

MBAD 821 EC

LEADERSHIP

Faculty of Economic and Management Sciences

MOD compiled by: Prof Leon Jackson

Copyright © 2019 edition. Review date 2019.

North-West University



It all starts here

- Ranked in the top 5% of universities globally by the QS-rankings
- Contributes the second largest number of graduates annually to the labour market

Dit begin alles hier

- As een van die top 5% universiteite wêreldwyd deur die QS-ranglys aangewys
- Lewer jaarliks die tweede meeste graduandi aan die arbeidsmark

Gotlhe go simolola fano

- Re beilwe mo gare ga diyunibesiti tse 5% tse di kwa godimo go ya ka peo ya maemo ya QS
- Ngwaga le ngwaga go abelwa palo ya bobedi ka bogolo ya badiri mo maketeng ya badiri

NORTH-WEST UNIVERSITY

Module information

Module code	MBAD 821	
Module name	12	
Module credits	Leadership	
NQF level	9	
Prerequisites	MBA	
Additional resources or requirements to complete module successfully		None

Lecturer and contact information for every campus

Potchefstroom en Van der Bijlpark campus

Name of lecturer(s)	Prof Dr LTB JACKSON
Office telephone	018 285 2040
E-mail address	Leon.Jackson@nwu.ac.za
Building and office number	Potchefstroom -K14 G12
Consulting hours	
Additional support	

Mahikeng campus

Name of lecturer(s)	Prof Dr Y DU PLESSIS
Office telephone	0183892021
E-mail address	Yvonne.duplessis@nwu.ac.za
Building and office number	Mafikeng- Leopard Park
Consulting hours	
Additional support	

Orientation

By definition, leadership is the ability to influence a group of people toward the achievement of goals (Robbins and Coulter, 2001; Lussier, 1990). A successful leader must be able to establish trust by giving employees more freedom to act autonomously and make decisions. In addition, leaders must clarify the direction towards the attainment of goals to the employees through communication and encourage them to feel confident and able to take risks in work completion.

Kotter (1990) and House (1996 and 1999) distinguished management and leadership into two separate terms. Leaders are needed to challenge the status quo, to create visions of the future, and to inspire organizational members to achieve the visions (Rodsutti and Swierczek, 2002). Meanwhile, management is concerned with implementing, coordinating and staffing the organization, and handling day-to-day problems. However, most researchers and practicing managers make no such distinction.

Leadership style also has a significant impact on performance (Bycio et al., 1995; Avolio and Bass, 1993). In today's dynamic world, leaders must be able to cope with the increasing volatility and turbulence of the environment due to the globalization era (Fiedler, 1996; Hennessey, 1998). Through the actions of top management as an effective leader and adequate training and skills (Kotter, 1990; Avolio and Bass, 1993; Bass, 1998), a successful culture could be developed and valued by the employees (Farid, 2000; Shelton et al., 2002). It is therefore the intention of this module

- to provide a brief overview of the historical development of leadership theory,
- discuss recent developments in leadership theory and
- to provide guideline for leaders that lead more successfully in multicultural organisations.
-

Module outcomes

After completion of the Leadership module, the student will be able to:

- Provide and integrate specialist knowledge to enable engagement with, critique current research or practices, and practically apply a *comprehensive and systematic knowledge base* of key terms, principles and theories on leadership;
- Apply a wide range of specialised skills in identifying, conceptualising, designing and the *use of methods, techniques and technologies of enquiry*, to address, complex and challenging real world issues appropriate to leadership and write up a *research report* under supervision;
- Design and implement a strategy for processing and managing information, in order to conduct a comprehensive review of leading and current research, use the resources of academic and professional or occupational discourses to communicate and defend substantial ideas that are the products of research or development, and use a range of advanced and specialised skills and discourses appropriate to the field of leadership, to communicate to a range of audiences with different levels of knowledge or expertise; and
- Demonstrate leadership insight through effective communication and engagement with people at micro, meso and macro organisational levels and in a multi-cultural environment where a diverse context is evident.
- *Operate independently and take full responsibility* for his or her own work, and, where appropriate, to account for leading and initiating processes and implementing systems, ensuring good resource management and governance practices.

Assessment criteria

After completion of the Leadership module, the student will demonstrate:

- The ability to apply and integrate specialist knowledge enabling engagement with, critique current research or practices, and practically apply a comprehensive and systematic knowledge base of key terms, principles and theories on leadership;
- Mastery of a wide range of specialised skills in identifying, conceptualising, designing and the use of methods, techniques and technologies of enquiry, to address, complex and challenging real world issues appropriate to leadership and write up a research report under supervision;
- An ability to design and implement a strategy for processing and managing information, in order to conduct a comprehensive review of leading and current research, use the resources of academic and professional or occupational discourses to communicate and defend substantial ideas that are the products of research or development, and use a range of advanced and specialised skills and discourses appropriate to the field of leadership, to communicate to a range of audiences with different levels of knowledge or expertise; and
- The capacity to operate independently and take full responsibility for his or her own work, and, where appropriate, to account for leading and initiating processes and implementing systems, ensuring good resource management and governance practices.

ASSESSMENT METHODS

Assessment will be in both formal and summative format. Formal assessment will be in the form of class activities, individual and group assignments. Summative assessment will be in the form of a formal written examination.

