



Course Name: Organization Behavior

Code: MS 514

Hours: 3 hours of lectures and 2 hours of case study discussion per week over 1 Term.

Credits: 2

Course Description:

The course introduces the fundamental concepts, models and frameworks of organizations at – individual, group and organizational levels. The course aims to develop among students, a sound decision making approach indicative of good leadership traits to meet the future demands of business optimally.

Course Content:

- **UNIT-I Introduction:** Meaning and importance of organization behavior. Contributing disciplines to OB. Different models of OB. Challenges and Opportunities of OB.
- **UNIT-II The individual behavior:** Attitude and job related attitude. Personality and two models (MBTI & Big five Model). Perception and common shortcuts. Motivation and its theories.
- **UNIT-III The Group behavior:** Group dynamics: group properties and formation. Leadership styles and theories. Conflict management techniques.
- **UNIT-IV The Organizational system:** Organization structure: Structure elements and common organizational structure designs. Stress management techniques.

Course Outcome:

1. Knowledge Outcome:

At the end of the course, the student should be able to:

- Understanding individual behavior and attitude at a workplace.
- Identify different personality types based on Big five model and MBTI.
- Study the relationship between motivation and performance.
- Identify common errors in perception.
- Understand how groups are formed and work in an organization.
- Address to the different leadership styles, conflict management techniques and stress management process.
- Knowledge of different organizational designs and its elements.

2. Skill Outcome:

- Identify personalities of individual using models like MBTI and Big five model.
- Avoid biasness and other perceptual errors while decision making processes.
- To motivate one's subordinates and employees.
- To lead successfully and handle groups for higher returns.
- Effectively handle conflict and stress at work place.
- Construct an organizational structure.

Methodology:

- 23 lectures to discuss the theoretical concepts.
- 3 case studies to understand the practical issues in OB
- Assignments/quizzes/tests.

- Project
- Viva on the project

Grading:

Internal assessment	30%
<i>Assignments (10)</i>	
<i>Attendance (5)</i>	
<i>Quiz (5)</i>	
<i>Case Discussion/Participation (10)</i>	
Mid-term exam	20%
Final exam	50%

Required Books and Materials:

Text Book:

1. Robbins, S, ‘*Organizational Behaviour*’ 15th Edition, Pearson Education, New Delhi.

References:

1. Prasad, LM, *Organizational Behaviour*, Sultan Chand & Sons, New Delhi.

Lecture Schedule of MST 514: Organization Behavior

Lecture: 1	
Pedagogy	Class Room Power Point (ppt) based interaction: Introduction to the concept of Organisation Behavior through exemplary examples.
Topics to be covered	1. OB Meaning, Importance
Learning Outcome	Student should able to understand that how imperative it is to understand individual and its behaviour to have better working organisations.
Readings	Organisation Behaviour by Stephen Robbins & Timothy A. Judge Pages: 10-14.
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 2	
Pedagogy	Class Room Power Point (ppt) based interaction: Introduction to the concept of Organisation Behavior through exemplary examples.
Topics to be covered	1. Contributing disciplines to OB 2. OB Models
Learning Outcome	Student should able to understand that how imperative it is to understand individual and its behaviour to have better working organisations.
Readings	Organisation Behaviour by Stephen Robbins & Timothy A. Judge Pages: 14-16,25-30
Case Study /In-house Practical	-

Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 3	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	1. Challenges & Opportunities
Learning Outcome	Student will ascertain the challenges and opportunities managers have in applying OB concepts.
Readings	Organisation Behaviour by Stephen P. Robbins& Timothy A. Judge Pages: 17-24.
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Tutorial: 1	
Pedagogy	Case study discussion in groups of 5-6 and then present solution in class group wise.
Topics to be covered	Individual Behavior in organisations i.e. organisation behaviour
Learning Outcome	<ol style="list-style-type: none"> 1. Understanding the importance of employee's behaviour and their attitude. 2. Merits and demerits of MBWA.
Readings	Organisation Behavior by Stephen P. Robbins& Timothy A. Judge)Pages: 37-38.
Case Study /In-house Practical	“Lessons for ‘Undercover’ Bosses”
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 4	
Pedagogy	Class Room Power Point (ppt) based interface
Topics to be covered	Individual Behavior-Personal, Psychological & Environmental Factors
Learning Outcome	Student will understand that each individual is different.
Readings	Organisation Behavior by L.M. Prasad Pages: 79 (CN/RM)
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	Students are asked to read the case “ Lessons for ‘Undercover’ Bosses ”; (already given in the syllabus) for the next lecture

