

Instructions

ALL questions are compulsory

1 Question

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.

Nelson Mandela: The example of inspiration.

Nelson Mandela is regarded the world over as one of history's most inspirational figures. In every language and every country, Mandela's legacy shines as a beacon of hope and healing, and as a potent reminder of the power of the human spirit to overcome impossible odds. Nelson Mandela was born on July 18, 1918, into a royal family of the Thembu tribe, South Africa. His father died when he was only 9 years old and soon after, he was adopted by a regent who helped him develop his leadership skills. Mandela was the first in his family to receive a formal education. One Nelson Mandela education quote insists on the fact that true power lies in knowledge so once he became president of the ANC (African National Congress), he managed to introduce universal free education to improve the living standards of the country's black population.

Mandela was an ardent believer in the equal rights and potential of people of all origins and backgrounds. His courage in the face of oppression stands as an example of the power of passion and perseverance to change the world. Nelson Mandela was nearly executed for opposing the South African government's segregationist policies, and was sentenced to 27 years in prison for fighting to dismantle the country's apartheid regime. He spent the first 18 years at the brutal Robben Island Prison. Since he was a black political prisoner, he had even fewer privileges than other inmates. He lived all those years in a small cell, without a bed or plumbing, receiving less food than others, but forced to work twice as hard. Yet far from letting himself be broken or succumb to bitterness, when he was finally released in 1990, his sole focus was on healing his country's divisions and bringing old enemies together to rebuild in common cause.

Mandela possessed an unshakeable belief in the power of empathy, honesty and dialogue to heal the deepest and most intractable wounds. His magnanimity towards his former oppressors won the admiration of South Africans and people around the world, and greatly eased his country's transition to democracy. His lifelong pursuit of racial peace and reconciliation earned him the Nobel Peace Prize in 1993 — and the next year, Mandela became the first black president of South Africa, in a momentous election that for the first time allowed South Africans of all ethnic origins to vote. His vision of a "rainbow nation" is more relevant today than it's ever been, and his commitment to building bridges across the chasms that divide us holds a message that humanity has never needed more. Here are some of his top 45 quotes to inspire you to believe — in your own capacity for greatness, and in your power to change the world.

"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."

“Live life as though nobody is watching, and express yourself as though everyone is listening.”

“One of the most difficult things is not to change society — but to change yourself.”

“As we are liberated from our own fear, our presence automatically liberates others.’

“Difficulties break some men but make others. No axe is sharp enough to cut the soul of a sinner who keeps on trying, one armed with the hope that he will rise even in the end.”

“Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do.”

“A winner is a dreamer who never gives up.”

“Education is the most powerful weapon which you can use to change the world.

“To be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedom of others.”

“Do not judge me by my successes, judge me by how many times I fell down and got back up again.”

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

(Sources: <https://www.goalcast.com/2017/05/02/top-nelson-mandela-quotes-inspire-you-to-believe/>)

1.1. The case study above demonstrates various examples of Nelson Mandela’s actions and behaviour that are typical of a *transactional leader*. Provide, in a table, the *transformational leadership* characteristics [using the model of Podsakoff et al., (1990)], give a description of the *transformational leadership* characteristic as well as an example (s) of Nelson Mandela’s actions and behaviour 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 transaksionele leier.** Verskaf, in ’n tabel, die transformerende leierskap-eienskappe [gebruik die model van Podsakoff et al., (1990)], ’n beskrywing van die transformerende leierskap eienskap sowel as ’n voorbeeld van Mandela se optrede en gedrag wat tiperend is van die genoemde kenmerk vanuit die gevallestudie. (18)

Transactional leadership characteristic	Description of the leadership characteristic	Examples of behaviour and quotes from the case study
Role-modelling		He is one of history’s most inspirational figures His courage in the face of oppression stands as an example of the power of passion and perseverance to change the world. He was nearly executed for opposing the South African government’s segregationist policies, and was sentenced to

