



Leadership – MBAD821

Individual Assignment

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Good effort!

4 August 2020

I hereby declare that this assignment, which I submit to the North-West University as partial completion of the requirements set for the MBA degree, is my own work.

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1. Introduction

From a macro-economic viewpoint South Africa is treading water (Aljazeera, 2015). Contributing significantly is the inability of Eskom to meet the electricity requirements of the economy. This has been cited by various rating agencies as one of the key concerns for the future growth of the country (Cameron, 2020). This is having a severe impact on various sectors of the economy and especially the mining and minerals processing sector which is heavily reliant on electricity. As an example, Samancor (Kulkarni, 2020) and Glencore (Creamer, 2020), two of the largest ferrochrome producers in the world, have recently issued Section 189's (intention to retrench employees) citing increasing costs associated with poor and expensive electricity supply as one of the main reasons. In light of such a morbid backdrop, employee performance and innovation has never been more important.

In order for employees to be productive and innovative, the correct climate needs to be created for them to thrive in. One of the key aspects in creating this climate is leadership (Gong, et al., 2009). The aim of this research is to investigate the effects of various leadership attributes and how it affects employee well-being, which in turn has been shown to affect performance and innovation (Dutschke, et al., 2019).

A qualitative study design was used. Employees working currently at a South African ferrochrome smelter were surveyed. The focus of this study was to explore these constructs in the South African context. Because these employees are working in this industry, and with the constant threat of retrenchment hanging over their heads, might also provide new insight into what attributes a good leader should have in these trying times.

2. Research Problem

From literature it has been confirmed that work performance is, amongst others, a function of subjective well-being (Priatna, et al., 2020). Subjective well-being on the other hand can be affected by the employees' physical environment, as well as the psychological work environment (Gilbreath & Benson, 2004). According to Kelloway and Barling (2010), one of the primary ways in which employee well-being can be affected is through leadership. In other words, different leadership styles impact on the psychological work environment of the employee, which in turn affects the employees' subjective well-being, which is one of the factors impacting the performance of the employee. In modern businesses where competition

is extensive the performance of employees are critically important to ensure sustainability. This is especially true in the South African context. The country is currently facing extensive economic upheaval. Understanding what constitutes good leadership in South Africa has never been more important. Taking above into account, the research problem can be summarised as follow: *what is the effect of various leadership attributes on the subjective well-being of employees working in the South African ferrochrome industry.*

3. Literature Review

In this literature review the construct of *well-being* will be defined and elaborated upon. Thereafter, various leadership attributes will be identified. Where convenient, known relationships between a specific attribute and well-being will be cited, but it is not critical. Recall that the aim of this study is to determine what leadership attributes affect well-being in the South African context, hence it is only important to compile an adequate collection of leadership attributes to be used when coding the qualitative data collected. In literature there is a plethora of leadership theories with many of them overlapping in some instances. Some have been formalised in terms of the individual traits of leaders (i.e. confidence, degree of extraversion etc.), whereas others focus on the transaction between the leader and the subordinate. A best attempt will be made to compile a list which encapsulates these differences, yet is aligned with mainstream literature to facilitate a process of comparison.

3.1 Employee well-being

The constructs *happiness* and *well-being* are regularly used interchangeably (Ong & Lin, 2016). Depending on the theory considered, *well-being* are often also referred to as *subjective well-being* or *psychological well-being* (Dutschke, et al., 2019). According to Locke (1976), “employee well-being refers to a ~~pleasure~~ or positive emotional state resulting from the appraisal of one's job or job experience”. In literature this subject is typically broached from two viewpoints: negative and positive (Choi, et al., 2017). When investigating from the negative side, focus is typically on job burnout and stress whereas from the positive side, the focus is on sources of experienced pleasure and the level of arousal (Cartwright & Holmes, 2006).

3.2 Defining leadership attributes

A logical place to start would be with a leadership theory that already aggregates a certain amount of distinct leadership theories. Such a model exists and is called the Full Range Leadership Theory (Avolio, et al., 1999). According to Verlage *et al.* (2012) the Full Range Leadership Theory (FRLT) consists of 9 factors. Five of these factors are so-called transformational in nature and four transactional.

The *Transformational Leadership Theory* has arguably attracted more research attention than any other of the leadership theories (Barling, et al., 2011), especially as it relates to well-being and innovative behaviour (Sharifirad, 2013). It is considered one of the superior leadership styles, because these leaders possess the ability to, “*broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group*”. They achieve this through five factors (Verlage, et al., 2012, p. 69): inspirational motivation, idealised influence (attributed), idealised influence (behaviour), intellectual stimulation and individual consideration. Each of these factors will be briefly defined, before turning attention to the transactional leadership factors.

