Chapter 5

LEADERSHIP STYLES AND ACTIVITIES

One of the most important tasks of a Key Functionary is to manage human resources. Effective management of human resources requires understanding the capabilities of subordinates, assigning them appropriate tasks, helping them to acquire new capabilities, maintaining their motivation level, and structuring the work so that people can derive some satisfaction from doing it. As one goes up the organizational ladder, he or she is required to spend an increasing amount of time interacting with people. These interactions may be on the field, in group meetings, in dyadic transactions, through telephone conversations, or in formal or informal gatherings. Many Key Functionaries spend more than 50 percent of their time in interaction with their staff.

The effectiveness of the Key Functionary depends on both the content of the interaction and his/her leadership style. The technical competence, functional knowledge, skills, and information are very important in determining his or her effectiveness in empowering subordinates. One who is capable is able to influence a subordinate by providing technical guidance and clear directions when needed. However, if he/she is not sensitive to the emotional needs of the staff and does not use the appropriate styles of supervision and leadership there is a great danger of crippling their growth. For example, an authoritarian leader may arouse strong negative reactions by continually dictating terms to capable staff but may do extremely well with staff who are dependent and who are just beginning to learn their roles. Similarly, a democratic leader may be liked by capable staff but seen as incompetent by those who are dependent. It is necessary, therefore, for leaders to interact differently with different people.

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Styles of leadership

Although all supervisors are unique in some way, certain supervisory styles are characteristic of the majority. Any leader may incorporate more than one of these styles into his or her own, depending on the situation.

Authoritarian and Democratic Styles

One of the best known investigations of the effects of different leadership styles was conducted in the 1930s by Lippitt and White. Known as *'Leadership and Group Life'*, the study was conducted under the leadership of Kurt Lewin. The study involved directing groups of schoolchildren in the production of arts and crafts artifacts in four different clubs. They had three types of leader assigned to them:

authoritarian - this leader was to remain aloof and to use orders without consultation in directing the group activities

democratic - this leader was to offer guidance, encourage the children and participate in the group

laissez-faire - this leader gave the children knowledge, but did not become involved and generally participated little in the group's activities

The groups were carefully matched for IQ, popularity, energy and so on and all worked on the same project of making masks. The results indicated the following:

In the groups that worked with Democratic leaders the morale was high, relationships between the group members were friendly, as well as with the group leader. When the group leader left the room, the group showed itself capable of working independently. The group showed a fair

amount of originality, and, although they produced rather less than the 'authoritarian' group, the quality of their productions was considered higher.

In the groups that worked with Authoritarian leaders, there were found to be two types of behaviour - 'aggressive' and 'apathetic'. The aggressive children were rebellious and constantly demanded attention from the leader, as well as tending to blame other members of the group whenever anything went wrong. The apathetic children placed fewer demands on the leader and were less critical of him, but, when they were given a non-authoritarian leader, they tended to fool around and engage in horseplay. The groups' productivity was higher than the 'democratic' groups, but the quality of their masks was not as high.

In the groups that worked with Laissez-faire leaders - these were the worst groups of all. They did not produce many masks and those they produced were of poor quality. Their group satisfaction was the lowest, they co-operated little and placed great demands on the leader, showing little ability to work independently.

Overall, then, the democratic leadership style seemed to be the most successful, though it's worth pointing out that some boys preferred the authoritarian style, especially one boy whose father was an army officer. This might suggest that the boys responded best to the leadership style they perceived as 'right' or 'natural' and, since they had grown up in the USA, where great emphasis is placed in schooling on the democratic traditions, it could be that they had been socialized into perceiving the democratic style as the 'right' one for leaders to adopt. It could be that different leadership styles are appropriate in different circumstances. Certainly, it seems that every so often in democracies people yearn for a strong leader who promptly tramples all over their democratic freedoms. Hitler and Mussolini are obvious examples, but

de Gaulle in France in 1958 and Thatcher in Britain in 1979 are presumably also symptomatic of the same malaise. (Lewin, Lippit and White, 1939 see)

Lippitt and White (1943) identify two types of leaders: authoritarian and democratic. The authoritarian leader determines all policies and strategies, decides on the composition and tasks of the work team, is personal in giving praise and criticism, and maintains some personal distance from those he/she leads. In contrast, the democratic leader ensures that policies and strategies are determined by the group, gives technical advice whenever the group needs it, allows freedom to group members to choose their work teams, tries to be objective in providing rewards and punishments, and participates in discussions.

When Lippitt and White compared these two styles of management in their experimental studies, they found that authoritarians produced: (a) greater quantity of work, (b) a greater amount of aggressiveness toward the leader, (c) less originality in work, (d) less work motivation, (e) more dependence, (f) less group feeling, and (g) more suppressed discontent.

Task-Oriented and People Oriented styles

Blake and Mouton (1964) developed the concept of task-oriented leadership. The following paragraphs explain the differences between these supervisory styles.

Task Oriented Supervisor : A task oriented supervisor emphasizes the task, often believes that ends are more important than means, and thinks that the staff need to be supervised closely in order to accomplish their tasks. This type of supervisor becomes upset when tasks are not accomplished. The concern for task is so high that the human aspect is likely to be neglected in dealings with subordinates. This type of supervisor is likely to have difficulty in human relations and may appear to be a 'tough' person. A task-oriented supervisor may

frequently question or remind subordinates about their tasks, warn them about deadlines, or show a great deal of concern about details.

The staff who work with an excessively task oriented supervisor often develop negative attitudes about their work and their supervisor. They may be motivated only by fear and may feel job dissatisfaction. They may develop shortcuts that, in the long run, affect the organisation's performance.

People oriented Supervisor: In contrast, the people –oriented supervisor believes that a concern for other's needs and welfare promotes both the quality and quantity of work. This concern may be reflected in attempts to keep staff in good humour and in frequent

Inquires about their problems (even those unrelated to work). In the extreme, this type of supervision also leads to inefficiency. Subordinates may perceive this type of supervisor as too lenient and may take advantage of the supervisor's concern.

The task oriented and employee-oriented styles may not be present in pure forms, and one leader may demonstrate combinations of the two styles. The effectiveness of the styles also may depend on factors such as the nature of the task or the nature of the person supervised. Subsequent work by Fiedler (1967) indicated that the effectiveness of task oriented on people oriented styles is contingent on situational factors such as the power of the leader, acceptance of the supervisor by staff, and the way in which the tasks are structured.

Benevolent, Critical, and Self Dispensing Styles

Another way of looking at supervisory and leadership styles (Rao & Satia, 1978) has been followed in various countries with satisfactory results. This classification was influenced by McClelland's (1975 and 1995) work on institution builders and institutional managers and by

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Stewart's concept of psychosocial maturity (McClelland, 1975, 1995). In this concept, leadership or supervisory styles stem from three mutually exclusive orientations, benevolent, critical, and self dispensing.

Benevolent Supervisor: this type protects subordinates, continually tells them what they should and should not do, and comes to their rescue whenever needed. Such supervisors cater to subordinates need for security and generally are liked by their employees. They are effective as long as they are physically present. In their absence, workers may experience a lack of direction and motivation. Such supervisors tend to have dependent followers, and initiative–taking behaviour may not be reinforced.

Critical Supervisor: This type takes a critical approach and does not tolerate mistakes, low quality work, undisciplined behaviour, or individual peculiarities. Finding mistakes, criticizing subordinates, and making them feel incompetent are characteristic behaviours of critical leaders. Subordinates may produce acceptable work out of fear, but they do not like this type of leader.