Lecture: 5	
Pedagogy	Class Room Power Point (ppt) based interaction
Topics to be covered	Perception1- factors influencing, attribution Theory
Learning Outcome	Avoid errors while making decision about others.
Readings	Organisation Behaviour by Stephen Robbins & Timothy A. Judge Pages: 166-170.
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 6	
Pedagogy	Class Room Power Point (ppt) based interaction
Topics to be covered	Perception 2- common shortcuts in judgement and its application in organizations.
Learning Outcome	Identify and avoid shortcuts individuals use in making judgement about others.
Readings	Organisation Behavior by Stephen P. Robbins& Timothy A. Judge Pages: 170-173.
Case Study /In-house Practical	-
Assignment/Quiz/ Project	List out any 10 perceptual errors in your day to day life.

Instructions for the Next Lecture	Students are asked to read the case “ Examinations on time: Perceptual Distortion: Projection ”; (already given in the syllabus) for the next lecture
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Tutorial: 2	
Pedagogy	Case study discussion in groups of 5-6 and then present solution in class group wise.
Topics to be covered	Perception
Learning Outcome	Errors made in decision making
Readings	Organisation Behaviour by Avinash K. Chitale Pages: 163-164.
Case Study /In-house Practical	“ Examinations on time: Perceptual Distortion: Projection ”
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 7	
Pedagogy	Class Room Power Point (ppt) based interaction
Topics to be covered	Perception and decision making in organisations
Learning Outcome	How to apply rational decision making and list common errors in decision making.
Readings	Organisation Behavior by Stephen P. Robbins& Timothy A. Judge Pages: 184-193.
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 8	
Pedagogy	Class Room Power Point (ppt) based interaction
Topics to be covered	Attitudes & its components. Major job related attitude
Learning Outcome	Summarize the relationship between attitude and behavior
Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: 70-88.
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 9	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	Personality: concepts and its determinants
Learning Outcome	Able to determine individuals personality based on various factors.
Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: -133-135.
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-

Instructions for the Next Lecture	-
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Tutorial: 3	
Pedagogy	Individual exercise and identifying personality types
Topics to be covered	Personality MBTI exercise
Learning Outcome	Try to identify personality traits based on MBTI model
Readings	RM
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 10	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	Personality: Models
Learning Outcome	Identify key traits in MBTI and Big five Personality model
Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge)Pages: 136-138
Case Study /In-house Practical	-

Assignment/Quiz/ Project	To find out five different personality individuals based on “Big five personality traits” in any famous movie of your choice giving examples of different characteristics of the different personalities.
Instructions for the Next Lecture	-

Lecture: 11	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	Motivation: types and early theories
Learning Outcome	Understand the importance of motivation in organisations
Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: 202-205
Case Study /In-house Practical	–
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	Watch “Chak De” a Shahruk Khan starrer movie.

Lecture: 12	
Pedagogy	Class Room Power Point (ppt) based interaction: Supplemented with the movie discussion.
Topics to be covered	Motivation: contemporary theories
Learning Outcome	Understand how different motivational theories when applied can enhance efficiency.

Readings	Organisation Behavior by Stephen P.Robbins & Timothy A.Judge)Pages:205-207
Case Study /In-house Practical	-
Assignment/Quiz/ Project	Any motivational incidence in your life that changed your situation. Try to relate the same with the motivational theories.
Instructions for the Next Lecture	-

Tutorial: 4	
Pedagogy	Case study discussion in groups of 5-6 and then present solution in class group wise.
Topics to be covered	Group dynamics- Hiking survival game
Learning Outcome	Identify how decisions differ as individuals and when in groups.
Readings	Organisation Behavior by Stephen P. Robbins& Timothy A. Judge Pages: 317-318.
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 13	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	Group development
Learning Outcome	Identifying five stages of group development

Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: 272-288
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 14	
Pedagogy	Class Room Power Point (ppt) based interaction with examples
Topics to be covered	Group properties : Roles, Norms and Status
Learning Outcome	Understanding group dynamics when faced in real situations to attain high performing groups.
Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: 272-288
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 15	
Pedagogy	Class Room Power Point (ppt) based interaction with examples
Topics to be covered	Group properties: Size, Cohesiveness and Diversity

