

Requirements for this paper/Benodighede vir hierdie vraestel:				Resources/Hulpmiddels:
Answer Scripts/ Antwoordskrifte:		Multi-choice cards (A4)/ Multikeusekaarte (A4)		
Attendance Slips (Fill-in Paper)/ Presensiestrokies (Invulvraestel):		Graph Paper/ GrafiekPapier		
Scrap Paper/ Rofwerkpapier		Calculators/ Sakrekenaars		
Multi-choice cards (A5)/ Multikeusekaarte (A5)		Laptop (Power not provided)/ Skootrekenaar (Krag word nie voorsien nie)		

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Submission of answer scripts/Inhandiging van antwoordskrifte:

Instructions/Instruksies

1 Question /Vraag

1. Read carefully through the following case study that highlights the life of Nelson Mandela, our first democratically elected president, and answer the questions that follow. /
Lees aandagtig deur die volgende gevallestudie uit die lewe van Nelson Mandela, ons eerste demokraties verkose president, en beantwoord die vrae wat volg.

Nelson Mandela: Background

Nelson Mandela was born in 1918 in the village of Mvezo in Umtata, then a part of South Africa's Cape Province. He was a member of the Thembu Royal tribe of South Africa; the Thembus were part of the Xhosa people, the second largest cultural group in South Africa. His original forename was Rolihlahla, a Xhosa term colloquially meaning 'troublemaker', but in later years he became known by his clan name, Madiba. Baptised a Methodist, Mandela was given the English forename of 'Nelson' by his teacher at the local Methodist Christian School he attended as a youth. After his father died when Nelson was nine his mother took him to live with a local Thembu Chief and his wife, who raised him to adulthood. It was during his teen years that he became devoted to Christianity and developed his love of African history.

Legal development

Mandela was interested in becoming a lawyer and he started with the help of Lazar Sidelsky, a white partner in the Johannesburg firm of Witkin, Sidelsky, and Eidelman (Sampson, 1999, p. 29). The firm handled cases from both black and white clients. Sidelsky was impressed by Mandela, describing him as "... conscientious, never devious, tidy in person and mind". In turn, Mandela remembered Sidelsky as the first white man to treat him as a human being, and also the man who trained him to serve his country (Sampson, 1999, p. 29). Here, Mandela possibly came to realise that not all whites were against blacks who desired a progression to equality.

Mandela worked with Sidelsky while working on his BA degree, which he obtained in 1943. He began work on a law degree at the University of Witwatersrand, and though he did not

complete the degree, Mandela did work as a lawyer for a number of years while studying law. He did eventually receive his LLB from the University of South Africa in 1989.

Political development

In 1943, Mandela became interested in politics when his friend, Gaur Radebe, organised a boycott of Johannesburg buses because of a fare increase (the third one in three years). He recognised the economic impact such a fare increase had on the lower classes of South Africans, and became active on their behalf. Mandela and ten thousand blacks joined the boycott, which left buses empty for nine days and resulted in fares being rolled back (Sampson, 1999, p. 35). Mandela learned from this event about the power of the boycott. It also brought him into contact with the ANC, and he became familiar with its leaders. At that time, Mandela, along with some of his colleagues, became interested in forming a Youth League of the ANC, with the goal of pressing the more conservative ANC into action – the kind of action that had been so successful with the bus boycott. The Youth League formally launched in 1944 and its formation firmly committed Mandela to ANC politics (Sampson, 1999, p. 38). With these developments, Mandela was beginning to realise that action, and not politics, was the only way to lead his people to freedom; that they would never gain equality using the currently established methods of formal protest. As such, Mandela illustrated his leadership characteristics as he saw the Youth League as a vehicle to mobilise young South Africans.

Defiance Campaign

In 1952, the ANC and its Youth League, with Mandela's leadership, launched its Defiance Campaign: a civil disobedience campaign that would use non-violent means to bring about change. The plan was to have black youth deliberately defy the government's racial laws and invite imprisonment in order to get the government to repeal six laws that impacted blacks more than any others (Sampson, 1999, p. 63). Mandela had high expectations for the Defiance Campaign. As one of the ANC Youth League's leaders he was arrested for the first time shortly after the campaign began and spent two nights in jail where he was appalled by the prison conditions and never forgot witnessing a prisoner fall, break his ankle, and be left to spend the night in extreme pain.