ASSESSMENT PLAN

Formal Assessment

Assessment method	Number	Max. marks	Weight	Due date Potch & Vaal	Due Date Mafikeng
Individual assignment	1	100	20	24 & 26 Aug	21 Sept Submit on eFundi
Group assignment	1	100	20	21 & 23 Sep	05 Oct Submit on eFundi

10% will be assigned for contact activities

Summative assessment

Assessment method	Number	Max. marks	Weight	Date
Written examination 4 hrs	1	100	50	31 Oct 2018: Opportunity 1 (ALL) 26 Nov 2018: Opportunity 2 (Special arrangement)

Module mark = Participation: Examination = 50:50

Assignment Guidelines and Briefing

Assignment topics will be made available on eFundi.

Please note that all assignments must be in the following format:

- Typed with font Times New Roman, font size 12, line spacing 1.5, page layout: Normal.
- Saved in Microsoft Word (no other formats such as PDF documents will be accepted).
- Include a cover page with the following information: Surname and initials, student number, number of the assignment and date of submission. Where specific assignment and examination templates have been prescribed it must be used.
- All assignments must be appropriately referenced in text and accompanied by a full reference list using the NWU Harvard referencing style available on the NWU Library site, which reflects all the citations made in the assignment text.
- Submitted to eFundi under the correct assignment before or on the indicated due date. No assignments submitted in hard copy or via email will be accepted.
- Please use the following format for naming your Microsoft Word document before submitting: Surname, initials, student no., Module code, Assignment number (examples: Nkosi_AB_22007123_MBAD821_Individual Ass).
- Important: eFundi will not allow any late submissions, and thus NO late assignments will be accepted, regardless of the current circumstances. Therefore, plan all your assignments ahead to avoid any disappointment.

Prescribe material: Literature

Study unit 1: Lenses and approaches to leadership research; the historical development of leadership theory; Skills, attributes and practices of leaders

- Bligh, M.C., Kohles, J.C., & Pillai, R. (2011). Romancing leadership: Past, present, and future. *The Leadership Quarterly*, 22(6), 1058-1077.
- Bolden, R., & Kirk, P. (2009). African Leadership: Surfacing New Understandings through Leadership Development. *International Journal of Cross Cultural Management*, 9(1): 69–86.
- Czabanowska, K., Smith, T., Könings, K.D., Sumskas, L., Otok, R., Bjegovic-Mikanovic, V., & Brand, H. (2013). In search for a public health leadership competency framework to support leadership curriculum—a consensus study. *The European Journal of Public Health*, ckt158.
- Jian, G., & Fairhurst, G.T. (2017). Leadership in Organizations. *The International Encyclopedia of Organizational Communication*.
- Shresta, A.K., & Baniya, R. (2016). Emotional Intelligence and Employee Outcomes: Moderating Role of Organizational Politics. *Business Perspectives and Research*, 4(1), 15-26.
- Yukl, G., Gordon, A., & Taber, T. (2002). A Hierarchical Taxonomy of Leadership Behavior: Integrating a Half Century of Behaviour Research. *Journal of leadership and Organizational Studies*, 9(1), 15-32.

Study unit 2: The transactional and transformational leader

- Jackson, L.T.B. (2017). The Mediating Role of Personal Resources in the Relationship between transformational Leadership and Employee Attitudes, 11th International Business Conference proceedings, 569-590.
- Liu, J., Siu, O., & Shi, K. (2010). Transformational Leadership and Employee Well-Being: The Mediating Role of Trust in the Leader and Self-Efficacy. *Applied Psychology: An International Review*, 59(3), 454-479. doi: 10.1111/j.1464-0597.2009.00407.x

- Smith, B.N., Montagno, R.V., & Kuzmenko, T.N. (2004). Transformational and Servant Leadership: Content and Contextual Comparisons. *Journal of leadership and Organizational Studies*, 10(4), 80-91.

Study unit 3: The charismatic leader

- Conger, J.A., & Kanungo, R.N. (1994). Charismatic Leadership in Organizations: Perceived Behavioral Attributes and Their Measurement. *Journal of Organizational Behavior*, 15(5), 439-452.

Study unit 4.1 Moral leadership: Servant and authentic leadership and Level six leadership

- Agote, L., Aramburu, N., & Lines, R. (2016). Authentic leadership perception, trust in the leader, and followers' emotions in organizational change processes. *The Journal of Applied Behavioral Science*, 52(1), 35-63.
- Gardner, W.L., Cogliser, C.C., Davis, K.M., & Dickens, M.P. (2011). Authentic leadership: A review of the literature and research agenda. *The Leadership Quarterly*, 22(6), 1120-1145.
- Ibarra, H. (2015). The authenticity paradox, *Harvard Business Review*, <https://hbr.org/2015/01/the-authenticity-paradox>
- Lemoine, G.J., Hartnell, C.A., & Leroy, H. (2019). Taking Stock of Moral Approaches to Leadership: An Integrative Review of Ethical, Authentic, and Servant Leadership. *Academy of Management Annals*, 13(1), 148-187.
- Ling, Q., Liu, F., & Wu, X. (2016). Servant Versus Authentic Leadership: Assessing Effectiveness in China's Hospitality Industry. *Cornell Hospitality Quarterly*, 1, 1-16.
- Maidique, M. (2010). Are You a Level-Six Leader? *Harvard Business School Working Knowledge: Research & Ideas*, July, 6, 1-2.
- Smith, B.N., Montagno, R.V., & Kuzmenko, T.N. (2004). Transformational and Servant Leadership: Content and Contextual Comparisons. *Journal of leadership and Organizational Studies*, 10(4), 80-91.
- Walumbwa, F.O., Hartnell, C.A., & Oke, A. (2010). Servant Leadership, Procedural Justice Climate, Service Climate, Employee Attitudes, and Organizational Citizenship Behavior: A Cross-Level Investigation. *Journal of Applied Psychology*, 95(3), 517–529.