Learning Outcome	Understanding group dynamics when faced in real situations to attain high performing groups.
Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: 272-288
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	Students are asked to read the case “ Dhoni plays it straight- Leadership styles ”; (already given in the syllabus) for the next lecture

Tutorial: 5	
Pedagogy	Case study discussion in groups of 5-6 and then present solution in class group wise.
Topics to be covered	Leadership
Learning Outcome	Identify different leadership traits.
Readings	RM
Case Study /In-house Practical	“Dhoni plays it straight- Leadership styles”
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 16	
Pedagogy	Class Room Power Point (ppt) based interaction
Topics to be covered	Group decision making
Learning Outcome	How decisions in groups are different

Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: 290-295
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 17	
Pedagogy	Class Room Power Point (ppt) based interaction
Topics to be covered	Leadership styles
Learning Outcome	Identify the central tenets and main limitations of leadership theories.
Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: 368-390
Case Study /In-house Practical	-
Assignment/Quiz/ Project	Identify any 5 top leaders in corporate world, list out their leadership characteristics and leadership styles.
Instructions for the Next Lecture	-

Lecture: 18	
Pedagogy	Class Room Power Point (ppt) based interaction

Topics to be covered	Leadership approaches
Learning Outcome	Compare and contrast different styles of leadership
Readings	Organisation Behavior by Stephen P. Robbins& Timothy A. Judge Pages:368-390
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Tutorial :	
Pedagogy	-
Topics to be covered	Presentations
Learning Outcome	-
Readings	-
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 19	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	Organisational Structure: Six elements of Organizational Structure

Learning Outcome	<ul style="list-style-type: none"> Identify elements of an organization structure.
Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: 480-501
Case Study /In-house Practical	-
Assignment/Quiz/Project	-
Instructions for the Next Lecture	-

Lecture: 20	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	Organizational Structure: Common organizational design
Learning Outcome	<ul style="list-style-type: none"> Able to develop and contrast different models of organization structure.
Readings	Organisation Behavior by Stephen P. Robbins & Timothy A. Judge Pages: 480-501
Case Study /In-house Practical	-
Assignment/Quiz/Project	Create organizational Structure chart for any 5 MNC's into different business covering different organizational structure styles.
Instructions for the Next Lecture	-

Lecture: 21	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	Conflict management Process: Stage I & Stage II
Learning Outcome	Outline the conflict process
Readings	Organisation Behavior by Stephen P. Robbins& Timothy A. Judge Pages: 445-455
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Tutorial 7:	
Pedagogy	-
Topics to be covered	Revision
Learning Outcome	-
Readings	-
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 22	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	Conflict management Process: Stage III, Stage IV & Stage V
Learning Outcome	Outline the conflict process
Readings	Organisation Behavior by Stephen P. Robbins& Timothy A. Judge Pages: 445-455
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-
Instructions for the Next Lecture	-

Lecture: 23	
Pedagogy	Class Room Power Point (ppt) based interaction with videos
Topics to be covered	Stress management
Learning Outcome	Able to manage individual as well as organizational stress
Readings	Organisation Behavior by Stephen P. Robbins& Timothy A. Judge Pages: 495-602
Case Study /In-house Practical	-
Assignment/Quiz/ Project	-

Instructions for the Next Lecture	-
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Case 1: “Lessons for ‘Undercover’ Bosses”

Case 2: “Examinations on time: Perceptual Distortion: Projection”

Case 3: “Dhoni plays it straight- Leadership styles”

CASE INCIDENT 1

"Lessons for 'Undercover' Bosses"

Executive offices in major corporations are often far removed from the day-to-day work that most employees perform. While top executives might enjoy the prerequisites found in the executive suite, and separation from workday concerns foster a broader perspective on the business, the distance between management and workers can come at a real cost: top managers often fail to understand the ways most employees do their jobs every-day. The dangers of this distant approach are clear. Executives sometimes make decisions without recognizing how difficult or impractical they are to implement. Executives can also lose sight of the primary challenges their employees face. The practice of "management by walking around" (MBWA) works against the insularity of the executive suite. To practice MBWA, managers reserve time to walk through departments regularly, form networks of acquaintances in the organization, and get away from their desks to talk to individual employees. The practice was exemplified by Bill Hewlett and Dave Packard, who used this management style at HP to learn more about the challenges and opportunities their employees were encountering. Many other organizations followed suit and found that this style of management had advantages over a typical desk-bound approach to management. A recent study of successful Swedish organizations revealed that MBWA was an approach common to several firms that received national awards for being great places to work.

