

**LEADERSHIP AND HUMAN RESOURCE MANAGEMENT
STYLES OF SENIOR AND TOP LEVEL MANAGERS**

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LEADERSHIP AND HUMAN RESOURCE MANAGEMENT STYLES OF SENIOR AND TOP LEVEL MANAGERS

Abstract

This paper reports in detail a Leadership Styles Questionnaire (LSQ) developed to measure the Benevolent, Critical and Developmental styles of managers. This questionnaire has two forms; one for self-assessment and the second for assessment by others (subordinates, boss and colleagues). This questionnaire is being used as a training instrument to help managers review and reflect about their own people management and leadership styles and beliefs underlying these. The instrument was used first on 74 senior managers to assess their own styles and the styles of their seniors. Subsequently it was used on 67 senior managers who were also assessed by their subordinates (n = 540). It was also administered on 96 top level managers who were assessed also by their subordinates (n = 871). In all the cases it was used as a training instrument.

This paper presents the data available from all these groups and offers suggestions for using LSQ as a development tool in training programmes, counselling, appraisal and OD.

The data indicate that the leadership styles of senior executives as well as top level managers is predominantly "Developmental". The data also suggest that Indian managers seem to be sensitive to the perceptions of their subordinates as there was a good degree of congruence between their perceptions and those of their subordinates. In cases where the managers were perceived as "critical" by their subordinates, the managers were found to be less sensitive to such perceptions. These were however, only a few in number.

Detailed data are presented in this paper for use by those interested in using the LSQ.

Acknowledgments

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T.V. Rao, S. Tamil Selvan and Rakesh Kumar

"The problem is not one of getting men to talk, the problem is one of getting leaders to listen"

(Carl F. Braun in "Management and Leadership")

Introduction

Increasingly managerial effectiveness is being judged by how well the manager is able to "influence", "inspire", "develop", "nurture" and "utilise" his staff to perform their roles and contribute to organizational goals. Each manager has his own way of leading and managing his people. Some ways are good and some others are not so good. Some are effective and some others are not so effective at a given point of time. Normally with experience every manager develops his own beliefs about his people (subordinates, colleagues and other staff) and how they should be influenced and managed.

These beliefs a manager has about his employees and particularly his subordinates have roots in the family, society, educational institutions and early organizational experiences. Socialisation processes operating in each of these systems mould his belief patterns and subsequent experiences in work life may either reinforce or weaken these beliefs. It is these beliefs that get expressed through observable behaviours that could be labelled as

styles. The general beliefs a manager has about his subordinates, the way he sets goals for them or assigns tasks, the processes he uses in managing conflicts or mistakes, the way he shares or does not share information, the way he takes decisions, the way he interacts with his subordinates and the way he treats them, when examined may indicate consistent underlying belief patterns that are indicative of the styles.

Some of these styles have been identified and researched in the past as leadership styles and a good amount of literature is available on the same.

Literature on Leadership talks about a variety of approaches. Leadership styles have been classified in so many ways. For example, Autocratic and Democratic (Lippit & White, 1943), Task-oriented and Employee-oriented (Blake & Mouton, 1969) exploitative authoritative, benevolent authoritative consultative, and participative (Rensis Likert, 1967). Boss-centered to subordinate-centered (Tannenbaum and Schmidt, 1968; 1973), Contingency style (Fiedler, 1974), Nurturant Task (J.B.P. Sinha, 1973; 1976), Benevolent, critical and self-dispensing or Developmental (Rao and Satia, 1973) and many more.

Literature on Indian Managers has few studies which are worth-mentioning in this context. Sudhir Kakar (1971) focussed his research on authority pattern and subordinate behaviour in Indian organizations. J.B.P. Sinha (1980) did a lot of work while trying to find out who is an effective leader? In his book Nurturant Task leader, he sums up saying that his model remains

at best a tentative approach to leadership effectiveness. There are few studies relating to motivational climate and leadership styles (A.H.M. Habibullah and J.B.P. Sinha, 1983). Leadership styles in interpersonal perspective (Neelam Verma, 1986) and added to this some studies are available on Rural Leadership (1965; 1974), leadership among tribal people and opinion leadership (1969).

Among the Indian Managers one comes across at least three distinct types of managers. The first one is a "charismatic" and "benevolent" manager. He is resourceful and competent. He likes people to perceive him as a "giver" or "distributor" of resources and favours. He enjoys personal loyalty and takes care of all those who are loyal to him. He is somewhat relationship oriented person as he enjoys affection and probably has a high affiliation need. This kind of managers used to be seen frequently in family-owned business houses prior to the professionalisation of owner-managers. In every organization one comes across a few such "benevolent" managers. The first category of managers may therefore be labelled as "Benevolent Managers". Such a manager sees himself as a giver and distributor of resources, protects subordinates, continuously guides them and keeps giving them directions and comes to their rescue whenever they are in trouble. For these managers relationships take priority over tasks if they have to make a choice but they don't neglect or ignore the tasks.

The second type of managers one comes across is a "critical" manager. This one has low interpersonal trust, largely

subscribes to theory X (i.e., he believes that people are basically lazy and avoid work unless they are constantly supervised, monitored and controlled), uses criticism reprimand and punishment more frequently, rarely satisfied with the work done by his staff, has very low tolerance for mistakes, keeps communicating his dissatisfaction or annoyance more frequently, may be emotional at times and is a disciplining type. Such managers are autocratic and excessively task-oriented with little or no concern for the people and interpersonal relationships. This style is labelled as "critical" style.

The third type of managers are what McClelland (1975) calls as "Institutional Managers" or "Institution Builders". These managers are sensitive to human processes, long-term goal-oriented (vision) and work for strengthening or building departments, units and organizations rather than for getting immediate tasks accomplished. They tend to confide in their subordinates, treat them as mature individuals, give them autonomy and independence, concerned about the growth and development of subordinates and attempt to create a supporting environment. This style is called as "Developmental" style. These managers prefer to play win-win game as they believe that they can become powerful by empowering their subordinates.

Rao and Satia (1978) identified these three styles of supervision and leadership among medical doctors performing managerial jobs. A 9-item questionnaire was developed to assess the benevolent, critical and self-dispensing (developmental) styles. Later this

questionnaire was modified for use on managers (Rao, 1981 and 1986) as well as ^{an}IAS officers (Jain, 1982).

Leadership Style Questionnaire (LSQ)

The 9-item questionnaire to measure supervisory and leadership beliefs was used in a good number of training programmes. The positive feedback received on the conceptualisation of the three categories of "styles" encouraged the author of this instrument to expand and develop this instrument further. Thus the 9-item general beliefs questionnaire was further expanded into a 48 item questionnaire to measure the three styles over a variety of managerial tasks.