Study unit 4.2 Moral leadership: Ethical leadership

- Lemoine, G.J., Hartnell, C.A., & Leroy, H. (2019). Taking Stock of Moral Approaches to Leadership: An Integrative Review of Ethical, Authentic, and Servant Leadership. *Academy of Management Annals*, 13(1), 148-187.
- Naidoo, R. (2016). Ethical Leadership. In R. Naidoo. *Corporate governance: An essential guide for South African companies*. Lexis Nexis: Durban. 395-409.
- Walumbwa, F.O., Hartnell, C.A., & Misati, E. (2017). Does ethical leadership enhance group learning behavior? Examining the mediating influence of group ethical conduct, justice climate, and peer justice. *Journal of Business Research*, 72, 14-23.

Study unit 5: Self-leadership

- Nel, P., & Van Zyl, E. (2015). Assessing the psychometric properties of the revised and abbreviated self-leadership questionnaires. *SA Journal of Human Resource Management*, 13(1), Art. #661, 8 pages. [h p://dx.doi.org/10.4102/ sajhrm.v13i1.661](https://doi.org/10.4102/sajhrm.v13i1.661)

Study unit 6: The dark side of leadership

- Harvey, M.G., Buckley, M.R., Heames, J.T., Zinko, R., Brouer, R. L. & Ferris, G.R. (2007). A Bully as an Archetypal Destructive Leader. *Journal of Leadership & Organizational Studies*, 14(2), 117-129

- Karakitapoğlu-Aygün, Z., & Gumusluoglu, L. (2013). The bright and dark sides of leadership: Transformational vs. non-transformational leadership in a non-Western context. *Leadership*, 9(1), 107-133.

Study unit 7: Substitutes for and neutralizers of leadership

- Fitzsimons, D., James, K.T., & Denyer, D. (2011). Alternative approaches for studying shared and distributed leadership. *International Journal of Management Reviews*, 13(3), 313-328.
- Xu, X.D., Zhong, J.A., & Wang, X.Y. (2013). The impact of substitutes for leadership on job satisfaction and performance. *Social Behavior and Personality: an international journal*, 41(4), 675-685.

Study unit 8: Leading in multicultural organisations, African leadership

- April, K., & Peters, K. (2011). Communal versus individual modalities of work: A South African investigation. *Asia Pacific Journal of Business and Management*, 2(1), 5-36.
- Bolden, R., & Kirk, P. (2009). African Leadership: Surfacing New Understandings through Leadership Development. *International Journal of Cross Cultural Management*, 9(1): 69–86.
- Booyesen, L. (2001). The duality in South African leadership: Afrocentric or Eurocentric. *South African Journal of Labour Relations*, 25(3_4), 36-64.
- Du Plessis, Y. (2011). Cultural Intelligence as Managerial Competence, *Alternation*, 18(1), 28-46
- Fourie, W., van der Merwe, S.C., & van der Merwe, B. (2015). Sixty years of research on leadership in Africa: A review of the literature. *Leadership*, <http://journals.sagepub.com/doi/abs/10.1177/1742715015580665>
- Hanges, P.J., Aiken, J.R., Park, J. & Su, J. (2016). Cross-cultural leadership: leading around the world. *Current Opinion in Psychology*, 8, 64–69
- Kabashiki, I. R.(2014). Leadership in Sub-Saharan Africa and the Development Process. *Integral Leadership Review*, <http://integralleadershipreview.com/11155-leadership-sub-saharan-africa-development-process/>
- Nkomo, S.M. (2011). A postcolonial and anti-colonial reading of 'African' leadership and management in organization studies: tensions, contradictions and possibilities. *Organization*, 18(3), 365–386
- Poncian, J. & Mgaya, E.S. (2015). Africa's Leadership Challenges in the 21st Century: What Can Leaders Learn from Africa's Pre-Colonial Leadership and Governance? *International Journal of Social Science Studies*, 3(3), DOI: <https://doi.org/10.11114/ijsss.v3i3.710>

Study Units / Themes

- Lenses and approaches to leadership research;
- The historical development of leadership theory;
- Skills, attributes and practices of leaders;
- The transactional and transformational leader;
- The charismatic leader
- Moral leadership: Servant and authentic leadership and Level six leadership;
- Moral leadership: Ethical leadership;
- Self-leadership
- The dark side of leadership;
- Substitutes for and neutralizers of leadership; and
- Emerging perspective on leadership: Leading in multicultural organisations and leading in Africa;

