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**Dept. Of Computer Science**

**LI &GD Assignment**

**Submitted By**: Wasit Shafi **Submitted To**:Dr.Shamsul Haq Ansari

**Roll no**:18MCA054

**Q1) Discuss the term “Leader” and “Leadership”. Are they related with each other? If YES**

**then how and if NO then why?**

**Sol.**

**Leader:**

A leader is "a person who influences a group of people towards the achievement of a goal". A mnemonic for this definition would be 3P's - Person, People and Purpose as illustrated by the following diagram.

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**Leadership:**

A simple definition is that leadership is the art of motivating a group of people to act toward achieving a common [goal](https://www.thebalancesmb.com/goal-setting-your-guide-to-setting-goals-2948131). In a business setting, this can mean directing workers and colleagues with a strategy to meet the company's needs.

This leadership definition captures the essentials of being able and prepared to inspire others. Effective leadership is based upon ideas (whether original or borrowed), but won't happen unless those ideas can be communicated to others in a way that engages them enough to act as the leader wants them to act.

Yes, Leader and Leadership are related in the sense leader uses leadership to influence the group/people. Leader is the individual person where leadership is the process of influencing the group to help reaching goals

**Q2) What are the different traditional theories of leadership? Explain.**

**Sol.** Traditional leadership theories include:

**(1) Trait approaches**, such as the 'great man theory', which emphasise personal characteristics of the leader;

**(2) Leadership style approaches**, such as, the Ohio and Michigan State studies in the 1960s, which emphasise leader behaviours; and,

**(3) Contingency approaches**, such as 'Least Preferred Coworker' (LPC) theory, which acknowledge the importance of situational factors.

**(1) Trait approaches**

Trait theories of leadership identify the specific personality traits that distinguish leaders from non-leaders. They are based on the premise that leaders are 'born, not made' (i.e., that leadership is largely innate, rather than being developed through learning). Early research (Mann, 1959; Stogdill, 1948) focused on the relationship between personality and leadership, but reported little supporting evidence. Nevertheless, research interest in this area continues, with Judge and Bono (2004) reporting that 12% of all leadership research published between 1990 and 2004 included the keywords 'personality' and 'leadership'.

**(2) Leadership style approaches**

Later theories of leadership recognised that leaders might be usefully described in terms of what they actually do (their behavioural style), rather than just the traits that they possess. The underlying distinction in the behavioural style approach is between two different styles of leadership: task-orientation (where the leader is concerned with task-related actitivies, such as allocating tasks and setting deadlines); and, relationship-orientation (where the leader is concerned with the subordinates, such as being friendly and approachable, developing communication and encouraging participation).

**(3) Contingency approaches**

One of the main criticisms of both trait and style approaches to leadership, is that they fail to take into account situational and organisational factors. Contingency theories consider both individual and situational factors together in determining leader effectiveness. ~~For example, Fiedler's (1967) Least Preferred Co-worker (LPC) theory predicts that leadership effectiveness will depend not only on leadership style, but also on a number of contextual factors: the relationship between the leader and the subordinate; the degree of power held by the leader; and, the structure of the task. Although this theory has been criticised (Graen, Orris & Alvares, 1971), there is evidence to support some aspects of the theory (Schriesheim, Tepper & Tetrault, 1994). Other theories have focused upon the nature of the subordinates. For example, Hersey and Blanchard's (1988) Work Maturity Model proposes that leadership style should differ based on the subordinates' task maturity (i.e., their exisiting knowledge and skills) and their psychological maturity (i.e., their ability and confidence). Where maturity is high, the leader can engage a more participative style than if maturity is low (where a more directive style is needed). Such a theory emphasises the needs of the leader over those of the subordinates; for example, subordinates may prefer a more participative style, even when the theory predicts that a directive style would be the most effective.~~

**Q3) Discuss the term “Leadership style”. Explain its various types?**

**Sol.**

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Newstrom, Davis, 1993).

The first major study of leadership styles was performed in 1939 by Kurt Lewin who led a group of researchers to identify different styles of leadership (Lewin, Lippit, White, 1939). This early study has remained quite influential as it established the three major leadership styles: (U.S. Army, 1973):

* **~~authoritarian or autocratic~~**~~- the leader tells his or her employees what to do and how to do it, without getting their advice~~
* **~~participative or democratic~~**~~- the leader includes one or more employees in the decision making process, but the leader normally maintains the final decision making authority~~
* **~~delegative or laissez-fair (free-rein)~~**~~- the leader allows the employees to make the decisions, however, the leader is still responsible for the decisions that are made~~

**Authoritarian or Autocratic Leadership**

This style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. Some of the appropriate conditions to use this style is when you have all the information to solve the problem, you are short on time, and/or your employees are well motivated.

## Participative or Democratic Leadership

This style involves the leader including one or more employees in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness, rather it is a sign of strength that your employees will respect.

## Delegative or Laissez-faire Leadership

In this style, the leader allows the employees to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

**Q4) What do understand by the term “Emotional Intelligence”? Explain the importance of**

**“Emotional Intelligence” in leadership.**

**Sol.**

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also.

Emotional intelligence is a very important skill in leadership. It is said to have five main elements such as - self-awareness, self-regulation, motivation, empathy, and social skills.

**Q5) Read this statement: - “Not all are leaders”. Is it True or is it a Myth? Justify your**

**answer.**

**Sol.**

It is a myth that “not all are leaders” however, we all play leadership and follower roles according to time, situation, and in business over and over again.

Leaders help themselves and others to do what’s right. They set direction, build an inspiring goal or vision. Leadership is about planning which path is needed to “win” as a team or organisation.