Self-Dispensing Supervisor: this type has confidence in the subordinates, helps them to set broad goals, and allows them to work on their own. Guidance is provided only when requested by subordinates. Competent workers who have this kind of supervision are likely to feel confident about their work. They are free to work both independently and interdependently with their colleagues.

Institutional Supervisor: closely related to the self dispensing supervisor is what McClelland and Burnham (1975 and 1995) refer to as an institutional supervisor, because this type is involved in developing the department or unit. Such supervisors are also called institution builders, because they ensure the growth and development of their units and subordinates by

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incorporating processes that help people to give their best and to grow with the organization. McClelland and Burnham identify the following characteristics of institutional supervisors:

- They are organization oriented and tend to join organisations and feel responsible for building them

- They are disciplined to work and enjoy their work

- They are willing to sacrifice some of their own self-interests for the welfare of the organization

- They have a keen sense of justice

- They have a low need for affiliation, a high need to influence others for social or organizational goals, and a disciplined or controlled way of expressing their power needs. Such supervisors often aim at a self-dispensing style but are flexible in their own use of styles. They are likely to create highly motivating work environments in their organization

Sinha (2003) observes that in some of the early Indian studies job satisfaction and morale were positively related to authoritarian style. J.B. P. Sinha formulated a Nurturant Task leader (Sinha 1980) that seemed suitable to Indian organizations. Chakravarthy (1987) suggested the need for developing spiritually oriented leaders for enhancing managerial effectiveness. Dayal (1999) in his research found that effective leaders establish close family like relationship with some of their subordinates. Gupta found that effective leaders create familial organizations to include employee families.(as quoted in Sinha, 2003) Gupta(2003) observed from his analysis of Indian culture that Indian followers expect parental caring from their leaders, a Indian leaders will have to learn to be 'fatherly' or 'motherly' towards them. The purely democratic leadership would not suffice Indian leadership and an aggressive leadership also may not yield results in the long run. (Gupta, 2004)

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Consistent pattern of behaviour with quasi constancy and predictability can be called style (Pareek, 1997) Most work on leadership in organizations has been done on the ay leaders get results or tasks accomplished. These were initially ailed as democratic, autocratic, laissez Faire, (Lewin, Lippit and White, or task centered, people centered (Blake and Mouton, 1964) , selling, consulting, delegating (Tannenbaum and Schmidt, 1958)

Fiedler (1967) demonstrated that the effectiveness of task centered ness or people centeredness depended on the situation. Complex tasks required relationship orientation while simple tasks with very high or low leader acceptance required task oriented leadership (Fiedler, 1967)

Hersey and Blanchard (1982) proposed a situational leadership theory. They proposed that all the four styles with a combination of task centeredness and people centeredness (high-high, high-low, low-high, low-low) are effective with different situations,. They also proposed that with high maturity low-low task people centeredness works.

Using Transactional Analysis framework Pareek (1997) proposed 12 styles as combinations emerging out of parent, child, and adult ego states and OK Not OK combinations. These include:

- Supportive (OK Nurturant Parent)

- Rescuing (Not OK Nurturing Parent)

- Normative (OK Normative parent)

- Prescriptive (Not Ok Normative parent)

- Problem solving (OK Adult)

- Task obsessive (Not Ok Adult)

- Innovative (Ok Creative Child)

- Bohemian (Not Ok Creative Child)

- Confronting (Ok Reactive Child)

- Aggressive (Not Ok Reactive child)

- Resilient (OK Adaptive Child)

- Sulking (Not OK Adaptive Child)

Implications of supervisory and leadership styles

No single supervisory style is universally effective. The effectiveness of the style depends on the people, the nature of the task, and various other factors. If a new staff member does not know much about the work, a benevolent supervisor is helpful; a critical supervisor may be frightening; and a self dispensing supervisor may cause bewilderment. On the other hand, a capable employee may feel most comfortable with a self dispensing style of supervision and resent a benevolent supervisor who continually gives unwanted advice.

Staff with self discipline probably could be developed best by critical supervision, at least on an intermittent basis. Continual use of critical supervision, however, is unlikely to be effective. Flexibility and perceptiveness about when to use each style are useful attributes for leaders or supervisors.

Leadership Styles and Motivational Climate (Pareek, Rao and Pestonjee, 1983) The effectiveness of any leadership lies in the kind of climate that is created in the organization. The supervisors should create a proper motivational climate. This includes:

Creating a climate of independence and interdependence rather than dependence. A self dispensing supervisor promotes an independent and interdependent climate for subordinates and does not interfere unless it becomes necessary. The subordinates are trusted and given

freedom to plan their own ways of doing their work. They are expected to solve problems and to ask for guidance only when it is needed.

Some supervisors allow their subordinates to come to them continually for advice and guidance and, in the extreme case, may not allow them to do anything on their own. If every subordinate must check with the supervisor and obtain approval before taking action, the supervisor is creating a climate of dependence and the subordinates will not be able to take any initiative. When problems arise, they may hesitate to look for solutions, and when something goes wrong, they may not accept responsibility. Learning from experience becomes difficult, because they have always turned to their supervisor for advice. Thus, the supervisor becomes burdened with responsibilities and problem solving. Not only are the supervisors' energies wasted, but so are those of the subordinates.

Creating a climate of competition through recognition of good work. Employees look forward to being rewarded for good or innovative work. Financial rewards are not always necessary: even a word of appreciation has a great motivating value. Although appreciation given indiscriminately loses its value, a supervisor should not withhold appreciation until the formal appraisal reports. Many other ways of recognizing good work can be very rewarding. Giving praise in the presence of others, giving increased responsibility, and writing letters of commendation and recommendation can be used in addition to financial rewards. Such recognition and public acknowledgement help employees to value work and to derive a sense of satisfaction and a feeling of importance. These go a long way in motivating them to do better work. They even create a sense of competition among employees.

Creating a climate of approach and problem solving rather than avoidance. Some supervisors approach problems with confidence, face them squarely, work out mechanism to solve them

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(often with the help of others), and constantly work to overcome problems. They derive satisfaction from this struggle – even if the outcomes are not always positive – and they inspire subordinates to imitate their initiative

Some supervisors, however see everything as a headache and postpone solutions to problems or delegate them to some one else. Workers also are quick to imitate this avoidance.

Creating an ideal climate through personal example. Just as supervisors are imitated in their approaches to problem solving, they are viewed as models for other work habits. In fact, the supervisor's styles may filter down the hierarchy and influence staff several grades below. Therefore, good supervision and good work habits make the supervisor's job easier in two ways: His or her own tasks are done more efficiently, and a climate is created for making the department or unit more efficient.

Motivate people through guidance and counselling. The foregoing discussions point out some general strategies that supervisors can use in creating the proper motivational climate for their subordinates. However, because individual workers have individual needs, individual counselling also can motivate subordinates. With a group of workers a supervisor may find very efficient workers, Average workers, problem creators, cooperative employees, and so on. Therefore, the supervisor should be sensitive to their individual differences.

STYLES

While effective managers recognize all the leadership roles and perform them well, it is not only the roles or activities that determine the effectiveness but also the way in which they are played. The model envisages that managers may play most roles well, devote time and effort but could be insensitive to the style with which they carry out these activities. Rao (1986) has classified the leadership styles, on the basis of the earlier research at the Indian Institute of Management, into the following:

A Benevolent or Paternalistic leadership style in which the top level manager believes that all his employees should be constantly guided treated with affection like a parent treats his children, is relationship oriented, assigns tasks on the basis of his own likes and dislikes, constantly guides them and protects them, understands their needs, salvages the situations of crisis by active involvement of himself, distributes rewards to those who are loyal and obedient, shares information with those who are close to him, etc.

