Assignment Brief and Front Sheet PGT

This front sheet for assignments is designed to contain the brief, the submission instructions, and the actual student submission for any WMG assignment. As a result the sheet is completed by several people over time, and is therefore split up into sections explaining who completes what information and when. Yellow highlighted text indicates examples or further explanation of what is requested, and the highlight and instructions should be removed as you populate 'your' section.

This sheet is only to be used for components of assessment worth more than 3 CATS (e.g. for a 15 credit module, weighted more than 20%; or for a 10 credit module, weighted more than 30%).

To be completed by the student(s) prior to final submission:
Your actual submission should be written at the end of this cover sheet file, or attached with the cover sheet at the front if drafted in a separate file, program or application.

| Student ID or IDs for group work | 5569029 |

To be completed (highlighted parts only) by the programme administration after approval and prior to issuing of the assessment; to be consulted by the student(s) so that you know how and when to submit:

Date set	19 May 2025
Submission date (excluding extensions)	**9 June 2025 by 12 pm UK time**
Submission guidance	Tabula link
Marks return date (excluding extensions)	07/07/2025
Late submission policy	If work is submitted late, penalties will be applied at the rate of **5 marks per University working day** after the due date, up to a **maximum of 10 working days** late. After this period the mark for the work will be reduced to 0 (which is the maximum penalty). "Late" means **after the submission deadline time as well as the date** – work submitted after the given time even on the same day is counted as 1 day late. For **Postgraduate** students only, who started their **current course before 1 August 2019**, the daily penalty is **3 marks** rather than 5.
Resit policy	If you fail this module and/or component, the University allows students to remedy failure (within certain limits). Decisions to authorise resits are made by Exam Boards. These will be issued at specific times of the year, depending on your programme of study. More information can be found from your programme office if you are concerned. If this is **already a resit** attempt, this means you will not be eligible for an additional attempt. The University allows as standard a maximum of two attempts on any assessment (i.e. only one resit). Students can only have a third attempt under exceptional circumstances via a Mitigating Circumstances Panel decision.

Module title & code	WM9K5-15 Leadership
Module leader	Bhagavathy Ramachandran, Lauren Schrock
Module tutor	Andrew Harrison, Dr.Simran Grewal, Guy Pearson, Lauren Schrock, Bhagavathy Ramachandran
Assessment type	Reflective essay
Weighting of mark	20%

Assignment brief
- Explain a leadership story from a culture you identify with. Consider traditions or customs you relate to for this purpose. The story must include the strengths of leadership that resonate with you. Justify the importance of this story for your leadership identity. (recommend 300 Words)   - Analyse how the story compares to concepts/theories of leadership you have learned so far in class. (recommend 200 Words)   - Evaluate the significance of the story to your leadership identity now. What will you take from the story, and what will you leave, if any? (recommend 300 words)   You need to demonstrate your ability to **critically reflect** through this essay. Remember that at Masters level you are expected to support your critical reflection through a synthesis, analysis, and evaluation of sources. Please use the Harvard referencing style for in-text citations and the Reference List.   Please note that tables, figures, and images are not included in the word count. The word count is 800 with +/- 10% (80), so the expected word count range for this assignment is 720-880 words.   Note – Assistance or support from <u>generative artificial intelligence tools (GAITs)</u> is not to be used in any form to ideate, create, or polish the essay. If found to be used, it will be considered poor academic practice.

Word count	800 words
Module learning outcomes (numbered)	1. Identify, interpret, and critically analyse a range of leadership perspectives and theories. 2. Evaluate the representation of leadership in their culture and its influence on their personal leadership identity.

	3. Create a leadership declaration evidencing their authentic practice. 4. Demonstrate an enhancement to their personal leadership development through a reflection on their learning in the module.
Learning outcomes assessed in this assessment (numbered)	2
Marking guidelines	Document titled, "MarkingGuidelines_Culture & Leadership.docx" attached herewith.
Academic guidance resources	Further guidance can be obtained from the document, "Guidelines For Critical Reflection.docx" attached herewith.

Where to get help:

1. Talk to your module tutor if you don't understand the question or are unsure as to exactly what is required.
2. There are also numerous online courses provided by the University library to help in academic referencing, writing, avoiding plagiarism and a number of other useful resources. https://warwick.ac.uk/services/library/students/your-library-online/
3. If you have a problem with your wellbeing, it is important that you contact your personal tutor or wellbeing support services https://warwick.ac.uk/services/wss

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1.0 Leadership Story of Rohit Sharma in Asia Cup

In India, Cricket is more than just a game. It is more of a cultural institution which brings people from different regions, religions, languages, and cultures together. Within this landscape, Rohit Sharma stands out not just as one of the most talented batsman cricket has ever produced, but also a true leader whose style embodies core Indian values which are calmness, humility and collective strength. Although, he has displayed a plethora of leadership moment on and off the cricket field, but there's one leadership moment which deeply resonated with me was during 2023 Asia Cup match against Pakistan. Faced with intense and unpredictable weather conditions and high pressure of national expectations, Rohit led the team with his strategic adaptability and emotional steadiness. India went on to win that match convincingly, but what impressed me more was how Rohit managed team's dynamics under pressure and led the team to lift the trophy. Rather than reacting impulsively, Rohit stayed calm, composed and focused and recalibrated the bowling strategy according to weather and pitch conditions. Also, couple of new players had also joined Indian Cricket team and that was their first match. Rohit backed every single player and gave chance to the new joiners. His leadership behaviour showed a deep sense of trust in his team. His always kept his priority set and that is keeping our country above our personal milestones. This shows the Indian Leadership tradition "sangathan" (togetherness) and "dhairya" (patience) where true and great leaders keep their huddle together even if one them doesn't perform and remain calm, composed, and focused to their goals.

