



The Leadership Traits Admired By The Young Generation

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Abstract

Leadership has assumed immense importance in today's times. The quality of leadership prevalent in an organization and country is ultimately detrimental to its growth and existence. Leadership dimensions have also evolved over a period of time. There is an increasing acceptance of leaders who are innovative and action oriented rather than preachers. There are number of young leaders who are embracing corporate positions and are taking their organizations to unprecedented success. A number of dynamic political leaders are also leading their countries and deciding their destinies.

The young generation is seeing this exciting paradigm shift in leadership styles. The study tries to find out the perception of leadership amongst the young generation of today. The study also tries to find out the various qualities expected in a leader as required by the young generation. In addition the study will also provide insights on male and female differences of leader expectations. In addition the research will also shed light on the leaders who are admired by the younger generation of today.

Keywords: Leadership, Traits, Behavioral, Styles, Young Generation

1. Introduction

A leader is an individual who leads a group toward the attainment of individual and organizational goals. Leadership plays a central part in gaining insights into group behavior, for it is the leader who usually provides the direction toward goal attainment.

There has been a search for the ideal and universal traits which should be found in all leaders. The original search for a set of universal leadership traits is still to be found. Most of the times we can say that individuals who are ambitious, determined, have high energy levels, a will to lead, self-confidence, intelligence, hold job-relevant knowledge and information, are perceived as honest and trustworthy, and are flexible are more likely to succeed as leaders than individuals without these traits. The behavioral approach's main contribution was narrowing leadership into task-oriented and people-oriented styles, but no one style was found to be the most effective in all situations.

A major insight into our understanding and perception of leadership came when one felt the need to develop contingency theories that included situational aspects and factors. At present, the evidence indicates that relevant situational variables would include the task structure of the job; level of situational stress; level of group and team support; the leader's intelligence and experience; and

follower/team member characteristics such as personality, experience, ability, skill and motivation.

It is assumed generally that the leaders treat all their followers in a similar manner without any discrimination. But this seldom happens. Leaders very often act differently towards different sets of people. The Leader Member Exchange (LMX) theory says that because of time and other deadlines and pressures, leaders establish a special relationship and bond with a small group of their followers and team members.

These individuals in the group get a disproportionate amount of leaders' time and attention, and are more likely to receive special privileges. The theory proposes that in the history of the interaction between the leader and a given follower, the leader implicitly categorizes and demarcates the follower as an "in" or an "out" and that relationship is relatively stable and continuous over time.

Just precisely how the leader chooses and decides who falls into each category is unclear, but there is evidence that leaders tend to choose and prefer in group members because they have attitude and personality characteristics that are similar to the leader's or a higher level of competence and skills than out group members.

2. Need of the study

There have been a lot of people movements across the world from Egypt, Libya, Bahrain, Yemen etc to name a few against the ruling governments. Leaders who were ruling their countries with an iron hand were forced to relinquish power on account of the movements against their regimes. These movements have primarily been inspired by the young generation. Many corporates also have suffered bankruptcy and closure on account of the unethical governance by its leaders such as Enron, Lehmann Brothers, and Satyam etc. Have leaders failed to inculcate the qualities required for the smooth running of a country or an organization? The study focuses on the factors which a leader should have according to the young generation which should help in the effective governance of a country and an organization.

3. Review of the Previous Literature

The first subject matter to come into view within the leadership literature revolves around the effort to characterize and outline the theory in terms of inborn capability, and specially, to categorize the personality required for leadership efficiency through experimental study.

The early researches of traits focused on three main areas:



- Individual personality such as height, body type, appearance, and age.
- Personal Characteristics such as general intellect, ability to articulate, and creativeness; and
- Behavioral characteristics, as those to be chosen 'The Big Five' (e.g. Fiske, 1949; McCrae and Costa, 1989) i.e. meticulousness, introversion-extroversion, emotional steadiness, amicability, and straightforwardness to experience.