Despite the ANC's intentions, the Defiance Campaign eventually backfired. It gave the government an excuse to impose much harsher laws, and Mandela was arrested again, and he and 20 other Defiance Campaign leaders were tried and found guilty of violating the Suppression of Communism Act. Although the leaders only received suspended sentences, the Defiance Campaign was essentially over by the end of 1952. The Defiance Campaign may not have affected apartheid, but it did establish the ANC as a force in South Africa. Mandela was credited with helping turn the ANC into a national organisation capable of working against apartheid.

The Defiance Campaign was one of many events Mandela led or participated in whose purpose was to disrupt the government of South Africa and force an end to apartheid. In 1961, for example, under guidance from the leaders of the ANC, he formed a military organisation, Umkhonto we Sizwe, or “Spear of the Nation”, to organise acts of sabotage against the government (Sampson, 1999, p. 146). He was arrested for treason in 1956, but was acquitted in a trial that lasted until 1961. One of his lawyers at the trial, Sydney Kentridge, came to admire Mandela. “It was then that I first realized ... that he was a natural leader of men. He was firm, courteous, always based on thought and reason” (Sampson, 1999, p. 130).

Imprisonment and influence

In 1962, Mandela was arrested and found guilty of leaving the country without a passport and was sentenced to five years in prison. While serving that sentence, police raided a farmhouse near the Johannesburg suburb of Rivonia, where hand-written documents by Mandela were found that advocated a guerrilla war against the government (Sampson, 1999, p. 184). In 1964, he was found guilty of sabotage and was sentenced to life in prison. He would serve 27 years in prison, mainly at Robben Island.

Strini Moodley, an activist with the Black Consciousness movement in South Africa, was jailed in 1976 at Robben Island in a cell across from Mandela. Interviewed years later, he was asked “What was it about Nelson Mandela, at that point, before you’d even set eyes on him, how would you characterize that mystique, that hold that he had over a young activist like yourself?”

He responded:

We, who came out of the universities and were involved, the youth in the mid-to-late '60s, always held Robert Sobukwe and Nelson Mandela and people like that in awe. We thought these were the leaders of the revolution. They were the people who had continued the carrying of the torch, and our job was to pick up that torch and continue with their work. We had tremendous respect for them... In all my discussions in my meetings, I made it quite clear that we recognized the legitimacy of our leaders on Robben Island. We had often called for their release. We based whatever we did on what we had read about the work Nelson Mandela had done in the ANC Youth League (Carlin, n.d.).

Later, he characterised Mandela’s role with the Youth League as being more in line with the Black Consciousness movement, a move away from pacifism to more action and direct actions.

1.1. The case study above demonstrates various examples of Nelson Mandela's actions and behaviour that are typical of a *servant leader*. List, in a table, the relevant servant leadership characteristics (using *Spears' 2002 model or conceptualisation of servant leadership*), a description of the characteristic as well as an example (s) of Nelson Mandela's behaviour of typical of the mentioned characteristic from the case study / *Die gevallestudie hierbo toon verskeie voorbeelde van Mandela se optrede en gedrag wat kenmerkend is van 'n dienaar-leier. Lys, in 'n tabel, die betrokke diensbare leierskap-eienskappe (gebruik Spear se model of konseptualisering van diensbare leierskap), 'n beskrywing van die diensbare leierskap kenmerk sowel as 'n voorbeeld van Mandela se gedragtipies van die genoemde kenmerk vanuit die gevallestudie. (30)*

1.2 The case study above demonstrates various examples of Nelson Mandela's actions and behaviour that are typical of a *charismatic leader*. List, in a table, the relevant charismatic leadership characteristics (using *Conger and Kanungo's (1987, 1988) model or conceptualisation of charismatic leadership*), a description of the characteristic as well as an example (s) of Nelson Mandela's behaviour from the case study. / *Die gevallestudie hierbo toon verskeie voorbeelde van Mandela se optrede en gedrag wat kenmerkend is van 'n charismatiese leier. Lys, in 'n tabel, die betrokke charismatiese leierskap eienskappe (gebruik Conger en Kanungo (1987, 1988) se model of konseptualisering van charismatiese leierskap), 'n beskrywing van die charismatiese leierskapkenmerk sowel as 'n voorbeeld van Mandela se gedragtipies van die genoemde kenmerk vanuit die gevallestudie. (18).*

