Sub: **Organizational Leadership** Code: 20MBAHR401

Date: **29/08/2023** Duration: 90 mins Max Marks: 50 Sem: IV Branch: MBA
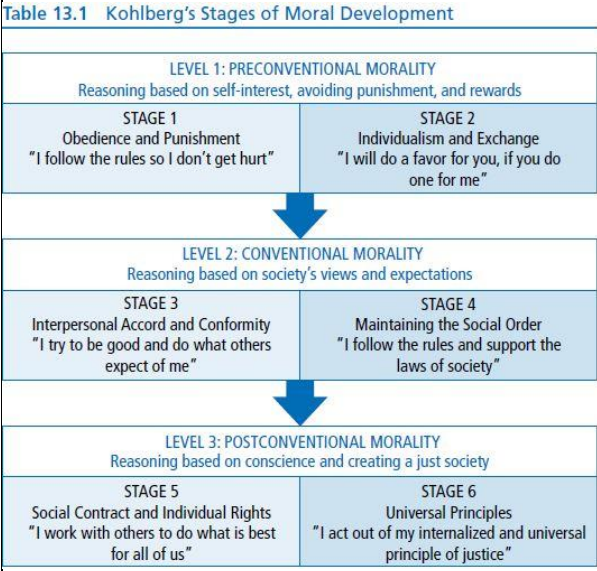
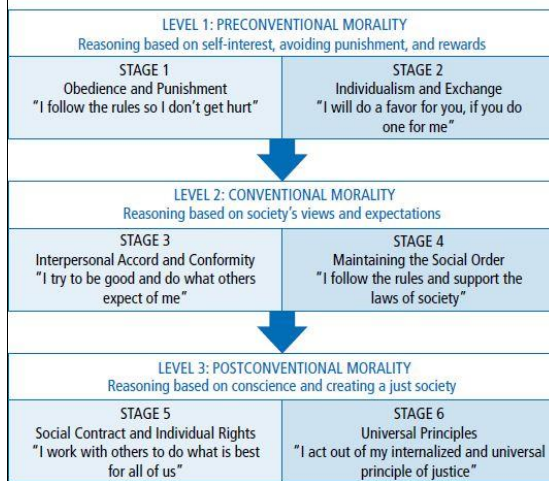|			Marks	OBE CO	RBT
	Part A -Answer Any Two Full Questions (20*02=40 Marks)				
1 (a)	Define 'Ethics'. The word ethics has its roots in the Greek word ethos, which translates to "customs," "conduct," or "character." Ethics is concerned with the kinds of values and morals an individual or a society finds desirable or appropriate.		[03]	CO3	L1
(b)	Illustrate Kohlberg's stages of moral development. Table 13.1 Kohlberg's Stages of Moral Development		[07]	CO3	L3
(c)	Discuss the benefits of learning from case studies. a. engages students in research and reflective discussion b. encourages higher-order thinking c. facilitates creative problem solving d. allows students to develop realistic solutions to complex problems e. develops students' ability to identify and distinguish between critical and extraneous factors f. enables students to apply previously acquired skills a. creates an opportunity for students to learn from one another.		[10]	CO4	L2
2 (a)	What is meant by the dark side of leadership? Burns (1978) placed ethics at the core of leadership, there still exists a dark side of leadership that exemplifies leadership that is unethical and destructive. The dark side of leadership is the destructive and toxic side of leadership in that a leader uses leadership for personal ends.		[03]	CO3	L1
(b)	Illustrate Heifetz's Perspective on Ethical Leadership. Based on his work as a psychiatrist and his observations and analysis of many		[07]	CO3	L2