A Critical leadership style is characterized as closer to Theory X belief pattern where the manager believes that employees should be closely and constantly supervised, directed and reminded of their duties and responsibilities, is short term goal oriented, cannot tolerate mistakes or conflicts among employees, personal power dominated, keeps all information to himself, works strictly according to norms and rules and regulations and is highly discipline oriented.

A Developmental leadership style is characterized as an empowering style, where the top manager believes in developing the competencies of his staff, treats them as mature adults, leaves them on their own most of the times, is long term goal oriented, shares information with

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all to build their competencies, facilitates the resolution of conflicts and mistakes by the employees themselves with minimal involvement from him.

Developmental style by nature seems to be the most desired organization building style. However some individuals and some situations require at times benevolent and critical styles. Some managers are not aware of the predominant style they tend to use and the effects their style is producing on their employees.

Rao and Rao (2002) attempted to identify the impact of three different leadership styles on the learning climate generated in the organization as perceived by 48 top level management in a company. The leadership style studied is: benevolent or paternalistic style, critical style and developmental style. The impact variables studies include the extent to which they produce loyalty and dependence, resentment and counter dependence and learning, job satisfaction and morale. The study indicated that while benevolent style creates dependence and resentment, critical style creates resentment and it is developmental style that tends to create learning and job satisfaction. **Benevolent style** was correlated with feelings of loyalty and dependence of subordinates on the manager (r=0.51). Also related to feelings of dislike for boss and tendency to avoid work (r=0.54)' Benevolent style was negatively related to feelings of development, empowerment, growth and independent thinking (r=-0.5), learning (r=-0.4), morale (r=-0.5) and satisfaction (r=-0.4)

Critical style highly and positively related to resentment and dislike for the boss and work (r=0.75). It was moderately and positively correlated with dependency and personal loyalty (r=0.47). It was negatively correlated with empowerment and growth (r=-0.6), Learning (r=-0.5), morale (r=-0.6) and satisfaction (r=-0.6).

Developmental style was positively related to empowerment, growth and independence (r=0.73), learning (r=0.77), morale (r=0.85), and satisfaction (r=0.84). It was negatively correlated with dependence (r=-0.4) and feelings of resentment or dislike for the boss or work (r=-0.7).

The Leadership styles questionnaire that assessed the style of dealing with 10 different situations like managing rewards, managing conflicts, managing mistakes, assignment of tasks, communication etc. For each situation three alternative styles that are supposed to most characteristic of Indian Managers (on the basis of previous research) were presented and the assessor was asked to indicate which of the extent to which each of the styles characterize the individual. The respondent is expected it distribute six points between the three styles using six points. The points were later converted into a percentage score. The style average was calculated using the average score obtained by each candidate on the style item.

STUDY RESULTS

Each respondent assessed the candidate on a ten items dealing with the style of managing juniors. The assessment required the assessor t allocate six points between the three styles on the degree to which each style is expressed by the candidate. For example the first item on "Goal setting described three styles of goal setting. The first style of goal setting which is supposed the quality of the benevolent leaderships style is by favouring a few in goal settings by giving a few on those whom the leader like challenging tasks and ignoring others. The critical style is indicated by the candidate assigning tasks without any consideration fro people and mostly on the basis of rules. The third style dealt with goal setting through a process of dialogue and discussion. The candidate should assign six marks depending on the strength which the candidate uses each of he three givens styles. The forced choice between the three items may give each item any score ranging from 0 to 6. The scores were converted into percentages. A high percentage indicates that the candidate uses the style more frequently.

The percentage or the extent to which each of the styles were perceived as being sued were compared for the star performers and average performers for al the six companies. The details are presented from Tables 5.1 to 5.10.

MEAN, SDs, MEAN DIFFERENCE AND T-VALUES OF THE

360ASSESSMENT ON BENEVOLENT, CRITICAL and

DEVELOPMENTAL STYLES OF STAR PERFORMERS AND AVERAGE

PERFORMERS

Goal Setting:

Table 5.1 gives details of the mean scores of the star and Average performers from the five companies. Table 5.1 indicates that in company 1, star performers were rated as "favouring a few in goal setting process (labelled as benevolent style) to the level of 2.46 points on a six point scale (i.e. out 41% or (2.46/6) x (100/6) or 2.46 is 41% of 6 points when converted in to percentage score) as compared to the average performer (2.037 points or 34%). The difference (0.4245 or 7%) is not significant statistically.

In the same table for company 4 the star performers seem to score 1.29 (22%) for favouring a few in goal setting as compared to average performers (score = 1.8387 or 31%) and this difference of 9% less use of benevolent style is statistically significant at .03 level. In the same company 4 star performers seem to use on average 3.51 level (58%) as compared to average performers who scored at 2.79 (46%). This difference of 12% in development style in favour of star performers is statistically significant at .01 levels. Thus it may be concluded that developmental style is used significantly more by star performers only in one company on the dimension of goal setting.

This interpretation is applicable to all tables from table 5.1 to table 5.10.

The table indicates that star performers tended to use more of development al leaderships style than the Average performers. However the differences are small and not statistically significant. They seem to set goals through dialogue and discussion slightly more frequently than the weak performers. The differences are not statistically significant. Therefore null hypothesis could be retained. In goal setting star and Average performers seem to follow similar styles and. In one company star performers used benevolent style significantly less than the Average performers. Since this was found only in company no conclusions can be drawn.

<table>

	S No	Star	S D	Average	S D	Diff	T-value
Favours a few whom (s)he likes in assigning tasks and goal setting	CO1	2.4615	1.4207	2.0370	1.2552	0.4245	0.2552
	CO2	30.044	15.021	34.259	16.182	-4.2156	0.5655
	CO4	1.2951	1.4752	1.8387	1.7480	- 0.5436 *	0.0305
	CO5	1.0333	1.6182	2.0000	1.6330	-0.9667	0.1905
	CO6	1.0000	1.5974	1.7000	2.3594	-0.7000	0.3995
(S)He goes strictly according to rules and norms without consideration for individual interest and competence	CO1	1.4167	0.9286	1.5357	1.0357	-0.119	0.6641
	CO2	31.625	11.812	26.080	19.179	5.5448	0.4672
	CO4	1.1913	1.4569	1.3710	1.7105	-0.1797	0.4604
	CO5	1.5333	1.7536	0.7143	0.9512	0.8190	0.1154
	CO6	1.9000	1.6682	1.8000	1.4757	0.1000	0.8597
Sets goals through a dialogue with a definite view to give challenges for employees to grow	CO1	3.9643	0.6929	3.9667	1.0981	-0.0024	0.9921
	CO2	38.331	20.161	39.660	17.529	-1.3291	0.8797
	CO4	3.5137	1.8512	2.7903	1.8478	0.7233 **	0.0090
	CO5	3.4333	2.0475	3.2857	2.0587	0.1476	0.8683
	CO6	3.1000	1.9182	2.5000	1.9579	0.6000	0.4120

Table 5.1

How does s (he) set goals or assign tasks?

