Chapter 7

SUMMARY AND CONCLUSIONS

The various hypotheses tested and the results of the hypothesis are given below in table 7.1.

| Table 7.1 | | |
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| Summary of the findings from research approving the hypothesis or rejecting the hypothesis with remarks on exceptions | | |
| Hypothesis | Whether accepted or rejected and remarks or modifications | |
| Managerial Roles | | |
| 1. The star performers articulate and disseminate their vision and values to significantly higher degree than the average or weak performers. | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 2. The star performers formulate policies and set short and term goals better than the average performers. | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 3. The star performers are more technology and systems savvy than the average performers. | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 4. The star performers inspire and develop their juniors better than the average performers | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 5. The star performers focus on culture of their departments and articulate and develop culture better than the average performers | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 6. The star performers manage their teams and team work better than the average performers | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 7. The star performers manage their colleagues and internal customers better by understanding their needs and meeting them better than the average performers | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 8. The star performers also liaise well with their seniors and manage their seniors and their expectations better than the average performers | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 9. The star performers manage their customers and customer expectations better than the average performers | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 10. On the whole the star performers perform various leadership and managerial roles better than the average performers. | Accepted with the modification that there could be exceptions to this rule in some of the companies | |
| 11. This will be true with all the organizations | Rejected | |

| Table 7.2 | | |
|--|---|--|
| Leadership Styles | | |
| Hypothesis | Whether accepted or rejected and remarks or modifications | |
| 12. The star performers show more of development styles than the average performers in all situations | Rejected with the observation that more research is needed as the trend was observed though most differences were not significant. | |
| 13. The star performers show less of benevolent styles than the average performers in all situations | Rejected | |
| 14. The star performers show less of critical styles than the average performers in all situations | Rejected | |
| 15. The star performers create less of dependency climate in their units as perceived by their juniors as compared to the average performers. | Rejected. Null hypothesis retained. | |
| 16. The star performers create less of climate of personal loyalty in their units as perceived by their juniors as compared to the average performers | Rejected. Null hypothesis retained. | |
| 17. The star performers create less of tension and resentment climate in their units as perceived by their juniors as compared to the average performers | Rejected. Null hypothesis retained. | |
| 18. The star performers create more of empowerment climate in their units as perceived by their juniors as compared to the average performers | Rejected. Null hypothesis retained. | |
| 19. The star performers create more of learning climate in their units as perceived by their juniors as compared to the average performers | Accepted with the modification that this may not be true with all organizations and more evidence may be gathered to further support this. | |
| 20. The star performers create more of jobsatisfaction, motivation and morale climate in their units as perceived by their juniors as compared to the average performers Qualities | Accepted with the modification that this may not be true with all organizations and more evidence may be gathered to further support this | |
| 21. The star performers exhibit to significant degree positive qualities from among the various qualities measured in the RSDQ model like calm and composed, proactive, cost conscious, quality conscious, receptive, change oriented etc. | Rejected. Null hypothesis retained with the observation that there seems to be tendency for star performers to show more irritability and impatience and this needs further investigation. Company wide differences have been found. A new hypothesis on the firm culture as a variable in moderating the differences can be hypothesized. | |