ORGANIZATIONAL LEADERSHIP – 20MBAHR401

CBCS SCHEME

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20MBAHR401

Fourth Semester MBA Degree Examination, June/July 2023
Organizational Leadership

Time: 3 hrs.

Max. Marks:100

Note: *1. Answer any FOUR full questions from Q.No.1 to 7.*
2. Q.No. 8 is compulsory.

1	a.	Define Leadership.	(03 Marks)
	b.	Discuss on Trait versus Process Leadership.	(07 Marks)
	c.	Explain the types of power used by a Leader.	(10 Marks)
2	a.	What is Emotional Intelligence?	(03 Marks)
	b.	Explain Five-Factor personality model.	(07 Marks)
	c.	Explain Blake and Mouton's managerial grid, with neat diagram.	(10 Marks)
3	a.	What is Participative Leadership?	(03 Marks)
	b.	Explain Path Goal Theory.	(07 Marks)
	c.	Explain the Model of Transformational Leadership.	(10 Marks)
4	a.	Define Culture.	(03 Marks)
	b.	Discuss about clusters of world culture.	(07 Marks)
	c.	Describe the characteristics of high performance cultures.	(10 Marks)
5	a.	Define Ethics.	(03 Marks)
	b.	Explain Heifetz's perspective of Ethical Leadership.	(07 Marks)
	c.	Explain the principles of Ethical Leadership?	(10 Marks)
6	a.	Describe Authentic Leadership.	(03 Marks)
	b.	Explain Leadership styles of situational approach.	(07 Marks)
	c.	Explain the benefits of Leader numbers exchange theory.	(10 Marks)
7	a.	Who is a follower?	(03 Marks)
	b.	Explain the 7 Roles played by a Leader.	(07 Marks)
	c.	Give your opinion about Managers and Leaders.	(10 Marks)

8   Case Study (Compulsory) :

The aftermath of the COVID 19 is really painfull. The distribution caused, the job losses, pay cuts, unpaid hours have created a havoc which no man had actually imagined.

Organizations are under trouble and are facing issues to sustain themselves and pass through high recession.

In this context answer the below questions :

a. Analyse the Role of a Leader and what skills he should posses to fact the situation. (10 Marks)
b. Apply any one of the Leadership model to this case and support your argument. (10 Marks)

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1a. Leadership is all about ensuring that people do things and act in ways that align with the goals of a community, group, or an organization.

1b. Trait - Certain individuals have special innate or inborn characteristics or qualities that make them leaders.

Process - Suggests that leadership is a phenomenon that resides in the context of the interactions between leaders and followers and makes leadership available to everyone.

1c.

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.

2a. Emotional intelligence (EQ or EI) is the ability to perceive, express, and regulate emotions.

2b.

Table 2.3 Big Five Personality Factors	
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

2c.

Blake and Mouton's Managerial (Leadership) Grid
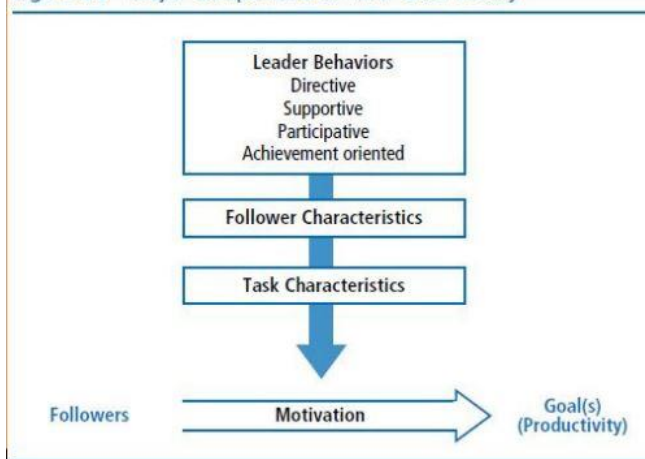
Figure 4.1 The Leadership Grid
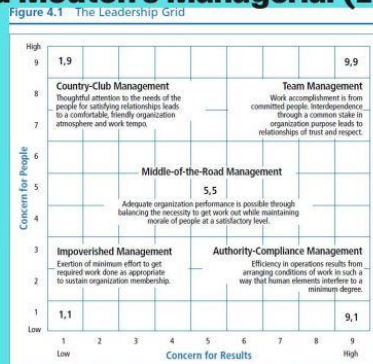
The horizontal axis represents the leader's concern for results, and the vertical axis represents the leader's concern for people.

3a. Participative leadership is a unique leadership style, also known as democratic leadership. Participative leaders guide their employees while encouraging them to provide feedback and participate in decision-making. Participative leaders recognize employees' significant role in their organization's success.

3b. Path–goal theory is about how leaders motivate followers to accomplish designated goals. The stated goal of this leadership theory is to enhance follower performance and follower satisfaction by focusing on follower motivation.

