that understands loans so the organization can move in that direction.
 - D. it is important to hire a charismatic CEO to help with the advertising and marketing program.
19. According to the Hedgehog Concept, "stop doing" lists are more important than
- A. creating "to do" lists
 - B. setting short term goals
 - C. hiring tyrannical leaders
 - D. making the "what we do best" circle the larger of the 3 circles
20. The 3 circles in the Hedgehog Concept describe an organization's
- A. passion, principles, and possibilities.
 - B. passion, economics, and best abilities.
 - C. vision, mission, and shared values.
 - D. vision, values, and victories.
21. A critical point of the Hedgehog Concept is
- A. an understanding of the customer's needs.
 - B. knowing how to write down goals to be the best.
 - C. knowing the goal to be the best.
 - D. an understanding of what an organization can be best at.

Culture of Discipline:

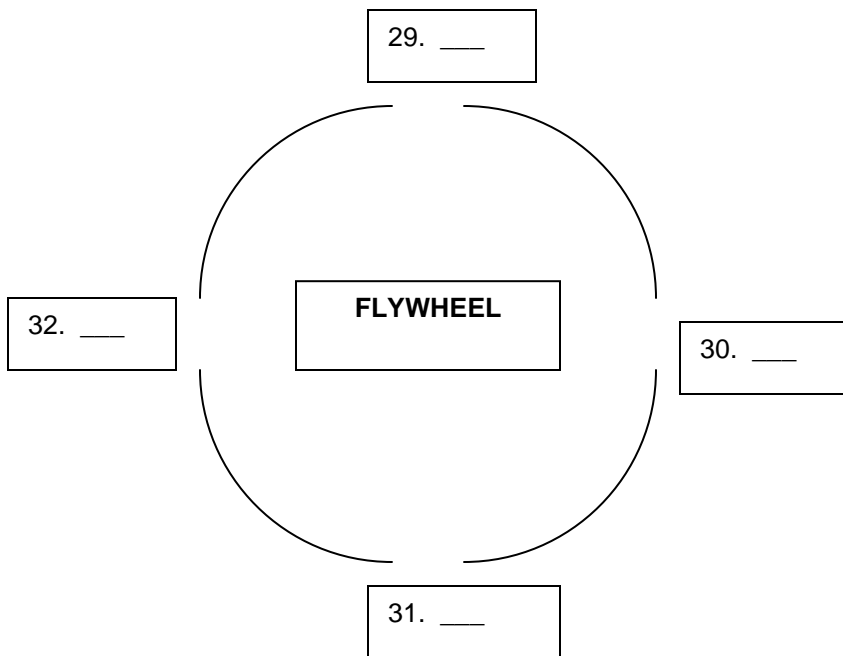
22. In a learning organization, a culture of discipline means the organization should build a culture
- A. that has freedoms within a framework of discipline.
 - B. that has total freedom and complete innovation of infrastructure.
 - C. containing a president and several vice presidents to lead teams.
 - D. containing no structured governing positions.
23. What usually happens to an organization where the leader is a tyrant and uses discipline to get his/her own way?
- A. the organization makes money in a continuous, upward spiral.
 - B. the organization loses money quickly.
 - C. usually the organization does not have sustained results.
 - D. usually the organization has sustained results for a long term great result.
24. Disciplined action is impossible to sustain unless an organization has
- A. creative people.
 - B. a tyrannical leader.
 - C. disciplined people.
 - D. a dictator leader.
25. Disciplined action with disciplined understanding assists learning organizations in producing
- A. sustained great results.
 - B. sustained good results.
 - C. a larger mental model.
 - D. a weak understanding of creative solutions.

Skill Discussion Protocol:

26. Which of the following is NOT a protocol for “skillful discussion?”
- A. explore impasses to move conversation to a deeper level.
 - B. incorporate more advocacy than inquiry in order to persuade own position.
 - C. develop conversation around a balance of inquiry and advocacy.
 - D. build shared meaning by insuring everyone understands all comments.
27. Which statement demonstrates “building shared meaning” (skill discussion protocols)?
- A. “Here is what I know.”
 - B. “What do you know?”
 - C. “When we use the term _____, what are we really saying?”
 - D. “Can we agree to disagree?”
28. In “the Skillful Discussion Protocols,” why is it important for people to “pay attention to your intentions?”
- A. knowing how many questions you can ask in the time available for the conversation
 - B. being able to agree to disagree
 - C. so you know how much you will be able to clarify the other person’s meaning
 - D. so you know what you want from the conversation and your willingness to be influenced.

Doom Loop and Flywheel Models:

Select from the lists for each question number to correctly label the Flywheel.



29. A. Visible results
B. Build momentum
C. Step forward with hedgehog
D. New direction, program, fad, acquisition
30. A. Visible results
B. Build momentum
C. Step forward with hedgehog
D. New direction, program, fad, acquisition
31. A. Reaction without understanding
B. Disappointing results
C. Build momentum
D. People line up, energized

- 32. A. Reaction without understanding
- B. Disappointing results
- C. Build momentum
- D. People line up, energized

Flywheel and Doom Loop:

- 33. When describing “good to great” companies, which statement is true?
 - A. build up-to-breakthrough takes a long time.
 - B. build up-to-breakthrough is a very short, exciting event.
 - C. lasting transformations are announced by a tyrannical disciplinarian.
 - D. lasting transformations are created by state of the art technology.
- 34. The “flywheel” effect found in “good to great” companies means that sustainable transformations are created by
 - A. persistent work over a long period of time followed by the breakthrough.
 - B. a short spurt of effort that flies over everyone to conquer the change.
 - C. disciplinarian leaders who use punishment in the proper manner.
 - D. technology-oriented leaders who use the latest technology equipment.
- 35. How does the “flywheel” concept help preserve core values and stimulate progress?
 - A. fast progress and no attention to momentum allows core values to be maintained.
 - B. doom loops are used to help spin new ideas quickly.
 - C. a quick break through allows leaders to hide innovation from non-believers.
 - D. slow progress and cumulative building of momentum allows core values to be maintained.
- 36. Flywheels are the symbols of organizations that are
 - A. fast moving and led by a tyrannical leader.
 - B. slow moving and resistant of all changes.
 - C. quick to “throw off” a tyrannical leader.
 - D. able to move in one direction for a long time and gain momentum to create a successful breakthrough.

Technology:

- 37. What does the Good to Great author suggest about technology?
 - A. great organizations resist adopting technology until it is a proven benefit.
 - B. great organizations adopt technology if it fits in with their hedgehog concept.
 - C. organizations will become great if they adopt the most recent technology.
 - D. organizations will become stagnant unless they use the latest fantastic technology.
- 38. The Good to Great companies
 - A. consistently avoid all technologies.
 - B. use technology only when it is complementary to the organization’s values and vision.
 - C. use the latest technology even if it does not directly contribute to the organization’s values and mission.
 - D. consistently defend their non-adoption of technological advances.

Cottage Cheese:

- 39. The concept of “rinsing cottage cheese” was developed because
 - A. it allows people to get rid of things they do not like (the taste of the juice).
 - B. it demonstrates excellence when people do more than necessary.
 - C. leaders need to trim the excess costs from an organization.
 - D. members need to do the least amount of work to create team excellence.

Matrix of Creative Discipline:

- 40. The Matrix of Creative Discipline shows organizations in 4 quadrants:
 - A. by using low and high ethic of entrepreneurship + low and high culture of discipline
 - B. by using low and high use of technology + low and high environment of Level 4 Leadership
 - C. bureaucratic, start-up, hierarchical, and great
 - D. inquiry, advocacy, impasse, and disagreement