

1.1. 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. / Die gevallestudie hierbo toon verskeie voorbeelde van Mandela se optrede en gedrag wat kenmerkend is van 'n charismatiese leier. 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).

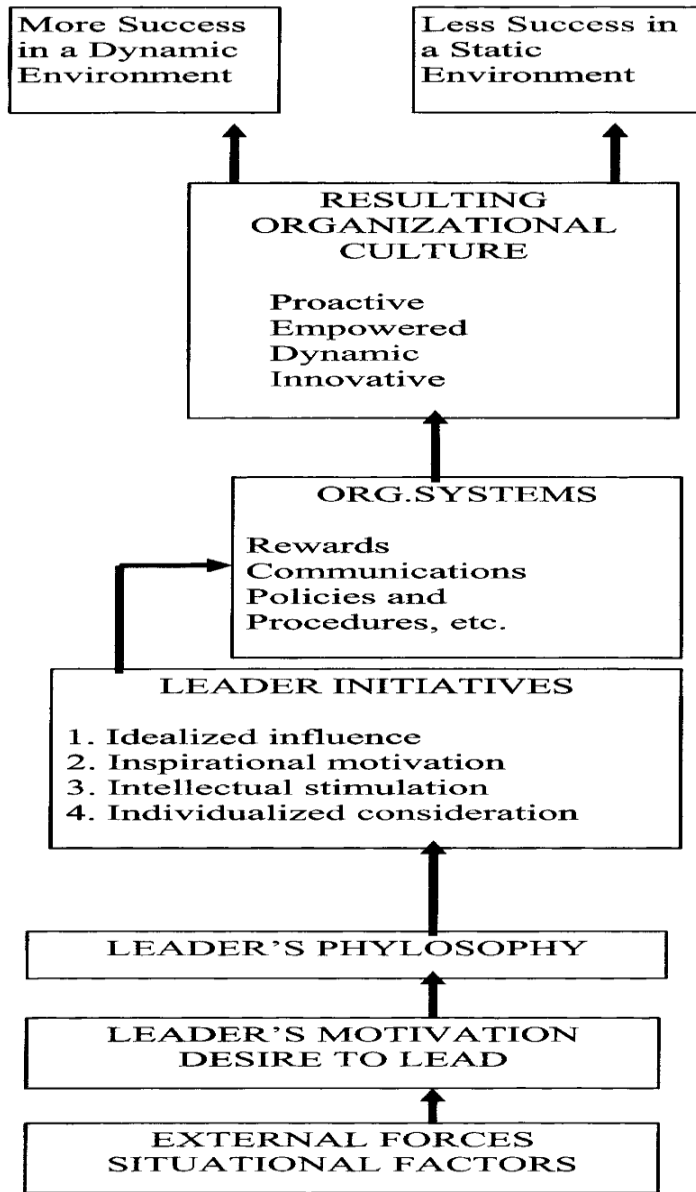
Charismatic leadership characteristic	Description of the characteristic	Mandela's case study behaviour
Vision and articulation	Exciting public speaker Appears to be a skillful performer when presenting to a group Inspirational, able to motivate by articulating effectively the importance of what organizational 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 (favorable physical and social conditions) that may facilitate achievement or organizational objectives Entrepreneurial; seizes new opportunities to achieve goals	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.
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> <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> <i>"A winner is a dreamer who never gives up."</i>
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.