</table>

Information Sharing:

Sharing information selectively is the style of benevolent leaders, while critical leaders do not share information freely and keep all of it to themselves. Development leaders are expected to build capabilities of their juniors by sharing information. It could be hypothesized that start performers share information freely as compared to Average performers. The data from Table 5.2 reveals the following:

In four out of five companies star performers were assessed as sharing information well and freely as compared to Average performers. However only in one of the companies the differences were statistically significant. In one company the trend was reverse. This indicates the possibility that company culture may intervene in the relationship. In this company sharing information selectively or not sharing information seem to characterise star performers slightly more. This leads to a hypothesis that while star performers in general tend to share information freely with others as compared to Average performers, company culture may some times nullify the positive effects and may even encourage restricted sharing of information.

Table 5.2 How does he share information?							
	S No	Star	S D	Average	S D	Diff	T-value
He shares information mostly with those who are closer to him.	CO1	2.9630	1.5059	2.3333	1.4142	0.6296	0.1194
	CO2	30.238	13.921	33.210	11.272	-2.9719	0.6143
	CO4	1.6178	1.4384	1.9714	1.5877	-0.3536	0.1051
	CO5	1.7143	1.9124	3.0000	2.1381	-1.2857	0.1515
	CO6	1.1333	1.4794	1.7000	1.0593	-0.5667	0.2016
Keeps all information for him-self and does not share it freely	CO1	1.8571	1.2364	1.5000	0.9055	0.3571	0.2762
	CO2	22.392	14.616	26.543	19.855	-4.1510	0.6148
	CO4	0.9634	1.4193	1.2714	1.3823	-0.3081	0.1158
	CO5	0.6429	1.0994	0.6250	0.7440	0.0179	0.9594
	CO6	1.0667	1.7604	1.2000	1.1353	-0.1333	0.7843
Shares	CO1	3.1481	1.0991	3.6667	1.0283	-0.5185	0.0723

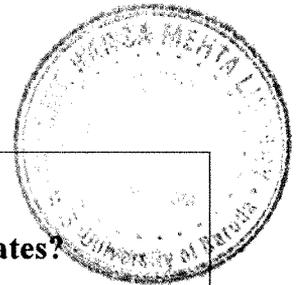| Table 5.2							
How does he share information?							
	S No	Star	S D	Average	S D	Diff	T-value
information freely with others and takes them along with him.	CO2	47.370	24.076	40.247	21.248	7.1229	0.5026
	CO4	3.4188	2.0346	2.7571	1.8915	0.6617*	0.0155
	CO5	3.6429	2.3195	2.3750	2.3261	1.2679	0.1990
	CO6 3.8000		2.3401	3.1000	1.4491	0.7000	0.2743

Management of Mistakes:

Benevolent leader's style of managing mistakes is by coming to the rescue of their subordinates, salvaging the situation and perhaps even at times doing the work in place of the subordinate who has made the mistake. A critical leader on the other hand does not tolerate mistakes and metes out punishment to the wrong doer. Indeed the tolerance of a critical leader borders at zero and they tend to get emotional while reprimanding. A developmental leader demonstrates a different style when it comes to managing mistakes; preferring the wrong doer to learn from his mistakes and encouraging them in the process. It could be hypothesized that start performers demonstrate the developmental style more than the other two.

The data from Table 5.3 reveals the following:

Only two organizations had statistically significant differences between the style of star performers and Average performers. The trend in Table 5.3 indicates that managing mistakes is not a differentiating factor between star and Average performers across all companies. In one in six cases it may be a mild differentiator where in star performers use a developmental style as compared to weak performers.

<table>
<tr><td colspan="8" align="center">Table 5.3

How does s (he) manage the mistakes of Subordinates?</td></tr>
<tr><td></td><td>S No</td><td>Star</td><td>S D</td><td>Average</td><td>S D</td><td>Diff</td><td>T-value</td></tr>
<tr><td rowspan="5">Comes to the rescue of his/her subordinates and salvages the situation whenever they make a mistake.</td><td>CO1</td><td>3.0800</td><td>1.2220</td><td>2.9643</td><td>1.0709</td><td>0.1157</td><td>0.7170</td></tr>
<tr><td>CO2</td><td>38.359</td><td>14.314</td><td>37.130</td><td>13.892</td><td>1.2295</td><td>0.8517</td></tr>
<tr><td>CO4</td><td>2.0652</td><td>1.2174</td><td>2.3175</td><td>1.1616</td><td>-0.2522</td><td>0.1445</td></tr>
<tr><td>CO5</td><td>2.1786</td><td>1.5306</td><td>2.8750</td><td>1.5526</td><td>-0.6964</td><td>0.2844</td></tr>
<tr><td>CO6</td><td>2.2500</td><td>1.3777</td><td>1.1000</td><td>1.2867</td><td>1.1500*</td><td>0.0293</td></tr>
<tr><td>Does not</td><td>CO1</td><td>2.0385</td><td>1.0385</td><td>1.7857</td><td>1.1339</td><td>0.2527</td><td>0.3965</td></tr>
</table>

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Table 5.3

How does s (he) manage the mistakes of Subordinates?

	S No	Star	S D	Average	S D	Diff	T-value
tolerate mistakes; gets emotional and reprimands people	CO2	23.056	21.663	23.827	21.308	-0.7716	0.9386
	CO4	1.1413	1.4974	0.9683	1.2439	0.1731	0.3684
	CO5	1.0357	1.5147	1.5000	1.6903	-0.4643	0.4972
	CO6	1.0357	1.5512	2.1000	2.2336	-1.0643	0.1888
Helps subordinates to learn from mistakes and encourages them to use mistakes as learning opportunities.	CO1	3.4444	1.1547	3.4333	1.2229	0.0111	0.9720
	CO2	38.585	15.012	39.043	15.566	-0.4579	0.9489
	CO4	2.7989	1.4056	2.7143	1.2106	0.0846	0.6471
	CO5	2.7857	1.5397	1.6250	1.1877	1.1607*	0.0390
	CO6	2.7143	1.6069	2.8000	1.7512	-0.0857	0.8939

MANAGING CONFLICTS

Three different styles of managing conflicts:

The benevolent leader manages conflicts by simply pointing out who is wrong and who is right. Benevolent leaders are known to have strong biases and it is here, in pointing out who is right and who is wrong that such biases frequently show up. A critical leader has a rather different style of managing conflicts and may be erratic in the sense that he may reprimand both involved parties for such behaviour or may jump in himself to decide who is right and who is wrong passing autocratic judgement along the way to be followed without questions. A development leader on the other hand plays a wait a watch strategy expecting the parties to settle the matter themselves and may only intervene when asked to do so. His strategy here is to look out for their development by letting them solve issues themselves and only intervene on request or if the matter gets out of hand for them to handle on their own.

Table 5.4 indicates the following:

Two out of five companies indicate that star performers use the developmental style some what more than their counterparts when it comes to managing conflicts. In other companies the trend is similar though none of the differences is statistically significant. Style of managing conflicts does not seem to be a differentiating factor between the star and Average performers. Null hypothesis is retained once again in this.