The final version of the Leadership Style Questionnaire (Appendix 1) consists of 16 sets of 3 items each. The methodology followed is similar to the first questionnaire (3 sets of 3 items each). Each set of items contain a benevolent style based belief or behaviour, a critical style based belief or behaviour and a development style based belief or behaviour. The respondent has 6 points (or marks) to distribute among the three items depending on the extent to which each of the beliefs or behaviour characterise him. The assumption here is that managers can have different combination of the three styles in different areas/situations. The 16 sets of items deal with different areas: The respondents' general beliefs about his subordinates, his priorities between personal and organizational goals, vision, support to subordinates, management of mistakes, conflicts, decision making, task allocation, significance giving,

Table 1

Leadership Styles

Brief Descriptions of Beliefs and Behaviours that Characterise Benevolent, Critical and Developmental Styles in LSO

Dimension	Benevolent	Critical	Developmental
1. Beliefs about subordinates	Treats affectionately and gives instructions	Treats subordinates as lazy & needing close supervision	Has confidence in subordinates and provides support only when needed
2. Beliefs about subordinates	Constantly helps by explaining	Keep a close eye and makes them feel watched	Gives freedom and communicates his confidence in them
3. Organizational Goals and Personal Goals	Shows concerns for needs and personal goals	Concerned about his own goals & personal significance	Willing to sacrifice personal goals
4. Vision	Thinks in terms of people	Concerned about immediate tasks Lacks long term perspective	Long term interests of organization. Invests in building people
5. Support	Solves problems and provides constant support	Grudgingly provides support	Expects subordinates to work through problems and learn
6. Mistakes	Salvages and protects subordinates	Intolerant, gets upset	Uses as learning experiences
7. Conflicts	Gives decision and is respected for it	Complains or pulls up erring side	Promotes understanding between parties

Table 1. contd....

Dimension	Benevolent	Critical	Developmental
8. Decision Making	Decides and informs close ones	Takes all decisions; does not trust subordinates fully	Consults, informs or involves
9. Task Assignment	Assigns on likes and dislikes in admirable way	Inflexible and uses norms and rules	Assigns in a way to matching competencies and promoting development
10. Significance	Protects those who admire him; encourages loyalty	Gives significance to himself	Gives significance to subordinates
11. Communication	Shares information with close ones	Does not share information	Shares information to educate & develop people
12. Internal Communication	Shares information selectively	Keeps information to himself	Keeps subordinates informed for development
13. Inspiration	Relationship oriented	Task-oriented with intolerance for deviation	Inspires and creates conditions for development
14. Initiative	Encourages a few to take initiative	Rule and Procedure oriented	Encourages all to take initiative for development
15. Sense of competence	Feels that subordinates are dependent	Feels that subordinates lack confidence	Feels subordinates as confident lot
16. Dependence	Feels subordinates look for guidance	Feels subordinates as counter-dependent	Feels that subordinates can work as a team

communication, inspiration styles, initiative, perceived competence and dependence of subordinates. Behaviour descriptions of managers with each of these styles are presented in Table 1. These descriptions are derived from the item content of this questionnaire given in Appendix. Of the 16 dimensions given in table 1, the first 14 describe the respondent's own behaviour or beliefs. The last two items describe the respondents' perceptions of his subordinates behaviour vis-a-vis him.

Scoring and Interpretation of LSQ

As may be noted from Appendix 1, item 'a' in each of the 16 sets of items deals with 'benevolent' style, item 'b' in each of the 16 sets deals with 'critical' style and item 'c' deals with the 'development' style.

Thus adding the scores on all the 16 'a's will give benevolent style score, adding scores on all the 16 'b's will give critical style score and adding the 'c' scores on all the 16 items will give the 'developmental' style score for the respondent. The total of the three style scores should be 96 (i.e. 16 sets of items x 6 points). The style for which the respondent gets the highest score is his dominant style and his second highest style may be considered as his back up style. Thus to be categorised authentically as having any particular style as dominant style the respondent should get around 48 (50% of the maximum possible). Normally managers do have one of the three as a dominant style. In those cases where the candidate gets scores

of any two or three styles nearly the same, it may be difficult to conclude that he has any one style dominating. In fact, he may have 'style flexibility' which is particularly desirable when one is dealing with heterogeneous groups of subordinates requiring different styles of supervision and management.

In addition to the overall scores, for self-development and training purposes it may be useful to focus on each of the items and identify the desirable styles for a given group of people or for a specific situation. Thus in an organization with a particular group it may be desirable to manage mistakes and conflict in a benevolent style but assign tasks and do other things in a developmental style.

Effective and Desirable Styles

Respondents to the questionnaire and participants in training programmes often express their desire to know a desirable profile or a desirable style. Some comments are made here as an answer to these questions:

No single style can be started as effective all the time and is desirable all the time in exclusion of other styles. If one has to choose among the three styles, obviously 'developmental style' is useful and desirable for building departments/units/institutions and most of all people. The developmental style creates a healthy and enabling culture and promotes trust. However, different employees may respond to different styles. Sometimes certain individuals and/or categories of employees may have to be managed with different styles. For example a new

recruit may need a benevolent style to begin with until he becomes a part of the team and learns to act independently. An indisciplined subordinate may respond to a critical style until he becomes disciplined and subsequently may need to be dealt with in a benevolent and paternalistic way and then with developmental style. A competent manager may do well under a manager with developmental style. Thus managers should develop resourcefulness to be able to shift with ease from one style to another depending on the individual and the situation. The final objective however, may be to be able to use developmental style, i.e., to build a climate in the department or unit where the developmental style is considered appropriate.

The research results obtained in one of the studies may throw further light on the desirability of these styles. In this study 19 top level managers (General Managers, Vice-Presidents and Chief Executives) were rated by their subordinates and colleagues on LSQ. The items were modified to suit ratings by others. In addition to the 16 items, the raters were asked to rate the top managers on the morale, kind of climate created by them in their departments in terms of job-satisfaction, work-commitment and job-involvement of their subordinates. The perceived styles of the top manager were then correlated with the perceived climate in the department (morale, motivation etc. of their subordinates). Six sets of items were used to measure the climate. The questionnaire used for this purpose is given in Appendix 2 (Leadership Styles - Others' Perceptions Questionnaire - LSOPQ). The first 16 items in this form are same as those in

LSQ (Appendix 1). The last 6 items deal with the impact of the leadership style on the subordinates and the climate. When the total scores on the first 16 items were correlated with those on the last 6 items the following results were obtained.

Benevolent style was found to be related to "dependency climate" in which dependence on the leader is high, admiration for the leader is also high, people seem to work on the basis of relationships, the subordinates seem to learn sometimes, their morale is high when the boss is there and there are feelings of 'loss' in the absence of boss. The coefficient of correlation between perceived benevolent style and such dependent climate was found to be +0.65 (on a sample of 254 respondents who rated a total of 19 top level managers). All 'a's in LSOPQ from item numbers 17 to 22 deal with this climate.

Critical leadership style was found to be associated with a "dysfunctional climate" characterised by feelings of incompetence, dislike for authority, resentment towards the boss and a preference for change of boss, low job-satisfaction, negative attitude to work, very low level of learning, high frustration and low morale. The coefficient of correlation between the two sets of variables (critical leadership style and climate) was found to be +0.82 (19 top managers rated by a total of 254 subordinates/colleagues). All 'b's in item sets 17 to 22 describe this climate.

Developmental style was found to be associated with "Development Climate" characterised by self-confidence, self-discipline, team

spirit, high job-satisfaction, high identification with the organization, high job-involvement, high morale and higher learning on the part of the subordinates and staff. The coefficient of correlation between the two sets of items was +0.87 (with same sample as above). In LSOPQ items 17 to 22 all 'e's deal with this.

Further it was found that the Benevolent Style was negatively related to Development Climate ($r = -0.42$), Critical Style was negatively related to Development Climate ($r = -0.69$) and Development Style was negatively related both to Dependency Climate ($r = 0.48$) and Dysfunctional Climate ($r = 0.83$).

With another questionnaire on decision-making styles (classifying these executives into autocratic, consultative and participative styles) it was found that benevolent leadership style is associated negatively with participative style of decision-making ($r = 0.62$); critical style was associated with autocratic decision-making ($r = +0.68$) and negatively with consultative and participative decision-making ($r = -0.45$ and -0.35 respectively) and Development Style was associated positively with consultative ($r = +0.56$) and participative ($r = 0.68$) decision-making styles.