Stoghill (1948) in his study assessed 124 traits between 1904 and 1948, and was doubtful regarding the probable substantiation that could be gathered from the increasingly growing number of apparently unrelated behavior that was put forward as contributing to leadership efficiency.

Although later Stoghill, (1974) did conclude that some characteristics appear to be connected with leadership more often than others. Even where oversimplification relating to leadership behavior was supported by further studies (e.g. Shaw, 1976; Fraser, 1978) none of the traits known, such as intellect and amiability, were adequate in themselves to describe successful leaders.

In spite of these shortcomings, the trait approach continued, for instance, McClelland's (1965, 1985) work on management motivation, Boyatzis' (1982) managerial competencies which incorporated individual traits as well as motivation, expertise, understanding and specific behaviors and McCall and Lombardo's (1983) study of 'derailed' leadership, which paid attention on how eminent managers who went all the way to the top were different from those who were promoted to middle management but then afterwards failed to perform effectively (i.e. they were fired or relocated or took early retirement).

The research also went through resurgence in the late 1980s with Lord and Maher's (1991) argument in support of the importance of traits as apparent constructs, wherein the supporters are prejudiced in their opinion of someone as a leader based on the qualities they are seen to demonstrate. This approach has been disapproved of, mainly with respect to the psychological tests proposed to classify leadership behavior; on the base that they have an inclination to create rather than ascertain characteristics (e.g. Carless and All wood, 1997). The reappearance of the trait-related approach can also be noticed in the recent study on enigmatic leadership, which is discussed below.

The researchers who were unhappy with trait hypothesis and the belief that leadership was an inborn ability, started paying attention in its place on the study and depiction of what leaders really do – i.e., a focus from traits shifted to a concern with leadership behaviors. The significance of this change was that it recommended that understanding and recounting the conduct of efficient leaders meant that such demeanor, and their allied skills, could not only be acknowledged and calculated but that they could also be acquired through training. Hence proving the point that leaders didn't have to be born, as they could be made – at least, they to some level could be taught to display certain

behaviors so that they can become more efficient and successful.

McGregor (1960) put forth his leadership theory X and Y where he suggested that managers either followed an autocratic or a participative leadership style while dealing with subordinates. Blake and Mouton (1964) suggested a leadership grid and different leadership orientations based on the parameters of "concern for task" and "concern for production". The team management style of leadership was proposed as the most effective style on the managerial grid.

4. Objective

4.1 Key Research Objective

- To investigate whether there is a relationship between the age of respondents and the leadership factors chosen.
- To identify whether there is a gender bias while selecting or choosing leadership factors.
- To find out the leadership factors which every leader should possess according to the young generation.
- To identify the top business, political and world leaders who are admired by the young generation.

5. Methodology

The following are some of the research techniques which were used to achieve the desired objective:

1. Survey Based method was adopted for the above research.
2. A Questionnaire was designed to determine leadership perceptions and preferences of the young generation.

The 19 attributes which are a part of the questionnaire which a leader should have were listed out using the process of brainstorming.

5.1 Hypothesis formulation & Sample size:

The sample size for the purpose of the study was 55. Random sampling method was adopted for the same.

There were two hypotheses which were designed:

Hypothesis 1:H01: There is no significant relationship between gender of the respondents and the chosen leadership factors

Hypothesis 2:H02: There is no significant relationship between age of the respondents and the chosen leadership factors

5.1.1 Hypothesis Testing H01:

T-Test was used to test the hypothesis.

	Gender	N	Mean	Std Deviation	Std. Error Mean
Leadership factors	1.00	37	4.1514	.27951	.04595
	2.00	18	4.0861	.29744	.07011

Independent Samples Test



		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Leadetrshipfactors	Equal variances assumed	.295	.589	.796	53	.430	.06524	.08201	-.09925	.22973
	Equal variances not assumed			.778	31.958	.442	.06524	.08382	-.10551	.23599

In this case we find that the p value for the t test is 0.442 assuming unequal variances in two populations .The value of 0.442 being greater than our significance level of 0.05 we accept the null hypothesis and conclude that there is no significant relationship between gender of the respondents and the chosen leadership factors.