Table 5.4							
How does s(he) manage conflicts?							
	S No	Star	S D	Average	S D	Diff	T-value
Gives decisions by pointing out who is right and who is wrong.	CO1	2.4583	1.3825	2.1852	1.2101	0.2731	0.4591
	CO2	32.806	14.577	40.569	10.815	-7.7632	0.2028
	CO4	2.0374	1.4494	2.0156	1.2149	0.0218	0.9064
	CO5	1.9643	1.8530	1.7143	1.2536	0.2500	0.6854
	CO6	2.3704	1.7130	2.5000	1.2693	-0.1296	0.8053
Pulls up both the parties and reprimands or complains to seniors.	CO1	1.3043	0.6350	1.1923	0.4915	0.1120	0.4977
	CO2	17.292	8.247	13.889	16.002	3.4028	0.5774
	CO4	0.9677	1.2899	1.1094	1.1144	-0.1416	0.4018
	CO5	0.2143	0.9500	1.4286	1.5119	-1.2143	0.0787
	CO6	0.6296	0.9260	1.4000	1.5055	-0.7704	0.1564
Helps people to diagnose source and resolve their conflicts by themselves. Looks for long term solutions.	CO1	3.6923	1.1923	3.8214	0.9449	-0.1291	0.6627
	CO2	49.903	13.858	45.542	14.660	4.3604	0.5157
	CO4	3.0000	1.7961	2.8750	1.5379	0.1250	0.5923
	CO5	3.8214	1.9264	2.8571	1.2150	0.9643	0.1276
	CO6	3.0000	2.0000	2.1000	1.1972	0.9000	0.1070

RECOGNISING AND REWARDING GOOD PERFORMERS

The benevolent leader has strong biases to people and is usually inclined to certain people immediately next to him. As a result, rewarding performers who are deserving becomes lopsided as he tends to reward in accordance with his biases or those whom he trust more and above others. A critical leader, in his own unique style of leadership, tends to reward the least of all, assuming that people are being paid for what they are doing and need not be rewarded at all. In a way, a critical leader is a miser when it comes to rewarding for good performance. It is rare for a critical leader to reward in any manner, be it in monitory terms or in kind! A developmental leader is quite a professional and ensures that only the best performer reaps appropriate rewards. This leader is sensitive to performers and encourages to bring the best out from them through rewards and recognition aimed at motivating them.

Table 5.5 indicates that in most cases development style of recognising and rewarding performance . However the differences are statistically significant in each of the styles for one of the firms only. In firm No. 3 Average performers used 8% to 10% more of developmental and benevolent styles (Firm No. 2). In all the firms' developmental style is sued much more in rewarding and recognising performance by star performers. However the differences is significant statistically only in one firm. (No. 4). Once again null hypothesis seems to be more true.

Table 5.5

How does s (he) Reward/Recognise Good Performance?

	S No	Star	S D	Average	S D	Diff	T-value
Rewards, recognizes and encourages selectively a few of those close to him	CO1	2.1667	1.2394	1.9643	1.2615	0.2024	0.5631
	CO2	20.270	11.686	30.432	15.001	-10.1623	0.1228
	CO4	1.0838	1.1986	1.4091	1.2646	-0.3253	0.0728
	CO5	0.8333	1.5721	1.8571	1.8645	-1.0238	0.2122
	CO6	0.5172	1.2427	1.2000	1.9322	-0.6828	0.3170
Does not acknowledge good performance and contributions.	CO1	1.4091	0.7964	1.6296	1.0795	-0.2205	0.4153
	CO2	23.020	14.947	21.019	14.801	2.0013	0.7732
	CO4	0.5698	1.0490	1.0000	1.5492	-0.4302*	0.0398
	CO5	0.5000	0.9609	0.5714	0.7868	-0.0714	0.8419
	CO6	0.4483	0.7831	1.3000	1.8886	-0.8517	0.1957
Recognizes the contributions of every one and rewards those who deserve with a sense of objectivity.	CO1	4.0370	0.8077	3.8000	1.1861	0.2370	0.3780
	CO2	56.710	16.359	48.549	17.673	8.1609	0.3130
	CO4	4.3464	1.7426	3.5909	1.8727	0.7555**	0.0052
	CO5	4.6667	1.9663	3.5714	2.0702	1.0952	0.2349
	CO6	5.0345	1.6579	3.5000	2.1731	1.5345	0.0628

TAKING DECISIONS:

A Benevolent leader takes decisions mainly by conferring with that close around him or that group of people whom he trusts above all. His close knit circle has a great role to play in the type of decisions taken by such a leader. A critical leader leads by taking all decisions himself without bothering to seek advice or opinion of others on any matter. He is the best decision maker and in the best position to take decisions by himself..Is the underlying principle which he function on. The developmental leader is more professional when it comes decision making and conducts more of a participative decision making. He ensures that his teams opinions and perspectives are heard and thought out in detail before basing his decision on what he may think is correct or not. A true participative and collective decision maker.

Table 5.6 indicates: Four out of 5 companies clearly demonstrate that star performers were assessed as using more of participative decision making style than the Average performers. The trend in clear in terms of star performers performing better owing to participative decision making style preferred over the other two styles of leadership. However none of the differences is statistically significant. On the other hand surprisingly in company 1 Average performer have been assessed as using more of the developmental style as compared to star performers.

				Table 5.6			
			How does (s)he take Decisions?				
	S No	Star	S D	Average	S D	Diff	T-value
Takes decisions in consultation with a few that are closer to him	CO1	2.4583	1.2504	2.2857	1.2430	0.1726	0.6210
	CO2	31.841	13.778	27.716	11.203	4.1252	0.4821
	CO4	1.6667	1.4080	1.8529	1.4064	- 0.1863	0.3500
	CO5	1.2414	1.5117	1.1250	0.9910	0.1164	0.8048
	CO6	1.3214	1.5647	1.3000	1.1595	0.0214	0.9641
Prefers to take all decisions him self. Does not consult any one and does not seem to trust others in decision making.	CO1	1.6400	0.9074	1.5714	0.9974	0.0686	0.7943
	CO2	15.444	9.318	24.074	16.212	- 8.6296	0.1853
	CO4	0.8377	1.3992	1.0147	1.3438	- 0.1770	0.3580
	CO5	1.0345	1.6228	2.0000	1.8516	- 0.9655	0.2063
	CO6	1.5000	1.9720	2.4000	2.0656	- 0.9000	0.2496
Takes decisions after consultations and involving others. Tries to develop others through participation and involvement in decision-making.	CO1	3.1786	1.2188	3.8333	1.1167	- 0.655*	0.0378
	CO2	52.714	14.876	48.210	20.141	4.5044	0.5910
	CO4	3.5000	1.9736	3.1324	1.6831	0.3676	0.1419
	CO5	3.7241	2.0220	2.8750	2.2321	0.8491	0.3512
	CO6	3.1786	2.2942	2.3000	1.4944	0.8786	0.1830

MONITORING AND MANAGING PERFORMANCE OF SUBORDINATES

The benevolent leader chooses to monitor only those few individuals who are close to him or form the circle which is closest to him. Personal preferences and biases play a major role here and such a leader may choose to closely monitor only those individuals whom he prefers leaving the others to themselves or to others. Hierarchy need not be a hurdle for such a leader and the leader may be often seen directing individuals levels below his own position. A critical leader believes everyone needs to be directed as much as possible. Everybody is subject to his scrutiny and direction as much as possible and his style is autocratic when it comes to follow ups and directions. A critical leader considers himself the sole supervisor of every employee and directs and monitors as many as possible at all times. The developmental leader on the other hand believes in a more systematic approach to monitoring performance by introducing systems and processes which help in monitoring performance of individuals in an organized fashion. Delegation forms an important aspect of the developmental leader's style and such a leader would tend to create systems or delegate and provide independence for the individual to monitor themselves or create reporting systems which facilitate timely monitoring and feedback mechanisms.

The trend in Table 5.7 indicates that star performers use more of developmental style in managing the performance of their juniors as compared to the Average performers. However the difference reaches a statistically significant level only in one of the five firms.