These findings indicate the desirability of Development Style. However, it may not be out of place to state once again that while developmental style is associated with positive effects in the long run, a given situation or set of people may respond to other styles effectively and thus an effective use of each style is important.

Self Perceptions of Senior Executives and their Perceptions of their Bosses

The LSQ was administered to 74 senior executives attending the Senior Executives Course at the Indian Institute of Management, Ahmedabad during November 1986. These executives drawn from about 40 different organizations assessed their own styles on LSQ and also assessed the styles of their boss on LSQQ (first 16 items). Their self-perceptions (on LSQ) and the styles of the top management (i.e., their bosses on LSQQ) are briefly described here. The data are presented mainly to get a picture of the kind of styles that seem prevalent among senior executives.

Dominant Style: of the 74 executives in 70 cases (i.e., about 94%) their assessments indicated that "Development Style" is their dominant style and only four cases it was "Benevolent Style" and none of them had "Critical Style" as dominant style. Interestingly however, 56 of them (i.e., about 76%) perceived their boss's dominant style also to be 'Developmental'. Seven of them (i.e., about 9%) perceived their boss's dominant style to be "critical" and 12 (i.e., 16%) perceived it to be "benevolent".

Back-up Style: The second dominant or back-up style came out to be benevolent for 64 of them (i.e. 86%), and developmental for four of them and critical for seven of them. These indicate that there are about 9 to 10 per cent executive who report using critical style in leading and managing their staff.

Table 2

Leadership Styles - Range of Scores of Senior Executives' Self Perceptions and Assessment of Their Superiors

(N = 74)

<u>Score Range</u>	<u>Developmental Style</u>	<u>Critical Style</u>	<u>Benevolent Style</u>
0 - 9	- (0)	21 (27)	06 (07)
10 - 19	- (05)	38 (15)	28 (22)
20 - 29	- (08)	15 (15)	21 (18)
30 - 39	04 (09)	- (08)	16 (19)
40 - 49	13 (09)	- (07)	03 (05)
50 - 59	14 (11)	- (01)	- (3)
60 - 69	20 (14)	- (-)	- (-)
70 - 79	18 (12)	- (01)	- (-)
80 - 89	04 (04)	- (-)	- (-)
90 - 96	01 (2)	- (-)	- (-)
Total ...	74 (74)	74 (74)	74 (74)

Figures in Parentheses are employee (participant) perceptions of their boss/appraiser.

Range of Scores

<u>Style</u>	<u>Self-Perception</u>	<u>Employee Perception</u>
Developmental	3 to 95	12 to 90
Critical	0 to 28	0 to 78
Benevolent	1 to 48	4 to 58

Table 2(a)

LEADERSHIP STYLES PROFILE: ITEM-WISE MEAN & RANGE SCORES FOR ALL SENIOR EXECUTIVES ATTENDING 3 TP PROGRAMME, 1986

Item Content		Mean Percentage Score and Range as Perceived by the Senior Executives					
		Self N = 74			Sr. Exe. about their bosses		
		Benevo- lent	Critical	Develop- mental	Benevo- lent	Critical	Develop- mental
1. Belief about Subordinates	S R	25 0-100	6 0-33	69 0-100	14 0-100	13 0-100	73 0-100
2. Beliefs	S R	20 0-83	10 0-33	70 0-100	17 0-67	18 0-100	65 0-100
3. Organizational & Personal Goals	S R	33 0-83	7 0-50	60 0-100	32 0-100	21 0-100	47 0-100
4. Vision	S R	18 0-67	20 0-67	62 17-100	12 0-67	40 0-100	48 0-100
5. Support	S R	30 0-83	10 0-67	60 0-100	34 0-100	8 0-100	58 0-100
6. Mistakes	S R	23 0-67	15 0-67	62 0-100	39 0-100	18 0-100	43 0-100
7. Conflicts	S R	18 0-67	7 0-50	75 17-100	30 0-100	20 0-100	50 0-100
8. Decision Making	S R	12 0-67	3 0-50	85 0-100	31 0-100	14 0-100	55 0-100
9. Assignment of Tasks	S R	25 0-67	12 0-67	63 17-100	25 0-100	25 0-100	50 0-100
10. Significance	S R	17 0-83	6 0-83	77 0-100	35 0-100	17 0-100	48 0-100

Item Content	Mean Percentage Score and Range as Perceived by						
	Self			N = 74	Sr. Exe. about their bosses		
		Benevo- lent	Critical		Benevo- lent	Critical	Develop- mental
11. Communication - External	S R	39 0-100	3 0-67	58 0-100	31 0-100	14 0-100	55 0-100
12. Communication - Internal	S R	27 0-100	5 0-83	68 0-100	33 0-100	15 0-100	52 0-100
13. Inspiration	S R	10 0-67	33 0-83	57 0-100	25 0-100	35 0-100	40 0-100
14. Initiative	S R	17 0-100	10 0-67	73 0-100	25 0-83	28 0-83	47 0-100
15. Sense of Com- petence	S R	18 0-100	12 0-67	70 0-100	17 0-100	20 0-100	63 0-100
16. Dependence	S R	23 0-67	9 0-33	68 0-100	23 0-100	22 0-100	55 0-100

When it comes to their assessment of their superiors, in 19 cases, (i.e., about 26%) critical style was perceived as the back-up style and in 51 cases (i.e., 69%) the benevolent style was the second dominant.

Table 2 presents the frequency distributions of the scores for different styles and for self-assessment as well as the assessment of their bosses/appraisers. Table 2(a) gives item-wise break up. These tables are intended to give a picture of the trends in styles. These data indicate that a large number of Indian managers at senior level seems to be predominantly developmental in their beliefs and style and they also perceive their bosses to be so.

Leadership and People Management Styles: Managers' Beliefs and their Subordinates' Perceptions

In the first study only the self-perception of managers and their perceptions of their bosses were assessed. The results were fed back to the participants and discussed. Most participants felt that their self-assessment may be biased and actual assessment by their own subordinates and colleagues would give a more true picture of their actual leadership and human resource management styles. They also felt that their bosses would benefit a lot if such a feedback is available to them. Taking the suggestions of the participants a new design was attempted on the senior executives attending the senior executives course (3TP) at IIMA in August 1989. The sample covered includes 67 senior executives. They were around 40 years of age with a minimum of 10 years experience.

Table 3

Item-wise Scores of Senior Executives on
Leadership Styles Questionnaire

Item content and style indicated by it	Perceptions			
	Self Score Average N1 = 67	%age Score	Others' Average N2 = 540	%age Score
1. Beliefs about subordinates				
(a) Benevolent	1.48	24.67	1.80	30.00
(b) Critical	0.63	10.50	1.19	19.89
(c) Developmental	3.90	65.00	3.01	50.17
2. Vision				
(a) Benevolent	1.54	25.67	1.14	19.00
(b) Critical	0.78	13.00	2.13	35.50
(c) Developmental	3.69	61.50	2.73	45.50
3. Mistakes				
(a) Benevolent	1.66	27.67	2.26	37.67
(b) Critical	0.75	12.50	1.20	20.00
(c) Developmental	3.60	60.00	2.53	42.17
4. Conflicts				
(a) Benevolent	1.42	23.66	1.79	29.84
(b) Critical	0.40	6.67	1.16	19.33
(c) Developmental	4.18	69.67	3.05	50.83
5. Decision Making				
(a) Benevolent	1.27	21.17	2.25	37.50
(b) Critical	0.34	5.67	0.84	14.00
(c) Developmental	4.40	73.34	2.91	48.50
6. Assignment of tasks				
(a) Benevolent	1.99	33.17	1.42	23.67
(b) Critical	0.61	10.17	1.41	23.50
(c) Developmental	3.40	56.67	3.17	52.84

Table 3 (Contd....)