		27 years in prison for fighting to dismantle the country's apartheid regime He lived all those years in a small cell, E belief in the power of empathy, honesty and dialogue to heal the deepest and most intractable wounds. His magnanimity towards his former oppressors won the admiration of South Africans and people around the world His lifelong pursuit of racial peace and reconciliation earned him the Nobel Peace Prize in 1993 became the first black president of South Africa <i>"Live life as though nobody is watching, and express yourself as though everyone is listening."</i> <i>"As we are liberated from our own fear, our presence automatically liberates others."</i> <i>"Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do."</i> <i>"A winner is a dreamer who never gives up."</i>
Vision articulation		He introduce universal free education to improve the living standards of the country's black population Believer in the equal rights and potential of people of all origins and backgrounds His sole focus was on healing his country's divisions and bringing old enemies together to rebuild in common cause His lifelong pursuit of racial peace and reconciliation vision of a "rainbow nation" commitment to building bridges across the chasms that divide
Performance expectations		<i>"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."</i> <i>"Live life as though nobody is watching, and express yourself as though everyone is listening."</i> <i>"One of the most difficult things is not to change society — but to change yourself."</i> <i>"Difficulties break some men but make others. No axe is sharp enough to cut the soul of a sinner who keeps on trying, one armed with the hope that he will rise even in the end."</i> <i>"Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do."</i>
Goal acceptance		<i>"A winner is a dreamer who never gives up."</i> <i>"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."</i>
Individual support		empathy, <i>"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."</i>
Intellectual stimulation		true power lies in knowledge / introduce universal free education <i>"Education is the most powerful weapon which you can use to change the world."</i>

1.2 The case study above demonstrates various examples of Nelson Mandela's actions and behaviour that are typical of a *charismatic leader*. Provide, in a table, the *charismatic leadership* characteristics [using *Conger and Kanungo's (1987, 1988)* model or conceptualisation of charismatic leadership], a description of each of the *charismatic leadership* characteristics as well as an example (s) of Nelson Mandela's actions and behaviour that are typical of the mentioned leadership characteristics from the case study. / Verskaf, in 'n tabel, die charismatiese leierskap eienskappe [gebruik Conger en Kanungo (1987; 1988) se model of konseptualisering van charismatiese leierskap], 'n beskrywing van die charismatiese leierskap-eienskap sowel as 'n voorbeeld van Mandela se optrede en gedrag wat tiperend is van die genoemde eienskap vanuit die gevallestudie (18).

