#### Leadership

Followers

###### Leader

Situation

**Leadership Case StudiesCase Studies to Accompany**

***Leadership: Enhancing the Lessons of Experience***

**Introduction**

The intent of this section is to provide a brief overview of the cases included as well as some suggestions for where (and with what material) they might be best incorporated into the class. These cases are provided in addition to the “minicases” included at the conclusion of each chapter of the text itself.

Instructors can refer to the section titled “Using Case Studies” included in the preface of this manual as a means to develop questions and strategies that will enhance the case study experience for the students.

**Overview of the Individual Cases Included**

### Case #1: New Administrative Assistant in the Research Branch

* As the senior scientist of a research branch, you are faced with diagnosing the causes of a performance problem with the administrative assistant in your branch. The performance problems stem from various issues that are occurring on several levels. The other scientists in your branch have approached you with complaints and want you to resolve the problem.
* This case can be used with Chapter 2 as a means of discussing the LFS framework or Kelley’s “followership styles.” It would also fit with the chapters in Part III (in particular Chapter 9).

**Case #2: The Notorious Business Professor**

* As the Dean of a business school, you are faced with a young business school professor who is affecting the department. He is competing for tenure and you will need to make this decision in the near future. He has several positive and negative characteristics that you need to weigh in making a tenure decision; you are scheduled to meet with him about how he can improve his chances of being granted tenure.
* This case can be used to illustrate the components of the LFS model. Additionally, it could be used at the conclusion of the chapters in Part II of the text. The chapters on power and influence, leadership traits, and leadership behaviors are all relevant.

**Case #3: Problems in the Computer Assembly Division**

* As the leader of a small assembly division, you are faced with production problems as a result of many issues that relate to group dynamics and team performance. The owner expects answers and a plan for fixing these problems.
* This case can be used with Chapters 9 or 10 (focus on the followers section of the text). Additionally, it could be used with Chapter 2 and the information on leader-member exchange and the ramifications of in- and out-groups. This case could also be used to supplement the skills section regarding conflict management.

### Case #4: Budget Cutting Time in a Public Middle School

* As the principal of a middle school, you are faced with state-wide budget cuts and need to develop a plan to cut $200,000 from the upcoming year’s budget. There are several options, but you will need to secure the support of the union president. Which option will you select?
* This case is an effective way to review the contingency theories outlined in Chapter 12—particularly how the Normative Decision Model might be used to assess the situation. This case also provides numerous examples of how situational factors can and do affect leadership challenges. With respect to leadership skills, this case could be used with the section on negotiation.

**Case #5: Word Processing Support in a Government Agency**

* As the supervisor of a word processing support department, you are faced with increased workload issues, limited equipment upgrades, personnel issues, and an inability to hire addition workers. Headquarters is unhappy with the current “turn-time” on reports and expects you to fix the problems and soon.
* This case would fit very well with chapters from Part III (Followers) or Part IV (Situation) or as a means of introducing the components of the LFS model and how they interact. With respect to the skills section, both communication and feedback skills would work with this case study.

**Case #6: Struggling Operations in a Manufacturing Organization**

* As the COO of a manufacturing organization, you are confronted with a serious cash flow issue and you are being pressured to find ways to increase efficiency across the three manufacturing plants in the organization. Each of the plants has its own set of issues and the CEO is expressing concern about your ability to turn the company’s operations around.
* This case is well suited to be used with Chapter 8, Leadership Behaviors, or Chapter 13, Leadership and Change. It could also be used to illustrate the LFS model, issues of follower motivation, satisfaction, and performance, or the contingency theories of leadership.

**Case #7: Unforeseen Opportunity in an Election**

* As the supervisor of the advertising staff for a Congressional campaign, you are faced with an ethical dilemma of sorts. You could assuredly help your candidate win, but it would require running a negative ad, something the candidate is strongly against. The campaign manager has given you a day to formulate a plan of action.
* This case can be used with Chapter 6, Leadership and Values, as well as any of the chapters from Part IV (the Situation) of the text.

**Case #8: Pushing the Limits in the Freshman Dormitory**

* As the resident assistant of a college dormitory, you are currently faced with some significant issues in your dormitory. There are issues with two students who are frequent “offenders” and “rule violators.” Most recently, one of the female residents has accused one of these two of sexual harassment. You need to decide how to handle this problem.
* This case focuses on issues surrounding the “followers” and can be used with either of the chapters in Part III of the text. Chapters 6-8 addressing specific leader issues would also be applicable. Finally, the sections in the skills chapters addressing managing conflict, negotiation, and feedback are relevant to this case.

###### Complete Case Write-ups and Information

#### CASE STUDY #1

##### New Administrative Assistant in the Research Branch

Sue is an administrative assistant working in the research branch of a small, nonprofit management development firm located in Minneapolis, MN. The research branch is responsible for developing new management assessment and development products, and Sue's specific responsibilities include: (a) keeping track of the branch's $300,000 budget; (b) making your travel arrangements and providing you with graphics and word processing support; and (c) providing administrative support for the other four members of the research branch. As the lead researcher, you often travel over 200 days a year conducting executive training and selling the branch's management assessment and development products. In partial support of this busy travel schedule, the research branch has some of the most advanced word processing and graphics software available, the latest Apple computers and color laser printers. Sue has over 15 years of secretarial and administration experience, was selected from over 100 applicants, and has been in the position for 6 months.

Sue's performance over the past six months has been less than stellar, and over the past month it has been completely unsatisfactory. Sue will often put in a full eight hour day, even overtime, but still not complete all of her job responsibilities without help from the other members in the research branch. For example, she has chronically been one month behind on the branch budget, and only seems to catch up when Judy, the person previously responsible for the budget, "bails" Sue out and brings the budget up to date. Each time this occurs, Judy methodically explains how to do the budget and asks Sue if she understands what to do. In each case, Sue has said she "now clearly understands what is required and won't be needing any help in the future." Judy has helped with the budget four times since Sue started in the research branch.

Unfortunately, failing to keep up with the research branch budget is not Sue's only work‑related problem. Although Sue is very good at following clear instructions and completing projects and tasks she has previous experience with (except the budget), Sue is not very good at thinking through the requirements of new tasks and projects. For example, when given a lesson plan and asked to assemble materials for your new eight hour executive development workshop, Sue assembled the materials in the order she found them in the supply room rather than in the order they would be presented in the workshop. Similarly, when given the dates and times of these workshops, Sue would often arrange to have you arrive several hours after you were to start the workshop. In addition, although Sue was given several weeks of training on how to use Apple graphics and word processing packages, she routinely needed help on any graphs that were not exactly like those she had been exposed to in her training program. Along these lines, Sue generally ignored those instructions she was unsure of and often appeared to be distracted at work.

Recent events in Sue's personal life may provide clues to her substandard work performance. Sue and her husband were recently laid off from a high tech firm and moved to Minneapolis in search of work. They are living in a two bedroom apartment with their two teenage daughters. One of their daughters is still having emotional problems coping with the move, and they have a third daughter that is away at college. Her husband was been unable to find suitable work in Minneapolis and moved to San Diego several months ago to sell insurance. After arriving in San Diego, Sue's husband decided he did not want to sell insurance and is currently looking for some type of managerial work. Currently, Sue is the only breadwinner in the family.

The other four members of the research branch all have master degrees or PhDs and are extremely competent. All of the other branch members have worked for you for over two years, and you have developed a close working relationship with each one of them. Because of this relationship, the other members of the branch have privately told you how dissatisfied they are with Sue's performance; they feel their energies are being drained by Sue, which, in turn, is