

MBAD 821 Leadership Final Assessment

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SOLEMN DECLARATION – Final Assessment

Solemn declaration by student

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I Benjamin van der Westhuyzen Stander declare herewith that the final assessment which I herewith submit to the North-West University as partial completion of the requirements set for the MBA degree, is my own work.

Signature of student B. v d W. Stander

Student number: 12525375

Signed at Sasolburg this 30th day of October 2020

QUESTION 1

1.1 What are the differences between a transactional and transformational leader?

The difference between transformational and transactional leadership is listed below:

1. Transformational leaders offer a purpose that surpasses short-term goals and focuses on higher order intrinsic needs while transactional leaders, on the other hand, focus on the exchange of resources.
2. Transformational leaders get results through followers identifying with the needs of the leader while the transactional leader gives followers something they want in exchange for something that the leader wants.
3. Transactional leadership is more commonplace than is transformational leadership, yet less dramatic in its consequences.

The transformational leader finds his source of power through his character and competence while the transactional leader finds it in his rank/position.

The transformational leader requires commitment from his followers while the transactional leader requires compliance.

The transformational leader rewards his followers by instilling a sense of pride and self-esteem while the transactional leader rewards through pay and promotion.

QUESTION 2

2.1 Charismatic leadership is basically the method of encouraging particular behaviours in others through eloquent communication, persuasion and force of personality. Describe the three-step process that they follow to achieve this. In other words, how do they encourage particular behaviour?

Charismatic leaders are different from other leaders in that they possess the ability to deliver a vision that is inspirational and through their behaviours and actions they foster an impression that they and their mission are extraordinary. Therefore, their followers follow them because of the perception of their extraordinariness and not only because of formal authority. Measurement of charismatic leadership is therefore based on the perception of the followers based on specific leader behavioural attributes that stimulate/cause such outcomes.

The Conger and Kanungo model has three distinct stages to distinguish behavioural components of the leadership process are environmental assessment, vision formulation and lastly implementation. The three stages are discussed below:

Environmental assessment stage- distinguish charismatic leadership of managers from other leadership roles by followers' perception of:

- the manager's greater desire to change the status quo
- a heightened sensitivity to environmental opportunities, constraints, and followers' needs.
- more likely than in other roles to be perceived both as critics of the status quo and
- as reformers or agents of radical reform.

Vision formulation stage- the followers' perception of the manager's:

- formulation of a shared, but idealized future vision
- effective articulation of this vision
- in an inspirational manner distinguishes the manager's charismatic leadership role from other roles.

Implementation stage- managers who are perceived as charismatic

- are seen to be engaging in exemplary acts
- that subordinates interpret as involving great personal risk and sacrifice

Through these actions, such managers can empower subordinates and build trust.

QUESTION 3

3.1 Many perceive Gandhi as one of the best servant leaders ever. Use your interpretation of any of his quotes above and linked it to the *behavioural dimensions of servant leadership according to Van Dierendonck (2011)*. Use the table below to make your point clear.

Servant leadership behaviour according to Van Dierendonck (2011)	Quote of Gandhi	Your interpretation of the quote
• Interpersonal acceptance,	• “You don’t know who is important to you until you actually lose them.”	Interpersonal acceptance theory deals with socialization and lifespan development. To build social relationships and maintain it you need to know what value you put to that relationship. The real value will only become evident when it was removed.
• Providing direction, and	• “Happiness is when what you think, what you say, and what you do are in harmony.”	Aligning your thoughts, your actions and your words will ultimately give direction and it will give you joy.
• Empowering and developing people,	• “Live as if you were to die tomorrow. Learn as if you were to live forever.”	Empowering you to live as if you had limited time left and keep on developing yourself through learning and teachings.
• Standing back	• “I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent.”	You need to know that not engaging in violence (standing back) will prevent a long-standing resistance of evil.