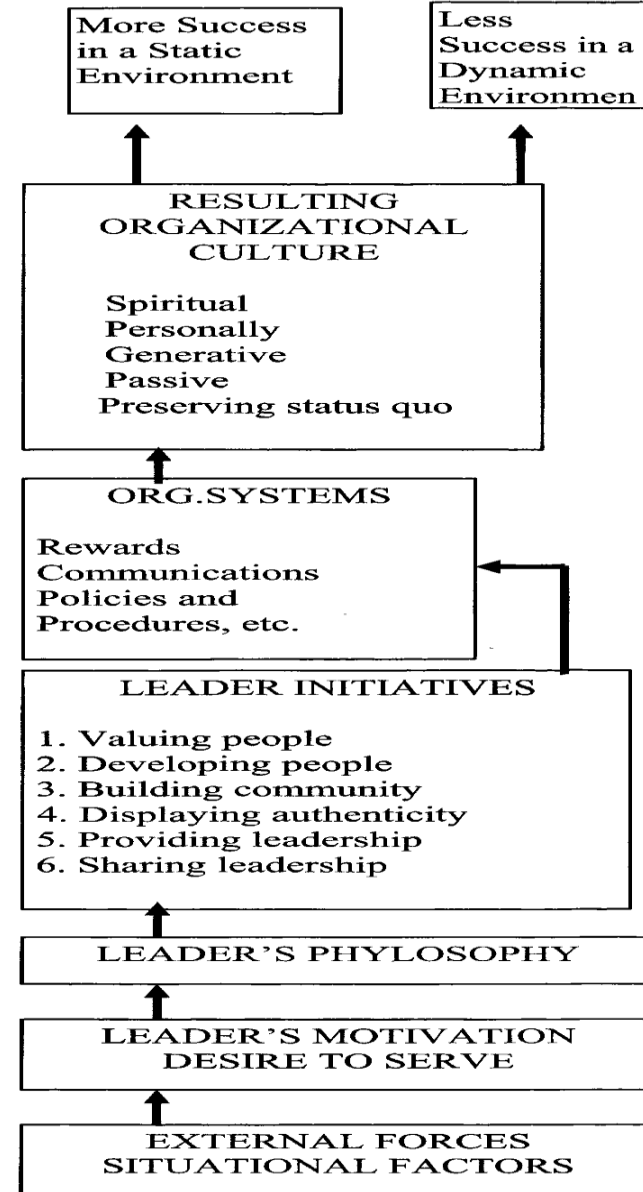
1.2 The case study above demonstrates various examples of Nelson Mandela's actions and behaviour that are typical of a transformational and servant-leader. We can therefore assume a significant overlap between the two leadership styles. However, empirical studies have demonstrated the distinction between the two models. Use a graphical representation to illustrate the extent to which transformational and servant leadership may differ using appropriate examples from the case study. / Die gevallestudie hierbo toon verskeie voorbeelde van Nelson Mandela se optrede en gedrag wat kenmerkend is van 'n transformasionele en 'n diensbare leier. Ons kan dus aanvaar dat daar beduidende oorvleueling is tussen die twee leierskapstyle. Empiriese studies toon egter die onderskeid tussen die twee style. Gebruik 'n grafiese voorstelling en illustreer die mate waarin transformerende en diensbare leierskap toepaslik mag wees vir duidelik onderskeibare kontekste, met die gebruik van toepaslike voorbeelde vanuit die gevalle studie.

Figure 1. Comparative Leadership Models

Transformational leadership



Servant leadership



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 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.*

2.1 Define the concept of ethical leadership, discuss and provide a practical example of the dimensions of ethical leadership. / Definieer die konsep etiese leierskap, bespreek en voorsien 'n praktiese voorbeeld van die dimensies van etiese leierskap. (15)

EL is **defined** as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (Brown, Trevino, & Harrison, 2005, p. 120).

Brown et al., (2005) • Role modelling: Normatively appropriate (e.g. ethical) behaviour • Treating employees fairly: Communicating with openness and honesty • Moral person: Conduct life in an ethical manner • Caring: Has the best interests of employees in mind • Hold followers accountable for ethical conduct: Through the use of rewards and punishment	Practical examples
Resick et al., (2006) • Character and integrity: Leaders' character becomes apparent in acts of humility, loyalty, virtue, generosity, and forgiveness • Ethical awareness: Demonstrate - concern for (a) the collective good of the group, (b) the impact of both means and ends, (c) the long-term and not just the short-term, and (d) the perspectives and interests of multiple stakeholders • Community/people-orientation: Focus on “serving the greater good”, which results in being people-oriented, aware of how their actions impact others (Civility = interest of others), and using their social power to serve the collective interests of the group over self-serving interests (Altruism = helping others) • Motivating: Involves an intellectual and emotional commitment between leaders and followers that makes both parties “reciprocally co-responsible in the pursuit of a common enterprise / Same as Inspirational motivation of transactional leadership • Encouraging and empowering: so that followers gain a sense of personal competence that allows them to be self-sufficient/Actions are parallel to the idealized influence and individualized consideration facets of transformational leadership • Managing ethical accountability: Setting standards and expectations of ethical conduct for followers	
Kalshoven et al. (2011) • People orientation: Concern for the well-being of employees	