5.1.2 Hypothesis Testing H02 :

T-Test

	Age	N	Mean	Std. Deviation	Std. Error Mean
Leadership	1.00	41	3.9717	27524	.04299
Factors	2.00	14	4.0521	27608	.07378

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LeadershipFactors	Equal variances assumed	.070	.793	-.943	53	.350	-.08044	.08526	-.25145	.09058
	Equal variances not assumed			-.942	22.481	.356	-.08044	.08539	-.25731	.09644

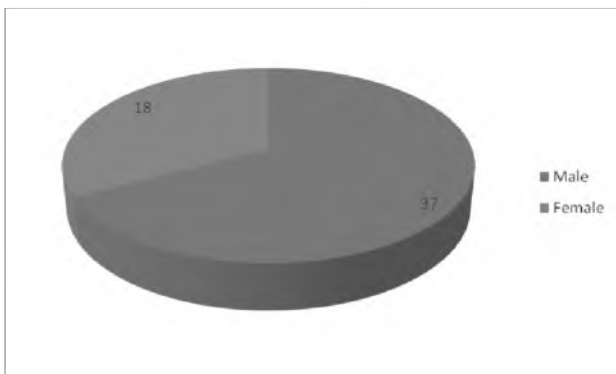
In this case we find that the p value for the t test is 0.356 assuming unequal variances in two populations .The value of 0.356 being greater than our significance level of 0.05 we accept the null hypothesis and conclude that there is no significant relationship between age of the respondents and the chosen leadership factors.

6. Data Analysis

6.1 Respondents in the study :

Male	37	67.27%
Female	18	32.73%
Total	55	

Mean	1.33
Standard Dev.	0.47
Variance	0.22



The study was conducted in Pune .The respondents were predominantly graduate and post graduate students and working professionals .The total sample size was 55 . 67% of the respondents were male and 33% were females .A few young doctors were also a part of the survey .Majority of the respondents were from IBS Pune from the post graduate program . Alumnis of IBS Pune were also a part of the survey .

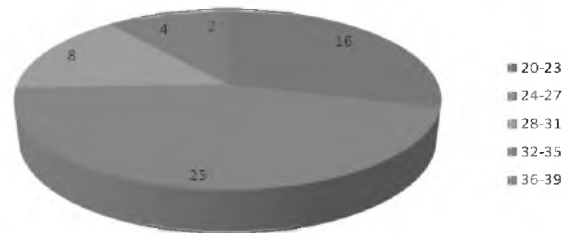
6.2 The various age groups :

45 % of the respondents were from the age group of 24-27 years . 30 % of the respondents were from the age group of

O2

I belong to the following age group :		
20-23	16	29.09%
24-27	25	45.45%
28-31	8	14.55%
32-35	4	7.27%
36-39	2	3.64%
Total	55	

Mean	2.11
Standard Dev.	1.03
Variance	1.06



21-23 years . Thus 75 % of the respondents were less than 27 years . The rest of the respondents were from the age group of 28-39 and were divided as per the table and chart above .

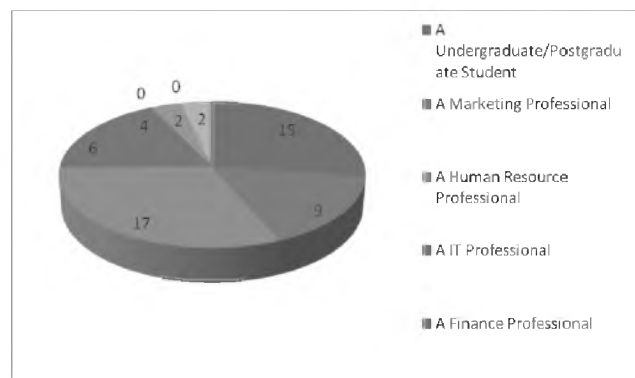
6.3 Work Profile of the respondents :