Inspirational motivation – According to Kelloway *et al.* (2012, p. 40), “*Leaders exhibiting inspirational motivation encourage their employees to achieve more than what was once thought possible. These leaders inspire employees to surmount psychological setbacks, and instil in them strength to tackle future hurdles*”. Idealised influence (attributed) – According to Verlage *et al.* (2012, p. 69), this factor refers to the, “*degree to which followers attribute positive traits (e.g. charisma) to their leader*”. Idealised influence (behaviour) – According to Kelloway *et al.* (2012, p. 40) leaders exhibit this behaviour when, “*they are guided by their moral commitment to their followers, and go beyond self-interest for the interest of the organisation. Leaders who manifest idealised influence are able to forego organisational pressures for short-term financial outcomes, and instead focus their efforts on the long-term health and well-being of their employees*”. Intellectual Stimulation – According to Verlage *et al.* (2012, p. 69), “*Intellectual stimulation describes the leadership behaviour a leader shows to involve followers in decision making processes.*”. Kelloway *et al.* (2012, p. 40) expands on this definition and states, “*Leaders who manifest intellectual stimulation help employees to question their own commonly held assumptions, reframe problems, and approach matters in innovative ways. Given the opportunity to arrive at their own personal strategies to tackle psychological and work-related setbacks, employees become more confident in protecting*

and developing their own well-being". Individual consideration – According to Kelloway *et al.* (2012, p. 41), "individual consideration occurs when leaders pay special attention to employees' needs for achievement and development; they provide needed empathy, compassion, support, and guidance that influence employees' well-being".

The four transactional leader factors are: contingent reward, active management-by-exception, management-by-exception passive and laissez-faire. All below definitions are from Verlage *et al.* (2012, p. 69). Contingent reward can be defined as, "a more or less implicit contract between leader and follower, as, in exchange for the work done by the follower, the leader promises a reward". Active management-by-exception can be defined as, "leaders who interfere only to prevent failure of their followers". Management-by-exception passive describes leaders who, "intervene after mistakes have occurred to limit possible damage". Laissez-faire is characterised by an absence of transactions.

A critique that has been levelled against the FRLT is that it doesn't account for several other important leadership factors (Antonakis & House, 2004). Verlage *et al.* (2012) refers to these factors as *implicit leadership factors*. These authors surveyed 694 respondents in Germany using the Multifactor Leadership Questionnaire (MLQ) which is typically used to measure the factors associated with the FRLT, but they also included several open ended questions to determine these implicit leadership factors. They discovered 17 implicit leadership factors, which will be added to the nine already discussed. These 26 factors will be used for coding the data of the current research. From the assigned names, the meaning of these 17 factors are largely self-explanatory and will not be elaborated upon. Please see Appendix A for a summary of all factors.

Toxic leadership?

4. Research Method

This study design can broadly be defined as qualitative in nature. The aim of the study was to do a confirmatory thematic analysis as related to the effect of leadership attributes on well-being. The literature review was used to assist in pre-coding important themes/factors (Appendix A). Non-probability sampling was deemed appropriate, given the fact that all sampling units are currently working in the South African context.

Two questions were prescribed by the North-West University. The first question asked the respondent to think of a time he/she flourished (excelled at work) and describe the role the leader/manager had played in facilitating it. The second question was the opposite of this in that the respondent had to think of a time he/she really struggled at work and felt depressed.

Respondents were asked to focus on the behaviours, skills, attitudes and abilities of the leader.

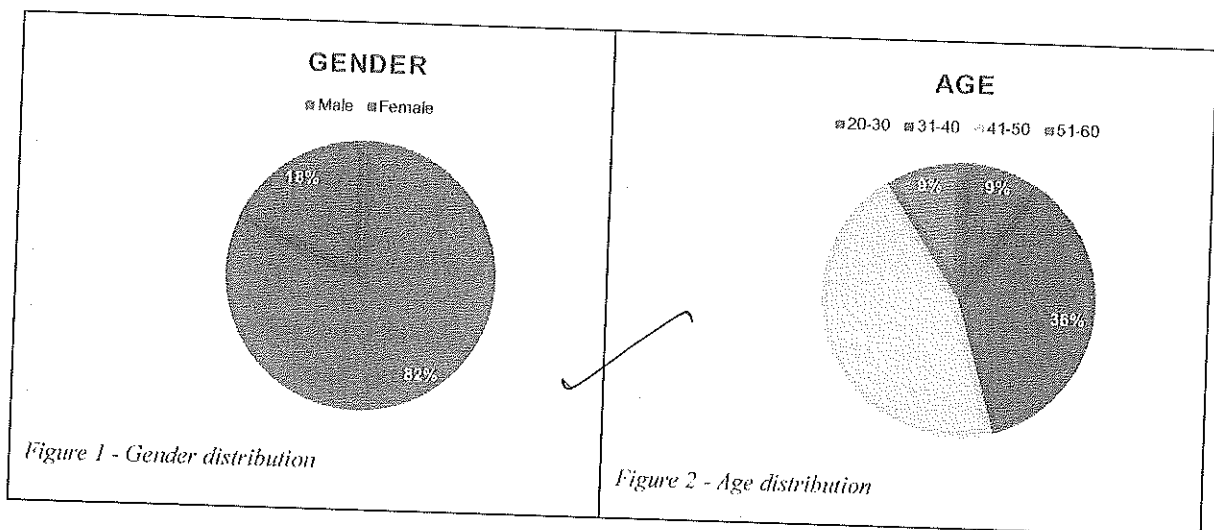
These questions were loaded onto the Google Forms platform (Appendix B) and distributed to earmarked employees working at a South African ferrochrome smelter. Before any questions were asked, a consent form was displayed describing the research and the voluntary and anonymous nature of the participation. It was clearly stated to the respondent, by completing the survey he/she gives approval for the data to be used. It was also explicitly stated that the respondent can immediately cease participation should he/she feel uncomfortable.

