

Abstract

Though change is a way of life, in any socio-political setting it is defined by its locus rather than its nature. Reform: when the change agent exists within the existing system Revolution: when the change agent exists outside the existing system. Our study indicates that Change in the post 2005 era is nonlinear and non-Newtonian. There is concurrent collapse of structures and functions. As the forces of competition intensify capital get increasingly centralized and concentrated. Effective leadership is one of the keys to our future success and survival. Scholars have argued, that in its broadest sense, leadership can be defined as the ability to influence others toward the accomplishment of some goal. That is, a leader leads a collaborator or team of collaborators towards some end. When the universe is fuzzy defining leadership becomes both necessary and important.

We are beginning to live in the “information age” with the knowledge worker calling the shots. The nature of social change itself has changed with the increasing preponderance of technology. The moot question then arises: Is the leader becoming irrelevant as system takes over? Hence the manager is forced out of the somnambulistic era of the feudal-mercantilist-trader mindset and forced by circumstances to adopt the creative-innovative-entrepreneurial mindset. While the system does become important and the leadership becomes critical to incremental change. Such is the dialectic of growth!

Changing Leadership Paradigms**Prof. Jayashree Sadri***Associate Professor of HR and Ethics, Manipal University, Jaipur, Rajasthan***Prof. Sorab Sadri***Director, School of Business and Commerce, Manipal University Jaipur, Rajasthan***Introduction**

Effective leadership is one of the keys to our future success and survival. Scholars like Sadri and Jayashree have argued, that in its broadest sense, leadership can be defined as the ability to influence others toward the accomplishment of some goal. That is, a leader leads a collaborator or team of collaborators towards some end. A group is a combination of persons employed or employed to work together. A team on the other hand is combination of persons who work towards a common goal. Ideally a team has members with divergent skills but convergent aims. So, whereas a group has mass and magnitude, a team has mass magnitude and direction. Also, in businesses and organizations, ‘leadership’ is often contrasted with ‘management’. As defined by Jayashree *et al* (2009) “management is the science of decision making combined with the art of decision executing. Management is typically defined as “getting things done through others.” In comparison, leadership is defined as, “getting others to do things.” Thus, leadership is intimately tied up with motivating and influencing others. This paper discusses the changing paradigms on leadership as articulated by management research. The traditional leader is history and the emergent leader is a mystery. And yet this mystery is bounded by certain constructs like innovation and creativity and activated through building trust, transparency and teamwork. The emergent leader needs to be a visionary and yet lead from the front. Effective leadership involves a mixture of micro, meso and macro types of leadership ability to some degree and in this regard he both shapes the environment and is a product of it.

The world as we know it is in a continuous churn. As the forces of market competition get stronger, capital is increasingly centralized and concentrated. We being to live in the “information age” with the knowledge worker calling the shots. The nature of social change itself has changed with the increasing preponderance of technology. The change that we now witness is nonlinear and non-Newtonian. There is a concurrent collapse of structures and functions and the manager is forced out of the somnambulistic era of the feudal-mercantilist-trader mindset and forced by circumstances to adopt the creative-innovative-entrepreneurial mindset. We cannot understand leadership in terms of either traits (as in the 1950s and 60s) or styles (as in the 1970s and 80s) or for that matter in terms of power and politics (as in the 1990s and for the decade thereafter). We need to trace its path of change from absolutist-paternalism to value centered leadership. This paper revolves around this theme.

We argue that man cannot fully comprehend leadership in terms of either traits (as in the 1950s and 60s) or styles (as in the 1970s and 80s) or for that matter in terms of power and politics (as in the 1990s and for the decade thereafter). We need to trace its path of change from absolutist-paternalism to value centered leadership. The paradigm begins to shift.

This paper challenges the technocratic industrial engineering based position of persons like Mohanty and Deshmukh and in the process posits a direction in which future management sciences scholarship on leadership will and should be directed.

Importance

There is no gainsaying the fact that one of the most important sets of skills required in a changing world are the skills of leadership. B-schools, for instance, that excel usually produce leaders whereas those down in the pecking order are content to produce managers. Managers are needed to keep the wheels of growth in perpetual motion. Leaders make the difference by thinking outside of the euphemistic box and charting the road less taken through creativity and innovation. This distinction has become increasingly evident as we in India have attempted to adapt to the escalating changes in our society and workplaces over the past three decades while holding fast to the ideas of the past. Hence instead of creating an elixir through research, corporate houses remain content with pouring old wine in new bottles. As we try to take command of our own destiny and guide the destinies of our families, communities, organizations and our planet, the necessity of effective leadership ability has become increasingly obvious.

In the emerging views of leadership, like those of Robert Dilts (1996) hierarchy is overridden by knowledge and skill. The Sanskrit words *gyan* (knowledge), *buddhi* (intelligence) and *vivek* (consciousness to discern) easily come to mind. In other words, leaders do not have influence simply because

they are ‘bosses’ or ‘commanders’. Leaders do not demand respect and a following – they attract a following (charisma) or command respect (skill and knowledge). Rather, leaders are people who are committed to “creating a world to which people want to belong. This commitment demands a special set of models and abilities in order to effectively and ecologically manifest the visions which guide those committed to change. It involves communicating, interacting and managing relationships within an organization, network or social system to move toward one’s highest aspirations.

There is a fair amount of flux and confusion about what constitutes “effective leadership”. Nicholls (1988) has pointed out that there are three fundamentally different perspectives of leadership: Meta, Macro and Micro.

1. Meta leadership creates a ‘movement’ in a broad general direction (such as civil rights, home computers, or glasnost). Meta leadership, “links individuals, through the leader’s vision, to the environment. In doing so, it releases energy and creates enthusiastic followers.”
2. In macro leadership, “the leader’s role in creating a successful organization is fulfilled in two ways, path-finding and culture-building... Path-finding can be summed up as finding the way to a successful future. Culture-building can be viewed as drawing people into purposeful organization - one which is capable of traveling along the path that is found or of fully exploiting current opportunities...Macro leadership activity can influence individuals by linking them to the entity - be it the whole organization or just a division, department or group. The leader influences the individual by supplying the subordinates with answers to such questions as: what is this organization all about? Where do I fit in? How am I valued and judged? What is expected of me? Why should I commit myself? In the process, the leader creates committed members of the organization that have a strong sense of belongingness which is best seen in terms of ‘the organization belongs to me’ and ‘I belong to the organization’ (Sadri and Jayashree).
3. In contrast to both of these, Micro leadership, “focuses on the choice of leadership style to create an efficient working atmosphere and obtain willing cooperation in getting the job done by adjusting one’s style on the twin dimensions of task and relationship behavior. Choice of leadership style depends on the personality of the leader as well as environment, corporate culture & history, particular subordinates and the job/task being done, it is, thus, situational and contingent...the leader directs people in organizations in the accomplishment of a specific job or task. If the leadership style is correctly attuned, people perform willingly in an efficient working atmosphere.” (Jayashree)

Often these perspectives overlap. The new macro leadership then becomes clear as the leader's role in creating a successful organization is fulfilled in two ways, path-finding and culture-building. Path-finding can be summed up as finding the way to a successful future. Culture-building can be viewed as drawing people into purposeful organization - one which is capable of traveling along the path that is found or of fully exploiting current opportunities...Macro leadership activity can influence individuals by linking them to the entity - be it the whole organization or just a division, department or group. On the other hand Meta leadership creates a 'movement' in a broad general direction (such as civil rights, home computers, or glasnost). Meta leadership, "links individuals, through the leader's vision, to the environment. In doing so, it releases energy and creates enthusiastic followers. In contrast to both of these, Micro leadership, focuses on the choice of leadership style to create an efficient working atmosphere and obtain willing cooperation in getting the job done by adjusting one's style on the twin dimensions of task and relationship behavior.