2. The Zondo Judicial Commission of Inquiry, headed by Judge Raymond Zondo, was appointed to investigate matters of public and national interest concerning allegations of state capture, corruption and fraud in the public sector, including organs of state. The appointment of this commission and subsequent allegations by witnesses during hearings highlight the negative consequences of toxic leadership and the importance of ethical leadership / *Die Zondo regterlike kommissie van ondersoek onder leiding van regter Raymond Zondo is aangestel om ondersoek te doen na sake wat van openbare en nasionale belang is in verband met bewerings van staatskapings, korrupsie en bedrog in die openbare sektor, ingesluit organe van die staat. Die aanstelling van die Kommissie en die daaropvolgende bewerings deur getuies tydens verhore beklemtoon die negatiewe gevolge van toksiese leierskap en die noodsaaklikheid van etiese leierskap.*

2.1 Define the concept ethical leadership and discuss the characteristics of an ethical leader. / *Definieer die konsep etiese leierskap en bespreek die kenmerke van 'n etiese leier. (10)*

2.2 Discuss the personality traits that are central to toxicity of leaders. / *Bespreek die persoonlikheidstrekke sentraal tot toksisiteit van leiers. (12)*

3. The term *substitutes of leadership* refers to a wide variety of individual, task, and organisational characteristics identified as factors that influence the relationship between a leader's behaviour and a subordinate's job satisfaction (Kerr & Jermier, 1978) / Die term *plaasvervangers van leierskap* verwys na 'n wye verskeidenheid van individuele, taak, en organisatoriese kenmerke geïdentifiseer as faktore wat 'n belangrike invloed het op die verhouding tussen 'n leier se gedrag en 'n ondergeskikte se werkstevredenheid (Kerr & Jermier, 1978).

3.1 List the *individual aspects* that could be used to substitute leadership. / Maak 'n lys van die *individuele aspekte* wat gebruik kan word as *plaasvervangers van leierskap*. (4)

3.2 What *practical steps* can be taken to use *formalisation as an organisational aspect* to neutralise leadership and combat unethical behaviour? / Watter *praktiese stappe* kan geneem word om *formalisering as 'n organisatoriese aspek* te gebruik om leierskap te neutraliseer en onetiese gedrag te bestry? (4)

4. Despite the current level of interest in leadership, it remains an elusive and contested concept on which general agreement is highly unlikely (Grint, 2005). Among the many perspectives on this topic, four broad categories of theory can be identified. Discuss, using the critical perspective, the *African value profile and resultant leadership style* according to Blunt and Jones (1997). / Ten spyte van die huidige vlak van belangstelling in leierskap bly dit 'n misleidende en betwiste konsep te wees waarop algemene ooreenkomings hoogs onwaarskynlik is (Grint, 2005). Tussen die verskillende perspektiewe oor hierdie onderwerp kan vier breë kategorieë van teorie geïdentifiseer word. Bespreek, vanuit die kritiese perspektief, die Afrika-waardeprofiel en die gevolglike leierskapstyl volgens Blunt en Jones (1997). (10)

5. The central, most telling question to ask a leader is: Whom do you serve? Some leaders will tell you, using a popular descriptor, that they aspire to be 'servant leaders'. The question still remains, however, a servant to whom? To yourself, to your group, or to society (to cite three of several options)? Use a table to present the *six-level purpose-driven model of leadership*. / Die sentrale, mees belangrike vraag om leiers te vra, is wie dien u? Sommige leiers sal sê, met die gebruik van 'n algemene beskrywing, dat hulle begeer om 'dienaar-leiers te wees'. Die vraag bly egter 'n dienaar van wie: van jouself, jou groep of samelewing (om maar net drie van verskeie opsies te noem)? Gebruik 'n tabel om die ses-vlak-doelgerigte model van leierskap voor te stel. (12)

File reference: 8.1.7.2.2