	S No	Star	S D	Average	S D	Diff	T-value
Table 5.7 **How does (s)he Monitor and Manage Performance of his/her Subordinates?**							
Monitors performance of some and not others. Trusts a few persons more than others.	CO1	2.2174	1.1661	2.0690	1.3074	0.1484	0.6676
	CO2	28.700	14.944	33.426	14.255	-4.7255	0.4903
	CO4	1.3353	1.3779	1.9672	1.6224	-0.632**	0.0079
	CO5	1.5862	1.7665	2.2857	1.4960	-0.6995	0.3117
	CO6	0.8571	1.4067	1.4000	1.5776	-0.5429	0.3527
Monitors performance very closely. Does not trust any one. Supervises everything very closely and leaves very little freedom and autonomy.	CO1	1.3636	0.5811	1.3571	0.5587	0.0065	0.9684
	CO2	25.063	16.634	26.389	16.434	-1.3254	0.8635
	CO4	1.0471	1.3838	0.9833	1.1716	0.0637	0.7308
	CO5	0.9655	1.1557	0.7143	0.7559	0.2512	0.5039
	CO6	1.9643	2.0089	1.7000	1.9465	0.2643	0.7195
(S)He develops and uses systems for monitoring and leaves people to monitor themselves and exhibits a high degree of responsibility.	CO1	4.0000	1.1662	3.6897	1.1053	0.3103	0.3173
	CO2	46.236	19.189	40.185	22.311	6.0509	0.5374
	CO4	3.6286	1.9161	3.0656	1.5692	0.5630*	0.0247
	CO5	3.4483	1.9734	3.0000	1.8257	0.4483	0.5812
	CO6	3.1786	2.1266	2.9000	2.0248	0.2786	0.7172

PROVIDING RESOURCE AND SUPPORT

The Benevolent leader provides support very selectively to those who are close to him or whom he favours. These are again those few individuals forming close knit circles around him and others out of the circle tend to get ignored in the process. Personal favourites benefit a lot owing to this. Critical leadership style is characterised by leaders who grudgingly provide resources only when asked for. Their style is to not provide resources unless the situation is dire and expect the individuals to manage tasks on their own accord with whatever available resources exist. This style does not permit forthcoming support or resources in a free flowing manner. The developmental leadership style is accentuated by providing support, but only in time of need. The basic idea is to hold back to allow the team or individuals to manage on their own with the intention to help them develop and then chip in when required or when limits are reached. Backbone of such developmental style rests on the intention of getting the team to grown on its own instead of taking the easy way out by asking and getting easy support or resources.

Table 5.8 indicates that while the trend is in favour of the star performers using more of developmental style as compared to Average performers, the differences are statistically significant only in two of the five companies.

Table 5.8 How does he provide Resources and Support?							
	S No	Star	S D	Average	S D	Diff	T-value
Provides support and resources selectively to a	CO1	1.9545	1.2141	1.9643	1.2317	-0.0097	0.9778
	CO2	22.438	13.244	24.136	9.206	-1.6973	0.7480
	CO4	1.0335	1.2671	1.3906	1.4759	-0.3571	0.0882
	CO5	0.7241	1.1829	2.0000	1.2910	-1.2759*	0.0411

Table 5.8

How does he provide Resources and Support?

	S No	Star	S D	Average	S D	Diff	T-value
	CO6	0.9286	1.3859	1.9000	2.0248	-0.9714	0.1853
Does not provide adequate support and resources. Provides grudgingly when asked.	CO1	1.4783	0.8980	1.6429	0.9512	-0.1646	0.5290
	CO2	14.595	9.732	20.216	14.733	-5.6208	0.3490
	CO4	0.4469	0.9002	0.8906	1.3699	-0.4437**	0.0181
	CO5	0.3793	0.7319	0.5714	0.9759	-0.1921	0.6362
	CO6	0.6786	1.1564	0.7000	1.0593	-0.0214	0.9579
Expects subordinates to develop competencies by working through problems on their own, while readily providing help whenever needed	CO1	4.1154	0.9931	3.8667	1.0743	0.2487	0.3722
	CO2	62.966	18.552	55.648	19.136	7.3181	0.4104
	CO4	4.5278	1.6960	3.7188	1.8896	0.8090**	0.0032
	CO5	4.8966	1.5543	3.4286	1.3973	1.4680*	0.0344
	CO6	4.3929	1.8923	3.4000	2.1187	0.9929	0.2115

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RESPONDING TO FAILURES OF SUBORDINATES

When subordinates commit failures, a benevolent leader will jump into the action and chide the wrong doer, explain how to do things correctly. He plays the roles of a parent here showing the correct way to do things and at times even doing the thing the right way for them. At most the benevolent leader may jus give a reprimand and leave the incumbent. A nurturing parent is what very much accurately describes a benevolent leader handling failures. A critical leader tends to heavily reprimand people making mistakes, especially subordinates. A critical style may tend to show such individuals committing mistakes down, at times even publicly, to make an example. The idea is to instil fear and discipline more than anything else. Result is of course fear to make mistakes which gets generated through such a style. The Developmental leader on the other hand treats failures of subordinates as opportunities to learn from or as stepping stones. The leader here plays more of a facilitator's role in getting the subordinate to understand what went wrong and how to do the right thing rather than reprimanding or doing the job for him. An important aspect of this style is that the leader supports the subordinate to learn from the failure so as not to repeat it again. Table 4.9 indicates that the star performers tend to use developmental style again in managing the failures of their juniors as compared to their weak performers. However the differences are significant only in two companies and in one the difference in mildly negative.

Table 5.9 How does (s)he respond to Failure of Subordinates?							
	S No	Star	S D	Average	S D	Diff	T-value
Underplays failure and often protects some of the subordinates	CO1	2.1818	1.2203	1.8214	1.0203	0.3604	0.2723
	CO2	23.222	11.160	27.469	5.632	-4.2469	0.3066
	CO4	1.2809	1.3147	1.7742	1.3840	-0.4933**	0.0161
	CO5	1.1034	1.2898	1.7143	1.4960	-0.6108	0.3458

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			Table 5.9				
			How does (s)he respond to Failure of Subordinates?				
	S No	Star	S D	Average	S D	Diff	T-value
	CO6	0.9630	1.2855	1.1000	1.1972	-0.1370	0.7655
Points out mistakes made by subordinates (to seniors) and reprimands them publicly or brings it into the open to put the individual down.	CO1	2.1250	1.3929	1.6071	0.8751	0.5179	0.1238
	CO2	19.639	15.583	21.759	19.494	-2.1204	0.7983
	CO4	0.9270	1.3614	0.9355	1.1289	-0.0085	0.9615
	CO5	0.6552	1.0370	0.8571	0.8997	-0.2020	0.6193
	CO6	1.1852	1.9422	1.7000	2.1628	-0.5148	0.5191
Encourages discussion and diagnosis with a view to learn from the failures. Supports the employees to learn from failures.	CO1	3.5200	1.1225	3.8000	1.1567	-0.2800	0.3679
	CO2	57.139	22.153	50.772	18.622	6.3673	0.5055
	CO4	3.7921	1.8462	3.2903	1.6235	0.5018*	0.0455
	CO5	4.2414	1.7788	3.4286	2.1492	0.8128	0.3781
	CO6	3.8519	2.1430	3.2000	2.3944	0.6519	0.4616

CONDUCTING MEETINGS, DISCUSSIONS AND TRANSACTIONS

Three different styles of conducting meetings and discussions: A benevolent leader conducts meetings and discussions only with those who are close to him. His close circle or the group he favours most. Most discussions and meetings are limited to these groups of people only and then filter down to the rest, if at all.