Path–goal theory is designed to explain how leaders can help followers along the path to their goals by selecting specific behaviors that are best suited to followers' needs and to the situation in which followers are working. By choosing the appropriate style, leaders increase followers' expectations for success and satisfaction. Within path-goal theory, motivation is conceptualized from the perspective of the expectancy theory of motivation (Vroom, 1964).

Figure 6.2   Major Components of Path–Goal Theory

Leader Behaviors
Directive
Supportive
Participative
Achievement oriented

Follower Characteristics

Task Characteristics

Followers   Motivation   Goal(s)
(Productivity)

3c. Transformational leadership is part of the "New Leadership" paradigm (Bryman, 1992), which gives more attention to the charismatic and affective elements of leadership.

Bass and Riggio (2006) suggested that transformational leadership's popularity might be due to its emphasis on intrinsic motivation and follower development, which fits the needs of today's work groups, who want to be inspired and empowered to succeed in times of uncertainty.

It is concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers' motives, satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them.

It is a process that often incorporates charismatic and visionary leadership. The term transformational leadership was first coined by Downton (1973).

Burns distinguished between two types of leadership: transactional and transformational.

Transactional leadership refers to the bulk of leadership models, which focus on the exchanges that occur between leaders and their followers. Transformational leadership is the process whereby a person

engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower.

4a. Culture is defined as the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people. It is these shared qualities of a group that make them unique.

4b. World Cultures, Characteristics of Clusters to create regional clusters, GLOBE researchers used prior research (e.g., Ronen & Shenkar, 1985), common language, geography, religion, and historical accounts. Based on these factors, they grouped countries into 10 distinct clusters: Anglo, Germanic Europe, Latin Europe, Sub-Saharan Africa, Eastern Europe, Middle East, Confucian Asia, Southern Asia, Latin America, and Nordic Europe. To test whether the clusters, or groups of countries, were valid, researchers did a statistical analysis of questionnaire data collected from individuals in each of the clusters.

Their results indicated that the scores of respondents within a cluster correlated with one another but were unrelated to the scores of respondents in different clusters. From these findings, they concluded that each cluster was unique.

4c. Organizations with a high-performance culture empower their employees to make decisions, solve critical problems, and attain organizational goals on their own. Managers provide guidance and support rather than micromanaging their teams, and the opinions of all employees are valued when making business decisions.

i. Common purpose and goals
ii. Empowerment
iii. Growth mindset
iv. Open and effective communication
v. Agility and security
vi. Effective performance reviews

High-performance culture is a concept within organization development referring to teams, organizations, or virtual groups that are highly focused on their goals and that achieve superior business results. The implication of this is that, a high-performance culture within an organization helps to drive a company to the top. Companies with high-performance culture tends to achieve better financial and non-financial results than those of their peers over a long period of time. Few characteristics are: Collaboration between Workers, Agility, Innovation, Better Communication, Support, Better Workplace, Responsibility, Focus, Value Alignment, and Fun.

5a. Ethics or moral philosophy is a branch of philosophy that "involves systematizing, defending, and recommending concepts of right and wrong behavior".

5b. Heifetz's Perspective on Ethical Leadership Based on his work as a psychiatrist and his observations and analysis of many 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.

6a. Authentic leadership represents one of the newest areas of leadership research. It focuses on whether leadership is genuine and 'real'. Fear and uncertainty make people feel apprehensive and insecure about what is going on around them, and as a result, they long for bona fide leadership they can trust and for leaders who are honest and good.

6b. Situational Approach - Description, Leadership Styles, Development Levels, How Does the Situational Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument. The situational approach focuses on leadership in situations. The premise of the theory is that different situations demand different kinds of leadership. From this perspective, to be an effective leader requires that a person adapt his or her style to the demands of different situations.

The situational approach stresses that leadership is composed of both a directive and a supportive dimension, and that each has to be applied appropriately in a given situation. To determine what is needed in a particular situation, a leader must evaluate her or his followers and assess how competent and committed they are to perform a given goal.

6c. Leader–Member Exchange (LMX) theory takes still another approach and conceptualizes leadership as a process that is centered on the interactions between leaders and followers. LMX theory makes the dyadic relationship between leaders and followers the focal point of the leadership process.

In the first studies of exchange theory, which was then called vertical dyad linkage (VDL) theory.

Before LMX theory, researchers treated leadership as something leaders did toward all of their followers. This assumption implied that leaders treated followers in a collective way, as a group, using an average leadership style. LMX theory challenged this assumption and directed researchers' attention to the differences that might exist between the leader and each of the leader's followers. A leader's relationship to the work unit as a whole was viewed as a series of vertical dyads.

Two general types of linkages (or relationships): those that were based on expanded and negotiated role responsibilities (extra-roles), which were called the in-group, and those that were based on the formal employment contract (defined roles), which were called the out-group. Within an organizational work unit, followers become a part of the in-group or the out-group based on how well they work with the leader and how well the leader works with them. In addition, membership in one group or the other is based on how followers involve themselves in expanding their role responsibilities with the leader. Followers who are interested in negotiating with the leader what they are willing to do for the group can become a part of the in-group.