The popular television program *Undercover Boss* took MBWA to the next level by having top executives from companies like Chiquita Brands, Direct1N, Great Wolf Resorts, and NASCAR work incognito among line employees. Executives reported that this process taught them how difficult many of the jobs in their organizations were, and just how much skill was required to perform even the lowest-level tasks. They also said the experience taught them a lot about the core business in their organizations and sparked ideas for improvements. Although MBWA has long had its advocates, it does present certain problems. First, the time managers spend directly observing the workforce is time they are not doing their core job tasks like analysis, coordination and strategic planning. Second, management based on subjective impressions gathered by walking around runs

counter to a research and data-based approach to making managerial decisions. Third, it is also possible that executives who wander about will be seen as intruders and overseers. Implementing the MBA\ side requires a great deal of foresight to avoid these pitfalls.

Questions 1. What are some of the things managers can learn by walking around and having daily contact with line employees that the might not be able to learn by looking at data and reports?

2. As an employee, would you appreciate your supervisor regularly spending time with workers?

3. How would knowing top executives routinely interact with line employees affect your attitudes toward the organization?

What ways can executives and other organizational leaders learn about day-to-day business operations besides going "undercover?"

4. Are there any dangers in the use of a nianam, by walking around strategy? Could this straw—lead employees to feel they are being spied What actions on the part of managers might minimize these concerns?

CASE STUDY-2

Examinations on Time: Perceptual Distortion: Projection

It was examination time and all institutes instructed their faculties to head the syllabus on time. After a long gap of five years, it was expected that examinations will be on time this year. Due to reasons beyond control, every year examinations were delayed by three to four months. There was hue and cry because many students selected in campus recruitment could not join on time. Many of them lost very good job opportunities in multinational corporations. With confined efforts of teachers and students this year everything was on time and all were very happy until there was a notice from Vice-chancellors office that a meeting of all principals was called by him on coming Saturday to discuss the issue of forthcoming examination. It was a shock to everybody. "The examinations will be delayed this year also" said one of the Professors. "All efforts have gone in vain, Vice-Chancellor every year and postpones the examinations God save the university" said the other. Immediately after reading the notice Professors and students in small groups were discussing about the postponement of examination in the institute corridors.

Dr. Vijay Singh, principal of GSIM, reached the V.C.'s office fifteen minutes in advance. He was well-dressed as it was his first meeting with recently joined V.C., Professor Uday Mishra. The V C was impressed by punctuality and presentation of Dr. Singh. After a few minutes of formal introduction and talks they went to the board room for the scheduled meeting. Twenty one principals were present to meet the VC for the first time. Vice-chancellors after wishing them pointed towards Dr. Vijay Singh and started praising. He said that Dr. Singh was most learned principal amongst all, with a very rich academic and administrative experience of many years. He is a person of international repute and has got many publications

national and international. He has authored many books in his area of his expertise. He is an outstanding orator and an excellent teacher. Along with other principals Dr. Singh was also shocked to hear those things, because majority of these statements were not true. Moreover Dr. Singh has been given ad-hoc charge of principal just two weeks back. To his utter surprise V C had neither inquired about these things nor did he tell them. With blushed face Dr. Singh sat over there along with his other colleagues.

Dr. Vijay Srivastava, Registrar of the university, took over the proceedings and in his usual manner started addressing the principals. "I am extremely disappointed by the conduct of the principals of my university. No principal is serious in performing his duties hardly any principal takes care of finishing, academic courses on time. I wonder why all Principals are like that: perhaps this species is of that type. Though I have not gathered information from any college, but I am dead sure that half of the courses are yet to complete and once again examination will have to be delayed because of you Principals". With these words he gasped and took his seat.

The board room door opened and came inside a Principal whose vehicle had be repaired on way to university. He took his seat while asking apology for the delay. Proctor of the University got annoyed. He commented that the Principal had come late purposefully. He wanted to show his disrespect to the Vice-Chancellor. By this behavior, the Principal is indirectly challenging authority of Vice-Chancellor. It is disobeying the command of the head of the University. Without even asking for the reason of delay, Proctor gave a long lecture to the Principal who had come late.