Work programme- potchefstroom and van der bijlpark campus

CLASS	DATE	CLASS – TOPIC	PREPARATION
STUDY SCHOOL	22 - 26 Jul	Study unit 1: Approaches to leadership research; The historical development of leadership theory; and Skills, attributes and practices of leaders	Prescribe literature and self-assessment
1	03 & 05 Aug	Study unit 2: The transactional and transformational leader	Prescribe literature and self-assessment
2	17 & 19 Aug	Study unit 3.1: The charismatic leader	Prescribe literature and self-assessment
3	24 & 26Aug	Study unit 3.2: Servant and authentic leadership	Prescribe literature and self-assessment
4	07 & 09 Sep	Study unit 4: Ethical leadership	Prescribe literature and self-assessment
5	21 & 23 Sep	Study unit 5: The dark side of leadership	Prescribe literature and self-assessment
6	19 & 20 Oct	Study unit 6: Substitutes for and neutralizers of leadership	Prescribe literature and self-assessment
7	13 & 15 Oct	Study unit 7: Leading in multicultural organisations and Leading in Africa	Prescribe literature and self-assessment
8	26 & 28 Oct	Study unit 8: Level six leadership and self-leadership	Prescribe literature and self-assessment

Examination:

31 October 2019 – 09:00 – 13:00 (1 st Opp- all must write)

26 Nov 2019 – 14:00 – 18:00 (2nd Opp – only special cases as per arrangement)

Work programme - mahikeng

<i>Contact session 1</i> (27-28 July 2019) Introduction and Study Unit 1-5	27 July 2019: 08:30 -17:30
Study Unit 1: Approaches to leadership research; The historical development of leadership theory; and Skills, attributes and practices of leaders	28 July 2019: 08:30 - 13:00
Study Unit 2-4: Leadership theories, styles and behaviours The transactional, transformational and charismatic leader Servant leadership, authentic leadership, Level six leadership and self-leadership Ethical leadership	
Study Unit 5: The Dark-side of Leadership	
<i>Contact session 2</i> (14-15 September 2019) Debriefing and Study Unit 6-8	
Study Unit 6: Substitutes for and neutralizers of leadership	
Study Unit 7: Emerging perspectives on leadership: Leading Change and Transformation	
Study Unit 8: Emerging perspectives on leadership: Leading in multicultural organisations, Leading in Africa.	
<i>Contact session 2</i> (5 October 2019) Case study on Leadership	5 October 2019: 08:30- 17:30

Examination:

31 October 2019 – 09:00 – 13:00 (1 st Opp- all must write)

26 Nov 2019 – 09:00 – 13:00 (2nd Opp – only special cases as per arrangement)

Work programme

Study School-Theme: Lenses and approaches to leadership research; The historical development of leadership theory; and Skills, attributes and practices of leaders

Topics

- The historical development of leadership theory
- Approaches to the study of leadership
- Leadership skills
- Leadership attributes and
- Leadership practices
- Emotional intelligence

Study outcomes

After studying this study unit, you should be able to:

- Provide a brief description of the historical development of leadership theory
- Identify the common traits possessed by successful leaders

- Discuss the two different assumptions about human nature according to McGregor
- Explain various leadership theory
- Explain the similarities between the different behavioural theories of leadership
- Discuss the different approach to studying leadership
- Provide a hierarchical taxonomy of leader's behaviour
- Discuss change behaviour as a metacategory of leadership behaviour
- Distinguish between and describe leadership competencies and leadership behaviour
- Define emotional intelligence (EQ)
- Explain the importance of EQ
- Explain the link between EQ and employee and organisational outcomes
- Use the constructs discussed in the study material and propose a model to be tested in a research project.

Study material

- Bligh, M.C., Kohles, J.C., & Pillai, R. (2011). Romancing leadership: Past, present, and future. *The Leadership Quarterly*, 22(6), 1058-1077.
- Bolden, R., & Kirk, P. (2009). African Leadership: Surfacing New Understandings through Leadership Development. *International Journal of Cross Cultural Management*, 9(1): 69–86.
- Czabanowska, K., Smith, T., Könings, K.D., Sumskas, L., Otok, R., Bjegovic-Mikanovic, V., & Brand, H. (2013). In search for a public health leadership competency framework to support leadership curriculum – a consensus study. *The European Journal of Public Health*, ckt158.
- Jian, G., & Fairhurst, G.T. (2017). Leadership in Organizations. *The International Encyclopedia of Organizational Communication*.
- Shrestha, A.K., & Baniya, R. (2016). Emotional Intelligence and Employee Outcomes: Moderating Role of Organizational Politics. *Business Perspectives and Research*, 4(1), 15-26.
- Yukl, G., Gordon, A., & Taber, T. (2002). A Hierarchical Taxonomy of leadership Behavior: Integrating a Half Century of Behaviour Research. *Journal of leadership and Organizational Studies*, 9(1), 15-32.

Self-assessment

- Which one of the different leadership theories do you favour the most? Why? Explaining the reasons for your preference.
- Complete the **Leadership Skills Questionnaire**, score the responses on the items and compute your skills scores. Write a paragraph explaining your profile

Individual activity

Work through the above-mentioned material and answer the following:

1. Provide a brief description of the historical development of leadership theory
2. Identify the common traits possessed by successful leaders
3. Discuss the two different assumptions about human nature according to McGregor
4. Explain various leadership theory
5. Explain the similarities between the different behavioural theories of leadership
6. Discuss the different approaches to studying leadership
7. Provide a hierarchical taxonomy of leader's behaviour
8. Discuss change behaviour as a metacategory of leadership behaviour

9. Distinguish between and describe leadership competencies and leadership behaviour
10. Define emotional intelligence (EQ)
11. Explain the importance of EQ
12. Explain the link between EQ and employee and organisational outcomes
13. Use the constructs discussed in the study material and propose a model to be tested in a research project. Provide three study objective and discuss the research methodology to be followed.