The projected deliverable of the data analysis phase are frequency tables listing all the leadership attributes that both contribute and detract from the subjective well-being of employees functioning in the South African work environment.

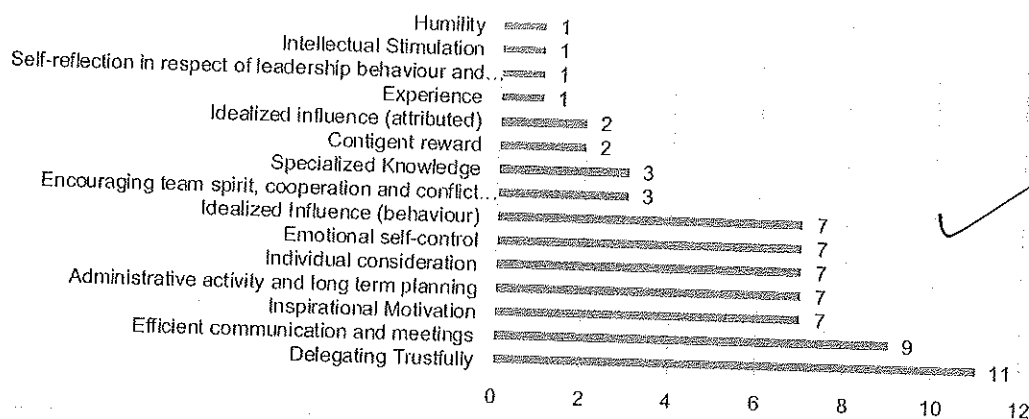
5. Results

Eleven responses (from eleven) were received via Google Forms platform. The majority of the respondents were male (Figure 1). The majority of the respondents fell within the ages of 31 to 50 (Figure 2). This is favourable because it means the respondents have more likely, over the span of their careers, been exposed to a wide range of leadership styles. Time has the effect of blurring things and often one is left with the memories and images that had the most pronounced effect on you as a person. For the sake of this research, it means it is likely the attributes highlighted are those that had the most pronounced effect on the respondents. Six of the respondents have attained matric and five have received some form of higher education.

Using the factors identified a thematic content analysis was conducted (Appendix C). Figure 3 illustrates the results obtained from the content analysis of positive leadership attributes. In total, 68 references that related to positive leadership attributes could be identified.



Positive Leadership Attributes - Frequency table



Should be supported by responses

A standout feature was the value respondents placed in being trusted and being delegated to imported responsibilities. This transaction between leader and follower acts as a validation step and assists in satisfying higher order needs (as defined by Maslow) such as self-actualisation. Efficient communication was the attribute that received second most references. Efficient communication primarily involved setting clear goals and objectives but critically, also involved discussions surrounding respondent performance (or the lack thereof). So even though feedback might not have been favourable, the act of communicating the concerns were valued by the respondents. Following these two attributes were five attributes that scored similarly. These five attributes were *Inspirational motivation*, *Individual consideration*, *Idealised influence (behaviour)*, *Administrative activity and long term planning* and finally *Emotional self-control*. The first three attributes mentioned form an integral part of Transformational Leadership, once again highlighting why so much research

attention is directed towards this leadership style. *Administration activity and long term planning* involved leadership vision and allowing for development of skills that will be required in future. Respondents praised leaders who were emotional intelligent, who could effectively manage their own emotions and who were cognisant of social interactions and the potential emotional effects on individuals in the team.

Difficulties were experienced classifying the negative leadership attributes. There were already 26 factors at play and the author felt it not prudent to add to this number. Where applicable, existing factors were used to classify negative behaviours whenever the leader either omitted or deliberately acted in an opposite manner as described by the factor (these were denoted as "DO" – Directly Opposite).

In total, 48 references that related to negative leadership attributes could be identified. Chief among these attributes were the opposite of idealised behaviour. This involved "taking the easy route" when it came to acting in a fair, reliable and ethical manner. The second and third attributes involved active dominance (such as belittling respondents in front of co-workers) and laissez-faire behaviour. Various references were also made to leaders who did not have the necessary technical knowledge.