By this time everyone was annoyed on the proceedings of meetings, when the Vice-Chancellor intervened and took over the charge. He spoke very softly because he was aged and feeble. Last week only he had returned from hospital after recouping from a heart attack. For last ten years he was diabetic and its complications had further damaged his kidney and lever. Looking at the Proctor he Said, -"Principals are senior elderly persons with lot many responsibilities. So many responsibilities at an elderly age make the body weak. Principals generally are not physically fit and might suffer from ailments, and therefore, in such cases they may be a little late because of their health-related problems.

Taking the support of the table, Vice-Chancellor stood, slowly. Addressing to the principals he told them that he had collected information from all colleges through his sources and was delighted to know that courses in all colleges were on verge of completion. He declared that examinations, this year will be well in time and as per the schedule.

Questions

1. How do perceptions influence our sensory impressions? List few instances in the case.
2. With situations in the case explain
(i) Stereotyping (ii) Perceptual context (iii) Attribution (iv) Halo effect
3. What is 'projection'? Was it seen at any part of the case?

4. How should participants of the meeting manage their perceptions?

Case Study-3

“Dhoni plays it straight”

Mahendra Singh Dhoni is a forthright, straightforward cricketer unburdened by the baggage that generally accompanies a man onto the field, thereby restricting his outlook. At once he is intelligent and simple, aggressive and canny, tough and respectful. He did not come to cricket as a youthful dreamer but as a young street rat. He did not arrive with high expectations or parental pressure or anything of that sort. He was not a favoured youth plucked from the masses and put through the academies and tracksuits and felicitations that await prodigies, condemning most to a life half lived. He enters the arena with one thought in his mind: the uncompromising pursuit of victory. It is a liberating, empowering simplicity. And it is going to take India to the top of the rankings, and without an excess of celebration. Dhoni brings to Indian cricket not hope but expectation. It is the bravest force in sport.

Dhoni has taken to cricket and leadership without fuss or fear. In a land of gods and legends he has not sought permission to lead. The captaincy was bestowed on him by authorities who recognised the power of the clean slate, the potency of the uncluttered thought. Of course he has an ego but it works on both a greater and lesser scale than the common run. He is happy to lead or serve, does not need the game, has no romantic illusions about it, might just as well be racing bikes. Cricket and Dhoni met by accident not design, took a look at each other and decided they could get along. It's not that Dhoni cherishes the game or is obsessed with it. Nor is it merely a means to an end, a vehicle for an uncovered talent. He just plays it exceptionally well. Accordingly he can look it in the eye.

To him it is a job as much as a game, a profession as much as his passion. And he came to cricket as Dhoni the man, not Dhoni the boy cricketer. He plays hard because he lives hard. He fights to the last because Ranchi boys do not quit or cry. He plays a ruthless game because with every bone in his body he wants to win, because that is how games are played back home. He celebrates victory because he is proudly Indian, not because he is against anyone else. History has not touched him, with its movements and its Wisdens. He is not post-colonial, he is post-politics. It's not that he challenges notions of India; he is not a philosopher or an economist. He is modern India.

To him Indianness is not a cause. He is a patriot not a nationalist. With his unparaded affluence, his composure and laughter, and his rags-to-riches story so easily told, he is modern India, not a land of a thousand dreams but a place of a hundred possibilities. As a contemporary Indian he senses that life is to be lived. As a modern Indian sportsman he knows that matches are not to be played but to be won. His rugged bottom-handed batting gives no ground to aesthetic sensibilities. It is the unspoken message a rising generation was waiting to hear. Indian cricket is lucky that the call came from a full-grown man.

Cricket comes easily to Dhoni because he was not overwhelmed by it. It was just the game he happened to play. Captaincy comes easily to him because he did not pursue it. He was born to lead but in his boyhood no one thought along those lines, or took themselves that seriously. After all, Dhoni and his pals were growing up in ignored Jharkhand, in forgotten Ranchi, surrounded by each other, making the best of things, laughing a lot, enjoying whatever thrills and spills life had to offer. He was not a boy struggling to break away from a restricting background, was not unhappy, had not been defeated. Always he has been able to focus on matters in hand - the next skylark, the next ball. Throw him at a wall and he will not break.