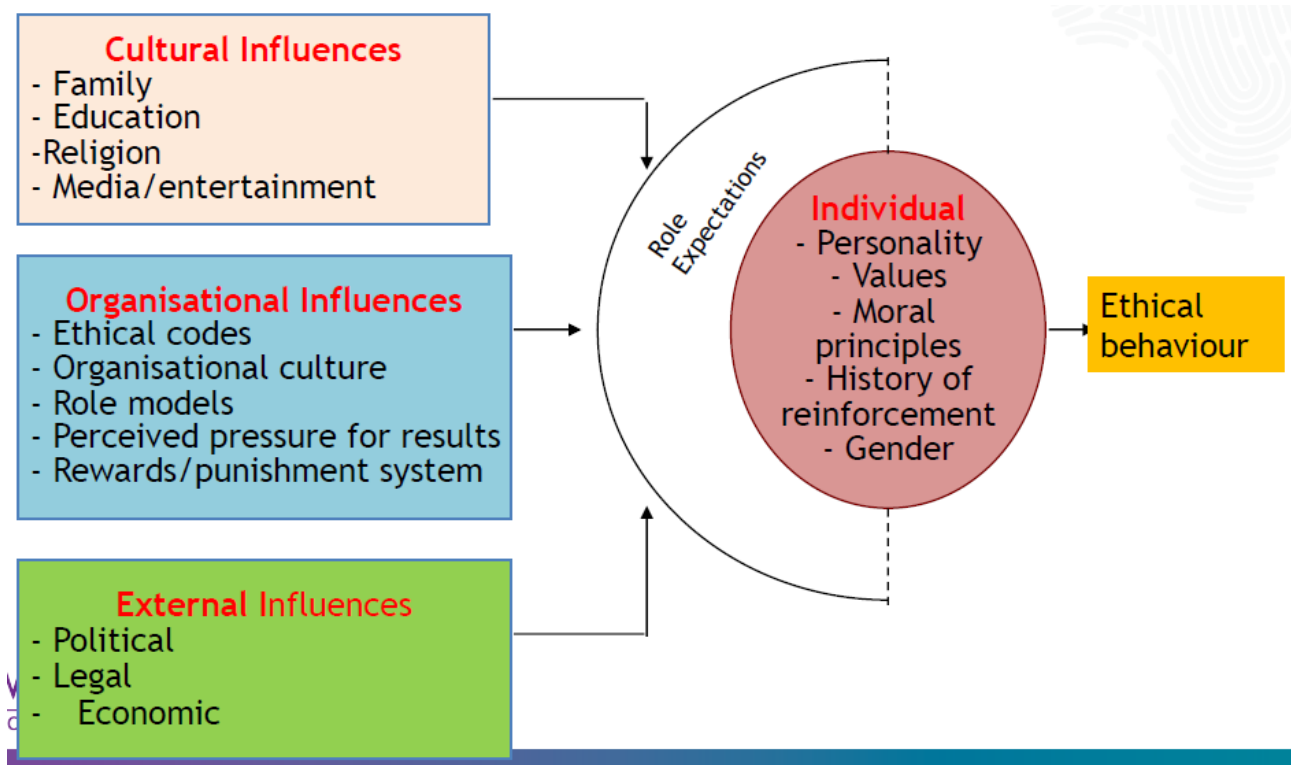
• Accountability	• “If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.”	Take accountability of your own life by acquiring the skills and know-how.
• Forgiveness	• “Hate the sin, love the sinner.”	Forgive the person who did something wrong and surround him with love.
• Courage	• “If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. We need not wait to see what others do.”	Have the courage to change yourself to change the world.
• Authenticity,	• “An ounce of practice is worth a thousand words.”	Be true to yourself and put action to his belief.
• Humility,	• “The best way to find yourself is to lose yourself in the service of others.”	Humility by sacrificing yourself for others needs and plights.
• Stewardship.	• “It’s the action, not the fruit of the action, that’s important. You have to do the right thing. It may not be in your power, may not be in your time, that there’ll be any fruit. But that doesn’t mean you stop doing the right thing. You may never know what results come from	As a steward you have to take care of others by doing something even if you don’t see the results yourself, it will have an impact on those who you are a steward for.

	your action. But if you do nothing, there will be no result.”	
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QUESTION 4

4.1 Ethical leadership seems to be the solution to the frequent and prominent newspaper headlines on corruption in the private and public sector in South Africa. Provide line managers with advice on the factors that influence ethical behaviour (using a graphical representation). In addition, provide recommendations for improving an organisation's ethical climate.

A model for ethical behaviour in the workplace is presented below:



To summarise the graphical illustration: The individual's ethical behaviour is influenced by his own individual characteristic, cultural influences, organizational influences and external influences. To influence ethical behaviour within the organization it is important to put actions into place that will promote ethical behaviour and discourage unethical behaviour. The ethical climate can be improved by the following actions:

1. Be a role model by behaving ethically yourself. Your followers/subordinates will mimic your behaviour and by demanding a high standard of ethically acceptable behaviour will not be good enough. You will need to illustrate it yourself.
2. To ensure the ethical climate is healthy you need to ensure that you employ people with the desirable ethical standards. Therefore, it is important to screen employees before appointing them and ensure their personality, values, belief and morals are in line with what is expected.