Warning against plagiarism

Plagiarism is a serious offence and you should familiarise yourself with the plagiarism policy of the NWU. <http://library.nwu.ac.za/copyright-and-plagiarism>

Please refer to the *Policy on Academic Integrity* which is found on the following website: http://www.nwu.ac.za/content/policy_rules

1 Contact 1-Theme: The Transactional and Transformational leader

Topics

- Transactional leadership
- Transformational leadership
- Bias of Transformational leadership research
- Transactional and Transformational leadership and organisational and employee outcomes

Study outcomes

After studying this study unit, you should be able to:

- Describe the phenomena of Transactional leadership
- Describe the phenomena of Transformational leadership
- Describe the relationships between Transactional and Transformational leadership on the one side and organisational and employee outcomes on the other side

Study material

- Jackson, L.T.B. (2017). The Mediating Role of Personal Resources in the Relationship between transformational Leadership and Employee Attitudes, *11th International Business Conference proceedings*, 569-590.
- Liu, J., Siu, O., & Shi, K. (2010). Transformational Leadership and Employee Well-Being: The Mediating Role of Trust in the Leader and Self-Efficacy. *Applied Psychology: An International Review*, 59(3), 454-479. doi: 10.1111/j.1464-0597.2009.00407.x
- Smith, B.N., Montagno, R.V., & Kuzmenko, T.N. (2004). Transformational and Servant Leadership: Content and Contextual Comparisons. *Journal of leadership and Organizational Studies*, 10(4), 80-91.

Self assessment

- Complete the **MLQ**, (Podsakoff, MacKenzie, Moorman & Fetter, 1990) score the responses on the items and compute your skills scores. Write a paragraph explaining your profile

Individual activity

Work through the above-mentioned material and answer the following:

1. Describe the phenomena of Transactional leadership
2. Discuss the dimensions of Transactional leadership according to the MLQ.
3. Describe the phenomena of Transformational leadership
4. What is the association between Transformational leadership and employee well-being?
5. Explain the concept of trust as well as the approaches to studying trust
6. What is the association between Transformational leadership and trust?
7. Describe what is meant by the bias nature of Transformational leadership research.
8. Describe the relationship between Transactional leadership and organisational and employee outcomes
9. Describe the relationship between Transformational leadership and organisational and employee outcomes

2 Contact 2-Theme: The Charismatic leader

Topics

- Charismatic leadership
- Transformational and Charismatic leadership and organisational and employee outcomes

Study outcomes

After studying this study unit, you should be able to:

- Describe the phenomena of Charismatic leadership;
- Distinguish between Transformational and Charismatic leadership;
- Explain the associations between Charismatic leadership and organisational and employee outcomes

Study material

- Conger, J.A., & Kanungo, R.N. (1994). Charismatic Leadership in Organizations: Perceived Behavioral Attributes and Their Measurement. *Journal of Organizational Behavior*, 15(5), 439-452.

Self assessment

- Complete the **Charismatic Leadership Questionnaire**, score the responses on the items and compute your skills scores. Write a paragraph explaining your profile

Individual activity

Work through the above-mentioned material and answer the following:

1. Describe the phenomena of Charismatic leadership
2. Discuss the dimensions of Charismatic leadership
3. Distinguish between Transformational and Charismatic leadership
4. Explain the associations between Charismatic leadership and organisational and employee outcomes
5. Use the constructs discussed in the study material and develop a model to be tested in a research project. Provide three study objective and discuss the research methodology to be followed.

3 Contact 3-Theme: Servant and Authentic leadership and Level Six leadership

Topics

- Servant leadership
- Authentic leadership
- Level six leadership

Study outcomes

After studying this study unit, you should be able to:

- Describe the phenomena of Servant leadership
- What is the similarities between Transformational and Servant leadership?
- Distinguish between Transformational and Servant leadership

- List and explain the characteristics of a servant leader;
- Discuss the association between servant leadership and employee outcomes;
- Discuss the concept of authentic leadership;
- List and explain the characteristics of an authentic leader;
- Discuss the association between authentic leadership and employee outcomes; and
- Discuss the differences between servant and authentic leadership.
- Explain the six-level Purpose-Driven Model of Leadership of Maidique.

Study material

- Agote, L., Aramburu, N., & Lines, R. (2016). Authentic leadership perception, trust in the leader, and followers' emotions in organizational change processes. *The Journal of Applied Behavioral Science*, 52(1), 35-63.
- Gardner, W.L., Cogliser, C.C., Davis, K.M., & Dickens, M.P. (2011). Authentic leadership: A review of the literature and research agenda. *The Leadership Quarterly*, 22(6), 1120-1145.
- Ibarra, H. (2015). The authenticity paradox, *Harvard Business Review*, <https://hbr.org/2015/01/the-authenticity-paradox>
- Lemoine, G.J., Hartnell, C.A., & Leroy, H. (2019). Taking Stock of Moral Approaches to Leadership: An Integrative Review of Ethical, Authentic, and Servant Leadership. *Academy of Management Annals*, 13(1), 148-187.
- Ling, Q., Liu, F., & Wu, X. (2016). Servant Versus Authentic Leadership: Assessing Effectiveness in China's Hospitality Industry. *Cornell Hospitality Quarterly*, 1, 1-16.
- Maidique, M. (2010). Are You a Level-Six Leader? *Harvard Business School Working Knowledge: Research & Ideas*, July, 6, 1-2.
- Smith, B.N., Montagno, R.V., & Kuzmenko, T.N. (2004). Transformational and Servant Leadership: Content and Contextual Comparisons. *Journal of leadership and Organizational Studies*, 10(4), 80-91.
- Walumba, F.O., Hartnell, C.A., & Oke, A. (2010). Servant Leadership, Procedural Justice Climate, Service Climate, Employee Attitudes, and Organizational Citizenship Behavior: A Cross-Level Investigation. *Journal of Applied Psychology*, 95(3), 517–529.