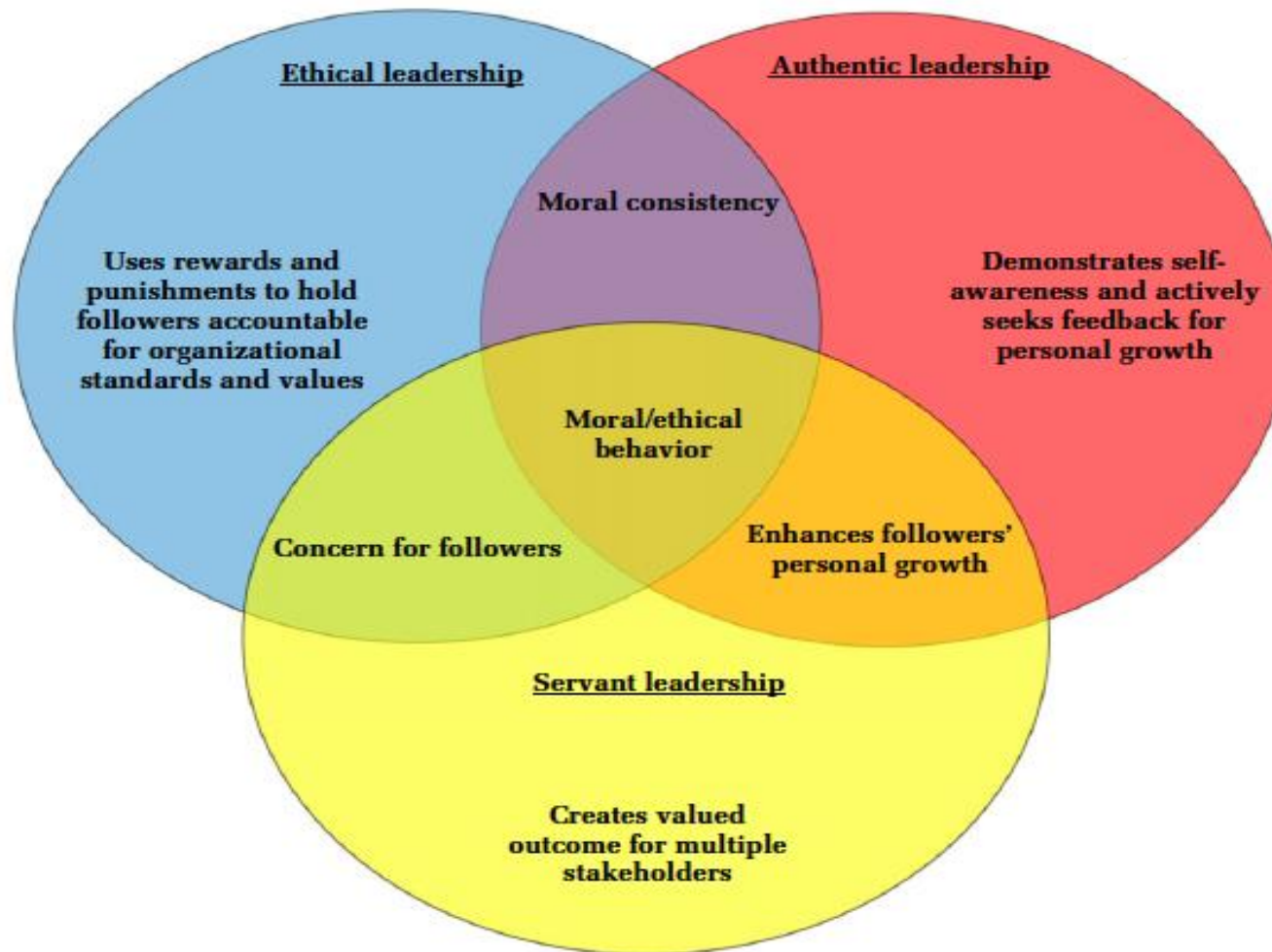
Charismatic leadership characteristic	Description of the characteristic	Mandela's case study behaviour
Vision and articulation	Exciting public speaker Appears to be a skillful performer when presenting to a group Inspirational, able to motivate by articulating effectively the importance of what organizational members are doing Has vision, often brings up ideas about possibilities for the future Provides inspiring strategic and organizational goals Consistently generates new ideas for the future of the organization	He introduce universal free education to improve the living standards of the country's black population Believer in the equal rights and potential of people of all origins and backgrounds His sole focus was on healing his country's divisions and bringing old enemies together to rebuild in common cause His lifelong pursuit of racial peace and reconciliation vision of a "rainbow nation" commitment to building bridges across the chasms that divide
Environmental sensitivity	Readily recognizes constraints in the organization's social and cultural environment (cultural norms, lack of grass roots support, etc) that may stand in the way of achieving organizational objectives Readily recognizes constraints in the physical environment (technological limitations, lack of resources, etc) that may stand in the way of achieving organizational objectives Readily recognizes barriers/forces within the organization that may block or hinder achievement of his/her goals Recognizes the abilities and skills of other members in the organization Recognizes the limitations of other members in the organization Readily recognizes new environmental opportunities	His magnanimity towards his former oppressors won the admiration of South Africans and people around the world, and greatly eased his country's transition to democracy. Mandela possessed an unshakeable belief in the power of empathy, honesty and dialogue to heal the deepest and most intractable wounds.

	(favorable physical and social conditions) that may facilitate achievement or organizational objectives Entrepreneurial; seizes new opportunities to achieve goals	
Unconventional behavior	Engages in unconventional behavior to achieve organizational goals Uses non-traditional means to achieve organizational goals Often exhibits very unique behavior that surprises other members of the organization	Mandela possessed an unshakeable belief in the power of empathy, honesty and dialogue to heal the deepest and most intractable wounds. He spent the first 18 years at the brutal Robben Island Prison. Yet far from letting himself be broken or succumb to bitterness, when he was finally released in 1990, his sole focus was on healing his country's divisions and bringing old enemies together to rebuild in common cause. His magnanimity towards his former oppressors won the admiration of South Africans and people around the world, and greatly eased his country's transition to democracy. His lifelong pursuit of racial peace and reconciliation <i>"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."</i> <i>"Live life as though nobody is watching, and express yourself as though everyone is listening."</i> <i>"One of the most difficult things is not to change society — but to change yourself."</i> <i>"As we are liberated from our own fear, our presence automatically liberates others."</i>