3. The expected ethical standard must be known by all in the organization therefore the code of ethics must be developed and displayed.
4. To continue from the previous point, there will be training required on ethically acceptable behaviour and regular screening of employees will be required to ensure the code of ethics/ethical behaviours is instilled in their inner being.
5. Reinforcement of ethical behaviour by rewarding/recognising good behaviour and taking disciplinary/corrective actions against unwanted behaviour.
6. Create structural mechanisms to deal with ethics in a form of ethics reporting line that protect "whistle-blowers".

To inspire an ethical culture, one needs to set achievable goals, lead by example, create an environment that is conducive of good ethical behaviour and provide feedback and mentorship on ethical matters.

QUESTION 5

5.1 Self-leadership is described as the process of influencing oneself to perform more effectively. This line of research has attracted a significant amount of attention over the past decades (Neck and Houghton, 2006). Discuss the various strategies that can be used for self-leadership.

Self-leadership can be defined as the process an individual undertakes to better himself in terms of his/her own behaviours and intellectual (cognitive) ability. Through the process, the individual achieves self-motivation and self-direction while having a positive change in his/her own behaviours to ultimately improve one's performance. It requires strategies and normative actions to achieve the desired performance enhancement. The self-leadership strategies (and actions) can be defined as behaviour focussed, natural reward or constructive thought strategies.

The Behaviour-focused self-leadership strategies refer to self-observation, goal setting, self-reward, self-punishment and cues as defined by Neck & Houghton. The strategies are elaborated on below:

- **Self-observation** refers to individuals' awareness of how, when and why they engage in specific behaviours and requires that the individual have a heightened self-awareness on how (why and when) certain behaviours are displayed. The self-awareness will assist in overcoming unproductive behaviours (even if effective). Being aware of one's own performance and behaviour will assist in the strategy of **goal-setting** that is both effective and behaviour altering.
- **Goal-setting** makes it possible to increase energy level and result in an enhanced/heightened effort to achieve those goals.
- **Self-reward** for self-set goals can be as simple as personal self-praise (sense of accomplishment) by the individual or a more tangible reward such as buying oneself an item or something the individual want (golf set, clothes, sunglasses, holiday).
- **Self-punishment** (opposite of self-reward) is a strategy to enhance self-influence of behaviour but if it becomes habitual, self-punishment and guilt, in general, receives mixed to negative support as a self-leadership strategy.
- **Behavioural rehearsal (cues)** before actual performance can promote refinement, improvement and corrective adjustments to improve individual effectiveness.

QUESTION 6

6.1 Discuss the 6 attributes of destructive leaders as well as the personal and situational characteristics that facilitate the occurrence of such leadership behaviour.

In contrast to positive leadership styles is the dark side of leadership where scholars have studied various topics that include injustice, political behaviour, aggression and unethical behaviour. This leadership style consists out of five topics: destructive leadership, negative leadership, abusive supervision, workplace bullying and toxic leadership.

The six attributes of destructive leaders are listed and elaborated on below:

1. Authoritarian, seeking obedience and submission from employees and create an environment of fear.
2. Commanding, ridiculing, yelling at, lying or humiliating others to break down and individual's self-worth.
3. Controlling behaviour and not empowering others relating to doing exactly what the leader wants without questioning. They keep information for themselves
4. Self-centeredness, own interests above all- Everything is about the leader and how good he/she is at the expense of the subordinates, their focus is to maintain or progress themselves.
5. Intimidating- destructive leaders intimidate their subordinates to work harder or longer hours with no regard for the individual, they show abusive behaviour, are disrespectful and humiliate subordinates
6. Avoidance behaviour- avoid providing the required information and keep it to themselves.

Destructive leaders have been examined in terms of personal as well as situational characteristics that promote the emergence of such destructive leaders. Seven personal characteristics have been identified that could contribute to the emergence of destructive leaders and that might lead to the occurrence of destructive or counterproductive behaviours by a leader.

- **Narcissism**- everything is about himself (self-love)
- **Fear**- instilling fear in his dealings with others
- **Outcome uncertainty**- due to uncertainty of the future (retrenchment or lay-offs) the individual becomes destructive in response
- **Power motives**- create an environment of personal power, wanting to create their own empire
- **Object beliefs**- own personal beliefs and values make it acceptable to behave destructively

- **Negative life themes-** have a negative outlook on life and therefore transfers negativity to others.
- **Lack of self-regulation-** not being control of own emotions (EQ) and therefore have outburst to cope with bad feedback

The identified situational and/or environmental conditions that facilitate the emergence of the tendency to be destructive that may result in counterproductive acts of the destructive leader. The situational variables that have been identified are:

- **Alienation-** due to being alienated results in becoming destructive (suppressed anger)
- **Non-supportive family-** not being supported by family resulting in transferring personal disappointments to the work environment and therefore becoming destructive in nature
- **Negative role models-** had a destructive role model that influenced their own leadership style and its acceptability.
- **Life stressors-** transfer of personal stressors and taking in out on subordinates
- **Competitive pressures-** unhealthy competition translating into the behaviour of stepping on and walking over everybody to achieve to the goal first.
- **Exposure to negative superiors or peer groups**
- **Financial need of the individual** – financial greed creating a stressful situation that results in a destructive leader.