It was Dhoni's lack of defined ambition that made achievement possible. Frustration messes with the mind. He lived the life of a typical outstation youth: active, audacious, not bothering so much with books, getting on with life, never expecting it to fall at his feet. He came to cricket as might a passenger at a train station, reached captaincy, runs, fame and riches not as some ruined child or as a street urchin destined to cover himself in bracelets but as a grounded and gritty young man for whom wealth was a consequence and not an aim. He wanted to rise, but on his own terms; he was not hungry enough to sell himself short. He is Obama in white clothes.

Throughout his surge he has remained the same. Certainly he dresses sharply and speaks fluently, for a man does not want to embarrass himself or his constituency; but his essence has not changed. He gives the impression that he'd be just as happy with his school pals. Indeed he goes to see them whenever he can. It's not that he is afraid of success or publicity or glory. To the contrary he has embraced them all. Just that they do not mean that much to him. He does not get carried away, keeps things in their rightful place. His Dad operated a pump. His character has deep roots.

Dhoni's primary skill as leader lies in his ability to forge his side into a united force with one thought in mind. As India takes to the field, they form a huddle and he talks to them, mighty and meek, old and young, famous and obscure - none of it matters to him; all are treated the same, all are playing in a team. Players respond to him, trust him, and he does not let them down. When a paceman sends down rubbish he does not rant or rave or scowl but points out that "everyone has an off day". Judgment is left to the priests. Players like him because he does not make a fuss, or get flustered or back down or yet confront. Misfields, dropped catches and other mishaps may occur and he takes them in his stride. Because he has faith in himself, he is able to convey faith, and without any clapping or backslapping or other artifices. Because he fights so hard he is able to instill the same attitude in his charges. Because he works so hard with gloves and bat he is able to coax long stints from his pacemen and long innings from his batsmen. Ishant Sharma and Zaheer Khan have bowled entire sessions; Virender Sehwag has been willing to deliver lengthy spells.

Ruthlessness and daring, an unusual combination, have been the main features of his captaincy. Previously India may have been defiant, even cynical, often charming, but they were never quite as ruthless as they have been under Dhoni. His 8-1 field set on the third morning in Nagpur was as uncompromising as it was unsettling. It was a civilised version of Bodyline. His India did not so much as pretend to play by the unwritten code. Overnight the team had been in a tizzy as the Australians had scored freely. Dhoni could feel the match slipping from his grasp and had to respond. Nor did he so much as contemplate half-measures, instead instructing his pacemen to aim well wide of off stump - a plan they loyally and precisely

executed. Australia did not accept the bait and the game ground to a halt. It was not pretty but it was effective: 42 runs in the session. Australia lost momentum and never recovered.

On the final day India again fell back under an Australian assault. Despite the loss of three early wickets, Matthew Hayden and Michael Hussey were able to push the score along at five an over, well above the required rate. Realising he was losing control, Dhoni sent four men to the leg boundary and ordered his spinners to bowl down the leg side. Although not against the rules of the game, the tactic offended its spirit. It was also a mistake, allowing experienced batsmen to collect runs without taking risks.

To make matters worse, Dhoni and his team dawdled to such an extent that only 21 overs were completed in two hours. As far as cricket was concerned, it was not a pretty sight. Indeed Dhoni was lucky that wickets started to fall and the game ended gloriously. But it was the unsentimental conduct of a single-minded leader prepared to stand his ground come what may. India was better served than the game, a viewpoint that may sound pompous in the hour of glory. Dhoni did not appreciate criticisms but then he was not a spectator.

These shortcomings pale into insignificance beside the achievements of a remarkable man who arrived from nowhere and with nothing except a lot of power, strength and ability. No one saw him coming. Boldness not meanness has been the hallmark of his captaincy. For now it is enough that India has found its next cricketing leader. Certainly the community can absorb the loss of their fading champions without fearing for its future. It is in safe gloves.

Q.1 In context to the above case, comment on the statement 'leaders are born, not made'.

Q.2 What leadership style does Dhoni represent?

Q.3 What leadership qualities of Dhoni have earned him the title of the best Indian(if not the best international) captain?

Q.4 Dhoni is not the best captain, but is instead the captain of the best Indian team. Comment.