Majority of the respondents were post graduates sand had a good academic background. They also had good awareness about the various leaders and the current affairs. Thus they were also able to relate to the survey being undertaken. 30% of the respondents were employed as Human Resource Professionals. 27 % were undergraduate or postgraduate students. 10 % of the respondents were employed in the

O3

I am currently		
A Undergraduate/Postgraduate Student	15	27.27%
A Marketing Professional	9	16.36%
A Human Resource Professional	17	30.91%
A IT Professional	6	10.91%
A Finance Professional	4	7.27%
A Operations Professional	0	0.00%
A Doctor	2	3.64%
A Engineer	0	0.00%
Other	2	3.64%
Total	55	

Mean	2.91
Standard Dev.	1.90
Variance	3.60





Information Technology sector. 9 % of the respondents were employed in marketing functions.

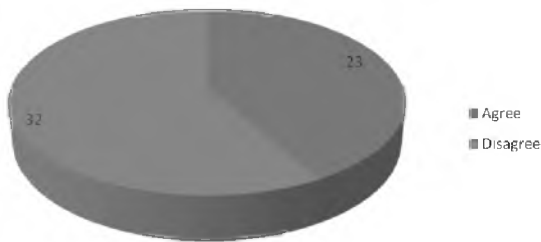
6.4 Are Leaders Born or Made :

This question was framed keeping in mind the trait and the behavioural theory in mind . The trait theory propogates that leaders are born not made . The theory accentuates that Leadership is an inherent quality which an individual is imbibed with . On the other hand the behavioural theory states that leaders can be trained . It stresses that by training in classs , experiential exercises , workshops etc it is

O7

According to me LEADERS ARE BORN, NOT MADE :		
Agree	23	41.82%
Disagree	32	58.18%
Total	55	

Mean 1.58
Standard Dev. 0.50
Variance 0.25

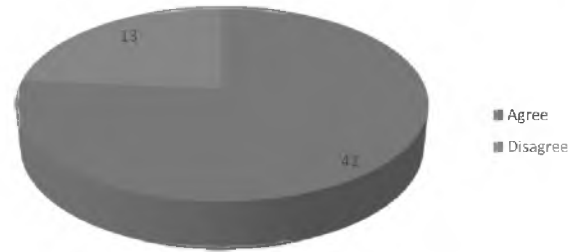


possible to inculcate leadership qualities with in a individual . 41 % of the total respondents agreed to the trait theory that “Leaders are born and not made”. 58 % of the respondents disagreed to the above theory . Thus we see that majority of the respondents are in agreement with the Bhavioural theory that leadership traits can be taught .

O8

According to me LEADERSHIP TRAITS CAN BE TAUGHT		
Agree	42	76.36%
Disagree	13	23.64%
Total	55	

Mean 1.24
Standard Dev. 0.43
Variance 0.18



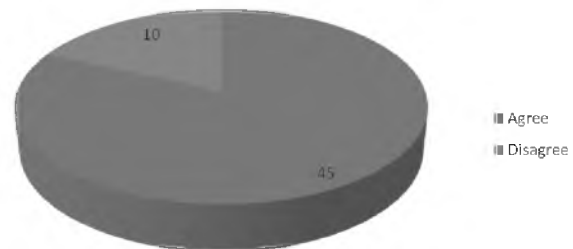
6.5 Can Leadership Traits be taught ?

The bavaiaoural theory states that leadership traits can be developed in a individual through training . 76 % of the total respondents agreed to the behavioural theory that “Leadership traits can be taught” . 23 % of the respondents disagreed with the above theory . Majority of the respondents have agreed to the above question . Thus we can also conclude that the respondents are rejecting the trait theory of leadership and are accepting the behavioural theory .