Effective leadership in the second decade of the 21st century involves a mixture of all three different types of leadership ability to some degree. A typical leadership situation we all know involves a leader leading others toward a goal within the 'problem space' of a system.

Self-skills have to do with how the leader deploys himself or herself in a particular situation. In a way, self-skills are the processes by which the leader leads himself.

Relational skills have to do with the ability to understand, motivate and communicate with other people. They result in the ability to enter another person's model of the world or perceptual space.

Strategic thinking skills involve the ability to identify a relevant desired state, assess the starting state and then establish and navigate the appropriate path of transitions states required to reach the desired state.

Systemic thinking skills are used by the leader to identify and comprehend the problem space in which the leader, his or her collaborators and the company is operating. Thus it lies at the root of effective problem solving and the ability to create functional teams.

In summary, we opine that effective leadership skill involves the mastery of all of the different elements which make up a particular leadership situation, including: mastery of the self and mastery of the relationship.

Much of the literature on leadership focuses on "characteristics" of good leaders. These characteristics, we opine, are often too general to be of much practical value to someone trying to become a better leader. For instance, as Robert Dilts does, to say that good leaders are "gifted optimists" or are "honest" and "inspiring" provides little practical basis for specific skill development or improvement. These are typically subjective judgments about our behavior made by others.

Frequently, such descriptions of effective leadership emphasize what has been effective in a particular business, culture or environment. However, the actions, style or characteristics that make a leader "good" in one context may be ineffective or devastating in another. Some studies of leadership focus on the outcomes of effective leadership; pointing out that good leaders "create vision," "mobilize commitment," "recognize needs," etc. However, simply knowing about these goals is not enough. The key to actually achieving them involves having the mental and behavioral skills required to put them into practice and strong values to justify them. (c.f. Jackal 1988)

In defining what effective "leadership" is, it is important to distinguish between (a) a "leader" (b) "leadership" and (c) "leading." The position of "leader" is a role in a particular system. A person in the formal role of a leader may or may not possess leadership skills and be capable of leading. "Leadership" is essentially related to a person's skills, abilities and degree of influence. A good deal of leadership can come from people who are not formal "leaders." "Leading" is the result of using one's role and leadership ability to influence others in some way.

Over the past 20 years, during our research on ethics and governance, we discovered that corporate leaders have come to a thorough understanding and implementation of the dynamics of effective team activities. Drawing upon knowledge gleaned from books, workshops, seminars, and academic studies, they have made teams and their dynamics an important part of organizational management practice. Unfortunately, however, during my last several years of interaction with the corporate world in India, We could see very little

evidence that an equivalent corporate effort has been devoted to the development and selection of leaders themselves. We could distinguish between leaders and aggressive managers. Aggressive managers seriously engage with the day-to-day routine tasks of cost containment and improvement of operational efficiencies, while leaders do all of these but consistently get involved in creating a developing environment that encourages value-added growth for employees and organization. This, in turn, requires indoctrination as well as cultivation of a diverse thinking environment. Despite widely publicized succession planning programs at companies like GE and IBM in USA, we believe the overall corporate knowledge base for understanding and implementing leadership skills has remained relatively underdeveloped particularly in India. The application of the leadership development process is always more difficult and time consuming than the organization can sustain. Hence, the emphasis is on aggressive management.

It is our contention here that although most managers recognize that they operate in a stochastic business environment, subconsciously they hold onto an exploitive model of a static environment, one that requires no more than aggressive management. This dichotomy lies at the core of what we see as the changing landscape for leadership, and demands on future organizations.

A Tautology of Future Organizations

Using an overtly technocratic and industrial engineering view writers like Mohanty (2001) have mentioned that organizations of the future will make a quantum paradigm shift that appears at first sight to be quite tautological viz: (i) from manual work to knowledge work, (ii) from closed system to more permeable and flexible boundaries, (iii) from fat to lean: the new staffing principle, (iv) from vertical command to horizontal processes: the new organization from homogeneity to diversity: the new work force, (v) from status and command rights to competencies and relationships: the new power source, (vi) from authoritarianism to empowerment: the new pattern of decision making, (vii) from ritualistic performance assessment to relativistic benchmarking, (viii) from organizational capital to reputation capital: the career asset, (ix) from single career path to multiple career path, (x) from single loop reactive learning to double loop proactive and interactive learning, (xi) from experience based mundane actions to knowledge based innovations and contributions, (xii) from compliance to commitment, vulnerability, and accountability, (xiii) from stand-alone competing to simultaneous strategic collaborating and competing, (xiv) from relatively stable hegemony of financial factor-ruled to the dominance of knowledge as the driving force

These shifts, Mohanty claims, are permeating into a new competitive landscape configured by technological, economic, managerial, political, social, and ecological sectors etc. The act of changing any corporate mental model is threatening. Corporate paradigm shifts are inevitably stressful and promote the perception of a threat to one's career, especially in upper-level management. Changing isolated teams and team members is easier and less painful for the manager than changing the entire corporate environment, values and norms. Yet, the managers in these corporations are the only individuals with the authority and resources to make the changes required to address the current and forecasted stochastic climate. They must also persevere throughout the long, painful journey to arrive at the tipping point of the corporate culture that point at which there is a critical mass of support to produce change. The organizations of the future will require renewed investment in human resources and formulating new policies, new modalities of learning, and innovative motivational tools.

The increasingly dynamic nature of competition during the last two decades has made the improvements of organizational learning and the developments of more effective methods for managing knowledge workers a crucial but predominant issue of contemporary organizations. Mascitelli (1999), mentions that traditional competitiveness factors cannot provide a sustainable advantage in a highly dynamic, knowledge-driven global marketplace. Barney (1997) is of the opinion that the most fundamental criterion for sustainable competitive advantage is the building of economically valuable knowledge base of a company: both tacit and explicit. Knowledge is the only resource, which can only guarantee long-term sustainable advantage. Knowledge is at the heart of an organization for creating value. Knowledge originates in human minds. It is insight, judgment, and innovation, based on experiences, heuristics, passions, and neural connections. It provides the intellectual frameworks, conceptual models, governing ideals and ideas that allow human

resources to identify opportunities, to make strategic and tactical decisions and generate values for the stakeholders. It has become the most important factor of production in contemporary social and economic life. Today, knowledge *per se* is not the power but the ability to deploy and use knowledge for the welfare of the human system is recognized as power (c.f. Mohanty and Deshmukh 1999). Knowledge has its greatest value when it is transparent and transferable: powerful assets to amplify our very latent capacity to learn, create, and innovate.