Negative Leadership Attributes - Frequency table

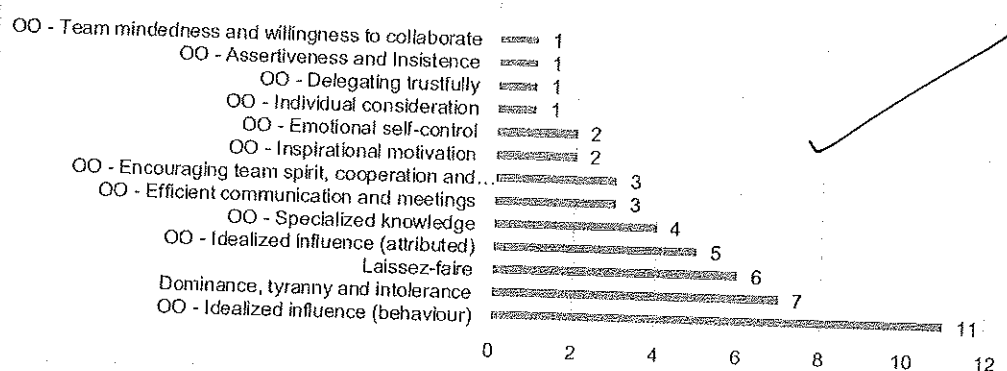


Figure 4 - Negative leadership attributes frequency table

6. Practical Implications and Recommendations

This research highlights attributes and behaviours leaders should both embody and refrain from doing. Leaders should focus on communication and having the necessary discussions, as well as taking that first step by delegating responsibilities to subordinates. Transformational leadership is at the core of increasing well-being. Training in this regard is advised, as well as

emotional intelligence training. Formal processes such as succession planning can be introduced to force leaders to consider development and having those uncomfortable discussions about performance. If good senior leadership is at the helm and mechanisms put in place to gather information about leaders from subordinates, these negative behaviours should be weaned out over time. To act in a certain manner, people need to be appropriately motivated. For some leaders transformational leadership comes naturally, but unfortunately, so does destructive leadership to others. Before one can appropriately motivate these individuals, you need to identify them. Motivation will depend on the root cause of why the person prefers act in the unwanted manner. It is recommended that follow-up research make use of quantitative methods to better research relationships between identified leadership attributes and subjective well-being.

7. Conclusion and Limitations

A sample of respondents working in the South African ferrochrome industry were surveyed to establish what leadership attributes both add and detract from subjective well-being. It has been found that respondents value responsibility (being trusted), good communication and behaviours associated with transformational leadership. Leaders who were unfair, unreliable and unethical detracted from overall well-being. Active dominance and a laissez-faire attitude were also referenced extensively.

Limitations include a small sample size and the fact that coding was done on the principle of one data reference to one leadership attribute which was deemed the most appropriate. For similar future studies it is proposed that a coding manual be compiled and additional researchers used to validate the coding. It is also recommended that interviews be used as opposed to a survey.

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Appendix A – Summary of leadership factors used for data coding

<u>Full Range Leadership Theory</u>	Transformational Factors 1. Inspirational motivation 2. Idealised influence (attributed) 3. Idealised influence (behaviour) 4. Intellectual stimulation 5. Individual consideration Transactional Factors 6. Contingent reward 7. Active management-by exception 8. Management by exception passive 9. Laissez-faire
<u>Implicit Leadership Factors</u>	10. Stress resistance 11. Assertiveness and Insistence 12. Administrative activity and long-term planning 13. Practical self-management 14. Emotional self-control 15. Delegating trustfully 16. Efficient communication and meetings 17. Encouraging team spirit, cooperation and conflict management 18. Dominance, tyranny and intolerance 19. Perfectionism and focussing on details 20. Team-mindedness and willingness to collaborate 21. Self-reflection in respect of leadership behaviour and prioritizing role of leadership 22. Humour and joy 23. Specialized knowledge 24. Flexibility, spontaneity and pragmatism 25. Rhetoric ability to communicate and social acceptance 26. Experience

Appendix B – Consent letter and survey questions



Informed Consent North West University – South Africa MBA Leadership Research

Title of study: The effect of leadership on employee well-being in the minerals processing industry in South Africa
Researcher: Danie le Roux

Dear Participant

The purpose of this study is to obtain information from employees about leadership in South Africa and specifically within the mineral processing industry.

The procedure to be followed is that of a qualitative research design, using an open ended questionnaire whereby respondents are given the opportunity to communicate their views on the noted topic. Estimated completion time for the questionnaire is 30minutes.

If at any point during the completion of the open ended questionnaire, the respondent should feel uncomfortable, he/she is welcome to abandon the online form. By completing the online form, the respondent gives consent for the information to be used.