O10

According to me political Leaders in India should have a retirement age :		
Agree	45	81.82%
Disagree	10	18.18%
Total	55	

Mean 1.18
Standard Dev. 0.39
Variance 0.15



6.6 Should leaders have a retirement age :

In India business leaders do have a retirement age but on the other hand political leaders do not have a retirement age .Essentially it is believed that a leader has to groom the next generation of leaders to take up roles and responsibilities in time to come . It also helps in crisis situations when the leader is not well and the groomed leader helps in running of the day to day activities . 81 % of the respondents agreed that political leaders should have a retirement age . 19 % of the respondents disagreed to the above . Thus we see that many of the respondents have agreed that leaders should have a retirement age which can help us conclude that as



every product has a shelf life similarly leaders should also have a limit to their tenure .

7. Factor Analysis

The data complexity was reduced by decreasing the number of variables being studied. This was done using factor analysis. Factor analysis helps us to understand the interdependencies and relation between observed variables . This information essentially helps in reducing the number of variables in a dataset .

The main interest was in determining which attributes the young generation considered important while selecting leaders . People were asked to indicate their preference on a 5-point scale. (1=least important, 5= most important) with respect to 19 statements relating to their perceptions and attributes of leaders .

7.1 Communalities

The proportion of variance in any one of the original variables, which is captured by the extracted factors, is known as communality.

Extraction Method: Principal Component Analysis.

The communality measures the percent of variance in a given variable explained by all the factors jointly and can be interpreted as a reliability measure . As can be seen from the above table, after 7 factors were extracted and retained.

7.2 Total Variance Explained

As can be seen from the above table, 7 factors extracted together accounted for about 68% of the total variance. We considered the Eigen Values which were greater than 1 to explain the variance.

These factors were interpreted by looking at the factor loadings in the rotated factor matrix given below.

7.3 Rotated Component Matrix

With the help of Factor analysis the 19 original factors have been reduced to seven .We have used the Principal Component analysis method for the reduction of Factors. .The factors have been extracted keeping in mind the high variable loadings. The factor loading shows the correlation

	Initial	Extraction
Education	1.000	.676
WorkExperience	1.000	.663
CommunicationSkills	1.000	.788
Ethical	1.000	.577
PastRecord	1.000	.719
Trustworthy	1.000	.756
Listenstoothers	1.000	.778
Abilitytohandlestress	1.000	.657
AbilitytohandleResponsibility	1.000	.564
Autocratic	1.000	.761
RelationshipOriented	1.000	.689
Abilitytotakedecisionsbyinvolvingpeople	1.000	.755
Abilitytoempathise	1.000	.650
Takesaccountability	1.000	.782
BuildsProcessesandSystems	1.000	.581
ActionOriented	1.000	.659
Bureaucratic	1.000	.855
Abilitytotaketoughdecisionswhenrequired	1.000	.484
Charismatic	1.000	.623

between the variables (rows) and factors (columns).

As we see that the Factor 1 has high loadings on:

- Ethics
- Past Record
- Trustworthiness

Hence Factor 1 can be interpreted as “Personal Integrity”

Factor 2 has high loadings on

- Building process and systems
- Action Oriented

- Ability to take tough decisions when required
- Charismatic

Hence Factor 2 can be interpreted as “Result Oriented”

