

Internal Assessment Test - I

Sub: **Organizational Leadership**

Code: 20MBAHR401

Date: **05/07/2023**

Duration: 90 mins

Max Marks: 50


Sem: IV

Branch: MBA

OBE

Marks CO RBT

Part A -Answer Any Two Full Questions (20*02=40 Marks)				
1(a)	Define Trait based leadership Certain individuals have special innate or inborn characteristics or qualities that make them leaders.	[03]	CO1	L1
(b)	Describe the 5 personality factors of leadership. <u>Table 2.3 Big Five Personality Factors</u> Neuroticism The tendency to be depressed, anxious, insecure, vulnerable, and hostile Extraversion The tendency to be sociable and assertive and to have positive energy Openness The tendency to be informed, creative, insightful, and curious Agreeableness The tendency to be accepting, conforming, trusting, and nurturing Conscientiousness The tendency to be thorough, organized, controlled, dependable, and decisive	[07]	CO2	L2
(c)	Select the leadership model between trait, process, assigned & emergent as applicable to your life, provide examples or stories/experiences. Students have to choose a leadership model that they feel is close to their style as applicable to their lives and explain with stories/examples	[10]	CO1	L4
2(a)	Tell about the 3 skills needed at different levels of an organization. Technical skills, people skills, conceptual skills	[03]	CO2	L1
(b)	Determine power when it comes to leadership with an example. The concept of power is related to leadership because it is part of the influence process. Students are expected to talk about power with examples for any of the below Referent Power Based on followers' identification and liking for the leader. A teacher who is adored by students has referent power. Expert Power Based on followers' perceptions of the leader's competence. A tour guide who is knowledgeable about a foreign country has expert power. Legitimate Power Associated with having status or formal job authority. A judge who administers sentences in the courtroom exhibits legitimate power. Reward Power Derived from having the capacity to provide rewards to others. A supervisor who gives rewards to employees who work hard is using reward power. Coercive Power Derived from having the capacity to penalize or punish others. A coach who sits players on the bench for being late to practice is using coercive power. Information Power Derived from possessing knowledge that others want or need. A boss who has information regarding new criteria to decide employee promotion eligibility has information power.	[07]	CO1	L3

(c)	<p>Illustrate Development levels in Ken Blanchard's Situational Leadership model.</p> 	[10]	CO2	L4
3(a)	<p>Define power and influence in the leadership context. Students are expected to define power and influence. The concept of power is related to leadership because it is part of the influence process.</p>	[03]	CO1	L1
(b)	<p>Demonstrate with an example of how one can be a good leader. Students are expected to list characteristics of a good leader from their understanding of Module 1 and explain an example where these attributes are demonstrated effectively.</p>	[07]	CO1	L2
(c)	<p>Explain Directive & Supportive behaviours in detail with examples/stories from experiences. Directive behaviors: Directive behaviors help group members accomplish goals by giving directions, establishing goals and methods of evaluation, setting timelines, defining roles, and showing how the goals are to be achieved. Directive behaviors clarify, often with one-way communication, what is to be done, how it is to be done, and who is responsible for doing it. Supportive behaviors: Supportive behaviors help group members feel comfortable about themselves, their coworkers, and the situation. Supportive behaviors involve two-way communication and responses that show social and emotional support to others.</p>	[10]	CO2	L2
Part B - Compulsory (01*10=10marks)				
4.	<p>Starbucks is recognized for treating its employees as back bone of company, it gives partnership for its employees other benefits like, Insurance, stock option, retirement benefits etc. But in back 1997 Starbucks faced a crisis when tragedy struck & three employees were killed during a robbery in washing ton DC, the outstanding leadership of CEO, Howard Schulz demonstrated leadership when he flew straight to DC & spent a week with co-workers & families of the three employees. While some leaders might have stayed as far as possible from this tragic situations, Shultz's natural leadership traits prevailed with compassion approachability & dedication to meeting his partner's needs, he did what was right as a result the public viewed him & Starbucks more favourably</p> <p>(a) Show the good qualities of a leader in the above case study (b) If you were in this situation, demonstrate what would be your decision as a leader?</p> <p>First question is about listing good attributes of leadership that the case talks about. Students are expected to read the case, understand, analyse and apply their knowledge of Module 1 & 2 and also determine what suits best.</p>	[10=5+5]	CO2	L3

Course Outcomes		Blooms Level	PO1	PO2	PO3	PO4	PO5
CO1	Understand the fundamental concepts and principles, theories of Organizational Leadership.	L1	1a,3a	2b,3b	1c	0	0
CO2	Analyze the organizational leadership style, approaches and traits, its impact on the followers by using leadership theories and instruments.	L4	2a,1b	2c	3c,4	0	0
CO3	Developing better insight in understanding the leadership traits that influence them to work effectively in group.	L6	0	0	0	0	0
CO4	Demonstrate their ability to apply of their knowledge in organizational leadership.	L3	0	0	0	0	0

Cognitive level	KEYWORDS
L1	list, define, tell, describe, recite, recall, identify, show, label, tabulate, quote, name, who, when, where, etc.
L2	describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate interpret, discuss
L3	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, show, examine, modify
L4	classify, outline, break down, categorize, analyze, diagram, illustrate, infer, select
L5	grade, test, measure, defend, recommend, convince, select, judge, support, conclude, argue, justify, compare, summarize, evaluate
L6	design, formulate, build, invent, create, compose, generate, derive, modify, develop, integrate

PO1–Theoretical Knowledge; PO2–Effective Communication Skills; PO3–Leadership Qualities; PO4 –Sustained Research Orientation; PO5 –Self-Sustaining Entrepreneurship

CI

CCI

HOD