New Leadership: The Technocratic View

On the lines of Hollander, (1961) and of Hersey and Blanchard (1977), the view held by Mohanty and Deshmukh is that prerequisite for success in future competition is that top management is to be engaged and motivated. The fundamentals lie in embracing all working processes, behaviour, culture, and values. It encompasses all employees, at all levels and in all parts of the organisation. It means that the weaknesses and breaches in the organisation inexorably are uncovered and exposed. And it means that they need to be solved – at once. It means that actions or attitudes against change might arise. It means that the flexible and change-willing employee becomes the rewarded employee. It means that the ability to use employee potentials becomes more evident. It means taking responsibility for the further development of the business. It means that decisions need to be taken when it happens, at the level where it happens. It means that formal positions as we know them today will lose power – and status. And it means that the incentive and reward systems that need to be adjusted, becomes crucially important. It is not necessarily so, but obviously apparent, that these facts might cause the need for a fundamentally different management philosophy of the business in case, and also may be a new kind of leadership style.

Leaders as Navigators

Taking the lead from scholars like Senge (1990), the word “leadership” implies that a single individual becomes the dominant navigating force that guides the rest of the people, institution, corporation, and community to a goal or goals. The algorithm to understanding leadership is complex and resists reduction down to the individual level. Too many managers today are focusing on duplicating and enhancing the old control structures that eliminate diverse thinking from their organizations. These managers show little interest in searching and grooming individuals for the future asymmetrical leadership requirements. In recent years, people have come to believe that organizational complexity resides primarily in the selection and interactions with the followers (teams). Some companies have spent considerable time and money on personality “type” evaluation instruments. This information is never utilized to understand the manner in which the future leaders would exchange tacit and explicit knowledge between themselves and their followers.

Making Leaders

Like Subhash. Sharma (1996) (2007): Mohanty and Deshmukh seem to believe that the preparation of the leader is probably the part of the corporate growth equation that has slipped out of focus and defaulted down to the study and implementation of change management and other measurable command and control skills and systems. From personal observation and experience, they have identified four distinct steps that a manager must undertake in order to mature to a leadership mindset:

- (i) Apprenticeship
- (ii) Mentorship
- (iii) Sponsorship and
- (iv) Collegueship. Our own research goes well beyond this as the paper shows.

Apprenticeship

Taking a cue from industrial laws and more specifically the Apprenticeship Act Mohanty opines that apprenticeship is the basic building block necessary to acquire the fundamental skills and sensitivities,

technically and politically, to prepare for the subsequent mentoring process. Apprenticeship can consist of formal education combined with practical application. It can germinate in a community, in a laboratory, corporate office, university setting or a political party. These organized apprenticeship activities are usually observed and evaluated over time by individuals who are interested in using these cultivated advanced skills and capabilities. An apprenticeship produces a feeling of accomplishment and of complete subject matter understanding. Apprenticeships provide a viewing platform for observation by prospective mentors. The elusive and vital tacit knowledge possessed by the expert is encouraged to be exchanged within this type of environment and interaction. This proven maturing process is no longer used. Over time, the actual function has been discarded because it is an old practice. Apprenticeship is being practiced to some degree in lower level technical jobs. A natural corporate mindset that seeks to reduce costs and the actual time invested for this leadership process dilutes the perception of importance attached to the entire leadership maturation process. Leaders have to create a second line of command from among the competent assistants. Hence in the 1990s the concept of mentorship emerged and gained ground.

Mentorship

Following the works of modern HR scholars like Gunn (1995) and trends in discussions at NHRD Network, Mohanty argues that mentorship is the one-on-one process of selecting and grooming promising candidates from the apprenticeship pool. Because it is ongoing and personal, it is important that both the individual's temperament and his or her value system match. The mentoring process has periods of phase shifts as the mentored individual closes the gap of understanding the subject matter received from the mentor. Mentoring is an important role for organizations for professional development in many countries. Its underlying principle is that a more knowledgeable colleague can facilitate the professional development of a new employee. Bush and Coleman (1995) describe mentorship as a relationship building mechanism and has the potential to enhance the knowledge base of both individuals. Mentoring has always been present in the business environment, usually to help all employees to learn new skills (6). This is especially true in the new millennium, because one can expect the skills one has to be obsolete in three to five years (c.f. Gunn 1995). These programs are even more necessary when our contemporary work systems are undergoing organic transformation. Many research studies (c.f. Smith 1994, Whiteley *et al* 1992, Loeb 1995) in the recent years have revealed the following benefits of mentorship development programs. (a) Helping newly hired employees or promoted employees become fully productive and understands the organization's future in a compressed time frame. (b) Creation of future entrepreneurial leaders. (c) Low cost transfer of skills. (d) Increased ability to manage participative relationship. (e) Increased learning potentials. (f) Positive affirmative action results. (g) Strengthened link between business strategy and developmental needs.

Mentoring is viewed essentially as the creation of a formal relationship between two people of different business processes and status in the company's cement manufacturing units. Some of the advantages that these programs claim are: (i) Better adoption of the organizational values. (ii) Effective transfer and absorption of circumstantial and experiential knowledge. (iii) Low cost but highly relevant learning and better cross-functional knowledge. (iv) Development of knowledge towards a collective consciousness. (v) Increased job satisfaction. (vi) Low levels of attrition (vii) Meaningful career paths and accompanying guidance. (viii) Creating a corporate culture with robust ethics and employee centered practices.

The above findings Mohanty claims are not subjective. We opine otherwise in that it cannot but be subjective since the most important element to understand, about this relationship, is that mentors have a finite life span compared to the knowledge gaps that exist. For this reason, the mentor's principal role is to prepare the knowledge workers for sponsorship and provide a reality touchstone in future in future career situations. And he will prepare the knowledge workers on his terms and on his perceptions of objective social reality. They may even use an *aggressive management style*, which could become anachronistic as well as subjective. Let us devote some time to critically evaluating this approach to leadership.

Sponsorship is the most committed and delicate stage for the sponsor as well as the sponsored. The pre-mentored person usually progresses without formal acknowledgment from a sponsor. In large corporations, the decision to assign the sponsor is usually not made by the person who will do the actual sponsoring.

Rather, most managers arrive at their sponsor's doorstep via a fast-track career advancement system. This is different from mentoring, which is initiated by the selection of the mentor. It can lead to difficulties for the sponsor who has a preconceived notion of the sponsored person's anticipated career trajectory when the person either fails to live up to the preconception or overshadows the sponsor in some way.