Factor 3 has high loadings on

- Relationship Oriented
- Ability to take decisions by involving people

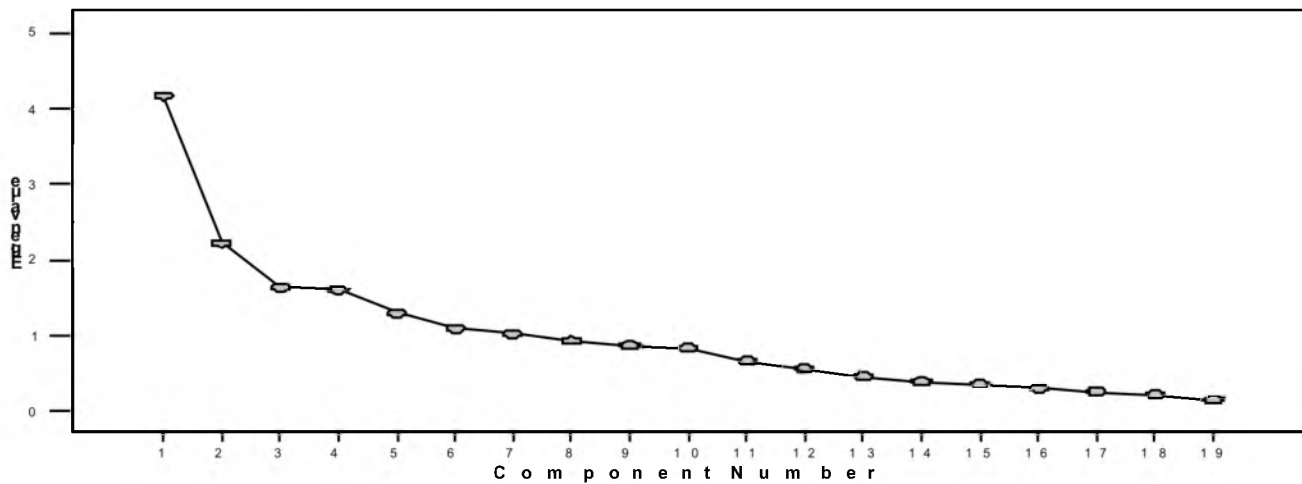
Hence Factor 3 can be interpreted as “Interpersonal Skills”



Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.165	21.920	21.920	4.165	21.920	21.920	2.317	12.194	12.194
2	2.220	11.684	33.604	2.220	11.684	33.604	2.028	10.676	22.870
3	1.628	8.570	42.174	1.628	8.570	42.174	2.006	10.556	33.426
4	1.598	8.413	50.587	1.598	8.413	50.587	1.907	10.039	43.465
5	1.290	6.792	57.378	1.290	6.792	57.378	1.811	9.533	52.998
6	1.093	5.754	63.132	1.093	5.754	63.132	1.561	8.215	61.213
7	1.021	5.373	68.505	1.021	5.373	68.505	1.385	7.291	68.505
8	.927	4.880	73.385						
9	.865	4.555	77.940						
10	.830	4.369	82.309						
11	.659	3.466	85.775						
12	.561	2.954	88.729						
13	.460	2.422	91.151						
14	.393	2.067	93.217						
15	.351	1.845	95.063						
16	.306	1.610	96.672						
17	.258	1.358	98.030						
18	.220	1.157	99.187						
19	.155	.813	100.000						

Extraction Method: Principal Component Analysis.

S c r e e P l o t



Factor 4 has high loadings on:

- Work experience
- Listens to others
- Ability to handle responsibility
- Ability to empathise

Hence Factor 4 can be interpreted as “People Handling Skills”

Factor 5 has high loadings on:

- Education
- Communication Skills

Ability to handle Stress

Hence Factor 5 can be interpreted as “Personal Skills”

Factor 6 has high loadings on:

- Autocratic
- Bureaucratic

Hence Factor 6 can be interpreted as “Leadership Style Adopted”