The critical leader uses meetings and discussions to give out his orders and norms or policy changes which he thinks fit. Such meetings tend to be autocratic and are just hand me down type of interactions. It is also meant to ensure compliance and see that things are in accord with what the leader wishes it to be

The development leader uses meetings and discussions to understand the views and perceptions of others, to entice their participation. To encourage them to come up with innovations, new processes and more importantly to learn from them on existing work situations and issues which crop up. Such meetings are often highly participative with free information flow and exchange of ideas. The development leader may also use such forums to distribute information or resources freely and equally to all. Joint collaboration and team working is what characterises such interactions and meetings.

Data are available only for four companies and in the trend indicates that the weak performers tend to use more of benevolent and critical style in managing meetings as compared to star performers. However the differences are significant only in one case

Table 5.10

How does (s)he conduct meetings, discussions and other team transactions?

	S No	Star	S D	Average	S D	Diff	T-value
Speaks a lot and fills meetings with his/her own views, suggestions and comments.	CO1	Item not used					
	CO2	21.224	12.107	27.932	20.144	-6.7079	0.4014
	CO4	1.1979	1.4021	1.0952	1.3879	0.1026	0.6137
	CO5	0.9655	1.4932	2.1250	1.4577	-1.1595	0.0707
	CO6	0.7500	1.2360	2.7000	1.9465	-1.9500**	0.0122
Uses meetings to give directions, critics and members ensure compliance.	CO1	Item not used					
	CO2	37.290	17.003	28.827	15.070	8.4625	0.2660
	CO4	1.4385	1.1594	1.8594	1.2832	-0.4209*	0.0224
	CO5	1.7241	1.1798	1.5000	0.9258	0.2241	0.5848
	CO6	2.0000	1.7847	1.3000	0.9487	0.7000	0.1314
Uses meetings to empower his/her team by sharing information eliciting participation, new ideas and collective decision-making.	CO1	Item not used					
	CO2	41.486	16.314	43.241	24.232	-1.7546	0.8574
	CO4	3.3636	1.8335	3.0625	1.5417	0.3011	0.2019
	CO5	3.3448	1.5664	2.3750	1.0607	0.9698	0.0601
	CO6	3.2500	2.0299	2.0000	1.5635	1.2500	0.0591

OVERALL LEADERSHIP STYLE

Three distinct leadership styles have been laid out here for which statistical analysis have been done:

1) Benevolent leadership style

2) Critical leadership style

3) Developmental leadership style

Benevolent leadership style:

- Best termed as the Nurturing Parent Style

- Role played here by the leader is more like a father figure than anything

- Treats subordinates akin to children, feels its his responsibility to bring them up with engendering care and attention, proper guidance and forgiving nature

- Has strong favourites amongst those around him

- Usually observed to have his own coitre around him who play a major role in influencing the leaders decisions, thinking and attitude

- Plays favourites and is biased to few; these enjoy undue attention, rewards, recognition, trust of the leader

- Information sharing, credit giving, recognising excellence, resource sharing etc. are again done selectively only with those people immediately close to such leaders while the remaining don't benefit as much

- Quick in forgiving mistakes of subordinates, readily gives direction to subordinates making mistakes or in the dark and is an ever-ready helping hand

Critical leadership style

- May be appropriately termed as the Autocratic Tyrant

- Gets work done mainly through fear and discipline

- Excellent in dictating norms, rules and policies; even stronger when it comes to ensuring the same are enforced without glitch

- Reprimands, at times even publicly, when subordinates falter or have conflicts

- Low level of information sharing, resource allocation, recognition or even encouragement given to others

- Believes more in the stick than in the carrot

- Such style is mainly used to ensure absolute discipline and 100% fulfilment of game plan, or to meet deadlines

- Results in people working more out of fear, low morale, practically no job satisfaction, heavy employee turnover, very low innovations

Developmental leadership style

- Also known as the professional leadership style

- Contains blend of the two aforementioned styles in a balanced manner with a tint of developmental attitude added to it

- Characterised by concern for development of subordinates and through them, the organization

- Participative decision making

- Encouraging atmosphere created by such leaders, learning is high, job morale and satisfaction is high, people enjoy working under such leaders

- Developmental leadership style allows for free and equal flow of information, sharing of resources without biases, everyone to be heard, feeling of achievement, need to grow,

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recognition of good performance and an overall healthy competitive environment where team work prevails

Table 5.11 OVERALL LEADERSHIP STYLES							
	S No	Star	S D	Average	S D	Diff	T-value
BENEVOLENT STYLE	CO1	36.3349	23.2308	28.5441	22.6122	7.7908	0.2095
	CO2	27.9143	8.8775	31.6279	7.1127	-3.7136	0.3265
	CO4	24.2021	14.7020	30.1496	16.8307	-5.948*	0.0099
	CO5	20.8680	17.2650	36.1458	12.5747	-15.28*	0.0130
	CO6	28.3874	17.5956	31.3911	6.3935	-3.0037	0.4337
CRITICAL STYLE	CO1	15.4446	18.1706	13.3234	15.3777	2.1212	0.6428
	CO2	22.9416	9.9371	23.2623	11.8572	-0.3207	0.9502
	CO4	16.2689	15.4257	19.1084	14.8058	-2.8395	0.1750
	CO5	17.8013	17.5452	18.6458	12.8941	-0.8445	0.8834
	CO6	25.7477	12.2569	29.5617	11.8727	-3.8140	0.3959
DEVELOPMENTAL STYLE	CO1	67.5283	17.0648	69.3935	22.4304	-1.8652	0.7219
	CO2	49.1441	14.3560	45.1098	15.4035	4.0343	0.5641
	CO4	59.5290	25.1705	50.7420	21.3175	8.7871*	0.0054
	CO5	61.3307	24.7281	45.2083	23.5439	16.1224	0.1138
	CO6	45.8648	18.0790	39.0471	15.4408	6.8177	0.2625

Table 5.11 presents the differences in the overall scores of the star and Average performers. In two of the organizations the star performers exhibited significantly lower levels of benevolent styles. In three other firms the trend is similar though the differences are not high and significant statistically. Though the developmental style was exhibited more by the star performers across the firms only in one organization this was significant statistically. The trend is in favour of developmental style as preferred style of the star performers.

LEADERSHIP IMPACT

Impact of styles:

Earlier studies have indicated that the benevolent style is associated with a dependency climate, Critical style with counter dependence and developmental with independence and interdependence. The leadership impact was measured in terms of the climate created by the manager. Eight items ere used for this purpose.

The first item measured the extent to which the manager is assessed as creating dependence often attributable to benevolent managers. Table 4.12 gives details. The second item measured the extent to which the manager created a climate of personal loyalty. Table 5.13 gives details. The third item and fourth items measured the extent to which the manager created tension and resentment due to his style Tables 5.14 and 5.15 give details. This climate is often attributed to critical style of managers.

The fifth to ninth items measured the extent o which the manager created empowerment (table 5.16), learning (table 5.17), job satisfaction (table 5.18) and morale and we feeling (table 5.19) and motivation to work 9table 5.20).

Tables 5.12 to 5.20 indicate the following:

- Star performers and average performers do not significantly differ in the extent which they create dependency feelings among their juniors. None of the differences between the scores of star and average performers is significant in Table 5.12.

- Star performers and average performers do not significantly differ in the extent which they create feelings of personal loyalty among their juniors. None of the differences between the scores of star and average performers is significant in Table 5.13.

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- Star performers and average performers do not significantly differ in the extent which they create resentment feelings among their juniors. None of the differences between the scores of star and average performers is significant in Table 5.14.