There is usually no way to renegotiate to an alternate path. Michael Guillenm (1995) describes the difficulty very well). His chapter on Michael Faraday relates how Faraday's sponsor put the only black ball in the box of white balls for the "1829" membership in the Royal Society of London. Faraday's *sponsor put the only black ball in the box of white balls for the "1829" membership in the Royal Society of London*. Faraday's sponsor, Sir Humphrey Davy, actually campaigned against him in the days before the membership vote. The trauma of being publicly ridiculed by Sir Humphrey prompted Faraday, some years later, to refuse both the Queen's knighthood and her offer of burial in Westminster Abbey, as was done for his sponsor. This demonstrates the complex relationship between a sponsor's ego and goals and their effect on the prospective new leader.

Colleagueship is the final state in a leader's maturation. Enough confidence has been gained at this stage to publicly display daring, which is the prime ingredient of true leadership. Von Clausewitz's *On War* speaks of the evaporation of daring among young officers as they rise in rank (1984). Over the last few hundred years, the military has had a lot of time and experience to look at and analyze the components of leadership. The true generals are the ones who are less risk-averse than their counterparts who do not want to lose what they have worked so hard to achieve. This progression to colleague is the most difficult because it is the point in a career when the evaluation of abilities is both external and internal.

What to do? Without taking away the scholarship we opine that the technocratic-tautological approach *a la* Mohanty is not much different from the oft seen populist views in easily available paperbacks.

1. It should be obvious that if any of these four stages are bypassed or shortened for expediency, it will have a significant long-term negative multiplying effect on the capability of the new leader.
2. We would also like to suggest senior managements searching for and recruiting change agents with diverse thinking, non-linear backgrounds and uncommon education life paths (including self-taught). More of these change agents should be included in the decision-making process of those upper managements that may desire change in the organization but do not wish to change themselves.
3. Top management should work hard to create a working environment that will permit multiple environments-stochastic and static-to co-exist simultaneously. Success will be largely dependent on the willingness of the corporate world to undertake such a transformation.
4. Many progressive organizations have emphasized on the need to give managers and employees more opportunities to practice the skills that are needed to perform well in the emerging business environment. It has been argued by many that classroom teaching and role-playing are necessary but not sufficient. Therefore, many researchers and practicing managers suggest that organizations create "practice fields"; that let managers and employees hone their skills and gain experience under realistic but risk-free conditions. The Productivity Enhancement Program at Bell Labs is a useful example. According to Cannon, the company asked a number of its star engineers to develop an expert model. The result was a set of nine prioritized work strategies the engineers believed other employees could master. Training sessions to pass on these strategies occur in the normal workday. Productivity increases in both star and average performers have been striking, from a 10 percent increase immediately after the sessions to 25 percent after a full year. A number of companies across the globe have adopted this approach. However, the most important 'product' of this approach is managers who understand how to create a *learning environment* for those around them.
5. Our experiences in action research (Whitehouse and Sadri 1998) and exploratory projects in some Indian companies are very encouraging in terms of knowledge acquisition, deployment, and utilization for different companies. These projects have helped the attainment of mastery of some knowledge, and building a better and better fit between relationships and skills transferring by reconfiguring roles and structures. An organization's processes for articulating, codifying, and transferring knowledge within are important determinants of its

ability to leverage its existing knowledge effectively- and thus of its ability to leverage its competence to greatest strategic effect. The ability of some companies to survive and thrive in the future hinges more on an optimal management of skills through participation than on the implementation of new technologies and manufacturing processes. Moreover, these companies saw that the new technological breakthroughs could not be integrated unless their staffs were able to adapt to ever-quicker cycles of change and their organizations able to cut the cost brought about by this unceasing need for human resource adaptation. Action learning has been a very successful approach in U.K. British Petroleum calls it as *Learning Engine* -an elegant system that meant: people and systems demonstrate learning before, during and after tasks and communities of practice access, apply, validate and renew existing knowledge through performance histories and real time observation, both within and without their own organization

6. Companies that have enjoyed enduring success during the last several years have created a new landscape around people who have transformed business strategies and practices endlessly adapting to a changing leadership pattern. If the core purpose of an organization is to remain in business in a competitive world, the organizational members collectively accomplish certain tasks, which ultimately should result in making a product, or service, which is of value to the human system.

7. The basic dynamics of successful companies in the recent years has been in terms of decisions to build the strength of the organization and its people. Without growth attitude of knowledge workers, a corporation will be at a competitive disadvantage. Growth attitude is a combination of skill, experience, and judgment, with a dash of courage and a dose of arrogance. This attitude establishes a context within which we have to lead by setting direction, creating an environment, securing resources, defining organization architecture, and ensuring that learning occurs. The growth attitude is essential in order to overcome the stagnation of operations and the complacency that naturally occurs as firm's age.

8. Great leaders recognize that what they know is very little in comparison to what they still need to learn. To be more proficient in pursuing and achieving objectives, one should be open to new ideas, insights, and revelations that can lead to better ways to accomplishing goals. This continuous learning process can be exercised, in particular, through a constant dialogue with peers, advisers, consultants, team members, suppliers, customers, and competitors.

9. Leading others is not simply a matter of style, or following some how-to guides or recipes. Ineffectiveness of leaders seldom results from a lack of know-how or how-to, nor is it typically due to inadequate managerial skills. Leadership is even not about creating a great vision. It is about creating conditions under which all can perform independently and effectively toward a common objective i.e. welfare of the human system (largest good to the largest number).

10. Finally, we would like to mention that corporate leaders make the investment and long-term commitment necessary to build and maintain a true leadership mindset among their most promising managers. Leaders help each of their followers to develop into an effective self-leader by providing them with the behavioral and cognitive skills (managing self) necessary to exercise self-leadership.

The fruits of labor are due to those who work just as the price of courage is due to those who take calculated risks. The ability to gain courage and take risks from being ethical and having a style that gives one *the ability to get men to do what they don't want to do and like it*, in the words of Harry Truman. The discourse in Jayashree *et al* (2009) work which we accept on this paper is based on (a) the inevitable emergence of leaders from the existing flux and (b) the conviction that the corporate leader in the future would have to be the ethical leader. Its argument is divided into five parts. The first defines the subject matter of the discourse and deals with issues like values, beliefs and ethics. This part lays down the theoretical underpinning for the ensuing argument. The second takes up the issue of Managerial Styles examining a landmark study, conducted in UK, Nigeria, Malaysia, Hong Kong and India. The underlying assumption is that the answers we get to social issues depend on the questions we ask. The questions we ask depend on the values we have. Moreover, these values give rise to our beliefs and our ethical conduct. Hence, the Managerial Style is a good proxy for Managerial Work Beliefs. The third part looks at the replication of the study conducted in the three States in Southern India. The fourth part deals with the

responses of SMEs in Greater Mumbai to the inquiry which was a replication of the earlier study by this author in Southern Indian states. The fifth part deals with what lies ahead and to that extent posits a considered opinion on the issue of Managerial Styles. All along the question of the Values of the Chief Executive came into play. The underlying assumption is that in a positivist framework, power flows downward and the tone as well as the tenor of managerial behavior is set by the behavior of the Chief Executive. This becomes all the more important when the organization is forced to thrive on the cutting edge of competition. The paradigm then shifts and the focus is on emergent leadership.

What is Emergent Leadership?