	world leaders, Ronald Heifetz (1994) has formulated a unique approach to ethical leadership. His approach emphasizes how leaders help followers to confront conflict and to address conflict by effecting changes. According to Heifetz, leadership involves the use of authority to help followers deal with the conflicting values that emerge in rapidly changing work environments and social cultures. The leaders provides a 'Holding environment' in which there is trust, nurturance and empathy. Specifically, leaders use authority to get people to pay attention to issues, to act as reality test regarding information, to manage and frame issues, to orchestrate conflicting perspectives, and to facilitate decision making. The leader's duties are to assist the follower in struggling with change and personal growth.			
(c)	Explain how Ratan Tata has led the way for growth. Students are expected to examine how Ratan Tata exhibits leadership traits, what his style is and how he has turned around the business into a much more successful one, globally. They can talk about the different mergers and acquisitions of Tatas or any critical journey or a crucial decision making etc.	[10]	CO4	L3
3 (a)	What do you mean by altruism? Altruism is an approach that suggests that actions are moral if their primary purpose is to promote the best interests of others. From this perspective, a leader may be called on to act in the interests of others, even when it runs contrary to his or her own self-interests	[03]	CO3	L1
(b)	Explain the domains of ethical leadership. Ethical theories can be thought of as falling within two broad domains: theories about leaders' conduct and theories about leaders' character. Stated another way, ethical theories when applied to leadership are about both the actions of leaders and who they are as people. Ethical theories that deal with the conduct of leaders are in turn divided into two kinds: theories that stress the consequences of leaders' actions and those that emphasize the duty or rules governing leaders' actions. Table 14.1 Domains of Ethical Theories CONDUCT CHARACTER Consequences (Teleological Theories) Virtue-Based Theories • Ethical Egoism • Utilitarianism Duty (Deontological Theories)	[07]	CO3	L2
(c)	Illustrate pre-conventional, conventional and post-conventional moralities. Pre-conventional - When an individual is at the pre-conventional morality level, he or she tends to judge the morality of an action by its direct consequences. Stage 1—Obedience and Punishment. Stage 2—Individualism and Exchange. Conventional - Those who are at this level judge the morality of actions by comparing them to society's views and expectations. Authority is internalized but not questioned, and reasoning is based on the norms of the group to which the person belongs. Stage 3—Interpersonal Accord and Conformity. Stage 4—	[10]	CO3	L3

Maintaining the Social Order.

<u>Post-conventional -</u> At this level of morality, also known as the principled level, individuals have developed their own personal set of ethics and morals that guide their behavior. Stage 5—Social Contract and Individual Rights. Stage 6—Universal Principles.

Table 13.1 Kohlberg's Stages of Moral Development

LEVEL 1: PRECONVENTIONAL MORALITY
Reasoning based on self-interest, avoiding punishment, and rewards

STAGE 1	STAGE 2
Obedience and Punishment "I follow the rules so I don't get hurt"	Individualism and Exchange "I will do a favor for you, if you do one for me"

LEVEL 2: CONVENTIONAL MORALITY
Reasoning based on society's views and expectations

STAGE 3	STAGE 4
Interpersonal Accord and Conformity "I try to be good and do what others expect of me"	Maintaining the Social Order "I follow the rules and support the laws of society"

LEVEL 3: POSTCONVENTIONAL MORALITY
Reasoning based on conscience and creating a just society

STAGE 5	STAGE 6
Social Contract and Individual Rights "I work with others to do what is best for all of us"	Universal Principles "I act out of my internalized and universal principle of justice"

Part B - Compulsory (01*10=10marks)

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4. When Sir Andrew Witty was appointed as CEO, his profile ticked all the boxes of a successful CEO. He joined GSK as a management trainee in 1985 and he held many leadership positions within Glaxo in the UK and globally. It was obvious that somebody who spent 23 years of his professional life in GSK and who knows the company in and out, has a license to succeed, would win the market and would put the pharma giant back on performance course. Sir Witty's strategic development plan for Glaxo was hit a few years later. On 2nd July 2012, GSK pleaded guilty to criminal charges in the USA and agreed to a $3 billion settlement. To drive performance in the largest drug market globally, GSK implemented illegal promotional practices (off-label promotion), bribed doctors and failed to report safety data. It was the largest healthcare fraud case and the largest fine ever paid by a drug company. They brought in Emma Walmsley as the CEO. But there were oppositions that a woman couldn't become the CEO.

    (a) Analyse the way you would have handled the situation.

        Students are expected to think beyond and analyse the situation from their perspective, provide a solution/suggestion and justify why they would have done that.

    (b) If you were in this situation, would you have gone ahead with a woman CEO? Analyze.

        Students are expected to think about the situation from their upbringing or conditional behaviour point of view, analyse the situation, think globally and justify their choice.

[5+5=10]   CO4   L4

Course Outcomes		Blooms Level	PO1	PO2	PO3	PO4	PO5
CO1	Understand the fundamental concepts and principles, theories of Organizational Leadership	L1	0	0	0	0	0
CO2	Analyze the organizational leadership style, approaches and traits, its impact on the followers by using leadership theories and instruments.	L2	0	0	0	0	0
CO3	Developing better insight in understanding the leadership traits that influence them to work effectively in group	L2	1a,1b,2a,3a	2b,3b,3c	0	0	0
CO4	Demonstrate their ability to apply of their knowledge in organizational leadership.	L3	0	0	0	1c,2c	4

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