

- D. Allow your follower to complete the reassignments, and watch to see if she makes mistakes and then intervene to correct them.
- E. Mentor your follower one on one, and discuss how doing this task will help her learn new skills. Remind her of how important the restructuring is to the overall vision and strategy of the organization, and be a positive role model.

Identify the approach from the full-range leadership development model (e.g., transactional/management by exception, passive [MBEP], or transformational four I's):

Explain why you would use this approach, citing the full-range leadership development model:

Case 2

You have noticed that one of your team members is not following through on the part of a project assigned to her. She is very motivated and has told you she wants a promotion; however, her recent actions are contradictory to her goal. The current staffing situation does not allow you to reassign the project to someone else in your work group. What would you do? Circle it.

- A. Do nothing and hope the problem takes care of itself.
- B. Tell her that if she wants the promotion she will need to finish the project in 1 week.
- C. Allow your follower to complete the task and only intervene if you notice a problem.
- D. Allow your follower to complete the task and watch to see if they make mistakes and then intervene to correct them.
- E. Mentor your follower one on one, and discuss how doing this task will help them learn new skills. Remind them of how important the project is to the overall vision and strategy of the organization, and be a positive role model.

Identify the approach from the full-range leadership development model (e.g., transactional/MBEP or transformational four I's):

Explain why you would use this approach, citing the full-range leadership development model:

Source: Cases adapted from Hersey, P. & Blanchard, K. H. (1988). *Management of organizational behavior: Utilizing human resources*, Englewood Cliffs, NJ: Prentice-Hall.

CASE STUDY 2.1

Which Boss Would You Rather Work For?

Ting works for an export company in China. Last year, Ting encountered a financial difficulty because her bank required her to have a large deposit in order to buy a house. Ting approached the owner of the company and requested to receive her salary for the next half year in advance. The owner listened to her situation and convened a meeting with other high-level managers. After discussion, the company decided not only to pay for her salary in advance but also to assign a team of people to help her move into her new house. Afterward, Ting became even more dedicated to her job and the organization. She was already a good performer, but she became one of the best

employees in the company. She proactively advocated and protected the reputation of the company outside the organization. For example, an unsatisfied customer once complained about the service of the bank during a dinner party Ting was attending. Noticing the customer's dissatisfaction, she interrupted the customer and promised that she would take him to lunch where they would talk and solve his problem.

Lisa had recently graduated from college with a bachelor's degree in accounting and landed her dream job as an accountant/analyst at a financial services company. Lisa was excited about the new opportunity to showcase her skills and contribute to the company. On her first day, Lisa arrived early to make a good impression. Her new boss, Samantha, didn't give Lisa a tour of the department. To make matters worse, no one in the office acknowledged her presence or introduced themselves to her. Samantha quickly put Lisa to work, however. Her first task was to prepare a bank reconciliation. She had completed similar tasks in class, but this was more complex. Lisa began working on it but got stuck. She went to Samantha for help, but Samantha told her to figure it out by herself. Lisa was shocked at Samantha's response and felt overwhelmed by her new job. She returned to her desk and continued to work on the reconciliation, which took her 3 days to complete. Although she was proud of herself for completing it, she was still hurt that her boss wouldn't help her and worried that she was not capable of handling her new position. Over the next year that Lisa worked for the company, Samantha never provided Lisa feedback on her work or provided any training beyond the videos on harassment and discrimination required by corporate headquarters. As a result, Lisa spent most of her days in her office alone. After a year, she took a job at another company.

Discussion Questions

1. Compare the experiences of the two employees (Ting and Lisa). Which boss would you rather work for? Why?
2. Think about the leadership theories that were covered in this chapter, and determine which leadership styles are exemplified in the two scenarios. Which ones should have been used?
3. What steps could Lisa have taken to develop a higher-quality LMX relationship or "manage her boss" more effectively? Do you think this would work in this case?
4. What were the outcomes for each of the employees and companies in these two scenarios? Thinking about these outcomes, why is it important for organizations to have effective leaders?

SELF-ASSESSMENT 2.1

What's Your Level of Political Acumen?

This self-assessment exercise identifies your level of political acumen in four areas determined by research. There is no "one best" approach; all approaches have strengths and weaknesses, and the goal is for you to learn about your political skill and think of ways to improve it. There are no right or wrong answers, and this is not a test. You don't have to share your results with the others unless you wish to do so. We will discuss the interpretations of this assessment in class.

Part I. Taking the Assessment

Instructions: Circle the response that best describes your behavior.

As an example, the answer to a statement could look like this:

I like a lot of variety at work.