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Personal risk	In pursuing organizational objectives, engages in activities involving considerable personal risk In pursuing organizational objectives, engages in activities involving considerable self-sacrifice Takes high personal risk for the sake of the organization Often incurs high personal costs for the good of the organization	Nelson Mandela was nearly executed for opposing the South African government's segregationist policies, and was sentenced to 27 years in prison for fighting to dismantle the country's apartheid regime. Since he was a black political prisoner, he had even fewer privileges than other inmates. He lived all those years in a small cell, without a bed or plumbing, receiving less food than others, but forced to work twice as hard
Sensitivity to member needs	Shows sensitivity for the needs and feelings of other members in the organization Influences others by developing mutual liking and respect Often expresses personal concern for the needs and feelings of other members of the organization	<i>"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."</i> His magnanimity towards his former oppressors won the admiration of South Africans and people around the world, and greatly eased his country's transition to democracy.
Does not want to maintain status quo	Does not try to maintain the status quo or the normal way of doing things Does not advocate the following of non-risky well-established courses of action to achieve organizational goals	His courage in the face of oppression stands as an example of the power of passion and perseverance to change the world. Nelson Mandela was nearly executed for opposing the South African government's segregationist policies, and was sentenced to 27 years in prison for fighting to dismantle the country's apartheid regime. He spent the first 18 years at the brutal Robben Island Prison.

2. Ethical, authentic and servant leaders belong to the moral leadership group. Use a graphical representation to highlight the *empirical commonalities and distinctions* among *ethical, authentic and servant leaders* / Etiese, outentieke en dienaar leiers behoort almal aan die morele leierskap groep. Gebruik van 'n grafiese voorstelling om die *empiriese gemeenskaplikhede en onderskeid* tussen *etiese, outentieke en dienaar leiers* aan te dui. (10).

FIGURE 2
Empirical Commonalities and Distinctions among Ethical, Authentic, and Servant Leadership



3. 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. Supervisory hostility is an example of toxic leadership. List, define and provide a short practical example of the constructs that capture *non-physical, supervisory hostility*. / 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 Staats kapings, 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. Toesighouer vyandigheid is 'n voorbeeld van toksiese leierskap. Noem, omskryf en voorsien 'n kort praktiese voorbeeld van die konstrukte wat aanduidend is van *denkbeeldige, toesighoudende vyandigheid*. (16)

Hostility	Definition	Practical example
Abusive Supervision	the extent to which their supervisors engage in the sustained display of hostile verbal and non-verbal behaviors, excluding physical contact	
Generalized hierarchical abuse	Exposure to hostility perpetrated by hierarchically superior coworkers	
Petty tyranny	Managers' use of power and authority oppressively, capriciously, and vindictively	
Victimization	The individual's self-perception of having been exposed, either momentarily or repeatedly, to aggressive actions emanating from one or more other persons	
Workplace bullying	Occurs when one or several individuals over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions	
Supervisor aggression	that is intended to physically or psychologically harm a worker or workers in a work-related context	
Supervisor undermining	Supervisor behavior intended to hinder, over time, the ability to establish and maintain positive interpersonal relationships, work-related success, and favorable reputation	
Negative mentoring experiences	Specific incidents that occur between mentors and protégés or mentors' characteristics that limit their ability to effectively provide guidance to protégés	

4. 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). Shared and distributed leadership has recently been added to the list of substitutes for leadership. / 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 werk tevreedenheid (Kerr & Jermier, 1978). Gedeelde en verspreide leierskap is onlangs by die lys van plaasvervangers vir leierskap gevoeg.

4.1. Distinguish in a table between the *characteristics of shared and distributed leadership* to highlight the difference between the two approaches / *Onderskei in 'n tabel tussen die eienskappe van gedeelde en verspreide leierskap om die verskil tussen die twee benaderings aan te dui.* (8)

Shared leadership	Distributed leadership
Leadership often emanates from the designated leader plus other group members who share leadership roles (e.g. Strongman, Transactor, Visionary hero and Super-leader).	Leadership is not only held by those with designated, formal leadership roles but is enacted by multiple individuals in the organization.
Leadership involves several individuals leading themselves and allowing others to lead them through a reciprocal influence process.	Leadership practice is constituted and shaped by the interactions between leaders and followers and the organizational context.
Cognition is shared by members of the group.	Cognition is 'stretched over' both human actors and aspects of the context they are in.
Advantage is offered through the aggregate of attributed influence in a group (collective influence).	Advantage is offered by developing a capacity to act by means of 'concertive action', 'co-performance' or 'conjoint agency'.