It should also be emphasized that participation in this study is on a voluntary basis and with the consent of the respondent without any form of coercion.

The confidentiality, anonymity and privacy of respondents are guaranteed. A summarised copy of the completed research will be made available to the respondents on request.

Should you have any concerns or require assistance please contact me at:

Cell: 079 675 7188

E-mail: danie.leroux@glencore.co.za

Your participation in my research will be much appreciated.

Kind regards,

Danie le Roux

Section 2 of 3

Basic Background Information

Description (optional)

Please enter your age

Short-answer text

Please select your gender

☐ Female

☐ Male

☐ Prefer not to say

☐ Other...

What is your highest qualification?

Short-answer text

Section 3 of 3

Effect of Leadership on Well-being

When answering the next questions, consider behaviours, skills, attitudes and abilities exhibited by the leader in question.

Think about and report a time in your career when you have prospered (flourished, thrived, grown, or succeeded) at work. Explain, using concrete examples, the role that your leader (direct supervisor or manager) played that enabled you to feel this way.

Long-answer text

Think about and report a time in your career when you were feeling very down (depressed, miserable, unhappy and despondent) at work. Explain, using concrete examples, the role that your leader (direct supervisor or manager) played that enabled you to feel this way.

Long-answer text

Appendix C – Raw data and content analysis

Positive Leadership attributes

Responds	Extract	Themes
1	Given ownership on responsibilities ¹ . Making decisions ² , giving ideas and reasons supporting my ideas of which part of them were considered ³ .	1. Delegating trustfully 2. Delegating trustfully 3. Encouraging team spirit, cooperation and conflict management
2	I never had supervision experience but with support from my manager gave me by putting me on a supervisory position ⁴ I started believing I could and did an excellent job ⁵	4. Delegating trustfully 5. Inspirational motivation
3	Given a platform to come up with ideas ⁶ that will enable the team to work less and achieve more ⁷ . Secondly investigating something that will minimize hands injuries ⁸ . Example: patrol system that eliminated compiling of report in order to be proactive as well ⁹ . Posters available in the plant and everyone wear gloves everywhere in the plant. My supervisors were supportive ¹⁰ and impressed ¹¹ .	6. Encouraging team spirit, cooperation and conflict management 7. Administrative activity and long-term planning 8. Delegating trustfully 9. Administrative activity and long-term planning

		10. Individual consideration 11. Efficient communication and meetings 12. Delegating trustfully 13. Contingent reward 14. Inspirational motivation 15. Administrative activity and long-term planning
4	I was given an opportunity to act as a Production Coordinator¹² by the new management at my department after being denied the opportunity for quite some time by the previous management. Most of my superiors, the Technologist and Superintendent to be exact, had faith in me and gave me the support I needed to make a success of the opportunity. They gave me praise where I performed¹³ well and were hard on me whenever I performed below par. The influence these leaders had on me enhanced my resolve to succeed¹⁴. I now find myself in a position where my superiors can count on me¹⁵ to lead the production team and meet our production targets safely shift after shift.	
5	It was a time when my shift outperformed all shifts in terms of attendance, production and safety, and my supervisor commended me for performance¹⁶ and I wanted to do more and more everyday to keep the good name up¹⁷	16. Contingent reward 17. Inspirational motivation
6	Open manager¹⁸ with development¹⁹, motivation²⁰, encouragement²¹ and mentoring²² almost let success overtake when you done wrong try to explain what was meant to be²³.	18. Emotional self-control 19. Administrative activity and long-term planning 20. Inspirational motivation 21. Inspirational motivation 22. Administrative activity and long-term planning 23. Efficient communication and meetings