These negotiations involve exchanges in which followers do certain activities that go beyond their formal job descriptions, and the leader, in turn, does more for these followers. If followers are not interested in taking on new and different job responsibilities, they become a part of the out-group.

Followers in the in-group receive more information, influence, confidence, and concern from their leaders than do out-group followers. In addition, they are more dependable, more highly involved, and more communicative than out-group followers. Whereas in-group members do extra things for the leader and the leader does the same for them, followers in the out-group are less compatible with the leader and usually just come to work, do their job, and go home.

7a. Leaders are not above or better than followers. Leaders and followers must be understood in relation to each other. Leaders have an ethical responsibility to attend to the needs and concerns of followers.

7b.

   i.   Champion - An effective leader understands that one of their most important roles is to serve as an advocate for those around them, whether those people are their direct reports or colleagues. This means supporting (and often fighting for) their ideas, career development, and their work in any way you can.
   ii. Delegator - An effective leader understands that, even though it's often tempting to try, they can't do everything themselves. There's just not enough time in the day! Rather, your job is to delegate effectively—which means assigning work thoughtfully.
   iii. Confidant - To be an effective leader, especially in a management role, you need to be able to read people, gauge whether their employee experience is positive, support them in their role, and be a sounding board every now and again. And for that to happen, you need to listen to what they have to say.
   iv. Strategist - As a leader, you need to be able to quickly zoom in and out in scope: from the big picture organizational goals to the day-to-day tasks that need to get done in order to keep projects on track. Not only that, you need to understand how each piece of the organization informs and builds off of the other. Effective leaders need to excel at systems thinking.
   v.   Team Player - An effective leader knows that they're not above the fray. They know that leaders don't dictate orders from on high. Effective leaders recognize that they're an integral part of the team, too. And playing a supporting role means being able to collaborate well with others.
   vi. Learner - An effective leader should be as up to date as possible on the trends, research, innovations, technologies, and advancements in their field or area of expertise. In that respect, leaders should always be learning. You're not only striving to be a great leader in your organization; ideally you're trying to be a leader in your field.
   vii. Mentor - The best leaders recognize that the path towards success is rife with errors, missteps, false starts, and complete blunders. Reevaluating those bumps in the road can be tremendously valuable for current and aspiring leaders alike. We're all learning, right? Maybe we should all be teaching too.

7c. If an organization has strong management without leadership, the outcome can be stifling & bureaucratic. Conversely, if an organization has strong leadership without management, the outcome can be meaningless or misdirected change for change's sake. Management is about seeking order and stability; leadership is about seeking adaptive and constructive change.

Figure 1.2 Functions of Management and Leadership

Management Produces Order and Consistency	Leadership Produces Change and Movement
Planning and Budgeting • Establish agendas • Set timetables • Allocate resources	Establishing Direction • Create a vision • Clarify big picture • Set strategies
Organizing and Staffing • Provide structure • Make job placements • Establish rules and procedures	Aligning People • Communicate goals • Seek commitment • Build teams and coalitions
Controlling and Problem Solving • Develop incentives • Generate creative solutions • Take corrective action	Motivating and Inspiring • Inspire and energize • Empower followers • Satisfy unmet needs

8a. Both leaders and followers play an important role in creating and sustaining trusting relationships. Leaders must trust their followers, especially if they are to delegate responsibility or share decision making. This of itself requires leaders to take risks and display vulnerability.

COVID-19 has prompted commitments from some leaders to focus on the workforce, be it adopting hybrid models, placing more attention on well-being and good work, or both.

during such uncertain times a leader has to; bring their team together regularly; be prepared to be flexible; read the mood and respond quickly. But most importantly, a leader has to be able to work with others. Leaders are responsible for the coordination of responses, including beyond the health sector across public, private sectors and non-government organizations. Enterprise leadership in the post-Covid era is about guiding organizations through change, driving digital transformation, prioritizing employee well-being, building resilience and agility, and focusing on sustainability. In organizations, these challenges include rising stress levels among key employees around the world, a greater need to protect the mental health and well-being of employees and a transition to remote and hybrid work, which redefines the approach to well-being and mental health. A leader should be able to feel the early signs of crisis and warn the employees against the negative consequences of the same. It is his duty to take precautionary measures to avoid an emergency situation. A leader should be able to foresee crisis.

8b. Students are expected to apply any one leadership model and provide solution to this case. I'd say, Transformational leadership is part of the "New Leadership" paradigm (Bryman, 1992), which gives more attention to the charismatic and affective elements of leadership.

Bass and Riggio (2006) suggested that transformational leadership's popularity might be due to its emphasis on intrinsic motivation and follower development, which fits the needs of today's work groups, who want to be inspired and empowered to succeed in times of uncertainty.