QUESTION 7

7.1 List the variables in the individual dimension that could serve as substitutes of leadership and advise line managers on how unambiguous, routine, and methodologically invariant tasks could replace the physical presence of leaders.

Substitutes for leadership is widely defined to the individual, task and organisational characteristics/factors the influence the behaviour between leader's behaviour and subordinates job satisfaction and appear to also influence the leadership style that influences the motivation of the followers.

Substitutes for leadership theory by Kerr & Jermier, proposes that, under the right circumstances and situational factors, there may be substitutes for leadership. Situational factors that may either 'neutralise' leadership (prevent the leader from taking) or substitute/replace leadership (workgroup cohesion). Leader substitutes may be in the form of situational or organisational factors (job design, cohesive workgroups) or follower characteristics (ability, training, experience).

The substitute for leadership variables in the subordinate/individual dimension is listed below:

- the individual's ability,
- experience,
- training,
- and knowledge,
- the indifference toward organisational rewards,
- professional orientation,
- the need for independence.

The substitute for leadership (removal of leader presence) variables in the dimension of the task are listed and discussed and recommendations given below:

- Is the task intrinsically satisfying- Design the task in such a way that it is more satisfactory to do the task by creating or adding a value aspect of doing the task. The task is important and adds value to the organization in this way.....
- Providing its own feedback concerning accomplishment-
- Is the task unambiguous and routine? - Ensure that clear operating instruction or standard operating procedures are developed to ensure all uncertainty is removed.

QUESTION 8

8.1 Using the critical perspective on leadership and discuss how the Ubuntu values of “love, dignity and unconditional respect”, “Trust”, “Community” and “Diversity” resultant leadership style according to Blunt and Jones (1997) can be used and absorbed in organisational systems, structures and processes and how that will impact on the organisation.

Blunt and Jones paint a negative and generalized picture of an African alternative to leadership.

Vision, in the Western sense, may be out of place in many organizations in Africa. The debate concerning whether visionary or transformational leadership is adopted more than practised in the West makes its applicability in Africa (and East Asia) more tenuous still.

It is suggested in the African approach that authoritative rather than authoritarian leadership is applied. It means that leaders are seen to possess genuine authority but are expected by their subordinates to use it only sparingly and in a humane and considerate way.

The effective management is a consultative process with subordinates, where they are treated considerately, promote their self-development, support and help them, and provide them with clear direction. Good managers are seen as people-orientated.

The table below summaries different elements of African leadership approach:

Element	Leadership in Africa
Influences on leadership practices	Highly centralized power structures High degrees of uncertainty Emphasis on control mechanisms rather than organizational performance Bureaucratic resistance to change Acute resource scarcity Individual concern for basic security Importance of extended family and kin networks
Managing authority	Authoritarian/paternalistic leadership patterns Centralization Bureaucratic controls Preoccupation with rules and procedures Reluctance to judge performance
Managing uncertainty	High degrees of conservatism Change-resistant organizational hierarchies, reinforced by preoccupation with rules Social networks crucial to provide individual security
Managing relationships	High degrees of conservatism Change-resistant organizational hierarchies, reinforced by preoccupation with rules Social networks crucial to provide individual security

Ubuntu Value	Organisational system, structure and process	Absorbed in organizational systems, structures and processes according to (Blunt & Jones)	Impact on organization
Love, Dignity, Unconditional respect	Values	Influence on leadership practices Managing relationships	Development of shared vision and values On constant display: affirmed through ceremonies and symbols
Trust	Leadership and communication	Managing relationships	Participative governance systems Leaders live the values Open communication Providing opportunities for open communication Transparency Participation
Community	Collective stewardship	Managing authority	Awareness of broader stakeholder interests Rewards and pay linked to the community/collective Benefit systems recognize the importance of extended family/community, e.g., medical aid dependents, pension beneficiaries,

			training and development opportunities for family, access to other perks
Diversity	Recruitment and selection	Managing uncertainty	Value differences Access to equal opportunities Team composition