Self assessment

- Undertake a literature search on **Servant and Authentic-leadership measures** and complete one of each, score the responses on the items and compute your self-leadership strategies scores. Write a paragraph explaining your profile

Individual activity

Work through the above-mentioned material and answer the following:

1. Describe the phenomena of Servant leadership
2. What is the similarities between Transformational and Servant leadership?
3. Distinguish between Transformational and Servant leadership
4. Explain the association between Servant leadership and employee and organisational outcomes
5. List and explain the characteristics of a servant leader;
6. Discuss the concept of authentic leadership;
7. List and explain the characteristics of an authentic leader;
8. Discuss the association between authentic leadership and employee outcomes;
9. Explain the differences between servant and authentic leadership.

10. Asking the question, whom do you serve? is a powerful vector on which to build a useful typology of leadership. Explain the six-level Purpose-Driven Model of Leadership of Maidique.

4 Contact 4-Theme: Ethical leadership

Topics

- Ethical leadership;
- Dimensions of ethical leadership;
- The importance of ethical leadership;
- Ethics, morals and values;
- Key behaviours that might help in setting the ethical “tone in the middle”;
- Creating an ethical culture;
- Key ethical issues for companies in the 21st century
- Unethical behaviour of business leaders

Study outcomes

After studying this study unit, you should be able to:

- Define ethical leadership;
- Distinguish between the various dimensions of ethical leadership of Resick et al. (2006), Kalshoven et al. (2011) and Eisenbeiss (2012);
- Why the heightened interest in ethical leadership nowadays?
- Distinguish between ethics, morals and values;
- List the key behaviours that might help in setting the ethical “tone in the middle”;
- What does creating an ethical culture involves?
- Discuss the key ethical issues for companies in the 21st century;
- Explain the link between ethical leadership and employee outcomes; and
- Provide examples of unethical behaviour of business leaders in South Africa.

Study material

- Baker, J. & Baker, C. (2017). Servant Leadership: The case of Nelson Mandela. Sage Publications: SAGE Business Cases Originals. <http://dx.doi.org/10.4135/9781473995918>.
- Lemoine, G.J., Hartnell, C.A., & Leroy, H. (2019). Taking Stock of Moral Approaches to Leadership: An Integrative Review of Ethical, Authentic, and Servant Leadership. *Academy of Management Annals*, 13(1), 148-187.
- Naidoo, R. (2016). Ethical Leadership. In R. Naidoo. *Corporate governance: An essential guide for South African companies*. Lexis Nexis: Durban. 395-409.
- Walumbwa, F.O., Hartnell, C.A., & Misati, E. (2017). Does ethical leadership enhance group learning behavior? Examining the mediating influence of group ethical conduct, justice climate, and peer justice. *Journal of Business Research*, 72, 14-23.

Self assessment

- Undertake a literature search on **ethical leadership** measures and complete one, score the responses on the items and compute your scores. Write a paragraph explaining your profile for each style.

Individual activity

Work through the above-mentioned material and answer the following:

1. Define ethical leadership;
2. Distinguish between the various dimensions of ethical leadership of Resick et al. (2006), Kalshoven et al. (2011) and Eisenbeiss (2012);
3. Why the heightened interest in ethical leadership nowadays?
4. Distinguish between ethics, morals and values;
5. List the key behaviours that might help in setting the ethical “tone in the middle”;
6. What does creating an ethical culture involves?
7. Discuss the key ethical issues for companies in the 21st century;
8. Explain the link between ethical leadership and employee outcomes; and
9. Provide examples of unethical behaviour of business leaders in South Africa.

5 Contact 5-Theme: Self-leadership

Topics

- Self-leadership

Study outcomes

After studying this study unit, you should be able to:

- Describe the phenomena of Self-leadership
- List and describe the different behaviour-focused self-leadership strategies
- List and describe the different cognitive-based self-leadership strategies
- Determine their own self-leadership strategies.

Study material

- Nel, P., & Van Zyl, E. (2015). Assessing the psychometric properties of the revised and abbreviated self-leadership questionnaires. *SA Journal of Human Resource Management*, 13(1), Art. #661, 8 pages. [h p://dx.doi.org/10.4102/ sajhrm.v13i1.661](http://dx.doi.org/10.4102/sajhrm.v13i1.661)

Self assessment

- Undertake a literature search on Self-leadership measures and complete one, score the responses on the items and compute your self-leadership strategies scores. Write a paragraph explaining your profile

Individual activity

Work through the above-mentioned material and answer the following:

1. Describe the phenomena of Self-leadership
2. List and describe the different behaviour-focused self-leadership strategies
3. List and describe the different cognitive-based self-leadership strategies
4. Undertake a literature search on Self-leadership measures and complete one, score the responses on the items and compute your self-leadership strategies scores. Write a paragraph explaining your profile.
5. List the different types of Self-leadership scales that are available (as well as the developers). Motivate way you selected the specific one you used.