Item content and style indicated by it	Perceptions			
	Self Score Average N1 = 67	%age Score	Others' Average N2 = 540	%age Score
7. Significance				
(a) Benevolent	1.18	19.67	1.79	29.84
(b) Critical	0.24	4.00	0.90	15.00
(c) Developmental	4.58	76.33	3.33	55.50
8. Communication				
(a) Benevolent	2.01	33.50	2.16	36.00
(b) Critical	0.03	0.50	0.74	12.34
(c) Developmental	3.96	66.00	3.10	51.67
9. Inspiration				
(a) Benevolent	0.69	11.50	1.83	30.50
(b) Critical	1.75	29.17	1.42	23.67
(c) Developmental	3.57	59.50	2.75	45.84
10. Initiative				
(a) Benevolent	0.79	13.16	1.62	27.00
(b) Critical	0.63	10.50	1.31	21.83
(c) Developmental	4.58	76.34	3.07	51.17
11. Sense of Competence				
(a) Benevolent			1.64	27.34
(b) Critical			0.84	14.00
(c) Developmental			3.52	58.67
12. Development				
(a) Benevolent			2.07	34.50
(b) Critical			0.69	11.50
(c) Developmental			3.24	54.00
13. Job-involvement - Hard work				
(a) Benevolent			1.99	33.17
(b) Critical			0.85	14.17
(c) Developmental			3.16	52.67

Table 3 (Contd...)

Item content and style indicated by it	Perceptions			
	Self Score Average N1 = 67	%age Score	Others' Average N2 = 540	%age Score
14. Morale				
(a) Benevolent			1.88	31.34
(b) Critical			0.84	14.00
(c) Developmental			3.25	54.17
15. Overall score				
(a) Benevolent	1.40	23.34	1.84	30.66
(b) Critical	0.61	10.17	1.11	18.50
(c) Developmental	3.98	66.50	3.06	51.00

They were mostly functional heads reporting to Managing Directors or General Managers and were from both public and private sectors.

A shorter 10 item-set (30 items) version of LSQ and a parallel 14 item-set (42 items) version of LSOPQ were mailed to each of the participants a few weeks before he attended the programme. Each participant was requested to distribute the LSOPQ to 10-15 of his subordinates whom he has been supervising and interacting for their assessment of his styles. Their subordinates were in turn requested to fill the questionnaire giving their assessment of the respondent and mail directly to the Programme Coordinator. The respondents (i.e., the subordinates of each participant) were required to give their assessment anonymously without giving their name or any other detail. The 67 participants were assessed by a total of 540 of their subordinates. A few of them distributed the questionnaires to their colleagues also.

Table 3 presents item-wise average scores on all the items. On each item set the scores of all the three styles should add to a score of 6 as per the scoring scheme. Table 3(a) presents individual-wise overall profiles for each of the 67 managers. Table 3(b) presents the highest and the lowest scores obtained by any of the 67 managers in relation to each style.

Table 3(a)

Individual-wise Overall Scores of Senior Executives on the Leadership Styles Questionnaire

Sr. Code	Exec. No.	No. of others' assessing	Average score across all items on 6-point scale					
			Benevolent		Critical		Developmental	
			Self	Others	Self	Others	Self	Others
1		4	0.00	1.55	0.00	0.14	6.00	4.30
2		5	1.60	2.23	0.70	0.63	3.70	2.94
3		10	1.00	2.53	0.70	0.61	4.30	2.86
5		9	1.70	1.74	0.40	1.82	3.90	2.44
6		9	2.40	2.13	0.90	0.86	2.70	3.02
7		13	1.20	1.54	1.00	1.63	3.80	2.82
10		9	1.10	1.37	1.40	0.63	3.50	3.99
11		7	1.70	1.38	0.50	0.91	3.80	3.71
12		12	1.50	2.54	1.10	0.77	3.40	2.70
13		5	1.50	2.01	1.30	0.40	3.20	3.59
14		3	3.20	1.40	0.20	0.19	2.60	4.40
18		8	2.10	1.49	0.80	0.38	3.10	4.13
21		10	2.10	2.26	0.70	0.89	3.20	2.85
22		6	1.30	2.12	0.00	1.54	4.70	2.35
23		8	1.00	1.35	0.50	0.67	4.50	3.98
25		7	1.20	2.00	0.30	1.62	4.50	2.38
26		3	0.50	2.02	0.30	0.43	5.20	3.40
27		5	2.40	2.06	0.90	2.07	2.70	1.87
28		8	0.90	1.57	0.60	1.21	4.50	3.21
29		9	1.80	1.92	1.10	0.54	3.10	3.55
32		7	1.20	2.03	0.60	1.91	4.20	2.06
33		7	1.90	2.49	0.50	1.22	3.60	2.30
34		6	1.30	1.37	0.60	3.33	4.10	1.30
35		7	1.00	1.95	0.40	1.22	4.60	2.83
36		9	1.30	1.68	0.20	1.53	4.60	2.79
37		4	2.10	1.96	0.70	1.41	3.20	2.63
39		7	1.80	1.93	1.10	1.54	3.10	2.52
40		3	0.90	1.98	0.60	0.90	4.50	3.12
42		11	2.10	1.66	1.20	1.70	2.70	2.64
43		13	1.20	2.41	0.20	1.15	4.60	2.43
44		11	1.10	1.60	0.80	1.64	4.10	2.76
45		9	0.50	2.21	0.20	0.92	5.30	2.87
46		8	2.30	1.27	0.10	0.18	3.60	4.55
48		18	1.20	1.69	0.20	1.01	4.60	3.30
49		7	1.80	1.86	0.00	0.29	4.20	3.86
51		12	1.00	1.64	1.40	0.71	3.60	3.65
52		10	1.50	2.00	0.80	2.35	3.70	1.65
53		6	0.80	1.65	1.00	1.50	4.20	2.85
54		4	0.70	1.34	0.50	0.38	4.80	4.29
55		11	1.20	2.10	1.40	1.24	3.40	2.65
57		9	1.00	1.45	0.60	3.13	4.40	1.42

Table 3(a) (Contd.....)

Sr. Exec. Code No.	No. of others' assessing	Average score across all items on 6-point scale					
		Benevolent		Critical		Developmental	
		Self	Others	Self	Others	Self	Others
59	17	0.30	1.89	0.70	1.12	5.00	2.99
60	6	2.20	1.87	0.30	1.86	3.50	2.29
62	8	1.90	1.84	0.90	0.71	3.20	3.46
64	1	1.80	2.36	0.70	3.36	3.50	0.29
65	7	1.00	2.19	0.20	1.38	4.80	2.42
66	8	1.60	1.68	0.00	0.41	4.40	3.91
69	13	1.80	1.74	1.00	1.09	3.20	3.17
70	5	1.30	1.46	0.70	0.33	4.00	4.20
73	7	1.20	1.57	1.70	1.16	3.10	3.27
74	3	1.50	1.83	0.90	0.76	3.60	3.40
75	8	1.10	1.82	0.50	0.88	4.40	3.29
76	10	1.90	1.86	0.10	0.94	4.00	3.20
80	22	1.30	1.94	1.40	0.78	3.30	3.29
82	5	2.60	2.07	0.80	1.34	2.60	2.59
83	9	0.80	2.39	0.10	1.05	5.10	2.56
87	10	1.10	1.42	0.60	0.77	4.30	3.81
90	7	0.70	2.18	0.20	1.94	5.10	1.89
91	10	1.10	1.23	0.40	0.56	4.50	4.21
94	12	1.10	1.35	0.60	0.20	4.30	4.45
95	9	1.80	1.50	1.40	0.76	2.80	3.74
97	8	0.00	1.67	0.00	0.71	6.00	3.63
98	3	0.90	1.50	0.30	0.12	4.80	4.38
99	10	1.20	1.76	0.00	0.53	4.80	3.71
106	9	2.20	1.90	0.60	0.94	3.20	3.15
108	1	1.60	2.71	0.20	1.86	4.20	1.50
109	6	1.80	1.81	0.40	1.25	3.80	2.94
Mean	540	1.40	1.84	0.61	1.11	3.99	3.06