At the cost of repetition let us assume that there is a lot of fuzziness in the environment due to (a) non-linear and non-Newtonian change and (b) concurrent collapse of structures and functions. In this chaos arises the need for leadership that so far we have argued, should be ethical. But how does such a leadership *emerge*? Usual impressions of the term leadership will include some of the following notions a position of power and authority; directing people to get jobs done; having the final say about what, who, how, where, when; “being in charge;” the capacity for imposing your mandate; and so on. Mostly these notions of leadership work just fine. Nevertheless, “being in charge” and “imposing your mandate” are found to be inadequate pointers in the face of the unpredictable, sudden emergence of mergers, acquisitions, and variously fashioned joint ventures.

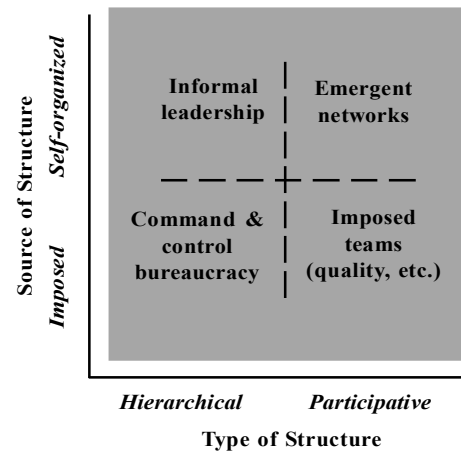
Yet, it is precisely the unpredictable and the emergent that are so central in the new complexity of management sciences. Indeed, emergence in self-organizing, complex systems since Etzioni’s thesis, three decades ago, is one of the most fascinating areas of current research into complex systems. Specifically, emergence refers to the unanticipated arising of new higher-level systemic patterns or structures functioning according to new laws and consisting of new properties. If we can consider our institutions and businesses complex, nonlinear systems, then it should, we opine, come as no surprise that our organizations are *replete with emergent phenomena*. However, our understanding of what organizations are supposed to be, e.g., bureaucratic hierarchical structures, has pretty much blinded us to seeing the full extent of the emergence taking place right in front of our eyes. Moreover, if we do recognize emergent phenomena for the spontaneous and “out of control” types of system occurrences they indeed represent, our training takes over automatically and we commence suppressing them as quickly as possible. Fortunately, it seems impossible to stifle all spontaneity and creativity, so emergent phenomena in our organizations and environments are here to stay. But rather than to dismay this fact, leaders can learn to take advantage of what could prove to be an extremely powerful and constructive organizational force.

Planned v/s Emergent Leadership

It is not that emergence has traditionally had no role at all in leadership. We find emergence, for example, in what has been termed informal as opposed to formal leadership. Whereas formal leadership refers to an officially-sanctioned, imposed role in a bureaucratic hierarchy, informal leadership occurs or emerges spontaneously outside of the sanctioned chain of command. Thus, in a project team, one or more persons may informally take-on leadership roles, others in the group then choosing or not to follow these informal leaders although to do so is not officially mandated. Whereas formal leadership is the result of planning, the emergence of informal leaders is usually a spontaneous event and thereby represents an unanticipated innovation in an organization. And, to the extent informal leadership is emergent and innovative, it parallels self-organizing processes in complex systems. (c.f. Sadri Jayashree and Ajgaokar 2002 as well as Sadri and Jayashree 2012)

Yet, we find that emergent, informal leadership has been given short shrift not only in management literature and research, but in the real world of businesses and institutions. It is relegated to the ranks of either “grass roots” activities (e.g., the “charismatic” type of leadership frequently seen in social reform or religious movements) or to crisis situations. In our 1998 study for instance, we had stumbled upon the fact that the ratings by co-workers of leaders spontaneously emerging during crisis situations were higher in leadership

ability than leaders arising in non-crisis situations. But this just proves the point that emergent leadership is generally excluded from the mainstream aspects of leadership thought to be necessary for the ongoing running of an existing organization.



Emergence and Organizational Structure

Organizations, of course, consist of both leaders and those who are led, and there are two general types of structures for connecting the leaders and led hierarchical as in the above mentioned formal leadership bureaucracy; and participative as in distributed power and authority, e.g., self-managed work groups. By establishing an Organizational Structure Grid which links the above mentioned formal and informal leadership (i.e., the sources of leadership) with these two types of organizational structure:

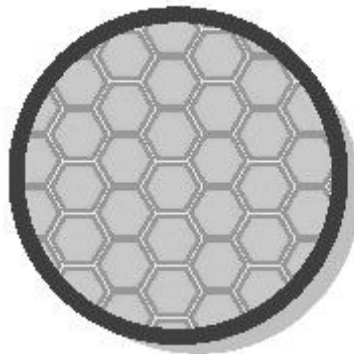
The lower left quadrant, “Command and Control Bureaucracy,” is the typical, traditional way that organizational members and leaders are connected. In spite of all the pleas to contrary on the part of management gurus and innovative leaders, it can still be said that most organizations function according to this mode of structure. The top left quadrant, “Informal Leadership,” is, as stated above, a spontaneous, self-organizing process, yet, as can be seen in the grid, it retains a hierarchical structure in the sense that, e.g., during a crisis, the informal leader now “commands the troops.” The past two and a half decades have witnessed the advent of the lower right quadrant, “Imposed Teams.”

First, there were Quality Circles, then Quality Teams in TQM, Project Teams in Reengineering, and so forth. What these latter organizing methods have in common is that they are *imposed structures with distributed authority*. It is important to note that lower right quadrant structures are *not* emergent but are, instead, imposed by the hierarchy. This “imposed” character needs to be underscored because it is sometimes thought they represent some kind of radical departure from the old “Command and Control” Hierarchy. Instead, they represent a somewhat contradictory message from top management which encourages managers *to take it easy*.

Several organizational heads, (especially in postgraduate institutions of management), have experienced the futility of trying to impose participative decision-making teams. Even after several years of mandating that knowledge workers make decisions without directions from the Dean, the results are not forthcoming. Was Aristotle right in saying that some people are born for serfdom? Others hide their mediocrity and “play safe”. Directors and Deans of many educational institutions as well as Technocrats in industry out of sheer fear of exposing their mediocrity (we found) rule with an iron fist and micro manage academia. Put in such a predicament perhaps they were imposing on these teams just as they imposed all his other past management directions and that such imposition was not the way to proceed to generate a more effective organization. We opine that is perhaps why research on imposed teams is so mixed up. The team structure by itself is simply not the key to success, it is rather how much real creative authority is actually allowed. In other words, neither motivation nor innovation can be created by fiat! This is a key Strategic HR learning.