7	Quite a few years ago I worked for a very good manager. I can give an example to highlight some of his qualities. At work we get a housing subsidy and allowance. At that stage I was receiving a monthly allowance on my house. I sold my house and afterwards also went and spoke to one of the employees at payroll to hear about the allowance. They told me that there is no further action required from my side and that I should be receiving this monthly allowance. After a few months my manager called me to his office. Somewhere the information that I have sold my house gotten to the Finance Manager and they alleged that I purposefully deceived the company to continue getting the allowance. My manager called me in and I told him what happened. He immediately believed²⁴ and told me that I shouldn't worry he would straighten it out. When they asked the lady at payroll, she also lied about the conversation, because it would obviously have implicated her in the sense that she made a big mistake. Either way, my manager believed me from the start and sorted out the whole issue. I loved working for this manager. His opinion was always to trust someone, until that person gives him reason to not trust him. He did not micro-manage. He would give me due dates and he expected me to come to him to give him feedback²⁵, he never harassed me by phoning every few hours. He also gave me a lot of autonomy and authority to make certain decisions. One stand out characteristic was the way he treated people. To him, all people were actually people, and not a function of their level in the company. He treated everyone	24. Delegating trustfully 25. Delegating trustfully 26. Individual consideration 27. Efficient communication and meetings 28. Emotional self-control
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	fairly and with dignity²⁶. One last thing, he was always also very straight-forward. If he wasn't happy with something, he would call me aside and explain what he wasn't happy with²⁷. Most of the times I were in the wrong. He very rarely jumped to conclusions²⁸.	
8	A few years ago I worked for a very good manager. I started working at the workshop and things were really in a bad state then. The housekeeping was poor and there were no clear systems in place (with regards to any of the processes). I first sorted out the housekeeping issues and then went to the manager to pitch him the ideas I had to improve the workshop²⁹. This also included refurbishing the building. He liked it very much and approved the capital spend. I then also basically put me in charge of the workshop³⁰ and I had free reign to make various important decisions³¹. He was a person that was very approachable and emotionally intelligent³². If I encountered major issues, I knew I could go to him and he would not attack me, or point the finger at me. I think he assumed the best of me and allowed me to explain, before he then assumed a position of us being a team, and we then managed the issue together. He believed in me and the whole team. What was also nice about him, he was very much involved in the business. He led by example³³. He had the knowledge³⁴ and experience³⁵, so he really was a valuable source to me when I encountered problems. He was very strict, and set very clear expectations³⁶. He would also never criticize me (or reprimand me) in	29. Encouraging team spirit, cooperation and conflict management 30. Delegating trustfully 31. Delegating trustfully 32. Emotional self-control 33. Idealised Influence (behaviour) 34. Specialized Knowledge 35. Experience 36. Efficient communication and meetings 37. Emotional self-control

	front of my subordinates ³⁷ . If we had to have words, he used to take me aside, where we talked through the issues.	
9	Quite a few years ago I worked for a manager at the Projects department that I really looked up to. At that stage, I didn't yet have my B.Tech. He called me in one day and said to me that he saw potential in me and that he would like to send me to complete my B.Tech³⁸. He had limited resources at the time and knew that a few big projects were in the pipeline, so he actively developed the people around him³⁹, to ensure they would be better suited to assist with the work when the time came. I can say that he lived the values of the company, and you could see he didn't try very hard. I think his own values were in any case so closely aligned to the company, he was probably not even actively paying attention to it⁴⁰. I trusted him immensely and I can say he also trusted me⁴¹. In later years he granted me a lot of freedom to run projects⁴². He used to tell me I'm responsible, but I must communicate with him, because he stays accountable. He would take the blame if something went wrong, but when we did something very good, he would go out of his way to thank the relevant employees in such a way that senior management knew who was performing well⁴³. Furthermore, he was very good at giving direction⁴⁴. He set clear objectives and held you to timelines without becoming irritating wanting progress updates the whole time⁴⁵. He treated everyone fairly and gave everyone the time of day to	38. Administrative activity and long-term planning 39. Administrative activity and long-term planning 40. Idealised influence (behaviour) 41. Idealised influence (attributed) 42. Delegating trustfully 43. Idealised influence (behaviour) 44. Efficient communication and meetings 45. Efficient communication and meetings 46. Individual consideration 47. Emotional self-control 48. Specialized knowledge 49. Individual consideration 50. Inspirational motivation

	voice their opinions ⁴⁶ . He was known, when a HAZOP study was being conducted, he would even involve the tea lady. He was just all round excellent. He had the emotional intelligent side ⁴⁷ , he had the technical side ⁴⁸ , he actually cared about his people ⁴⁹ and he knew how to get us motivated and driving in the same direction ⁵⁰ .	
10	I worked for very long at lower levels, so a manager that stands out for me is the one that took me under his wing ⁵¹ and gave me an opportunity to act at a higher position ⁵² . He called me and explained the situation to me ⁵³ . I started acting on the Production Coordinator position and we use to have feedback sessions after my last night shift of every cycle ⁵⁴ . He had an open door policy ⁵⁵ . When you would go to him and he was busy, he would tell you, just give me 10 minutes. When you went back, even if he wasn't finished, he would stop what he was doing and listen to you ⁵⁶ . One of his badder qualities were, he used to shout in the plant, but later he would say that he was wrong in doing in so ⁵⁷ . He never held grudges ⁵⁸ . If you did something wrong, he would tell you immediately, but from the next day he treats you like always ⁵⁹ . He used to communicate very well what he expected from us and he held us to that standard ⁶⁰ .	51. Individual consideration 52. Delegating trustfully 53. Efficient communication and meetings 54. Individual consideration 55. Individual consideration 56. Idealised influence (behaviour) 57. Self-reflection in respect of leadership behaviour and prioritizing role of leadership 58. Idealised influence (attributed) 59. Efficient communication and meetings 60. Efficient communication and meetings
11	After the completion of my studies, I started working at the plant where I did some holiday work. During the first six months, I had the pleasure of working with a supervisor that had his head screwed on right. This individual helped me grow into a well-rounded engineer ⁶¹ . An illustration of the numerous lessons this	61. Intellectual stimulation 62. Idealised influence (behaviour) 63. Idealised influence (behaviour)