6 Contact 6-Theme: The dark side of leadership

Topics

- Focus areas for research on the dark side of leadership
- Destructive leadership and Bullying
- Abusive leaders
- The ineffective/incompetent to destructive/unethical negative leadership behaviour continuum

Study outcomes

After studying this study unit, you should be able to:

- List the focus areas for research on the dark side of leadership
- Explain the phenomena of destructive leadership
- Provide examples of destructive leadership
- Explain the dimensions of different destructive leadership frameworks (Einarsen et al., 2007; Schilling, 2009)
- List the behaviour of abusive leaders
- Explain the ineffective/incompetent to destructive/unethical negative leadership behaviour continuum
- Determine the level of destructive behaviour in an organisation

Study material

- Harvey, M.G., Buckley, M.R., Heames, J.T., Zinko, R., Brouer, R.L. & Ferris, G.R. (2007). A Bully as an Archetypal Destructive Leader. *Journal of Leadership & Organizational Studies*, 14(2), 117-129
- Karakitapoğlu-Aygün, Z., & Gumusluoglu, L. (2013). The bright and dark sides of leadership: Transformational vs. non-transformational leadership in a non-Western context. *Leadership*, 9(1), 107-133.

Self assessment

- Develop a scale to measure destructive behaviour that accounting for the the ineffective/incompetent to destructive/unethical negative leadership behaviour continuum. Ask a few (20 employees assessing their immediate managers) to complete the ***Destructive Leadership Questionnaire***, score the responses on the items and compute your skills scores. Write a one-page report explaining your findings.

Individual activity

Work through the above-mentioned material and answer the following:

1. List the focus areas for research on the dark side of leadership
2. Explain the phenomena of destructive leadership
3. Provide examples of destructive leadership
4. Explain the dimensions of different destructive leadership frameworks (Einarsen et al., 2007; Schilling, 2009)
5. List the behaviour of abusive leaders
6. Explain the ineffective/incompetent to destructive/unethical negative leadership behaviour continuum

7. Determine the level of destructive behaviour in an organisation by developing a scale to measure destructive behaviour, accounting for the the ineffective/incompetent to destructive/unethical negative leadership behaviour continuum.

7 Contact 7-Theme: Substitutes for and neutralizers of leadership

Topics

- The substitutes for leadership model proposed by Kerr and Jermier (1978);
- The relationships among substitutes for leadership, job satisfaction, and performance outcomes;
- Distributive leadership;
- The two different communities of researchers that began conversations on the new concept of shared and distributed leadership;
- The three forms of distributed leadership according to Spillane and colleagues (2006);
- The two different kinds of distributed leadership according to Gronn (2002);
- The difference between and approaches to shared and distributed leadership;

Study outcomes

After studying this study unit, you should be able to:

- Discuss the substitutes for leadership model proposed by Kerr and Jermier (1978);
- Explain the relationships among substitutes for leadership, job satisfaction, and performance outcomes;
- List the concepts used to explain distributed / shared leadership;
- Discuss the two different communities of researchers that began conversations on the new concept of shared and distributed leadership;
- Discuss the three forms of distributed leadership according to Spillane and colleagues (2006)
- Distinguishes between the two different kinds of distributed leadership according to Gronn (2002);
- Distinguishes between shared and distributed leadership;
- Distinguish in a table between the four distinct approaches on shared and distributed leadership

Study material

- Fitzsimons, D., James, K.T., & Denyer, D. (2011). Alternative approaches for studying shared and distributed leadership. *International Journal of Management Reviews*, 13(3), 313-328
- Xu, X.D., Zhong, J.A., & Wang, X.Y. (2013). The impact of substitutes for leadership on job satisfaction and performance. *Social Behavior and Personality: an international journal*, 41(4), 675-685.
-

Self assessment

- Undertake a literature search on **substitutes for and neutralizers of leadership** measures and complete one, score the responses on the items and compute your scores. Write a paragraph explaining your profile

Individual activity

Work through the above-mentioned material and answer the following:

1. Discuss the substitutes for leadership model proposed by Kerr and Jermier (1978);
2. Explain the relationships among substitutes for leadership, job satisfaction, and performance outcomes;
3. List the concepts used to explain distributed / shared leadership;
4. Discuss the two different communities of researchers that began conversations on the new concept of shared and distributed leadership;
5. Discuss the three forms of distributed leadership according to Spillane and colleagues (2006);
6. Distinguishes between the two different kinds of distributed leadership according to Gronn (2002);
7. Distinguishes between shared and distributed leadership;
8. Distinguish in a table between the four distinct approaches on shared and distributed leadership

8 Contact 8-Theme: Emerging perspective on leadership: Leading in multicultural organisations and in Africa.

Topics

- African leadership
- Hofstede's dimensions of cultural difference;
- The Sub-Saharan leadership style according to the GLOBE project;
- The African value profile and resultant leadership style according to Blunt and Jones (1997);
- Jackson's (2004) 'instrumental-humanist' distinction that maps closely to Western and African management styles;
- The connotations linked to "African Leadership";
- Leadership as an individual and group variable;
- Communal versus individual modalities of work;
- The philosophical constructs of the different global paradigms to illustrate the underlying leadership values that exist;
- Ubuntu: A model for South African leadership;
- African modes of leadership
- Comparison of white and blacks (managers) in cultural dimensions;
- Individualism and collectivism;
- Difference in perception of time
- Cultural intelligence