Fig. 1 Rohit Sharma A True Leader (Mishra, 2023)

2.0 Theoretical Comparison with Leadership Concepts

Rohit Sharm's leadership style perfectly aligns with various key leadership theories, particularly those that highlights adaptability, emotional intelligence and shared vision. One useful framework to understand his leadership skills is **Situational Leadership** Model by (Nicholls, 2020). According to him a leader should shift from a "parent" to a "developer" as the team grows and should adjust their focus on tasks, aims and relationships according to how skilled and motivated the team is. When Rohit leads youngers or less experienced players, he often takes on "parent" role, offering them clear instructions while also being emotionally supportive just like a true mentor. As players grow in confidence and ability, he shifts to developer role, stepping back to give them a chance to show their ability while still staying available if any help or guidance needed. I witnessed that live, in the same tournament, when India were playing against Sri Lanka, Rohit kept himself seated and let the inexperienced debutants to take over. They eventually made it to win the match. This simply shows how Rohit understands his team's development stage adapts his leadership accordingly. It also displays why he has been such an effective captain because he knows when to take charge and when to empower others.

Fig. 2 Rohit Sharma Guiding Youngsters (https://www.india.com/author/sportsdesk, 2023)

Building on his ability to adapt like a parent and a developer in different team situations, Rohit Sharma's leadership also reflects the core principles of **Servant Leaderships**. While situational leadership is more about changing the style of leading a team based on the team's readiness, servant leadership is more deeper focusing on wellbeing and growth of the team member (Dennis, Kinzler-Norheim and Bocarnea, 2010). Rohit does this naturally. He cares for his teammates, loves them, respects them and most importantly gives them chances to prove themselves even if the results are against the team's favour. His calm and respectful behaviour shows his humility, and he often make decisions that show deep trust in his teammates. For instance, he continues to support young players in difficult times, choosing to encourage rather than criticize. One true example of his servant leadership is in the same Asia Cup when he backed young talent named Tilak Verma who was just a 19-Year-old boy. In that tournament, team's performance wasn't up to the mark, but Rohit never criticized any player for this loss, instead he continuously gave multiple chances to the young talent like Tilak Verma irrespective of the losses. This shows how he leads with trust and empowerment, putting player's development for long term benefits, over short-term achievement. This is why his leadership is follower focused. He sees potential in others, supports them without seeking personal credit which is at the core of servant leadership.

Fig 3. Rohit Sharma with Young Tilak Verma (Jain, 2025)

3.0 Significance to my Leadership Identity

Altogether, Rohit Sharma's various leadership stories have strongly influenced how I see myself as a leader but the story of Asia Cup I will forever remember. I admire how he stays calm, listens, and puts the team first instead of seeking attention or personal milestones. These are qualities I want to develop too. In group work, I often try to understand others' strengths before making decisions, something I used to see as indecisive, but now I realise its thoughtfulness and importance in order to become a true leader. Rohit's leadership examples in Asia Cup taught me that leadership isn't just about giving orders, but also about supporting and observing. Still, I've also learned from his weaknesses, like sometimes playing it too safe. It reminded me that good leaders also need to take smart risks in order to achieve the goals. His story helps me understand that real leadership means staying true to your values, learning from others, and growing with your team towards the same goal.

Fig. 4 Rohit Sharma (HT Sports Desk, 2023)

4.0 References

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Jain, K. (2025). *'He was shy': Rohit recalls the Tilak Verma's early days at Mumbai Indians*. [online] Inside Sport India. Available at: https://www.insidesport.in/cricket/he-was-shy-rohit-recalls-the-tilak-vermas-early-days-at-mumbai-indians/ [Accessed 31 May 2025].

Mishra, M. (2023). *Want to inspire greatness in yourself and your team? Learn from Rohit Sharma, the Mumbai Indians captain and Indian cricket superstar! This article delves into 5 key leadership traits that have made Rohit a champion.* [online] Linkedin.com. Available at: https://www.linkedin.com/pulse/rohit-sharma-leadership-5-key-traits-inspire-your-team-mishra-clrzc/ [Accessed 1 Jun. 2025].

Nicholls, J.R. (2020). A New Approach to Situational Leadership. *Leadership & Organization Development Journal*, 6(4), pp.2–7. doi:https://doi.org/10.1108/eb053578.