• Fairness: Holds employees responsible for the work you have control over • Power sharing: Allows subordinates to influence critical decisions • Concern for stability: Work in an environmentally safe / friendly manner • Ethical guidance: Explains integrity related codes of conduct • Role clarification: Explains expectations • Integrity: Can be trusted to do the things they say	
Eisenbeiss (2012) • Humane orientation means to treat others with dignity and respect and to see them as ends not as means. • Justice orientation refers to making fair and consistent decisions and not discriminating against others, • Responsibility and sustainability orientation refers to leaders' long-term views on success and their concern for the welfare of society and the environment, and • Moderation orientation refers to temperance and humility and balanced leader behaviour. It may be expressed by leaders' self-control, their ability to restrain emotions and personal desires, humility, as well as careful and wise attempts to find a balance between (ethically neutral or positive) organizational objectives and stakeholder interests •	

2.2 Discuss the *personality traits* that are *central to toxicity of leaders*. / **Bespreek die persoonlikheidstrekke sentraal tot toksisiteit van leiers.** (6)

- blaming subordinates for errors,
- unreasonable work demands,
- lambasting the working ability of employees,
- insulting,
- undermining the achievements of an individual and
- taking account of the work of others
- prioritize their individual goals over organizational goals, and
- they cannot tolerate criticism.
- these leaders create a climate where no one dares to ask question or make mistakes

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 and task aspects* that could be used to substitute leadership. / *Maak 'n lys van die individuele en taak aspekte wat gebruik kan word as plaasvervangers van leierskap* (4)

- The variables in the **subordinate** dimension are as follows:
 - individual ability,
 - experience,
 - training, and knowledge;
 - indifference toward organizational rewards;
 - professional orientation;
 - need for independence.
- Variables in the **dimension of task** are:
 - intrinsically satisfying;
 - providing its own feedback concerning accomplishment;
 - unambiguous and routine.

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?* (8)

Organizational formalization

1. Clear, written goals and objectives exist for my job.
2. My job responsibilities are clearly specified in writing.
3. In this organization, performance appraisals are based on written standards.
4. Written schedules, programs and work specifications are available to guide me on my job.
5. My duties, authority, and accountability are documented in policies, procedures, and job descriptions.
6. Written rules and guidelines exist to direct work efforts.
7. Written documents (such as budgets, schedules, and plans) are used as an essential part of my job.
8. There are no contradictions and inconsistencies among the written statements of goals and objectives.
9. There are no contradictions and inconsistencies among the written guidelines and ground rules.

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, how the South African value “*love, dignity, trust and community*” 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 “*Liefde, waardigheid, vertroue en die gemeenskap*” 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.** (9)

Ubuntu Value	Organisational system / structure / process	Impact
Love Dignity Unconditional Respect	Values	Development of shared vision and values On constant display: affirmed through ceremonies and symbols
Trust	Leadership and Communication	Participative governance systems Leaders live the values Open communication Providing opportunities for open communication Transparency Participation
Community	Collective stewardship	Awareness of broader stakeholder interests Rewards and pay linked to the community/collective Benefit systems recognize importance of extended family/community, e.g., medical aid dependents, pension beneficiaries, training and develop opportunities for family, access to other perks

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) Provide in a table *a description of and a practical example of the six-level purpose-driven model of leadership.* / Die sentrale, mees belangrike vraag om leiers te vra, is wie dien jy? 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) Voorsien in 'n tabel, 'n beskrywing van en 'n praktiese voorbeeld van die ses-vlak-doelgerigte model van leierskap voor te stel. (12)

6. Self-management (Manz, 1986; Stewart et al., 2011) is conceptualized as strategies for getting oneself to complete difficult but necessary tasks. *List and provide practical examples of dimensions of self-management.* / *Selfbestuur (Manz, 1986; Stewart et al., 2011) word gekonseptualiseer as strategieë om moeilik maar die nodige take te voltooi. Noem en voorsien praktiese voorbeelde van die dimensies van selfbestuur* (12)

Dimensions of self-management	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.

Total / Totaal [100]