Table 3(b)

Highest and Lowest Overall Percentage Scores on all the Three Styles (extract from Table 3 (a))

Style	Self Perception		Other Perception	
	Highest Score	Lowest Score	Highest Score	Lowest Score
Benevolent	53.3% (3.20)	0.00	45.2% (2.71)	20.5% (1.23)
Critical	28.3% (1.70)	0.00	56.0% (3.36)	2.3% (0.14)
Developmental	100% (6.00)	43.3% (2.60)	75.6% (4.55)	4.6% (0.29)

The average scores given in tables 3 and 3(a) are meant for indicating the trends in self-perceptions by senior executives as well as the perceptions of their subordinates. The following trends may be observed from the table:

1. Senior executives tend to perceive themselves as more developmental in their belief patterns and styles as compared to their subordinates' perceptions.
2. On all except one dimension (i.e., item 9 on inspiration) the subordinates of senior executives seem to perceive a stronger "critical orientation" than the self-perceptions of the senior executives.
3. Senior executives in general seem to be relatively more "developmental" in their style with a "benevolent" back up style. In fact all of the 67 senior executives had developmental style as dominant style in terms of their own perceptions. Lack of congruence in the perceptions (self and others) of dominant style was found in seven out of the 67 cases. Of these, all the seven felt that they are developmental whereas their subordinates perceived them as critical in four cases and benevolent in three cases. In two of these cases the subordinate perceptions are based on one individual each and therefore may be ignored.
4. From these it may be concluded that an average Indian Manager tends to be predominantly developmental in his approach and his subordinates are also sensitive to this approach to a large extent. However, the Senior Executives tend to be perceived as more critical and paternalistic than what they think they are. The data in Table 3 indicates that the Benevolent and Critical style scores together constitute about 49% when the perceptions of others are taken. This may imply that nearly half the time Indian executives tend to encourage personal loyalty, become affiliative and show favouritism or impatience and criticality. This tendency needs to be minimised through training and sensitisation of senior executives.
5. The development orientation of senior Indian managers seems to come down particularly in dealing with the mistakes made by their subordinates.

Top Manager Styles and their Subordinates/Colleagues' Perceptions

The earlier observations relate to senior managers who are heads of functional departments and/or those handling general management positions. Between 1987 and 89 four workshops were conducted for top level managers of organizations. In these workshops a total of 96 top level managers participated. These were drawn from different organizations and were of the level Managing Directors, Directors, Vice-Presidents and General Managers. Each of the top managers were required to supply a list of 10 to 15 subordinates and/or colleagues who interact(ed) with them and experienced their styles. These subordinates/colleagues were asked to rate anonymously the leadership styles of the top manager on the 22 item LSOQ. The top managers also assessed themselves on the 16 item LSQ. The average assessment given by all the subordinates/colleagues for each manager were computed and a feedback was provided to the participants in a workshop.*

In all the four workshops data on the leadership styles were available for 96 top level managers. The data includes their self-assessment of their leadership styles and the assessment of their subordinates/colleagues. In all 871 subordinates/colleagues assessed the leadership styles of the top managers. The percentage scores of the top level managers is given in Table 4.

*
Note : The first two workshops were coordinated by Prof. T.V. Rao and the next two were coordinated by Prof. P.N. Khandwalla. Professors J.P. Singh and S. Ramnarayan were the other faculty in these programmes.

TABLE 4

LEADERSHIP STYLES AND BELIEFS OF TOP MANAGERS

(W1, W2, W3, W = Workshops 1, 2, 3 and 4 respectively. N = 19 managers and 234 subordinates/colleagues for W1, 20 and 220 for W2, 32 and 237 for W3 and 25 and 180 for W4)

Item Content		Mean percentage score as perceived by					
		Top managers			Their subordinates and colleagues		
		Benevo- lent	Criti- cal	Develop- mental	Benevo- lent	Criti- cal	Develop- mental
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1. Beliefs about subordinates	W1	20	11	70	22	15	63
	W2	17	8	76	26	20	54
	W3	20	9	71	25	21	55
	W4	21	11	68	27	25	48
2. Beliefs	W1	18	15	67	19	22	58
	W2	15	12	72	25	23	52
	W3	16	12	73	22	25	53
	W4	16	12	72	24	29	46
3. Organizational & personal goals	W1	34	07	58	36	23	40
	W2	25	10	65	36	29	35
	W3	35	7	58	37	30	33
	W4	35	5	60	32	31	36
4. Vision	W1	23	27	49	16	32	51
	W2	21	8	71	19	34	48
	W3	25	14	62	16	36	48
	W4	33	10	57	18	38	44
5. Support	W1	28	14	58	35	7	57
	W2	24	4	72	37	10	53
	W3	29	7	64	35	9	56
	W4	31	7	62	34	12	54
6. Mistakes	W1	23	26	52	33	25	39
	W2	23	6	71	41	21	38
	W3	30	18	52	38	26	36
	W4	32	13	55	33	32	35
7. Conflicts	W1	27	9	64	25	23	52
	W2	16	5	79	31	17	51
	W3	29	3	68	35	20	46
	W4	25	9	67	29	26	43

Table 4 (Contd...)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	
8. Decision Making	W1	11	8	82	31	12	57
	W2	8	3	89	40	12	49
	W3	17	8	74	39	14	48
	W4	17	7	76	38	16	46
9. Assignment of tasks	W1	31	12	58	23	21	57
	W2	23	11	67	29	23	48
	W3	31	11	58	34	20	47
	W4	32	5	63	32	26	42
10. Significance	W1	20	10	70	35	17	49
	W2	13	4	83	33	14	52
	W3	20	6	74	34	17	49
	W4	19	7	75	35	17	48
11. Communication - External	W1	24	1	75	31	8	62
	W2	20	1	80	33	12	55
	W3	28	1	71	38	11	52
	W4	27	1	72	39	10	50
12. Communication - Internal	W1	33	2	65	30	10	60
	W2	16	2	82	36	15	49
	W3	30	6	65	40	12	48
	W4	22	1	77	37	13	49
13. Inspiration	W1	14	41	44	21	41	36
	W2	9	27	64	30	24	46
	W3	17	23	59	31	28	41
	W4	11	25	64	27	35	38
14. Initiative	W1	19	18	67	26	26	49
	W2	6	10	84	27	23	49
	W3	17	10	73	31	20	50
	W4	20	5	75	27	27	46
15. Sense of competence	W1	35	17	54	23	14	65
	W2	21	16	63	23	16	61
	W3	30	13	58	26	15	59
	W4	31	11	58	25	19	55
16. Dependence	W1	30	11	59	31	19	51
	W2	24	5	7	28	17	56
	W3	32	8	60	33	20	48
	W4	33	11	57	29	24	47