Factor 7 has high loadings on



	Component						
	1	2	3	4	5	6	7
Education	.170	-.045	-.108	.084	-.786	-.017	.090
Work Experience	-.013	.180	-.074	.769	-.057	.129	.115
Communication Skills	.259	-.131	.384	.486	.551	-.128	.017
Ethical	.731	.072	.170	.010	-.037	-.081	.029
Past Record	.752	-.063	.033	.174	-.308	.121	.097
Trustworthy	.730	.277	-.011	.035	.328	.027	.194
Listen to others	.573	-.004	.104	.595	.026	-.195	-.214
Ability to handle stress	.056	.332	.246	.152	.477	.402	.264
Ability to handle Responsibility	.204	.133	-.050	.505	.408	.270	.086
Autocratic	-.106	.224	-.397	.109	.233	.631	.279
Relationship Oriented	.151	.114	.733	.078	.197	.068	.257
Ability to take decisions by involving people	.042	.192	.840	-.011	.056	.083	.037
Ability to empathise	.068	.224	.267	.531	-.069	-.214	.438
Takes accountability	.124	.015	.154	.090	-.021	.000	.857
Builds Processes and Systems	.137	.629	.313	-.081	.222	.108	.036
Action Oriented	.122	.718	-.093	.112	.282	.057	.158
Bureaucratic	.010	-.036	.295	-.011	-.073	.851	-.193
Ability to take tough decisions when required	.089	.618	.104	.170	-.174	.061	-.139
Charismatic	-.344	.564	.193	.231	-.148	-.188	.198

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a Rotation converged in 13 iterations.

Take accountability

Hence Factor 7 can be interpreted as “Accountability” Ideally, a variable should load highly only on a single factor. As a thumb rule, anything above 0.5 was considered to be a “high” loading.

8. Leaders mentioned by the respondents

8.1 Indian Business Leaders

The business leaders which were admired the most in India by the respondents were Mr Ratan Tata, Mr Narayan Murthy, Mr Sunil Bharti Mittal, Mr Dhirubhai Ambani and Mr Kumara Mangalam Birla.

8.2 Indian Political Leaders

The political leaders which were admired the most in India were Mr Manmohan Singh, Mr Rahul Gandhi, Mr Anna Hazare, Mr Nitish Kumar and Mrs Indira Gandhi.

8.3 Global Leaders

The global leaders which were admired the most by the respondents were Mr Steve Jobs, Mr Barack Obama, Mr Bill Gates, Mr Jack Welch and Mr Nelson Mandela.

Conclusion :

Thus we see that young generation has a lot of expectations from the leaders of today. They expect accountability, planning as well as action. They believe that systems and processes should be in place irrespective of the individual in governance. There is a paradigm shift in the leaders and the leadership expected of them in today's times.

As the world becomes a global place business leaders have to be innovative, ethical and action oriented in their intent. Political leaders also have to understand the changing expectations of the people who expect good governance and high ethical qualities. Thus we see that Leaders of today have demanding standards of performance which is expected by the young generation for the greater good of the organisation and the country

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Questionnaire

Leadership Perception of the Young Generation

Q 1) I am a

1. Male
2. Female

Q2) I belong to the following age group :

1. 20-23
2. 24-27
3. 28-31
4. 32-35
5. 36-39

Q3) I am currently

1. A Undergraduate/Postgraduate Student
2. A Marketing Professional
3. A Human Resource Professional
4. A IT Professional
5. A Finance Professional
6. A Operations Professional
7. A Doctor
8. A Engineer
9. Other

Q4) The Business Leader I admired the most in India is :

Q5) The political leader I admire the most in India is :

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1) Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Ethical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Past Record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Trustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Listens to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Ability to handle stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Ability to handle Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Autocratic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) Relationship Oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) Ability to take decisions by involving people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13) Ability to empathise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14) Takes accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15) Builds Processes and Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16) Action Oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17) Bureaucratic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18) Ability to take tough decisions when required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19) Charismatic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Q6) Please rate the various leadership attributes which you would want in a leader below :

Q7) According to me " LEADERS ARE BORN, NOT MADE " :

1. Agree
2. Disagree

Q8) According to me "LEADERSHIP TRAITS CAN BE TAUGHT "

1. Agree
2. Disagree

Q9) The one GLOBAL leader I admire the most :

Q10) According to me political Leaders in India should have a retirement age :

1. Agree
2. Disagree