- Star performers and average performers do not significantly differ in the extent which they create feelings of tension among their juniors. None of the differences between the scores of star and average performers is significant in Table 5.15.

- Star performers and average performers do not significantly differ in the extent which they create feelings of empowerment among their juniors. None of the differences between the scores of star and average performers is significant in Table 5.16.

- Star performers seem to create significantly higher climate of learning among their juniors. Three of the four companies' stars created a better learning climate than the average performers. Table 5.17.

- Star performers seem to create significantly higher climate of job satisfaction among their juniors Three of the four companies stars created a better climate of satisfaction than the average performers see table 5.18

- Star performers seem to create significantly higher climate of morale among their juniors. In two of the four companies stars created a better climate of morale than the average performers. Table 5.19.

- Star performers seem to create significantly higher climate of motivation among their juniors. In both the companies the star performers seem to create a climate of motivation. Table 5.20

Table 5.12

Extent to which Creates dependency. His / her subordinates do things only after checking with him / her.

S No	Star	S D	Average	S D	Diff	T-value
CO2	46.8690	17.7891	46.2743	18.5974	0.5948	0.9442
CO4	2.7083	1.1749	2.5735	1.1239	0.1348	0.4027
CO5	3.0400	1.3064	2.3333	1.2111	0.7067	0.2417
CO6	2.8000	1.3746	2.9000	1.1972	-0.1000	0.8283

Table 5.13

Creates personal loyalty. They admire him / her and are very loyal to him / her.

S No	Star	S D	Average	S D	Diff	T-value
CO2	51.8958	15.3050	42.9123	14.8357	8.9836	0.2116
CO4	2.9579	1.2380	2.4923	1.0771	0.4656*	0.0045
CO5	3.5600	1.2936	3.6000	1.1402	-0.0400	0.9464
CO6	3.3667	1.2172	2.7778	0.9718	0.5889	0.1530

Table 5.14

Creates resentment. His / her subordinates tend to dislike his / her style

S No	Star	S D	Average	S D	Diff	T-value
CO2	32.2946	17.1041	38.1713	27.0901	-5.8767	0.5859
CO4	1.9189	1.0420	2.1818	1.0657	-0.2629	0.0863
CO5	2.0833	1.1765	2.6667	1.0328	-0.5833	0.2614
CO6	1.9655	1.0851	1.7778	0.8333	0.1877	0.5913

Table 5.15

Creates tension. His / her subordinates work more out of fear than out of joy of work.

S No	Star	S D	Average	S D	Diff	T-value
CO2	27.4643	18.0374	25.9149	19.8816	1.5494	0.8615
CO4	1.8901	1.1510	1.8636	1.0653	0.0265	0.8659
CO5	2.2000	1.2910	2.8333	1.4720	-0.6333	0.3653
CO6	1.8276	0.9662	2.0000	1.3333	-0.1724	0.7131

Table 5.16

Creates empowerment. His / her subordinates feel capable of independent action.

S No	Star	S D	Average	S D	Diff	T-value
CO2	54.1935	14.2326	51.2698	18.6071	2.9236	0.7082
CO4	3.4922	0.8727	3.2727	0.9038	0.2195	0.0886
CO5	3.5652	1.0798	3.3333	1.2111	0.2319	0.6819
CO6	3.5667	1.0063	3.2000	0.6325	0.3667	0.1890

Table 5.17

Creates a high degree of learning. His / her subordinates seem to learn a lot.

S No	Star	S D	Average	S D	Diff	T-value
CO2	55.7679	14.7342	51.9444	11.6991	3.8234	0.5377
CO4	3.5052	0.9921	2.8209	0.9523	0.6843*	0.0000
CO5	3.7600	0.9256	2.8333	0.7528	0.9267*	0.0295
CO6	3.5333	0.9371	2.8000	0.7888	0.7333*	0.0260

Table 5.18

Creates a good degree of job-satisfaction among his / her subordinates.

S No	Star	S D	Average	S D	Diff	T-value
CO2	53.6875	16.0439	53.6894	12.4357	-0.0019	0.9998
CO4	3.4180	0.8812	2.8676	0.8269	0.5503*	0.0000
CO5	3.6400	0.8103	2.6667	0.5164	0.9733*	0.0034
CO6	3.8333	0.8743	2.9000	0.7379	0.9333*	0.0039

Table 5.19

His / her subordinates exhibit a high degree of morale and we feeling.

S No	Star	S D	Average	S D	Diff	T-value
CO2	54.3750	15.9453	52.9872	18.4956	1.3878	0.8639
CO4	3.4555	0.9662	2.9846	0.8749	0.4709*	0.0004
CO5	3.4400	1.0832	2.5000	1.0488	0.9400	0.0868
CO6	3.7333	0.7849	3.1000	0.5676	0.6333*	0.0117

Table 5.20

His / her subordinates are highly motivated to work because of his / her leadership style (Life- CO6).

S No	Star	S D	Average	S D	Diff	T-value
CO4	3.4255	1.0026	2.7385	0.9233	0.6871*	0.0000
CO6	3.4667	0.9371	2.8000	0.4216	0.6667*	0.0041

SUMMARY

In sum there were fifty possible times when star performers showed higher or lower across all the ten items (10 items multiplied by six firms). Of which only 8 times star performers scored significantly higher than the weak performers in terms of developmental style and in one case even critical style scored higher for star performers. It may be concluded that while the star performers tend to be developmental in approach in general more than the Average performers they also use the style situationally. The results lend support to the hypothesis that the style differences of star and Average performers vary from company to company and situation to situation though the generally exhibited style is developmental. In five cases benevolent style seem to be significantly lower for star performers as compared to weak performers. The results are in expected direction but seem to lend support more to the hypothesis that the leadership impact is situational. However the climate results are in the expected direction and indicate that star performers do create abetter climate of learning, job satisfaction, morale and motivation.

Table 5.21

No of firms where differences are statistically significant when star performers scored higher or lower than the Average performers

Item	Dimension	No of firms in which the style was found to be differentiator star performers					
		Benevolent		Critical		Developmental	
		Higher	Lower	Higher	Lower	Higher	Lower
1	Goal setting	0	1	0	0	1	0
2	Information sharing	0	0	0	0	1	0
3	Managing Mistakes	1	0	0	0	1	0

Table 5.21

No of firms where differences are statistically significant when star performers scored higher or lower than the Average performers

Item	Dimension	No of firms in which the style was found to be differentiator star performers					
		Benevolent		Critical		Developmental	
		Higher	Lower	Higher	Lower	Higher	Lower
4	Managing Conflicts	0	0	0	0	0	0
5	Rewarding Performance	0	0	0	1	1	0
6	Decision Making	0	0	0	0	0	1
7	Performance Monitoring	0	1	0	0	1	0
8	Providing support	0	1	0	1	2	0
9	Responding to failures	0	1	0	0	1	0
10	Managing Meetings	0	1	1	0	0	0
	Total	1	5	1	2	8	1
	Overall Style	0	2	0	0	1	0

IMPLICATIONS

The results are not in expected direction as far as the styles are concerned and null hypothesis seems to be retained in most cases. It may be concluded from this study hat leadership styles is not a differentiating factor always. In a few companies by exceptions development style seems to characterise star performers. However on the whole it can be said that star performer's use as much of benevolent, critical and developmental styles as are average performers.

It is often said that when employees leave they leave managers than companies and largely it is due to the managerial styles of their bosses. However it looks that managers are required to sue all types of styles depending on the situation. However the climate crated is a positive one by star performers.