Table 4 (Contd...)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	
17. Morale	W1			29	21	50	
	W2			28	20	52	
	W3			30	22	48	
	W4			27	24	47	
18. Job satisfaction	W1			30	18	51	
	W2			38	16	45	
	W3			39	17	44	
	W4			35	19	45	
19. Work commitment	W1			18	19	65	
	W2			22	12	67	
	W3			22	16	62	
	W4			23	15	61	
20. Development	W1			31	11	59	
	W2			32	13	56	
	W3			35	13	53	
	W4			36	13	50	
21. Job involvement	W1			19	16	64	
	W2			31	14	56	
	W3			33	17	50	
	W4			30	20	50	
21. Morale	W1			23	14	56	
	W2			29	13	57	
	W3			28	17	55	
	W4			32	18	50	
Overall	W1	24.375	14.31	62.00	26.68	18.18	54.13
	W2	17.56	8.25	74.31	30.62	18.40	51.31
	W3	25.375	9.75	65.00	31.66	19.36	49.13
	W4	25.31	8.75	66.12	30.40	22.22	46.81

From Table 4, the following observations could be made:

1. The pattern of leadership styles seem to be very similar across the four workshops. The percentage scores are very similar both in self-perceptions and in subordinates/colleagues' perceptions.
2. The overall scores across all the dimensions indicate that 'developmental' style characterises the style of top managers to a large extent. This ranges from 62% to 74% across the four workshops on the basis of self-perceptions and 46% to 54% on the basis of others' perceptions.
3. Critical styles seem to be perceived as characterising the top managers a little more strongly by others than the top managers themselves. (The percentage difference ranges from 14 in workshop 4 to 4 in workshop 1 with a 10% difference in workshops 2 and 3).
4. Benevolent style is perceived slightly more strongly by others than the top managers themselves.
5. The styles of top managers seem to be very similar to those of senior managers as indicated earlier in Table 3.
6. The differences in self-perceptions and perceptions of others is relatively larger in the following dimensions:
 - i) Concern about personal goals and personal significance;
 - ii) Concern about immediate tasks rather than having long-term perspective;
 - iii) Management of mistakes;
 - iv) Management of conflicts; and
 - v) Assignment of tasks.

In these dimensions the subordinates and colleagues seem to perceive more critical-orientation than the self-perceptions of top managers.

Discussion

This paper is primarily intended to document the experiences and present available data relating to Leadership Styles Questionnaire. The LSQ was found as a useful questionnaire to assess the leadership and managerial styles of managers. This is a useful training instrument to help managers examine their beliefs underlying their human resource management styles. The utility of the instrument was found to be higher when perceptions of others (subordinates and colleagues) were collected anonymously and the data were fed back to the manager concerned.

The data collected from a large number of senior executives and top level managers indicate that by and large the beliefs and styles of these managers could be characterised as "Developmental". This is evident from both their self-perceptions and the ratings of others. Only a small percentage (certainly less than 10%) seem to have a predominantly Critical or Benevolent styles. Those who have dominant critical style (perceived by others) seem to be less aware of their critical style and its predominance.

It is quite possible that the items of the instrument have certain amount of social desirability and hence development style is emerging as dominant. It is also possible that the Indian managers today are much more professional in their outlook and therefore, developmental in their orientation. At least they may be believing that they should be largely developmental in their approach in managing their staff.

Whenever the instrument was used to provide feedback to the managers on the subordinates'/colleagues' perceptions the managers found it to be a useful instrument. The data enabled them to reflect their styles and particularly focus on their critical and benevolent tendencies. Item-wise feedback was found to be helpful in preparing action plans besides sensitising them to the beliefs and behaviours and their impact on their subordinates.

The following are recommended for those interested in using this instrument for sensitising their managers to their styles either through training or individual counselling.

1. In training situations the trainee could be asked to supply the names and addresses of his subordinates/colleagues and their anonymous assessment of the manager could be collected, collated and feedback to the trainee. No attempt should be made to identify the individuals rating their boss/colleague.
2. If the assessment is not received from a minimum of five subordinates/colleagues, it may not be desirable to provide feedback.
3. In the training session itself the sequence of activities recommended are: (i) self-assessment on LSQ by the trainee, (ii) presentation and discussion of theories and experiences on leadership, (iii) explanation of the LSQ and the three styles measured by it and the theoretical implications of scores, (iv) scoring of self-assessment on LSQ and interpretation, (v) feedback of the subordinate/colleagues assessment, (vi) highlighting the style trends (as given in tables 2, 3 and 4) of Indian managers, (vii) small group discussions to facilitate sharing and examination of ones own styles and (viii) preparation of action plans.
4. An interested manager may use LSQOP and get himself rated by his subordinates anonymously. He could request one of his subordinates or a member of the HRD department to collect, tabulate and feedback the data to him.
5. In performance review discussion sessions the instrument could be used as a guide to discuss the management styles of

the appraisee or the appraiser and give feedback to each other.

6. As an Organization Development tool the styles of the top managers or senior executives of a given organization could be assessed (both by themselves and their subordinates) and in-company workshops could be held to examine the data and set directions for future.

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APPENDIX 1

LEADERSHIP STYLES QUESTIONNAIRE

Name : _____

Organization: _____

There are various ways in which senior executives and top level managers provide leadership to their employees. Consistencies in their beliefs about their subordinates and other employees, and the way they interact with their subordinates reveal a lot about their styles. Through this questionnaire we intend to assess your perceptions about your own leadership style.

Please give your beliefs about your subordinates or the employees whom you supervise and the characteristic ways in which you deal with them on the 16 sets of items given below.

Each set contains 3 items (a), (b) and (c). You have a total of 6; points to distribute in each set between (a), (b) and (c). Give the maximum marks or points (say, 6, 5 or 4) to the item that best describes your beliefs or behaviour. Give the remaining points to the rest of the two items in such a way they again describe your belief or behaviour. Thus in any set you can give all the 6 points to one item if that is the best description of you and the other two (they get zero each) do not characterise you at all. Or you may give 5 points to the best describing item and 1 to another item which has some characteristic of you. Similar other combinations can be 4, 2, 0 or 4, 1, 1 or 3, 2, 1 or 2, 2, 2 etc.

Please answer all the items. Your sincere and true responses will help you to gain right insights into your relationship styles.

* This Leadership Styles Questionnaire (LSQ) was developed by Prof. TV Rao, Indian Institute of Management, Ahmedabad, 380 015.

1. Beliefs about subordinates (i)

- _____ (a) I firmly believe that subordinates should be treated very affectionately and constantly guided and helped. Therefore, I tend to keep giving instructions to them constantly.
- _____ (b) Most often I feel that the subordinates I have tend to avoid work unless they are closely supervised. Therefore, I prefer to keep a close watch on them to make sure that they put in at least some effort.
- _____ (c) I generally tend to believe that my subordinates are capable of working on their own. Therefore, I tend to leave them freely to work on their own most of the time, providing support only in difficult or most needy situations.

2. Beliefs (ii)

- _____ (a) I think a good leader should treat his staff like a father treats his children and constantly keep explaining to them what they should do and what they should not.
- _____ (b) Nowadays a good leader keeps a close eye on the subordinates and makes them feel that they are being observed constantly. Otherwise employees tend to avoid work.
- _____ (c) I believe in giving freedom to my subordinates and communicating to them constantly my faith in their competencies.

3. Organizational Goals/Personal Goals

- _____ (a) I show concern for the individual needs and personal goals of my subordinates by constantly talking to them and giving them help whenever needed. At times, I do not mind postponing the organizational tasks for helping my subordinates.
- _____ (b) Nowadays there is no point getting excessively concerned about organizational goals and needs of others. Everyone should take care of himself. I prefer giving at least a part of my time for myself and for achieving my career goals.
- _____ (c) I am readily willing to sacrifice my personal goals for organizational goals and set an example for others.