	supervisor taught me is to lead by example⁶². He arrives at work long before the clock-in time, to do rounds in the plant⁶³. He also lends a helping hand where ever it is needed, even if it meant that he would have to perform tasks that fell outside of his job description, like shovelling materials⁶⁴. He also taught me how to work with people and how to handle situations with the needed sensitivity⁶⁵. I struggled in dealing with a disgruntled worker, who had a way of making me emotional and unable to handle the situation effectively. The manager helped me to handle this situation by teaching me to stick to the details of the case, while also considering the worker's side⁶⁶. This case helped me to handle the subsequent grievances and hearing effectively and to the benefit of both parties. This manager constantly introduces new ways of approaching the process we use⁶⁷, he encouraged me to do the same⁶⁸.	64. Idealised influence (behaviour) 65. Emotional self-control 66. Emotional self-control 67. Specialized knowledge 68. Inspirational motivation
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Negative Leadership attributes

Respons	Extract	Themes
1	Task not completed, and my senior encouraged me not feel bad but to check on what went wrong and improve on that.	

2	There was time I had instructions given out and was not carried out by my team. I didn't know what to do how to deal with the problem, my manager to me through process of how to manage the problem than gave me back my joy of work	
3	When I was placed in the department that had less to do with my career ⁶⁹ I felt that my career is going into waste but I had to make means to ensure that I create opportunity in it. My supervisor was there for me and had an open door policy whereby I was able to share ideas with him and clarity as well.	69. DO – Efficient communication and meetings
4	After working for over 6 years for the company I found myself stagnant in one position ⁷⁰ , with no prospects for growth. I studied and obtained a National Diploma in Chemical Engineering, I was diligent at work, I had no disciplinary issues, I had excellent attendance and strived to go the extra mile with each task I was given at work. To my surprise these were not the qualities that pleased my superiors at that time ⁷¹ . I found myself being sidelined and not given any new responsibilities ⁷² . I even felt like I was part of the furniture at some point. This made me miserable ⁷³ .	70. DO – Individual consideration 71. DO – Efficient communication and meetings 72. DO – Delegating trustfully 73. DO – Inspirational motivation
5	There was a time where I was demoted by my previous manager from my position to the lower one due to our differences ⁷⁴ and I felt down and depressed but my direct supervisor encouraged me to be strong and positive, and to remember that I am here for my family he told me leaders come and go but the organization stays the same, and from that I remembered he was also an employee like myself	74. Dominance, tyranny and intolerance

6	Leader everytime greed you and want to hear your well-being .ask you hows your children and wife also ask you is everything alright but when coming to work is more strict that's make you more active and accurate	
7	I was doing well at a different department and then they moved me to a struggling department to assist them. At the time I was working as a Production Coordinator, and when they moved me I reported to Day shift, almost like an acting Day shift Coordinator (one level above Production Coordinator). In the Day shift management structure, this was the lowest management level. I don't know where to begin, that was the worst working experience I have ever been faced with. I will start with my direct supervisor, the Technologist. He never worked⁷⁵. He was always reading newspaper and socializing with the employees⁷⁶. He exhibited clear favoritism towards the Production Coordinators⁷⁷. We would have a meeting, then the manager instructs the team the Production Coordinators should report to me, but in the plant, when I addressed them on issues they would just go to him. He called me and told me in front of them, they don't report to me⁷⁸. The technologist reports to the Engineer. There have been instances on day shift, where the engineer was caught sleeping in the managers office⁷⁹. The engineer wasn't involved at all. She didnt take any responsibility⁸⁰. Her supervisor was the Production Superintendent. He also, simply didn't care what was happening in the plant.⁸¹ He was never in the plant. When I went to him to raise all these concerns	75. DO – Idealised influence (behaviour) 76. DO – Idealised Influence (behaviour) 77. DO – Idealised Influence (behaviour) 78. Dominance, tyranny and intolerance 79. DO – Idealised influence (behaviour) 80. Laissez-faire 81. Laissez-faire 82. DO – Encouraging team spirit, cooperation and conflict management 83. DO – Assertiveness and Insistence 84. Laissez-faire 85. DO – Specialized knowledge 86. DO – Idealised influence (behaviour)