Study outcomes

Work through the above-mentioned material and answer the following:

- Describe the four broad categories of leadership theories that could be identified;
- Discuss Hofstede's dimensions of cultural difference;
- Describe the Sub-Saharan leadership style according to the GLOBE project;
- The African value profile and resultant leadership style according to Blunt and Jones (1997);

- Discuss the African value profile and resultant leadership style according to Blunt and Jones (1997);
- Discuss Jackson's (2004) 'instrumental-humanist' distinction that maps closely to Western and African management styles;
- Discuss the Connotations linked to "African Leadership";
- Distinguish between leadership as an individual and group variable;
- Discuss the philosophical constructs of the different global paradigms to illustrate the underlying leadership values that exist
- Describe the concept of Ubuntu as a model to understand South African leadership;
- Discuss the key values of African leadership according to Mbigi (2002); and the contradictions within African Leadership in Nkomo (2011).
- Discuss the elements of shared understanding and consensus of the African leadership paradigm;
- Provide a summary of African modes of leadership;
- Provide quantitative research evidence for differences in support for cultural dimensions of white and black South African managers;
- Provide qualitative research evidence for the notion that South African black managers are more collectivistic than South African white managers, who are more individualistic;
- Provide qualitative evidence for difference in perceptions of time between whites and blacks and elaborate on the implications of the findings for organisations;
- Discuss the management implications of the cultural differences between white and black managers
- Provide recommendations on valuing Afrocentric and Eurocentric management systems equally.

Study material

- April, K., & Peters, K. (2011). Communal versus individual modalities of work: A South African investigation. *Asia Pacific Journal of Business and Management*, 2(1), 5-36.
- Bolden, R., & Kirk, P. (2009). African Leadership: Surfacing New Understandings through Leadership Development. *International Journal of Cross Cultural Management*, 9(1): 69–86.
- Booyesen, L. (2001). The duality in South African leadership: Afrocentric or Eurocentric. *South African Journal of Labour Relations*, 25(3_4), 36-64.
- Du Plessis, Y. (2011). Cultural Intelligence as Managerial Competence, *Alternation*, 18(1), 28-46
- Fourie, W., van der Merwe, S.C., & van der Merwe, B. (2015). Sixty years of research on leadership in Africa: A review of the literature. *Leadership*, <http://journals.sagepub.com/doi/abs/10.1177/1742715015580665>
- Hanges, P.J., Aiken, J.R., Park, J. & Su, J. (2016). Cross-cultural leadership: leading around the world. *Current Opinion in Psychology*, 8, 64–69
- Kabashiki, I. R.(2014). Leadership in Sub-Saharan Africa and the Development Process. *Integral Leadership Review*, <http://integralleadershipreview.com/11155-leadership-sub-saharan-africa-development-process/>
- Nkomo, S.M. (2011). A postcolonial and anti-colonial reading of 'African' leadership and management in organization studies: tensions, contradictions and possibilities. *Organization*, 18(3), 365–386
- Poncian, J. & Mgaya, E.S. (2015). Africa's Leadership Challenges in the 21st Century: What Can Leaders Learn from Africa's Pre-Colonial Leadership and Governance? *International Journal of Social Science Studies*, 3(3), DOI: <https://doi.org/10.11114/ijsss.v3i3.710>

Self assessment

- What would you describe as the five (5) ideal leadership characteristics that will promote and facilitate growth and progress on the African continent in general, and in particular, in South African organisations. Explain, using concrete examples, the role that leaders (direct supervisor or manager) could play that would enable companies / institutions to succeed in Africa (South Africa), through their interactions with staff.

Individual activity

Work through the above-mentioned material and answer the following:

1. Discuss the four broad categories of leadership theory
2. Discuss Hofstede's dimensions of cultural differences;
3. Describe the Sub-Saharan leadership style according to the GLOBE project;
4. Discuss the African value profile and resultant leadership style according to Blunt and Jones (1997);
5. Discuss Jackson's (2004) 'instrumental-humanist' distinction that maps closely to Western and African management styles;
6. Discuss the Connotations linked to "African Leadership";
7. Distinguish between leadership as an individual and group variable;
8. Discuss the philosophical constructs of the different global paradigms to illustrate the underlying leadership values that exist
9. Describe the concept of Ubuntu as a model to understand South African leadership;
10. Discuss the key values of African leadership according to Mbigi (2002);
11. Discuss the elements of shared understanding and consensus of the African leadership paradigm;
12. Provides a summary of African modes of leadership;
13. Provide quantitative research evidence for differences in support for cultural dimensions of white and black South African managers;
14. Provide qualitative research evidence for the notion that South African black managers are more collectivistic than South African white managers, who are more individualistic;
15. Provide qualitative evidence for difference in perceptions of time between whites and blacks and elaborate on the implications of the findings for organisations;
16. Describe cultural intelligence and discuss the importance of a global or multi-cultural leader being culturally intelligent (see du Plessis, 2011)
17. What are the management implications of the cultural differences between white and black managers?
18. Provide recommendations on valuing Afrocentric and Eurocentric management systems equally.