4. Vision

- _____ (a) I think mostly in terms of my people and protecting them. A good leader should make efforts to gain

loyalty of subordinates by satisfying them as it is the people that count in the long run.

- _____ (b) I prefer to think mostly in terms of immediate tasks and short term goals. I do not mind dissatisfying a few if immediate tasks are not accomplished. In the present day environment there is very little time to think about future.
- _____ (c) I always think in terms of the long term interests and future of the organization. I invest considerable amount of my time in developing subordinates for the future of the organization.

5. Support

- _____ (a) I expect my subordinates to come to me whenever they are in difficulty. I normally solve problems of those who approach me and help them.
- _____ (b) Nowadays people seem to run to their boss for every small problem. I tend to get impatient most often with such employees.
- _____ (c) I prefer my subordinates to work through their difficulties and learn to solve their own problems. However, I am ready to provide support when they need.

6. Mistakes

- _____ (a) I tend to tolerate the mistakes of my subordinates. Quite often I end up salvaging the situation and protecting them as far as possible.
- _____ (b) I lose my patience and tolerance when my subordinates make mistakes. I tend to get upset and irritated easily.
- _____ (c) I encourage my subordinates to use mistakes as learning opportunities. I discuss with them and educate them to make them more competent.

7. Conflicts

- _____ (a) When conflicts arise my subordinates normally look to me for my judgement on who is right and who is wrong. I do tell them what I think is the best.
- _____ (b) When conflicts arise I prefer to bring it to the notice of my seniors or take action to pull up the erring side.
- _____ (c) When conflicts arise I prefer to call the parties together and try to help them solve the problems in a manner that understanding between them is in-

creased and eventually they learn to resolve their conflicts.

8. Decision Making

- _____ (a) I tend to take most decisions myself rather than delegating to subordinates and prefer to inform only those who need to know.
- _____ (b) I prefer to take most decisions by myself as I am not sure if my subordinates have the competencies.
- _____ (c) I prefer my subordinates to take most decisions relating to their job on their own. I consult my subordinates and other relevant employees on critical decisions and keep them informed to give them a sense of involvement and identification with company.

9. Assignment of tasks

- _____ (a) I tend to assign tasks on the basis of my assessment of the subordinates and their competencies. By and large they seem to like my judgement.
- _____ (b) I prefer to assign tasks purely according to organizational norms even if it hurts some people.
- _____ (c) While assigning tasks I ensure that they match the competencies of the subordinates at the same time providing them opportunities for development.

10. Significance

- _____ (a) I prefer to have subordinates who can be trusted and loyal to me personally.
- _____ (b) I am quite careful in praising my subordinates. Nowadays if you praise them, they tend to sit on your head. Employees normally tend to put up a show to impress you. It is difficult to trust them.
- _____ (c) I believe in treating my subordinates with respect. I believe that I cannot be a powerful leader unless I make my subordinates powerful.

11. Communication (external)

- _____ (a) I prefer to share any new information I get to know only with a select few and particularly those related to it.
- _____ (b) I do not think there is any need to share any information about the external environment, technological developments etc. with my subordinates.

_____ (c) Whenever I come to know about any important developments in the country, the technology we use, socio-political and economic change, I make efforts to share this with all of my subordinates. I do this as an effort to build up their competencies for future.

12. Communication (internal)

_____ (a) I keep informing a few of my subordinates (specially the dependable ones) about any changes in company policies, future plans, etc.

_____ (b) I prefer not to communicate any information I get to know about the company, its policies, future plans etc. I believe that if something is important for my employees to know they will know it through proper channel.

_____ (c) I normally share whatever information I get about my organization, its policies, plans etc. with my subordinates. This keeps them well prepared for changes.

13. Inspiration

_____ (a) I tend to give a high weightage to people and their relationships. I would like my employees to do things that I like and they do try to keep me satisfied.

_____ (b) I do my job well and I expect my subordinates also to do their job well and I find it difficult tolerate any deviation from the tasks assigned to my subordinates.

_____ (c) I think I do have a leadership style that inspires my subordinates. I try to create conditions for my subordinates so that they enjoy the work they do.

14. Initiative

_____ (a) I permit only some of my employees to take initiative and work on their own. There is no point giving freedom to everyone in the team. Some are more capable than others...

_____ (b) I prefer my subordinates to conform to the rules and procedures and do what they are expected to do. If they follow the instructions given to them it is sufficient.

_____ (c) I encourage my subordinates to take initiative and do things. They cannot develop unless they cultivate some initiative.

15. Sense of competence

- (a) I think my subordinates depend on me a good deal. They prefer doing things mostly after checking with me and getting my green signal.
- (b) Some times I feel that my subordinates lack confidence in what they do. They seem to doubt their own competencies now and then.
- (c) My subordinates are a confident lot. They act with authority and full confidence about themselves.

16. Dependence

- (a) I get a feeling that my subordinates admire me as a leader and look to me for guidance most often.
- (b) Sometimes I find my subordinates arguing with me and resenting my instructions. They give me a feeling that they like to avoid doing things that I want them to do.
- (c) My subordinates work well as a team. They seem to work together well even in my absence. There is a climate of interdependence in my department.

LEADERSHIP STYLE : OTHERS' PERCEPTIONS QUESTIONNAIRE

Name of the Executive being assessed:

Organization: _____ Code Number: _____

There are various ways in which senior executives and top level managers provide leadership to their employees. Consistencies in the way they interact with their immediate subordinates and other employees indicate their styles. Through this questionnaire we intend to assess your perceptions about one of the top level managers/executives of your organization whose name is given above.

Your name along with those of a few others whose perceptions are considered as important have been supplied to us by him. Your responses will be combined with the responses of others and a feedback profile will be prepared. This profile will be handed over to him and no individual's identity will be revealed to him.

Your assessment of his styles will help him a great deal in gaining insights into his own behaviour and examining the implications for organizational effectiveness. Therefore we request you to give your frank responses and help him as well as your organization.

Please give your perceptions about him on the 22 sets of items given below. Each set has 3 items - (a), (b) and (c). You have 6 points to distribute between the three items in each set. If a particular item is most characteristic of him and the other two are not at all characteristics of him in that set then you can give all '6' points to that item and '0' to the other two in that set.

If you feel that two of them are equally characteristics of him and the third one is not all characteristic, you can give 3 each to the characteristic items and '0' to the item that does not describe him. If one of the items describe him slightly better than the other two then you may give 4 to that more characteristic item and 1 each to the other two, or 3 to the other characteristic item, 2 to the next best and 1 to the least characteristic item.

Thus for each set you have 6 points to distribute so as to indicate the strength with which each of the three items describe the style of your top manager/executive whose name is mentioned above. The following combinations are possible:

- (1) 6,0,0 (2) 5,1,0 (3) 4,2,0 (4) 3,3,0 (5) 3,2,1 (6) 4,1,1
(7) 2,2,2

.....

This Leadership Styles : Others' Perceptions Questionnaire (LSOPQ) was developed by Prof. T.V. Rao, Indian Institute of Management, Ahmedabad 380 015.

Your Perceptions of:

1. Beliefs about subordinates (i)

- _____ (a) Generally seems to believe that subordinates should be treated very affectionately and constantly guided and helped. Therefore he tends to keep giving instructions to them constantly.
- _____ (b) Generally seems to believe that his subordinates tend to avoid work unless they are closely supervised. Therefore he tends to keep a close watch on them.
- _____ (c) Generally seems to believe that his subordinates are capable of working on their own. Therefore he leaves them to work on their own most of the time, providing support only in difficult or most needy situations.