4.2. What *practical steps* can be taken to use *organisational formalisation as an organisational aspect* to neutralise leadership and combat unethical behaviour?/ *Watter praktiese stappe kan geneem word om organisatoriese formalisering as 'n organisatoriese aspek te gebruik om leierskap te neutraliseer en onetiese gedrag te bestry?* (8)

4.2.1. Clear, written goals and objectives exist for my job.

4.2.2. My job responsibilities are clearly specified in writing.

4.2.3. In this organization, performance appraisals are based on written standards.

4.2.4. Written schedules, programs and work specifications are available to guide me on my job.

4.2.5. My duties, authority, and accountability are documented in policies, procedures, and job descriptions.

4.2.6. Written rules and guidelines exist to direct work efforts.

4.2.7. Written documents (such as budgets, schedules, and plans) are used as an essential part of my job.

4.2.8. There are no contradictions and inconsistencies among the written statements of goals and objectives.

4.2.9. There are no contradictions and inconsistencies among the written guidelines and ground rules.

5. 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, how the South African value “*connectedness*” and resultant leadership style according to Blunt and Jones (1997) can be used and absorb in organisational systems, structures and process and how that will impact on the organisation / (Ten spyte van die huidige vlak van belangstelling in leierskap bly dit ’n misleidende en betwiste konsep te wees waarin algemene ooreenkomste hoogs onwaarskynlik blyk te wees (Grint, 2005). Tussen die verskillende perspektiewe oor hierdie onderwerp kan vier breë kategorieë van teorie geïdentifiseer word. Bespreek vanuit die kritiese perspektief hoe die Suid-Afrikaanse waarde van “*verbintenis*” en die gevolglike leierskapstyl volgens Blunt en Jones (1997) gebruik kan word en geabsorbeer kan word in organisatoriese stelsels, strukture en prosesse en watter impak dit sal hê op die organisasie. 10)

Ubuntu Value	Organisational system / structure / process	Impact
Connectedness	Ceremonies and Rituals, e.g. Prize-giving Gift giving Oath taking (induction) Functions Meetings Conferences and get togethers Mass strategic forums Team building Value-sharing Workshops	Be all-encompassing and inclusive Have strategic themes Ceremonial aspects of sharing food, music, dancing Create a sense of togetherness Telling and creation of myths Rituals of renewal, bonding, conflict reduction
	Performance Management systems	Pay/reward Individual vs. team Measuring or motivating Understanding key motivators/drivers and building it into the PMS Impacts on creativity and innovation

6. Self-management (Manz, 1986; Stewart et al., 2011) is conceptualized as strategies for getting oneself to complete difficult but necessary tasks. *Discuss and illustrate each of the dimensions of self- management with practical examples / Selfbestuur (Manz, 1986; Stewart et al., 2011) word gekonsepsualiseer as strategieë om moeilik maar die nodige take te voltooi. Bespreek en illustreer met praktiese voorbeelde die dimensies van selfbestuur. (12)*

Dimensions of self-management strategy	Practical examples
Self-observation	I make a point to keep track of how well I'm doing at work. I usually am aware of how well I'm doing as I perform an activity. I pay attention to how well I'm doing in my work. I keep track of my progress on projects I'm working on.
cueing strategies	I use written notes to remind myself of what I need to accomplish. I use concrete reminders (e.g., notes and lists) to help me focus on things I need to accomplish.
Self-goal setting	I establish specific goals for my own performance. I consciously have goals in mind for my work efforts. I work toward specific goals I have set for myself. I think about the goals that I intend to achieve in the future. I write specific goals for my own performance.
Self-reward	When I do an assignment especially well, I like to treat myself to some thing or activity I especially enjoy. When I do something well, I reward myself with a special event such as a good dinner, movie, shopping trip, etc. When I have successfully completed a task, I often reward myself with something I like. I seek out activities in my work that I enjoy doing. I find my own favourite ways to get things done.
Self-punishment and practice	I tend to get down on myself in my mind when I have performed poorly. I tend to be tough on myself in my thinking when I have not done well on a task. I feel guilt when I perform a task poorly. I sometimes openly express displeasure with myself when I have not done well.