This brings us to the last quadrant, the upper right one, “Emergent Networks,” which are neither imposed nor hierarchical. The source of “Emergent Networks” is self-organizing processes, and their power and authority is distributed. Certainly, “Emergent Networks” have been around probably as long as there have been organizations, but they are the least studied and generate the most apprehension on the part of the traditional “Command and Control” hierarchy. In a sense this apprehension is warranted because such “Emergent Networks” represent a threat to the traditional way leaders have thought businesses and institutions should be run - indeed they often feel that they are “out of control”

With the arrival, however, of complex systems research and the concomitant interest in self-organization and emergence, “Emergent Networks” can now be better understood and can be seen to offer new possibilities for more adaptive organizational structures. Indeed, with the rapid rise of mergers and joint ventures, the real world has exceeded theory in regard to emergence. But, now the theory and research concerning emergence and innovation are there just waiting to be appropriated for our businesses and institutions. It is precisely spontaneously emerging Informal Leadership and Emergent Networks that contain the capacity for introducing those innovative structures and processes into system that are more adaptive to changing environments. The trick then lies in being able to learn to “ride these waves of emergence” toward more innovative and adaptive organizational structures. This may often entail being able to ride the whirlwind so as to direct the storm.



Emergence in Complex Systems

In contemporary studies the emergence complex systems refers to the rising global, higher level patterns (i.e., structures, order, and qualities) out of local interactions of lower-level system components. Emergence is what takes place during the process of self-organization. An example from an actual physical system is the emergent structure of hexagonally shaped convection cells arising in the Benard liquid when it reaches a critical temperature, a process of self-organization studied extensively by some scientists. One can well imagine looking down from above on the container holding the liquid when it is in this emergent state in any large chemical factory. These emergent hexagonal cells are after all a startling and unexpected occurrence if they are compared with the homogeneity observed in the system before the critical temperature threshold has been reached. They express an across-the-system coherence, a collective order decidedly not present among the lower level components before their emergence.

Emergent Structures as Radical Innovations

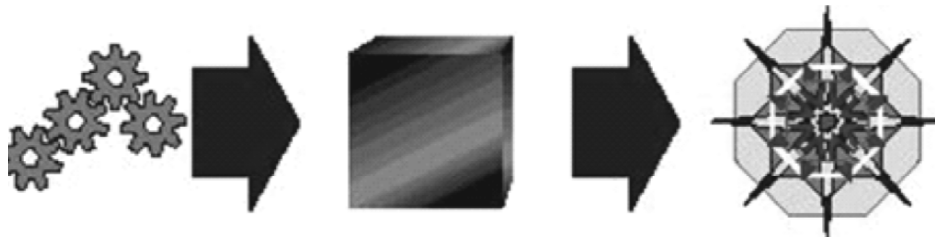
We argue that, rather than the unpredictability associated with sensitive dependence on initial conditions found in chaotic systems, (like modern organizations), it is their emergence *per se* which presents the real challenges concerning unpredictability in complex systems. For whereas chaos can be captured in constrained regions of phase space by means of phase portraits of chaotic attractors (Goldstein 1997), emergence represents a vastly greater set of possibilities of system behavior (albeit one that can still be understood in part using the construct of attractors). Thus, it seems to me that while chaos does bring with it certain conundrums to the idea of causality (Kellert, 1993), emergence presents a far greater test to causal inference because the emergent patterns have such a drastically different internal dynamic than can be ascertained

from the components themselves. That is, emergence threatens our causal intuitions since it is so radically innovative.

The Black Box of Emergence

The idea of emergence is not new and the term “emergence” is believed to have been first coined by the philosopher G. H. Lewes (1875) to describe the arising of unexpected new qualities in a process, e.g., the gaseous nature of oxygen and hydrogen leads one to expect that their combination in a chemical reaction would eventuate in another gas, so the liquid quality of water (H₂O) comes as a surprise - Lewes called this new liquid property an emergent property. This concept of emergence became one of the foundations of *Emergent Evolutionism*, a scientific and philosophical movement in the 1920’s and 1930’s which believed the idea of emergence could explain not only the discontinuities found between species that the theory of evolution could supposedly not account for as well as for the radical distinction between such dichotomies as inorganic/organic, insentient/sentient, and so forth Emergent Evolutionism investigated emergent phenomena in terms of novelty, unpredictability, non-deducibility from lower level components in the system, as well its seemingly non-causal connection with pre-existing and lower level conditions.

But although the idea of emergence was used in the contexts of pure and applied science, what was perhaps lacking was an ability to look deeply into which systemic processes could bring about the radical novelty and unpredictability of emergent phenomena. In effect, in earlier theorizing the processes leading to emergence were hidden inside a “black box” which took inputs (lower level system components) and produced outputs (emergent phenomena) but what exactly went on inside the “black box” was opaque:



The early Emergent Evolutionists as well as the later anti-reductionist scientists simply did not have access to what went on inside the black box. They could only surmise what kind of things must take place inside by observing in what ways the input could be so radically altered to partake of the properties characterizing the output. The same is true of human thought processes, belief systems and attendant attitudes and behaviors. Bringing the above debate and analogy to the complex organizational system with its matrix structure and perpetual change, we find that Strategic HR can as well operationalize the concept of emergence through counseling, mentoring and small group activity. In this case the strategic triad is a good guidepost for emergent leadership. The argument *a la* Jayashree (2003) (2012) is that Managerial Ethics and Corporate Governance are dialectically related. They combine to create the possibility of Organizational Excellence within a given Corporate Culture. This Organizational Excellence is like a rainbow that you see but seldom (if ever) reach. Moreover it would be a pie in the sky unless it is converted into Business Sustainability.

Anacoluthian Processes Consistent Inconsistency

The term *Anacoluthian* (implying lack of grammatical sequence or coherence, especially in a sentence) comes from the term *anacoluthon* (Greek for inconsistency in logic”) that is used in grammar to refer to a sentence that starts out in one grammatical form and then ends in another, i.e., is inconsistent. An example of an anacoluthon is the sentence, “The sun looks so strong today are you going out swimming later?” The first phrase, “The sun looks so strong “today” is a declarative assertion, whereas the second phrase “are you going out swimming later?” is a question. Hence, the sentence is anacoluthian by both following one course of logic (of grammatical construction) but then switching to another one. “Anacoluthian,” then, is a term we are using to refer to any process which is consistently inconsistent (inconsistently consistent). Modern

management systems and processes are engulfed with uncertainty and unless strategy is formulated and implemented properly, decisions under conditions of fuzziness will go haywire.

The question is then posed: with creativity and innovation being given so much importance, what does this have to do with emergence? First in the less important sense, as stated above, the novelty of emergent phenomena is both consistent and inconsistent in relation to the previous patterns in the system. In management we have cells that are multi-functional and inter-related and so similarities can be drawn with ease. Thus, the Benard hexagonal convection cells are consistent with the previous and lower level components of the system since they are indeed currents of liquids, but they are inconsistent in by-passing in a sudden manner from the linear spread of heat found in gradual conduction of heat to the nonlinear dispersion of heat found in the convection currents of the hexagonal cells. Their consistent inconsistency results from the shift to a new attractor that occurs at the critical temperature (technically, a “bifurcation”). Indeed, we can say that the new attractor(s) is consistently inconsistent with the previous attractor(s) governing the system. The anacoluthian nature of this percolation is that the redundant patterns start operating according to dynamics that are not deducible from the lower level rules connecting the nodes. Another way of saying this is to realize that a creative, innovative, and unpredictable outcome requires processes that must be characterized as including elements of creativity, innovation and unpredictability. That is, a leader cannot come up with innovative organizational structures by processes that themselves neither partake of creative departures from the norm, nor merely continue past structures, nor must be planned and anticipated at each stage.