2. Beliefs (ii)

- _____ (a) Treats his staff like a parent figure and constantly keeps explaining to them what to do and what not to do.
- _____ (b) Keeps a close eye on the subordinates and makes them feel that they are being observed constantly.
- _____ (c) Gives freedom to his subordinates and communicates his faith in their competencies.

3. Organizational and personal goals

- _____ (a) Shows concern for the individual needs and personal goals of employees who work with him. He takes trouble to help them achieve their personal goals at the same time not sacrificing his own goals. At times he may not mind postponing attainment of organizational goals for helping people.
- _____ (b) Seems to be excessively concerned with his own personal goals. His concern for organizational goals is mostly a way of achieving personal significance, some times at the cost of others.
- _____ (c) Is readily willing to sacrifice personal goals for organizational goals and sets an example for others.

4. Vision

- _____ (a) Thinks only in terms of his people and protecting them. At times organizational tasks are secondary and makes efforts to gain personal loyalty of subordinates by satisfying them.

_____ (b) Thinks only in terms of immediate tasks or short term goals. Does not mind dissatisfying a few employees if immediate tasks are not accomplished.

_____ (c) Thinks in terms of the long terms goals and interests of the organization. Is a visionary. Invests time in developing subordinates for future of the organization.

5. Support

_____ (a) Expects subordinates to come to him whenever they are in difficulty and solves the problems of those who approach him.

_____ (b) Treats subordinates as problem for him and grudgingly provides help whenever they ask.

_____ (c) Expects subordinates to develop competencies by working through their difficulties and by learning to solve their own problem. But readily provides support when they need.

6. Mistakes

_____ (a) Tolerate mistakes and salvages the situation and protects the subordinates as far as possible.

_____ (b) Cannot tolerate mistakes. Gets emotional at times even for normal/ordinary mistakes.

_____ (c) Encourages subordinates to use mistakes as learning opportunities. Discusses with them, educates them and makes them more competent.

7. Conflicts

_____ (a) When conflicts arise he gives a judgement of who is right and who is wrong and employees normally look up to him for his decision.

_____ (b) When conflicts arise he complains to others or takes action to pull up the erring side.

_____ (c) When conflicts arise he calls the parties together and tries to help them solve problems in a manner that understanding between them is increased and their own competency for resolving conflicts is built up.

8. Decision making

_____ (a) Prefers to make most decisions himself and informs those who are loyal or close to him. Prefers

the subordinates to consult him before they take any decisions themselves.

- _____ (b) Takes all decisions by himself as he does not seem to believe that his subordinates are capable of taking any decisions.
- _____ (c) Prefers his subordinates to take most decisions on their own. However, he consults people in critical decisions and keeps them informed to give them a sense of involvement and identification with the organization.

9. Assignment of tasks

- _____ (a) Tends to assign tasks on the basis of his personal preferences. His subordinates by and large never question his judgement and some of them even admire his judgement.
- _____ (b) Tends to assign tasks purely according to organizational norms without any flexibility or concern for people.
- _____ (c) Tends to assign tasks in such a way that they match the competencies of the subordinates and at the same time provide opportunities for developing them.

10. Significance

- _____ (a) He likes others to treat him with respect, admiration and personal loyalty. He treats well and gives significance to all those employees and subordinates who are his admirers and loyalties. He can always be counted upon to protect the interests of his admirers.
- _____ (b) He tends to treat other employees or his subordinates as less important or significant people. He does not mind projecting himself high by putting others down. Prefers to go by designations and status.
- _____ (c) Tends to treat other employees and subordinates with respect. He seems to believe that he can become significant or powerful only by treating and making all those who work with him including his subordinates as significant and powerful.

11. Communication (External)

- _____ (a) Shares information he has about the environment, technology and other developments on select basis with some who are close to him.

_____ (b) Does not share any information he has about the environment, technology and other developments with any one. Seems to feel powerful by keeping all knowledge and information to himself.

_____ (c) Educates subordinates and makes efforts to develop their competencies by sharing information he has about the changing environment, technology, and developments outside the organization etc. In this process he helps subordinates to be ready to shoulder higher responsibilities.

12. Communication (Internal)

_____ (a) Shares information about company policies etc. Selectively with those close to him or whom he considers dependable.

_____ (b) Keeps all information to himself and uses it to control people. Uses information as a source of power.

_____ (c) Takes subordinates into confidence and keeps them informed of company plans, policies and changes in policies with a view to get them involved or preparing them for future challenges.

13. Inspiration

_____ (a) He is interested in maintaining good relationships. People generally work to please him.

_____ (b) He is quite task-oriented and cannot tolerate any delays or deviation. He has no concern for people and their difficulties.

_____ (c) He inspires people to give their best to the organization. He creates conditions to help people enjoy their work.

14. Initiative

_____ (a) He selectively gives freedom and opportunity for employees to take initiative. He encourages only a few to take initiative.

_____ (b) He prefers employees/subordinates to conform strictly to rules, regulations, procedures and norms. He thinks that if employees follow the instructions given to them it is sufficient and tends to enforce the norms even with some coercion.

_____ (c) He encourages people to take initiative. He believes that employees cannot develop unless they have some freedom to take initiative and experience personal worth.

15. Sense of competence

_____ (a) People who work closely with him seem to become quite dependent on him. They miss him very much and feel a sense of loss in his absence. They give only a part of their talents.

_____ (b) People who work with him develop a sense of incompetence or lack of self-worth over a period of time.

_____ (c) People who work with him develop a high level of self-confidence over a period of time and give their best.

16. Dependence

_____ (a) People who work with him seem to like him, admire him and learn to work well only with guidance and support of leaders like him. They develop a sense of dependence on their boss.

_____ (b) People who work with him seem to dislike authority figures. They seem to express their frustration in other ways.

_____ (c) People who work with him learn to be self-disciplined. They can work well as a team. They learn how to collaborate and work with each other.

17. Morale (i)

_____ (a) His subordinates seem to like him and admire him. Some of them may even be missing him when he is away.

_____ (b) His subordinates seem to feel that they could grow better under different leaders. They seem to resent his style. They feel good when he is away.

_____ (c) His subordinates seem to learn to work as a team under his guidance and influence. There is quite a bit of 'we feeling' among the people who work with him. They continue to work hard even in his absence.

18. Job satisfaction (i)

_____ (a) People who work with him enjoy the close and personal relationships they establish with him.

_____ (b) People who work with him do not enjoy their job and tend to look for a change of him or of their jobs.

_____ (c) People who work with him enjoy their jobs.

19. Work commitment

_____ (a) He tends to make people admire him much more than enjoy their work.

_____ (b) He tends to make people develop avoidance or negative attitudes to work.

_____ (c) He inspires people to identify themselves with their work and the organization.

20. Development

_____ (a) One can learn something by working with him.

_____ (b) One learns little while working with him.

_____ (c) One learns a lot while working with him.

21. Job-involvement - Hard work.

_____ (a) People who work with him like him as their boss. They work hard in order to please him.

_____ (b) People who work with him tend to be frustrated or dissatisfied with their job and avoid work. They work more out of fear.

_____ (c) People who work with him tend to be highly involved with their job and are hard working.

22. Morale (ii)

_____ (a) People in his department exhibit morale in his presence or when he is around.

_____ (b) People in his department (i.e. those who work with him) have a low morale.

_____ (c) People in his department (i.e. those who work with him) have a high 'morale' (togetherness, we feeling and happiness).

