

If your *should* and *need* percentages are substantially higher than your *like* and *love* categories, what does that mean for you? Does it mean that you are forcing yourself to do tasks you find unpleasant? Why? Why not include more *like* and *love* tasks in your life? Might you grow weary of the *should* and *need* tasks at some point and select a new focus or job in your life? Think about this and discuss your percentages with another student in the class.

Tasks you *love* connect you with the creative spirit of life. People who do something they love have a certain charisma, and others want to follow their lead. Tasks you *like* typically are those that fit your gifts and talents and are tasks for which you can make a contribution. Tasks you do because of *need* are typically practical in the sense that they produce an outcome you want, and these tasks often do not provide as much satisfaction as the *like* and *love* tasks. Tasks you do strictly because you *should*, and which contain no *love*, *like*, or *need*, may be difficult and distasteful and require great effort to complete. You are unlikely to become a leader for completing *should* tasks.

What does the amount of each type of task in your life mean to you? How do these tasks relate to your passion and life satisfaction? Why don't you have more *like* and *love* tasks? As a leader, how would you increase the *like* and *love* tasks for people who report to you? Be specific.

In Class: The instructor can have students talk in small groups about their percentages and what the percentages mean to them. Students can be asked how the categories of *should*, *need*, *like*, and *love* relate to the theories of motivation in the chapter. Do leaders have an obligation to guide employees toward tasks they like and love, or is it sufficient at work for people to perform need and should tasks?

The instructor can write student percentages on the board so students can see where they stand compared to the class. Students can be asked to interpret the results in terms of the amount of satisfaction they receive from various tasks. Also, are the percentages related to the students' stage of life?

Leadership Development: Cases for Analysis

MONTEGO BAY

Lisa Mahoney stared intently at her computer screen, scrolling quickly through the disappointing quarterly sales reports for her store. For three years, Mahoney had flourished in her role as a store manager for Montego Bay, a retailer selling distinctive women's apparel in an upscale outdoor mall in Pasadena. Mahoney was discouraged that sales were down 3.5 percent from last year and weary of the challenges that faced her. She knew 20 underperforming stores would be closed over the next 18 months, and she wanted to protect her store and her employees from layoffs. She wondered how to keep employees hopeful and working hard during the economic downturn.

Theresa Daley, operations director for Montego Bay, asked Mahoney to join her for lunch to discuss a new initiative. Seated together at an outdoor café, Daley told Mahoney, "We're under a lot of pressure to improve store performance," as she squeezed a fresh lemon into her glass of water. "I would like to try out a new, computerized scheduling system in your store for six months to see if it will improve productivity and reduce payroll costs. You have an excellent track record, Lisa. If we see improvements in your store after six months, we may implement it in other Montego Bay stores."

Mahoney learned that the new system had several goals: (1) to improve labor efficiencies by determining how many employees should be working at any given time; (2) to automatically schedule the most productive salespeople to work the hours with the most customer traffic; and (3) to increase sales by turning more browsers into buyers. Mahoney agreed to the trial period but worried that the new system would disrupt the productive and collegial work environment she had created at the Pasadena store.

Despite her concerns, Mahoney announced the new plan to her sales staff and was ready to give it a go. The new system tracked employees' daily "performance metrics": sales per hour, units sold, and dollars per transaction. Based on these data, the system generated work schedules for each employee, giving the most successful salespeople prime work hours when the store was bustling with customers. The system also recorded sales per employee. Employees with low performance metrics were scheduled for slower time slots or left off the schedule. Almost immediately, Mahoney's worst fears became reality—employee morale took a nosedive and long-term employees started grumbling about the new system.

"What do you mean, I can't work on Saturday," moaned Sylvia, stunned that the system didn't find her productive enough to work on a prime sales day. "I have always worked Saturdays. Plus, my hours have been cut from 40 hours to 12 this week!" she exclaimed. "I can't even cover my living expenses with these hours." Sylvia had lost her Saturday shift and full-time work status to a new, more aggressive salesperson who had generated more sales. Recognizing the game that had to be played to win the best hours, Sylvia started out-hustling other employees and becoming aggressive with customers. Other employees did the same, snatching customers as they came in the door or pushing products that customers didn't want. Anger and frustration brewed among the sales staff as they outmaneuvered each other to close more sales. Employees seemed motivated to work hard but not the way Mahoney wanted. After the six-month trial period drew to a close, the employees bitterly voiced their complaints.

Mahoney listened attentively, but she knew her options were limited. Before the system was installed, she would create the weekly schedules and accommodate personal preferences. But the new system automatically generated work schedules based solely on performance metrics. Her high-performing, motivated staff was feeling devalued, and the friendly work environment was shattered. Despite these disadvantages, however, sales were up 2.8 percent and labor costs were down 5 percent at the end of the six-month trial.

QUESTIONS

1. What theories of motivation underlie the switch to the new, computerized scheduling system? Why are employees working harder? Why aren't they happier?
2. If you were Lisa Mahoney, what factors would you use to evaluate the success of the six-month trial period? Would you stick with this automated scheduling system? What will you propose to Theresa Daley for the future?
3. In your opinion, how would the new system impact customers? How would employee behavior change customers' shopping experiences?

CUB SCOUT PACK 81

Things certainly have changed over the past six years for Cub Scout Pack 81. Six years ago, the pack was on the verge of disbanding. There were barely enough boys for an effective den, and they had been losing membership for as long as anyone could remember. The cub master was trying to pass his job on to any parent foolish enough to take the helm of a sinking ship, and the volunteer fire department that sponsored the pack was openly considering dropping it.

But that was six years ago. Today the pack has one of the largest memberships of any in the Lancaster/Lebanon Council. It has started its own Boy Scout troop, into which the Webelos can graduate, and it has received a presidential citation for its antidrug program. The pack consistently wins competitions with other packs in the Council, and the fire department is very happy about its sponsorship. Membership in the pack is now around 60 cubs at all levels, and they have a new cub master.

"Parents want their boys to be in a successful program," says Cub Master Mike Murphy. "Look, I can't do everything. We depend on the parents and the boys to get things done. Everybody understands that we want to have a successful program, and that means we all have to participate to achieve that success. I can't do it all, but if we can unleash the energy these boys have, there isn't anything in the Cub Scout Program we can't do!"

It was not always like that. "About five years ago we placed fourth for our booth in the Scout Expo at the mall," says Mike. "Everybody was surprised! Who was Pack 81? We were