Within Contained Fields Boundaries

Understanding the human mind is akin to a black box situation. So a crucial factor being discovered inside the black box of emergence is that of contained fields or boundaries. In the human case these are set through perceptions, illusions and other subjective elements. Self-organizing processes take place within contained fields that keep the system intact and channel powerful nonlinear forces. In a sense, these fields act as boundaries providing a sense of closure to the emergent structures permitting these global patterns to go across the system. Moreover, the closure of boundaries is another way of talking about the coherence of the emergent structures. For example, in the Benard system in which the hexagonal convection cells are the emergent structures, the self-organizing processes occur within the boundaries of the container holding the liquid. In the case of organizations the logic remains the same. But, it is not just self-organization and emergence in physical systems that demand boundaries, they are also a crucial, but neglected factor in emergent processes in electronic arrays. Hence when we transpose this logic into management of organizations the importance of *bounded rationality*, explained at length in Sadri *et al* 2002 and Jayashree *et al* 2008. In terms of organizational emergence, boundaries as containment fields are also required. Such boundaries can be found in actual departmental and divisional demarcations and physical plant locations. But these boundaries can also be considered in terms of the written and unwritten guiding rules and principles and guidelines followed by the components of the system (i.e., people and technology). Such a perspective also offers insight into how successful working groups and leaders can fight the very strong pressures toward group conformity which scores of experiments in social psychology have confirmed over and over again. Anacoluthian processes might include the strengthening of “minority” positions in an organization - e.g., creative thinking and originality increases when a minority influence is allowed in a work group. Contrary to expectations, conflict in these groups did not increase although there was an increase in personal stress on the part of the minorities. Anacoluthian processes tend to interrupt tendencies toward group conformity that is, changing the rules of interaction and then observing what emergent patterns emerge. Furthermore, leadership in emergent systems would need to be careful to distinguish “enslaved” conformist behavior and the coherence found in emergent behavior - indeed they may superficially appear the same. This is an area for much greater research and practice. In other words insecure old timers and pseudo loyalists must not trip them up.

Furthermore, the anacoluthian processes needs the firm “boundaries” constituted by the leader’s and members emergent roles, the group’s sense of identity (what its specific distinctiveness is compared to other string quartets), the standards of excellence maintained by the members, and the unwritten rules guiding the emergent process of resolving conflict and going forward with the group’s effective playing. The leader, of

course, has a crucial role to play in the maintenance of these firm boundaries, but such a role suggests a very different interpretation of leadership effectiveness than the past decade's obsession with leadership "vision." Indeed, one of the emergent hypotheses of this argument is that it is precisely attention to the process of working together, on the part of both the leader and the group members, that is a key component of the effectiveness of the emergent structure rather than a leader's focus on the organization's "vision." Indeed, we have also found that, instead of an emphasis on goals or "vision," a leader's attention to task group process was a more potent predictor of the quality of both group process and outcome (whereas outcome directiveness was associated with a much smaller and less coherent array of group outcomes). After all, the outcome of a "vision" is known only at the end of the group's effort. The success of emergent leadership then is neither forcefulness of a "vision", the eloquence of its articulation, nor the charismatic way in which it is imparted. Rather, it rests in a leader working with a group and working with what emerges, although acting as a guide and channel.

Emergence and Adaptability

Research into complex systems is demonstrating that emergent structures convey powerful advantages for a complex system, notably their potential adaptability to a drastically changing environment. Moreover, it is the novelty of the emergent structures that provide the means for this improved adaptability. As the black box of emergence opens more and more yielding greater insight into how emergent structures come forth in self-organizing systems, leaders of our complex organizations will be able to gain greater confidence as to how to proceed in riding the waves of emergence pervading their workplaces. Of course, much of the black box remains opaque. In the meantime leaders have plenty to work with already as they enter a new territory of emergent organizational structures.

Summation

To conclude our argument there has been a paradigm shift in the way in which "leadership" changes are viewed. The traditional industrial engineering way is passé'. What is more true to reality is that the "emergent" leader has to be a visionary and an action oriented person both rolled into one. He has to create a culture of innovation and creativity. He has to imbibe high order values and ethics coupled with good governance into the system. This is possible through promoting the three Ts: trust, transparency and teamwork. Given the mutable nature of social reality the emergent leader is forced to be creative and think outside the box and given the given boundaries of the system he is forced to work within it. Such is the bitter anachronism of those who wear the euphemistic crown of leadership. As Engels famously wrote in the *Eighteenth Brumaire of Louis Napoleon* "every man (like every country) makes his own history but does so under definite conditions", so too every leader must make his own history and for that the "strategic triad" is a good guide.

REFERENCES

1. Barney, J.B. (1997) *Gaining and sustaining competitive advantage*, Addison-Wesley Pub. Co.
2. Bennis, W., Spreitzer, G. M., & Cummings, T. G. (Eds.). (2001). *The future of leadership*. Jossey-Bass. San Francisco
3. Berger Peter and Luckmann, Thomas, (1971): *The Social Construction of Reality*, Penguin Harmondsworth.
4. Barr, L. & Barr, N. (1989). *The leadership equation: leadership management and the Myers-Briggs*. Austin, TX: Eakin Press.
5. Bennis, W. (1989). *On becoming a Leader*. Addison-Wesley. Reading, MA:
6. Bennis, W. & Nanus, B. (1985). *Leaders: The strategies for taking charge*. Harper & Row. New York:
7. Bush, T. and Coleman, M. (1995) 'Professional development for heads: the role of mentoring', *Journal of Educational Administration*, Vol.33, No.5.
8. Conger, J. (1992). *Learning to lead: The art of transforming managers into leaders*. San Francisco: Jossey-Bass.
9. Diltis R (1996): *The New Leadership paradigm* available on line <http://www//aom-aiom.org/article.diltis>