	(because I couldn't follow the chain of command), he would simply ask me to try and find the middle ground⁸². There were rare instances where he tried to impose his will on the Technologist, but the Technologist would just steamroller him⁸³. He couldn't use the authority he had. The manager was just completely not interested what was going on. As an example, whilst you were talking to him, he would be playing around on his phone⁸⁴. He was also incompetent in the extreme⁸⁵ and very lazy, he did no work himself⁸⁶.	
8	I also at one stage worked for a guy that was the complete opposite of what I explained about the good leader. At that time he was a few levels above me in the organization. He used to play hooker for the Transvaal. He wasn't that tall, but obviously very muscular. The first day he had a meeting with us, as an introduction, he bragged about his ability to fight people (physically)⁸⁷. This was a sign of the times to come. He used to belittle everyone⁸⁸. He was rude and attacked people on their character⁸⁹, instead of addressing the act of the misdeed and why it happened. He loved shouting⁹⁰. I can only say that he didn't have respect for anyone⁹¹ and he also had questionable values⁹². At the time we were suspecting he was also taking bribes⁹³, because he was living this lavish lifestyle (and bragging about it⁹⁴), which should not have been possible on his payscale.	87. Dominance, tyranny and intolerance 88. Dominance, tyranny and intolerance 89. DO – Emotional self-control 90. DO – Emotional self-control 91. Dominance, tyranny and intolerance 92. DO – Idealised influence (attributed) 93. DO – Idealised influence (behaviour) 94. DO – Idealised influence (attributed)
9	More recently I worked for someone - he is one of those people that "doesn't know that he doesn't know". All spheres⁹⁵. He didn't know what was going in the	95. DO – Specialized knowledge 96. DO - Specialized knowledge

	plant. He is an older gentleman, so when it comes to the using IT he is basically null in void⁹⁶. I truly believe he was bored at work, because he couldn't be in the plant the whole day and in his office he couldn't do much due to his computer illiteracy. When he scheduled meetings, it could go on for hours⁹⁷. He did not realize how he kept us out of work, and then he would discuss things that sometimes weren't even work related⁹⁸. The decisions that he made overall, were bad⁹⁹. We would try and help him, but when he made up is mind, you could not convince him otherwise⁹⁹. He would rather take the risk of making the bad decision, than change his mind based on facts¹⁰⁰ presented to him and when it didn't work, he would preach that it was a team decision¹⁰¹. He delegated all his work.¹⁰² He would call me in and give me a difficult analysis and who was looking for the information (one of the senior managers). He would then instruct me to not cc in that manager - only send it to him. After I sent that mail, that would be the last I would hear about it. There were occurrences where he took credit for the work I did, in front of me¹⁰³. He was also a very big gossip¹⁰⁴. You knew, if you told him something, its going to spread like wildfire. He talked the talked, but never walked the walked. He was a hypocrite and unethical¹⁰⁵, I'm glad I'm no longer working for him.	97. DO – Efficient communication and meetings 98. DO – Efficient communication and meetings 99. DO – Specialized knowledge 100. DO – Team-mindedness and willingness to collaborate 101. DO – Idealised influence (behaviour) 102. DO – Idealised influence (behaviour) 103. DO – Idealised influence (behaviour) 104. DO – Idealised influence (attribute) 105. DO – Idealised influence (attribute)
10	I once worked for a very poor manager. He was vindictive¹⁰⁶. He would walk around in the plant and then you see him having discussion with the other employees, but it was rarely about work. He was always trying to get sensitive	106. Dominance, tyranny and intolerance 107. Dominance, tyranny and intolerance

	information to try and manipulate people¹⁰⁷. He didn't care about the actual work at all¹⁰⁸. When he was there we did break a few production records, but he wasn't involved at all¹⁰⁹. The person directly below him was very good and we basically saw him as our manager. He was very unfair and he had his favorites¹¹⁰. He was also very unethical and it was no secret that he was having numerous affairs with the girls in the plant¹¹¹. When you saw him walking to plant you knew there were trouble coming.	108. Laissez-faire 109. Laissez-faire 110. DO – Idealised influence (behaviour) 111. DO – Idealised influence (attribute)
11	I am currently working in a department, where the supervisor and manager have created an environment that lacks the leadership that inspires optimal productivity¹². I started working in this department two months ago, in my first week I suggested some areas where we could improve. I was dismissed by the supervisor, which made it clear that my contribution was futile¹¹³. It was made clear to me that this show was solely run by two individuals¹¹⁴. The supervisor and manager are also never available after hours and clocks in after 8 o'clock in the mornings¹¹⁵. They demonstrate a no-care attitude¹¹⁶ that discourages to always do everything to the best of my abilities and to go the extra mile.	112. DO – Inspirational motivation 113. DO – Encouraging team spirit, cooperation and conflict management 114. DO - Encouraging team spirit, cooperation and conflict management 115. DO – Idealised influence (behaviour) 116. Laissez-faire

Le Roux_Marks

MBAD 812 Leadership Individual assignment 2020

Section	Maximum	Mark
Introduction	5	3
Literature review	10	6
Research paradigm, approach and design	10	4
Sample characteristics	10	4
Data gathering method	10	6
Data analysis	10	6
Results	10	9
Managerial implications	10	7
Limitations	10	4
Recommendations	10	6
References	5	4
Total	100	59