10. Dubrin, A. J. (2005). *Coaching and Mentoring Skills*. Pearson/Prentice-Hall Upper Saddle River, NJ:.
11. Gardner, J. W. (1990). *On Leadership*. Free Press. New York:
12. Goldstein, Jeffrey. (1997). Psychology and Corporations A Complex Systems Perspective. In Y. Bar-Yam (Ed.). *Proceedings of the 1997 Annual Conference of the New England Complex Systems Institute*, Nashua, NH. Cambridge MIT Press.
13. Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78,
14. Guillen, Michael,(1995), *Five Equations that changed the World* Hyperion.
15. Gunn, E. (1995) 'Mentoring: The democratic version'. *Training*, Vol.32, No.6.
16. Heifetz, R A and Laurie, D L (1997): 'The Work of Leadership' *Harvard Business Review*, Jan-Feb.
17. Hernon, P. and Schwartz, C. (2006). Leadership: a unique focus. *Journal of Academic Librarianship*,321-2.
18. Hersey, P. and Blanchard, K. H. (1977), *Management of Organizational Behavior: Utilizing Human Resources*, (3rd edn.), Prentice-Hall, Englewood Cliffs, N. J.
19. Hollander, E. P. (1961). Emergent leadership and social influence. In L. Petruccio & B. M. Bass (Eds.), *Leadership and interpersonal behavior* Holt, Rinehart, and Winston. New York:
20. Jackal R (1988): *Moral Mazes: The World of Corporate Managers*, Oxford University Press., New York
21. Jayashree S (1996): *Business Ethics: Some Conjectures and Refutations*, International Journal of Value Based Management, Vol. 9 No. 1.
22. Jayashree S and Sadri S *Managerial Leadership in the Twenty First century*, Vision, Vol 2, No 1. 1998
23. Jayashree S, Sadri S and Nayak N (1999): *A Strategic Approach to Human Resources Management*, Jaico Publications, New Delhi.
24. Jayashree S (2003) Towards Business Excellence: Postulating the New Strategic Triad in Upinder Dhar and Santosh Dhar (eds) *Shaping Management for the 21st Century*, Indore Management Association
25. Jayashree S (2012) Extending the Strategic Triad in S Sadri and U Makkar (eds) *Future Directions in Management*, Bharti Publications New Delhi 2012
26. Jayashree S (2015):*Fundamental Issues in Human Resources Management*, Bharti Publications, New Delhi
27. Kellert, Stephen H (1993) In the Wake of Chaos: Unpredictable Order in Dynamical Systems, University of Chicago Press, Chicago.
28. Kotter, J. (1990). *A Force for Change: How leadership differs from management.*: Free Press, New York.
29. Kotter, J. (1999). *John P. Kotter on What Leaders Really Do.*: Harvard Business School Press, Boston.
30. Kouzes, J. M., & Posner, B. Z. (2003). *Jossey-Bass academic administrator's guide to Exemplary Leadership*. Jossey-Bass, San Francisco:.
31. Lewes, G. H. (1875), *Problems of Life and Mind (First Series) 2*, London: Trübner,
32. Loeb, M. (1995) 'The New Mentoring', *Fortune*, Vol.X, No.11.
33. Mascitelli, R. (1999) 'A Framework for Sustainable Advantage in Global high-tech markets', *International Journal of Technology Management*, Vol. 17, No. 3.
34. Mills C Wright (1948): *The New Men in Power*, Harcourt Brace. New York,
35. Mills C Wright (1956): *The Power Elite*, Oxford University Press. Oxford,
36. Mills C Wright (1970): *The Sociological Imagination*, Penguin. Harmondsworth
37. Mohanty, R.P.(2001). Building Knowledge Base for Indian Corporations, *International Journal of Human Resource Development and Management*. Vol.1, No. 2/3/4.
38. Mohanty, R.P. and Deshmukh, S.G. (1999) 'Evaluating manufacturing strategy for a learning organization: A case' *International Journal of Operations and Production Management*, Vol.19, No.3.
39. Needham, G. (2001). The concept of leadership in technology-related organizations. *Journal of Library Administration*, 32(3/4),
40. Prakash A and Jayashree S: A Virtuous Circle Of Leadership Brand Development [An Approach Towards Quality In Action] Being a paper presented at the First International Conference on "Quality Management Practices For Organizational

- Excellence”, August 16-17, 2007, Mumbai, India, and published in R P Mohanty (ed) *Quality Management Practices*, Excel Books, Delhi, 2008.
41. Nichols J (1998): Leadership in Organizations: meta macro and micro, *European Management Journal*/http://www/sciencedirect.com
 42. Pescosolido, A. T. (2002). Emergent leaders as Managers of Group Emotion. *The Leadership Quarterly* 13,
 43. Sadri S and Jayashree S (1998): When the Mediocrity is Empowered Woe to Thee Oh HR Professional, *Management and Labour Studies*, Winter.
 44. Sadri S, Jayashree S and Ajgaonkar M (2002): *Geometry of HR*, Himalaya Publishing Co, Mumbai
 45. Sadri S and Jayashree S (2009) A Critical Study of Organisational Change, *IMED Journal of Management and Social Research*, Vol 3, No 3, July
 46. Sadri S and Jayashree S (2009) Implementing Organizational Change, *IMED Journal of Management and Social Research*, Vol 3 No 4, October
 47. Sadri S and Jayashree S (2012); *Human Resources Management in India: concepts and cases*, Himalaya Publishing Co, Mumbai
 48. Sadri S (2012) The Realpolitik of Economic Welfare [Observations on Democracy, Arrow’s Impossibility Theorem and The Paretian Liberal Paradox in the Indian Context] *Journal of Economics and Sustainable Development* Vol.3, No.2,
 49. Sadri S and Makkar U (2013) (eds): *Future Dimensions in Management*, Bharti Publications, New Delhi
 50. Sadri S, Jayashree S and Sharma A K (2014): *Business Excellence through Ethics and Governance*, Bharti Publications, New Delhi
 51. Sadri S (2005): A Non Mathematical Exposition of Game Theory, being a paper presented at the *Third Rajasthan Science Congress*, March, Jaipur.
 52. Saverilkine, Danguole (2013) Transformational Roles in the Development of Motivation in Aspects of Good Governance *Ekonomika ir Vadyaba Ektuligos in Perspectyvos* 2013=3 (31)
 53. Senge, P. M. (1990). *The Fifth Discipline: The art and practice of the learning organization*. Currency Doubleday. New York:
 54. Sharma Subhash. (1996)(2007): *Management in New Age: Western Windows Eastern Doors*, , New Age Publishers, New Delhi
 55. Sharma Subhash: (2003) Western Enlightenment and Eastern Awakening: towards a holistic character, *International Journal of Human Resources Development and Management* Vol. 3.
 56. Smith, M.L. (1994) ‘Creating business development talent through mentoring’, *Journal of management engineering*, Vol.10, No.2.
 57. Stein, R. T., Hoffman, L. R., Cooley, S. J. & Pearse, R. W. (1979). Leadership valence: Modeling and measuring the process of emergent leadership. In J. G. Hunt & L. L. Larson (Eds.), *Crosscurrents in leadership*: Southern Illinois University Press. Carbondale, IL
 58. Tichy, N.M. (1993) *GE’s Crontonville: A staging ground for corporate revolution in enterprise school of management*, MCB University Press
 59. Whitehouse John and Sadri S “The Social Action Approach to the Study of Organisation Theory (An Exposition)”, Vol 3, annual issue, *Eastern Sociologist*, India 1988.
 60. Whiteley, W., Dougherty, T.W. and Dreher, G.F. (1992), ‘Correlates of career mentoring for early career managers and professionals’, *Journal of organizational behaviour*, Vol.10.
 61. Yoo, Y., and Alavi, M. (2004). Emergent leadership in virtual teams: What do emergent leaders do? *Information and Organization*, 14,
 62. Zaleznik, A. (1977), ‘Managers and Leaders: Are They Different? *Harvard Business Review*, ’ May/June